

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

American Government

Grade Level: 11

Date of Board Approval: _____2019_____

Revised June 2019

Planned Instruction

Title of Planned Instruction: American Government

Subject Area: Social Studies

Grade(s): 11

Course Description:

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, civil rights, civil liberties, foreign and domestic policy, comparative politics, and local government structure. Students will be challenged to apply concepts from this course to real-world experiences and topics. Along with understanding the functions of our government system, students will learn how to become actively involved in our democratic society.

Time/Credit for the Course: Full Year/ 1 Credit

Curriculum Writing Committee: Alexis Polanis

Course Grading Scale for American Government

Total Points earned:

Unit Tests (approximately 2 per quarter)	100 points
Homework/Classwork (weekly)	5-20 points
Quizzes (4-5 per quarter after each chapter)	20-25 points
Projects (approximately 1 per quarter)	50-100 points

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Curriculum Map

Marking Period One: Foundations of American Democracy- Unit 1

Overview based on 45 days: 40-45 days Unit 1 Chapters 1-4

Goals:

Students will understand:

- The purpose of government
- Basic concepts of Democracy
- 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

Marking Period Two: Political Behavior: Government by the People- Unit 2

Overview based on 45 days: 40-45 days Unit 2- Chapters 5-9

Goals:

Students will understand:

- 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
 1. Primary
 2. Caucus
- Campaign finance laws
 1. Bipartisan Campaign Reform Act
 2. Federal Elections Commission
 3. Hard money
 4. Soft money
- Public opinion is measured through polling
- Media impacts public opinion
- How interest groups are different from a political party

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- Iron triangle- Bureaucracy, congressional committee, interest group

Marking Period Three: Branches of the Government – Unit 3

Overview based on 45 days: Unit 3 - 40-45 (continue into marking period 4) days Chapter 10-21

Goals:

Students will understand:

- We have a bicameral Congress- House and Senate
- Differences between House and Senate- qualifications, terms, etc.
- Who the current leaders are in the House and Senate
- The Expressed powers of Congress
- Implied Powers through the Necessary and Proper clause
- Non-legislative powers
- How a bill becomes a law
- Committees- the jobs they have in Congress and the law making process
- President qualifications
- Expressed powers of the President
 1. Formal
 2. Informal
- Presidential succession
- Growth of presidential power
 1. Diplomatic and military powers
- What the bureaucracy does
- Cabinet departments, independent agencies, Executive Office of the President
- How the National budget is created- where we obtain the money to fund the government
- Structure of the federal court system
- How inferior courts are established
 1. Jurisdiction of district court v. appellate courts
- Supreme Court- jurisdiction and powers
- Supreme Court Justice appointment and importance of appointment
- Special courts
- Rights that are protected/not protected by the First Amendment
- Relevant court cases dealing with civil liberties
- The difference between civil liberties and civil rights
- Due process of law- procedures that our government follows
- Details of the 5th, 6th, 8th, and 9th Amendments
- Freedom's and securities of the Person
- Positives/challenges of a diverse nation
- Federal laws that protect those discriminated against
 1. Civil Rights Act 1964
 2. Civil Rights Act 1968
 3. Equal Pay Act
 4. Title IX
 5. Voting Rights Act 1965
- Inequality in pay between men and women- trends

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Marking Period Four: Comparative and Local Government – Unit 4

Overview based on 45 days: Unit 4- 40-45 days- Chapters 24-25

Goals:

Students will understand

- Pathway to American citizenship
- PA government structure
- Congressional members of PA- state level
- Governor qualifications and powers
- Counties, towns, townships- structure and function
- Financing local government

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Unit 1: Foundations of Democracy

Marking Period: 1

Grade Level(s): 11th

Standard(s):

Standards/Anchors Addressed: 5.1.12