

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**American Government**

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**Curriculum writing committee:  
Alexis Decker**

**Grade Level: 11**

**Date of Board Approval: \_\_\_\_\_**

### **Course Grading Scale for American Government: Total Points Earned**

Unit Tests	100 points each
Homework/Classwork	5-20 points weekly
Quizzes	20-25 points each
Projects	30-50 points each

## **Curriculum Map**

### **Overview:**

This course is designed to inform students about the American government system. Students will be challenged to identify, explain, and apply concepts relative to how our government functions. Students will explore the foundations of American democracy, the structure of the Constitution, the interactions among the three branches of the government, the scope of power between the federal and state governments, linkage institutions and how the American citizenry can become involved in the political process, civil rights, and civil liberties.

Students will be guided through the early stages of American democracy and the major changes that were implemented post-independence from Great Britain. Students will be able to compare the early forms of government, the writing and implementation of the new Constitution, and how the modern government functions under the original Constitution and the 27 Amendments.

**Time/Credit for the Course: One full year, meeting daily for ~ 46 minutes / 1 Credit**

## **Goals:**

### **1. Marking Period One: Over a 45-day period, students will aim to understand:**

#### **Unit 1: Foundations of Government and Citizenship**

**(30 days)**

- The purpose of government
- Basic concepts of Democracy
- Types of Government
- Origins of the Modern Democratic State (Enlightenment Ideas)
  - Documents that helped structure our Constitution
  - Declaration of Independence- critical period leading up to Constitution
  - Articles of Confederation- weakness, strengths, how this led to the writing of the Constitution
- Various plans proposed that led to the ratification of the Constitution- Virginia Plan, New Jersey Plan
- Various compromises that were reached to form our modern government structure
- Great Compromise, Three-fifths Compromise, Electoral College, Election of Senators/ House members
  - Basic Principles of the Constitution
  - Articles of the Constitution
  - What is an amendment- how are they added to the Constitution?
  - Federalism- cooperative vs. dual federalism
  - Examples of federalism at work in today's society
  - Interstate relations

#### **Unit 2: Government by the People Linkage Institutions**

**(15 days)**

- What a political party is
- The goals of political parties
- Two-party system- why they have dominated politics
- Minor Party system- how they contribute to election process
- How parties organize around their platforms
- The right to vote and qualifications to vote in America
- How specific demographics tend to vote in national elections
- How presidential nominees are selected
  - Primary
  - Caucus

**2. Marking Period Two: Over a 45-day period, students will aim to understand:**

**Unit 2: Government by the People and Linkage Institutions (30 days)**

- Media impacting public opinion
- Various media outlets and how they influence the American public
- The right to vote and qualifications to vote in America
- How specific demographics tend to vote in national elections
- Campaign finance laws
  - Bipartisan Campaign Reform Act
  - Federal Elections Commission
  - Hard money
  - Soft money
- Public opinion is measured through polling
- Media impacts on public opinion
- How interest groups are different from a political party
- Iron triangles- bureaucracy, congressional committee, interest group

**Unit 3: Branches of the Government (15 days)**

- We have a bicameral legislature-House and Senate
- Differences between House and Senate - qualifications, terms, representation, election methods, etc.
- The Expressed Powers of Congress
- Implied Powers of Congress through the Necessary and Proper Clause
- Non-legislative powers
- How a bill becomes a law
- Committees in Congress-the jobs they have and how they facilitate the law-making process

**3. Marking Period Three: Over a 45-day period, students will aim to understand:**

**Unit 3: Branches of Government (45 days)**

- Current leaders in the House and the Senate and the jobs affiliated with each leadership position
- PA government structure
  - Congressional members of PA- state level
  - Governor qualifications and powers
  - Counties, towns, townships- structure and function
  - Financing local government
- Presidential Qualifications
- Expressed powers of the President
  - Formal
  - Informal
- Presidential succession (25th Amendment)

- Growth of presidential power
  - Diplomatic and military powers
- Define the bureaucracy and understand the importance for our democracy
- Cabinet Departments, independent agencies, Executive Office of the President
- How the National budget is created- where we obtain the money to fund the government

**4. Marking Period Four: Over a 45-day period, students will aim to understand:**

**Unit 3: Branches of Government**

**(15 days)**

- Structure of the federal court system
- How inferior courts are established
  - Jurisdiction of district courts v. appellate courts
- Supreme Court jurisdiction and powers
- Supreme Court justice appointment and relevance of appointment- life tenure
- Special Courts and issues that pertain to special courts
- Marbury v. Madison and Judicial Review
- Current members of the Supreme Court, who appointed them.
- Judicial activism v. Judicial restraint

**Unit 4: Civil Liberties and Civil Rights**

**(30 days)**

- Difference between civil liberties and civil rights
- Rights protected by the first amendment- all five freedoms (religion, speech, press, assembly, petition)
- Court cases pertaining to the first amendment freedoms
- Court cases pertaining to the second amendment
- Due process of law and amendments that coincide
  - 4th Amendment and court cases pertaining
  - 5th Amendment and court cases pertaining
  - 6th Amendment and court cases pertaining
  - 8th Amendment and court cases pertaining
  - 9th Amendment and court cases pertaining
- Federal laws that protect against discrimination and aid in achieving Civil Rights
  - Civil Rights Act 1964
  - Civil Rights Act 1968
  - Equal Pay Act
  - Title IX
  - Voting Rights Act 1965
- Inequality in pay between men and women- trends within history
- Pathway to American citizenship

**Big Ideas:**

**Big Idea #1:** There are basic principles of government which define a government system and establish the basic principles of a democracy.

**Big Idea #2:** American democracy is driven by the concept of federalism.

**Big Idea #3:** Americans can play a significant role in our democracy through the various linkage institutions, such as the media, interest groups, and political parties.

**Big Idea #4:** The three branches of government established by the US Constitution each serve a specific purpose with various checks and balances to create a coequal system to serve the interests of American citizens.

**Big Idea #5:** Our government has provided the American people with liberties within the Bill of Rights to protect citizens from a powerful government while expanding added protection in the realm of civil rights to ensure all Americans are given equality of opportunity.

**Textbook and Supplemental Resources:**

MaGruder's American Government Interactive - Copyright 2023

- [Oyez.org](http://Oyez.org) (Court cases)
- [USHouse.org](http://USHouse.org)
- [USSenate.org](http://USSenate.org)
- [Constitutioncenter.org](http://Constitutioncenter.org)
- Textbook supplemental resources- workbook activities

# Curriculum Plan

## **Unit 1: Foundations of Government and Citizenship**

**Time/Days: 30 Days**

### **Standards (by number):**

5.1.12.A-. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

5.1.12.B -Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

5.1.12.C-Evaluate the application of the principles and ideals in contemporary civic life.

- Liberty, Freedom, Democracy, Justice, Equality

5.1.12.D-Evaluate state and federal powers based on significant documents and other critical sources. (Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution)

5.1.12.E-Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.1.12 F-Evaluate the role of nationalism in uniting and dividing citizens.

5.2.12 A-Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.

5.2.12.B-Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

5.2.12.C-Evaluate political leadership and public service in a republican form of government.

5.2.12. D-Evaluate and demonstrate what makes competent and responsible citizens.

5.3.12.A-Analyze the changes in power and authority among the three branches of government over time.

5.3.12.B-Compare and contrast policy-making in various contemporary world governments.

5.3.12.D-Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

5.3.12. E-Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college

5.3.12.F-Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

5.3.12.G-Evaluate the impact of interest groups in developing public policy.

5.3.12.H-Evaluate the role of mass media in setting public agenda and influencing political life.

5.3.12.I-Evaluate tax policies of various states and countries.

5.3.12.J-Evaluate critical issues in various contemporary governments.

5.4.12.A-Examine foreign policy perspectives, including realism, idealism, and liberalism.

5.4.12.B-Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).

5.4.12.C-evaluate the effectiveness of international organizations, both governmental and non-governmental.

5.4.12.D-Evaluate the role of mass media in world politics.

5.4.12.E-Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.

**Objectives: (Students will be able to)**

1. Define government and the basic powers every government possesses. (DOK 1)
2. Describe the four defining characteristics of a state. (DOK 2)
3. Identify the theories of the origins of a state and explain the origin theories. (DOK 1)
4. Define systems of government based on the eligible population that can participate in government. (DOK 1)
5. Distinguish between a parliamentary system of government and presidential system of government. (DOK 2)
6. Analyze documents of ancient history to understand the importance of popular sovereignty. (DOK 4)
7. Explain how governments can achieve legitimacy. (DOK 2)
8. Analyze the connection between democracy and free enterprise system. (DOK 4)
9. Explain how American democracy has been influenced by political ideas and traditions from England and various nations around the world. (DOK 2)
10. Describe the types of colonies that were established in America and how they shaped future American government. (DOK 2)
11. Identify major events that led to colonial unity to rise up against the King of England. (DOK 1)
12. Summarize the concepts of the Declaration of Independence and identify Enlightenment theories within the document. (DOK 2)
13. Outline the basic beliefs of Federalists and Anti-Federalist using the textbook. (DOK 1)
14. Apply their knowledge of the Federalists and Anti-Federalists while reading samples from Federalist Papers and Anti-Federalist essays. (DOK 4)
15. Explain how the weaknesses of the Articles of Confederation led to the creation of a new government. (DOK 2)
16. Identify the Articles of the United States Constitution. (DOK 1)
17. Compare and contrast the Virginia Plan and New Jersey Plans for the new government. (DOK 2)
18. Examine and investigate the convention's major debates and compromises. (DOK 3)
19. Identify key Framers of the United States Constitution. (DOK 1)
20. Summarize the principles of the Constitution: popular sovereignty, limited government, separation of powers, checks and balance, judicial review, and federalism. (DOK 2)
21. Explain the formal amendment process and cite evidence stating how this process is an example of federalism. (DOK 3)



22. Analyze how the interpretation of the US Constitution has changed over time by examining actions of the three branches both formally and through informal customs. (DOK 4)
23. Define the term federalism and the concepts of dual federalism and cooperative federalism. (DOK 1)
24. Categorize powers that are given to the federal government and those powers reserved to the states. (DOK 4)
25. Critique the involvement of the federal government in state responsibilities. (DOK 4)
26. Identify and define the Full Faith and Credit Clause, Extradition Clause, and Privileges and Immunities Clause. (DOK 1)
27. Hypothesize the growing areas of cooperative federalism and the impact this has on the national and state governments. (DOK 3)

### **Core Activities and Corresponding Instructional Methods:**

1. Students will examine the reasons for a government through a creative assignment.
  - a. Students will be tasked to make a government of their choice with a given scenario and ultimately be able to explain why a government is necessary.
2. Students will infer how the government is part of their daily lives by giving a timeline of an individual's day.
  - a. They will begin thinking about the various ways that our government is involved in our daily lives and the impact this has.
3. Students will use a list of various countries around the world that have a democracy and compare them to countries that have a dictatorship.
  - a. They will draw conclusions about the difference, mainly focusing on who can participate in these nation's governments and how involved the other branches are within the government.
4. Use a diagram to display the "roots" of a democracy and examine Athenian democracy, the Roman Republic, Feudalism, sovereignty, and democracy.
5. Engage with online videos about Enlightenment philosophers and draw upon the ideas of Enlightenment philosophy to our modern democracy.  
[https://www.youtube.com/watch?v=CP8k\\_f3PFq8](https://www.youtube.com/watch?v=CP8k_f3PFq8)
6. Read excerpts of early documents that helped our Founding Fathers form our government, such as the Magna Carta, the English Bill of Rights, and the Petition of Rights. <https://www.youtube.com/watch?v=7xo4tUMdAMw>
7. View a color-coded map that shows the three types of colonies formed in North America and identify the differences in how these colonies functioned.
8. View various political cartoons from colonial America that display resentment toward the King and British Parliament and analyze their meanings.
9. List of grievances that the colonists had against the King and have students display these grievances on the board using flash cards or sticky notes.

10. Design a timeline of major events that led up to the writing of the Declaration of Independence including:
  - a. Writs of Assistance
  - b. Proclamation of 1763
  - c. Sugar Act
  - d. Stamp Act
  - e. Townshend Acts
  - f. Tea Act
  - g. Intolerable Acts
11. Read through the Declaration of Independence and highlight the Enlightenment philosophies discussed earlier in the unit.
12. Outline key delegates to the Second Continental Congress using a graphic organizer
  - a. John Hancock
  - b. John Adams
  - c. Roger Sherman
  - d. John Jay
  - e. Thomas Jefferson
  - f. Richard Henry Lee
  - g. James Wilson
  - h. Benjamin Franklin
13. Students will construct essays from the perspective of a journalist.
  - a. Students will write about Shays' Rebellion and the events that occurred/weaknesses of the Articles of Confederation.
14. Students will watch a YouTube clip on Shays' Rebellion.
  - a. Have students document the major events to help them with their journalism assignments. <https://www.youtube.com/watch?v=ZtBh8LMrDY4>
15. Read part of the Articles of Confederation and outline the major issues that would ultimately lead to the Articles failing.
16. Compare populations of Northern and Southern states during the Articles of Confederation.
  - a. Highlight total population and slave population.
  - b. Have students draw conclusions about what type of representation and policies the various states would fight for in the Constitutional Convention.
17. Students will create a Venn diagram to display the VA plan, NJ plan, and the Great Compromise.
18. Students will identify the parts of the new constitution that Federalists and Anti-Federalists favored/opposed and write a reason for their concerns.
19. Students will choose one of the 27 Amendments and create a slideshow or Canva poster.
  - a. The slideshow or poster will highlight the amendments ratification year, the contents of the Amendment, and any relevant court cases.

- b. Students will be asked to present the slide show or Canva poster and explain why this Amendment is important and relevant.
- 20. Students will define Delegated, Reserved, and Concurrent powers in notes/organizers/worksheets.
- 21. Students will come up to the Smart Board and drag the power to the correct column (delegated, reserved, or concurrent).
  - a. Have students copy down the finished product.
  - b. Students will identify and explain in their own words, completing this research online or Interstate Compacts, Full Faith and Credit Clause, Extradition, and the Privileges and Immunities Clause.
- 22. Review the types of federal grants and provide examples of each.
- 23. Students will watch a video on Marbury v. Madison and complete a question sheet which analyzes the importance of judicial review (a Constitutional principle) that we will revisit all year. <https://www.youtube.com/watch?v=KwciUVLdSPk>

#### **Assessments:**

- **Diagnostic:**
  - Homework/classwork assignments, worksheets, reading guides, creating graphic organizers, defining terms, teacher facilitated classroom discussion
- **Formative:**
  - Cooperative learning assignments, Essays assignment, Teacher facilitated classroom discussion, Declaration of Independence timeline, Amendment Slide/Canva
- **Summative:**
  - 2 Tests: Test on Chapters 1 and 2, Chapters 3 and 4
  - 2 Quizzes: Chapter 1, and Chapter 3

## **Unit 2: Government by the People and Linkage Institutions**

**Time/Days: 45 Days**

### **Standards (by number):**

5.1.12.A-. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

5.1.12.B -Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

5.1.12.C-Evaluate the application of the principles and ideals in contemporary civic life.

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5.1.12.E-Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.1.12 F-Evaluate the role of nationalism in uniting and dividing citizens.

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5.2.12.B-Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

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5.4.12.C-evaluate the effectiveness of international organizations, both governmental and non-governmental.

5.4.12.D-Evaluate the role of mass media in world politics.

5.4.12.E-Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.

**Objectives: (Students will be able to)**

1. Define a political party. (DOK 1)
2. Name and describe the major functions of a political party and infer the most important function based off prior knowledge. (DOK 1,2)
3. Students will use the textbook to identify the reasons we have a two-party system in America. (DOK 1)
4. Analyze the origins of political parties in the United States and analyze their functions. (DOK 4)
5. Compare countries with a multi-party system and a one-party system with the US to analyze the difference of the US two-party system. (DOK 3)
6. Summarize the role of minor parties in America and why they are important although they rarely win elections. (DOK 2)
7. Explain why the nominating process is an official first step in the process of filing for public offices and explain the various ways in which nomination can be done. (DOK 2)
8. Effectively compare the process of a primary election and caucus election and infer which one yields the best voter turnout. (DOK 3)
9. Effectively compare the process of closed versus open primaries and why different states decide to host these elections. (DOK 3)
10. Outline the business that takes place at the national convention and how the delegates are awarded based on party politics (Winner- take-all and proportional system). (DOK 2)
11. Outline the road to the presidency and then analyze the importance of battleground states in the presidential election. (DOK 2, 4)
12. Express how each state's number of electoral votes is determined and the total number of electoral votes up for grabs and needed to secure the presidency. (DOK 1,2)
13. Examine the Electoral College wording in the original constitution and then have students infer and predict the problems with the Electoral College wording and why we would need to fix this later on. (DOK 4)
14. Review the 12th Amendment and the two elections that prompted the Electoral College to be reformed. (DOK 1)
15. Analyze the administration of elections in the United States. (DOK 4)
16. Examine federal laws that regulate campaign finance. (DOK 3)
17. Distinguish the differences between hard money and soft money. (DOK 2)
18. Distinguish between a PAC and Super PAC. (DOK 2)
19. Analyze the court case ruling of Citizens United and the impact this had on soft money in elections post 2010. (DOK 4)
20. Examine the role of the mass media in providing the public with political information. (DOK 3)

21. Assess the role played by the mass media in the US political system and give examples of the processes used by the media to affect public policy. (DOK 2, 3)
22. Analyze political changes brought about by the media, including the Internet and other electronic information. (DOK 4)
23. Summarize the role interest groups play in the US political system. (DOK 2)
24. Analyze the impact of political changes brought about by interest groups and examine the viewpoints of those who see interest groups as both positive and negative influences on the American political system. (DOK 4)
25. Compare and contrast political parties and interest groups. (DOK 2)
26. Examine the term public opinion and understand why it's so difficult to define. (DOK 3)
27. Examine the factors that influence why people feel the way they do about politics and the socialization factors that mold American people. (DOK 3)
28. Recognize how polls are used to measure public opinion and what makes a valid versus invalid public opinion poll. (DOK 2)
29. Identify the steps in the polling process and the potential flaws that can happen while implementing the polling steps. (DOK 1)
30. Research how politicians use public opinion to their advantage. (DOK 3)

#### **Core Activities and Corresponding Instructional Methods:**

1. Students will use their textbook to outline the major functions of a political party.
2. Students will be given a political spectrum to label the political spectrum.
  - a. After reviewing the basic ideologies, they will fill in a correct version of the political spectrum.
3. Students will classify dilemmas into 'Freedom' versus 'Order.'
  - a. Provide students strips of paper that will have 'freedom' versus 'order' dilemmas on them.
  - b. Students will separate the papers into a 'freedom' column and an 'order' column.
  - c. Review with the whole class why each scenario falls into appropriate categories.
4. Students will use the Internet to research how many Republicans and Democrats are currently serving in each chamber of our Congress and outline how this impacts the workings of our democracy.
5. Students will research countries that have a one-party system and multi-party systems and compare them with one another through a graphic organizer.
  - a. This will help compare these systems to America's two-party system.
6. Students will examine a minor party of their choice and their influence on American politics and the policies that they hold.
  - a. Students will complete this in the form of a Canva or a Google Slideshow.
7. Students will research and write out the steps that one takes to register to vote in the state of Pennsylvania.

8. Students will examine the type of primary we hold in Pennsylvania and draw conclusions about the pros and cons of having a closed primary.
9. Students will use a Venn diagram to compare and contrast political parties and interest groups.
10. Students will research the federal laws that have dictated campaign finance in America. They will research FECA, BCRA, and then be given a video and a graphic organizer on Citizens United v. FEC.
11. Students will examine modern presidential and midterm elections and view the spending that occurred for those elections.
  - a. Students will review why the spending has skyrocketed after reading the Citizens United case.
12. Students will make their own public opinion polls in class and learn how the process works.
  - a. Students will gather data and then graph the data and compile it into a presentation.
  - b. Students will keep track of the process and write a reflection using the process learned in their notes.
13. Students will choose an Interest Group of their choice.
  - a. Students will make a Canva informational poster about that Interest group which will highlight the points learned in the interest group chapter.
14. Students will be tasked with looking at a left leaning and right leaning news website.
  - a. They will be asked to find the same story coverage on both sites and compare how the information was conveyed. The focus is to determine bias in the media.
15. Students will label a map of the US using the website of 270 to Win and outline the electoral votes each state receives.
16. Students will watch the video “Gunned Down: Power of the NRA” which is a PBS Frontline documentary that highlights the power of an Interest group and the effectiveness that lobbying can have on an Interest Group if it’s done with enough support and money. <https://www.pbs.org/wgbh/frontline/documentary/gunned-down/>
17. Students will label a diagram of the Iron Triangle relationship and explain how the relationship works.
18. Students will complete a campaign finance WebQuest.
  - a. Students will examine the agencies and spending habits across various elections and the jobs of the bureaucratic agencies when it comes to spending.

### **Assessments:**

- **Diagnostic:**
  - Homework/classwork assignments, worksheets, reading guides, creating graphic organizers, defining terms, teacher facilitated classroom discussion
- **Formative:**

- Cooperative learning assignments, Google Slide shows, Canva posters, Teacher facilitated classroom discussion, WebQuest on Campaign Finance
- **Summative:**
  - 2 Tests: Linkage institutions of Political parties, interest groups, and media, Elections and Voting
  - 3 Quizzes: Political parties, Interest groups, and Voting/Elections



### **Unit 3: Branches of Government**

**Time/Days: 75 days**

#### **Standards (by number):**

5.1.12.A- Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

5.1.12.B -Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

5.1.12.C-Evaluate the application of the principles and ideals in contemporary civic life.

- Liberty, Freedom, Democracy, Justice, Equality

5.1.12.D-Evaluate state and federal powers based on significant documents and other critical sources. (Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution)

5.1.12.E-Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.1.12 F-Evaluate the role of nationalism in uniting and dividing citizens.

5.2.12 A-Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.

5.2.12.B-Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

5.2.12.C-Evaluate political leadership and public service in a republican form of government.

5.2.12. D-Evaluate and demonstrate what makes competent and responsible citizens.

5.3.12.A-Analyze the changes in power and authority among the three branches of government over time.

5.3.12.B-Compare and contrast policy-making in various contemporary world governments.

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5.4.12.C-evaluate the effectiveness of international organizations, both governmental and non-governmental.

5.4.12.D-Evaluate the role of mass media in world politics.

5.4.12.E-Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.

**Objectives: (Students will be able to)**

1. Explain the structure of Congress and describe the controversy over how a bicameral legislature was formed. (DOK 3)
2. Identify the difference between a Congressional term and session. (DOK 1)
3. Identify the qualifications the Constitution sets to be a US House member and US Senator. (DOK 1)
4. Explain how House seats are distributed and describe the length of a term in the House. (DOK 2)
5. Explain how House seats are reapportioned every 10 years among the States after the national census. (DOK 2)
6. Describe a typical congressional election and the responsibility of a House member to their congressional district. (DOK 3)
7. Analyze the formal and informal qualifications to be House and Senate member and infer why each chamber has varying qualities. (DOK 2, 4)
8. Be able to identify where Congressional powers are in the US Constitution and describe the importance of these expressed powers. (DOK 2)
9. Students will view a map of gerrymandered districts in the US and they will be asked to examine the problems with gerrymandering. They will also discuss the difference between partisan gerrymandering and racial gerrymandering. (DOK 3,4)
10. Analyze court cases that deal with racial gerrymandering and the impacts/effects racial and partisan gerrymandering have on the US House. (DOK 3)
11. Describe the three types of powers that are delegated to Congress. (DOK 1)
12. Describe the power sharing arrangement between Congress and the President on the issues of war and national defense. (DOK 3)
13. Explain how the Necessary and Proper Clause gives Congress flexibility in lawmaking. (DOK 2)
14. Compare strict constructionists and liberal constructionist views of the Necessary and Proper Clause. (DOK 3)
15. Summarize the non-legislative powers that Congress have which include impeachment, oversight, and creating amendments to the US Constitution. (DOK 2)
16. Compare the roles that congressional leaders have in the House and in the Senate. (DOK 3)
17. Summarize the role of committees in the lawmaking process and how the expedite law making. (DOK 3)
18. Synthesize the process for how a bill becomes a law and later create a flowchart to represent the process for how a bill becomes a law. (DOK 4)
19. Organize the structure of the Pennsylvania House and Senate. (DOK 1)

20. Analyze how spending and budget differ between funding state governments versus the federal government. (DOK 4)
21. Categorize the roles of a state governor. (DOK 2)
22. Identify the formal qualifications of the President. (DOK 1)
23. Identify the roles that the President takes on and categorize them into formal versus informal powers. (DOK 3)
24. Analyze the functions of the executive branch of government in terms of the formal duties the Constitution assigns to the Vice President. (DOK 4)
25. List the reasons for presidential growth of power of the course of American history- focusing primarily on a few presidents that have greatly expanded the role of the presidency. (DOK 1)
26. Examine the powers of executive privilege and critique the power of executive privilege after reading about US v. Nixon. (DOK 4)
27. Analyze the 25th Amendment and the list of presidential succession and assess why the list is in the order it is in and decipher whether the list needs to be altered. (DOK 3)
28. Create a comprehensive presentation on the presidency focusing on a single American president and applying skills gained throughout this section of the unit. (DOK 4)
29. Define the bureaucracy. (DOK 1)
30. Identify the hierarchical structure of the bureaucracy and the components that go into the various levels (DOK 1, 2)
31. Describe the difference between a staff agency and a line agency. (DOK 1)
32. Explain the duties and responsibilities of the EOP and immediate staff members that work with the President on a daily basis. (DOK 2)
33. Analyze the importance of the cabinet departments and the services they provide the president and the American people. (DOK 4)
34. Identify the characteristics of an independent agency and why they are classified as independent. (DOK 1)
35. Compare the role of an independent agency and a government corporation. (DOK 3)
36. Distinguish between controllable and uncontrollable spending categories in the federal budget. (DOK 2)
37. Examine the events that turned the US from a nation that practiced isolationism to internationalism. (DOK 3)
38. Analyze the US involvement in foreign diplomacy and our role in various treaties and the United Nations. (DOK 4)
39. Explain why the Constitution created a national judiciary and analyze its structure and function. (DOK3)
40. Outline the process for appointing federal judges and their terms in office. (DOK 1)
41. Analyze the impact of judicial philosophy, and analyze issues raised by judicial activism and judicial restraint. (DOK 3, 4)

42. Identify the Supreme Court members and the presidents that selected them for their service on the court. (DOK 1)
43. Define the concept of judicial review. (DOK 1)
44. Compare the jurisdiction of each level in the federal court system. (DOK 3)
45. Explain the process for appealing a court case to the Supreme Court level and the various ways a case can arrive in front of the Supreme Court. (DOK 2)

**Core Activities and Corresponding Instructional Methods:**

1. Students will use a graphic organizer and the Internet to research qualifications to be a US House member and US Senator.
2. Students will access the Constitution Center website and spend time reviewing Article I Section 8 to look at the delegated powers of Congress. [www.Constitutioncenter.org](http://www.Constitutioncenter.org)
3. Students will use Article I Section 8 to decide the constitutional basis for some of the laws made by congress using the Necessary and Proper Clause.
4. Students will review court cases such as Wesberry v. Sanders and Gomillion v. Lightfoot which will highlight gerrymandering. [www.oyez.org](http://www.oyez.org)
5. Students will look at the court cases of Shaw v. Reno and Baker v. Carr to examine these issues of racial gerrymandering and the effects of inappropriate reapportionment. [www.oyez.org](http://www.oyez.org)
6. Students will identify and create a profile on our one House member and 2 Senators.
7. Students will review a constitutional amendment and complete a poster board about that amendment.
  - a. The poster will highlight Congress's power to propose amendments.
8. Students will make a google slide presentation or a flow chart to highlight who the current leaders are in the House and in the Senate.
9. Students will be asked to review the people serving in our Pennsylvania Congress positions along with the current PA Governor. They will examine party breakdown, terms in office, area that they serve and background information about the state legislature.
10. Students will review how state governments are financed and the money that we receive from the federal government.
11. Students will make their own flow chart for how a bill becomes a law.
12. Students will fill out a graphic organizer on the presidential qualifications.
13. Students will receive an organizer with various roles of the president and be asked to decipher which role the president is acting as (chief executive, chief legislator, etc.).
14. Students will read about US v. Nixon and the power of executive privilege. They will discuss when executive privilege is necessary, if at all.
15. Students will complete a chart outlining presidential succession and review how vacancies are filled if the chart needs to be used.
16. Students will watch a video on the 25th Amendment and have a group discussion about section 4 of the amendment and how this can be used in the future. Youtube: center for civic education

17. Students will complete a comprehensive slideshow on a US President.
  - a. The slideshow will highlight all the aspects of the presidency chapter.
  - b. Students will present these projects to their classmates.
18. Students will examine the various parts of the bureaucracy and look at the offices within the EOP, the Cabinets, and the independent agencies/corporations. Students will be able to pick an EOP office and cabinet department to do some additional research.
19. Students will complete a poster on Canva or Google Docs that displays information about an independent agency.
20. Students will research information about the current Supreme Court members.
  - a. They will review the year they were appointed, schooling information, and the president that appointed them.
21. Students will be given a Venn diagram and will be asked to place scenarios under state or federal jurisdiction concerning the courts.
22. Students will watch a video on Marbury v. Madison and review the court case via Oyez.org and discuss the importance of this case. \*link previously listed in curriculum\*

#### **Assessments:**

- **Diagnostic:**
  - Homework/Classwork, worksheets from textbook resource, reading guides, graphic organizers, teacher facilitated classroom discussion
- **Formative:**
  - Canva and Google Docs posters, graded worksheets, Court case analysis, Supreme Court slideshow/Google Doc, Congressional leadership chart
- **Summative:**
  - 2 Tests: Congress, and Executive
  - 5 Quizzes: Quiz on Congress , Powers of Congress, The presidency, Presidential action, The Federal Court System
  - 1 Project: President slideshow presentations

## **Unit 4: Civil Liberties and Civil Rights**

**Time/Days: 30 days**

### **Standards (by number):**

5.1.12.A-. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

5.1.12.B -Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

5.1.12.C-Evaluate the application of the principles and ideals in contemporary civic life.

- Liberty, Freedom, Democracy, Justice, Equality

5.1.12.D-Evaluate state and federal powers based on significant documents and other critical sources. (Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution)

5.1.12.E-Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.1.12 F-Evaluate the role of nationalism in uniting and dividing citizens.

5.2.12 A-Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.

5.2.12.B-Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

5.2.12.C-Evaluate political leadership and public service in a republican form of government.

5.2.12. D-Evaluate and demonstrate what makes competent and responsible citizens.

5.3.12.A-Analyze the changes in power and authority among the three branches of government over time.

5.3.12.B-Compare and contrast policy-making in various contemporary world governments.

5.3.12.D-Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

5.3.12. E-Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college

5.3.12.F-Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

5.3.12.G-Evaluate the impact of interest groups in developing public policy.

5.3.12.H-Evaluate the role of mass media in setting public agenda and influencing political life.

5.3.12.I-Evaluate tax policies of various states and countries.

5.3.12.J-Evaluate critical issues in various contemporary governments.

5.4.12.A-Examine foreign policy perspectives, including realism, idealism, and liberalism.

5.4.12.B-Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).

5.4.12.C-evaluate the effectiveness of international organizations, both governmental and non-governmental.

5.4.12.D-Evaluate the role of mass media in world politics.

5.4.12.E-Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.

**Objectives: (Students will be able to)**

1. Explain how Americans' commitment to freedom led to the creation of the Bill of Rights. (DOK 2)
2. Compile the role of being an American citizen and recognize when the government must step in to protect others rights and freedoms. (DOK 2)
3. Describe efforts to extend some of the protections of the Bill of Rights to the States through the process known as selective incorporation. (DOK 3)
4. Label the freedoms and protections that are guaranteed to Americans by the first, second, third, fourth, fifth, sixth, eighth, and ninth amendments. (DOK 1)
5. Summarize Establishment clause rulings compared to Free exercise clause rulings. (DOK 3)
6. Apply the concepts of each amendment listed above to the various court cases students will review pertaining to each of those amendments. (DOK 4)
7. Analyze the importance of the rights of free speech and free press. (DOK 3 and 4)
8. Differentiate pure speech, symbolic speech, and student speech relative to Supreme Court rulings. (DOK 3)
9. Examine the issue of prior restraint in relation to private citizens and the US government and national security. (DOK 2)
10. Compare and contrast the issue of freedom of assembly on private property vs public property. (DOK 4)
11. Define due process and identify where due process protections are in the US Constitution. (DOK 1, 2)
12. Explain why due process is a necessary protection and how due process has been granted to Americans through various court cases. (DOK 2)
13. Compare procedural due process to substantive due process. (DOK 4)
14. Investigate the argument around the 2nd Amendment and examine Supreme Court decisions and various pieces of legislation that have impacted this debate. (DOK 2, 3)
15. Define the exclusionary rule and be able to connect the importance of the 4th amendment. (DOK 1)
16. Examine the Supreme Court's interpretation of right to legal counsel and guarantees against self-incrimination during a criminal proceeding. (DOK 3)
17. Relate the idea of federalism to the topic of capital punishment and understand why states have varying laws concerning capital punishment. (DOK 4)
18. Analyze why the rights listed are not the only rights guaranteed to the American citizens by way of the 9th amendment and interpretation of the 9th amendment. (DOK 2, 3)

19. Students will be able to identify the various civil rights legislation (Civil Rights Act of 1964, 1968, Equal Pay Act, Title IX, Voting Rights Act 1965) and the added protections each of these laws gave American citizens. (DOK 1)
20. Formulate conclusions as to why these laws were needed, despite there being amendments added to the Constitution that protected Americans from being discriminated against. (DOK 3)
21. Analyze the court case of Plessy v Ferguson and Brown v. Board of Education to compare the difference in rulings. (DOK 4)
22. Examine the pathway to US citizenship and review the qualifications and testing requirements for those who are not born with US citizenship. (DOK 2)

### **Core Activities and Corresponding Instructional Methods:**

1. Students will receive various court case organizers that will cover each amendment reviewed in the Bill of Rights. Students will examine court cases that include but are not limited to:
  - Engel v. Vitale
  - Abington v. Schempp
  - Wisconsin v. Yoder
  - Wallace v. Jaffree
  - Santa Fe Independent School v. Doe
  - Reynolds v. US
  - Oregon Employment v. Smith
  - Sherbert v. Verner
  - Schenck v. United States
  - Tinker v. DesMoines
  - Gitlow v. NY
  - Texas v. Johnson
  - Bethel v. Fraser
  - Hazelwood v. Kuhlmeier
  - Morse v. Frederick
  - Brandenburg v. Ohio
  - Mahanoy Area School District v. B.L
  - US v. O'brien
  - McDonald v. Chicago
  - DC v. Heller
  - Mapp v. Ohio
  - NJ v. TLO
  - Terry v. Ohio
  - Katz v. US



- Miranda v. Arizona
  - Gideon v. Wainwright
  - Betts v. Brady
  - Furman v. Georgia
  - Gregg v. Georgia
  - Atkins v. Virginia
  - Woodson v. NC
  - Roe v. Wade
  - Dobbs v. Jackson Women's Health Organization
2. Students will use workbook activities and videos on the various civil rights legislation to review the purpose of the legislation.
  3. Students will review affirmative action policies and the evolution of affirmative action policies over the years.
  4. Students will watch a video about Title IX and the need to amend civil rights laws to include Title IX.
  5. Students will read excerpts of 'A Letter from a Birmingham Jail' to analyze the issues happening during the Civil Rights movement that called for major changes.  
<https://billofrightsinstitute.org/primary-sources/letter-from-birmingham-jail>
  6. Students will examine voting registration records prior to the passage of the Voting Rights Act of 1965 and after to analyze the impacts.
  7. Students will participate in a mock US citizenship test to review some of the questions asked of those seeking American citizenship.

### **Assessments:**

- **Diagnostic:**
  - Homework/Classwork, worksheets from textbook resource, reading guides, graphic organizers, teacher facilitated classroom discussion
- **Formative:**
  - Court Case graphic organizers, 'Letter from a Birmingham Jail' analysis, video analysis of the Civil Rights legislation
- **Summative:**
  - 2 Tests: Civil Liberties and Civil Rights, and Cumulative Final Exam
  - 2 Quizzes: Amendments and court cases, and Civil Rights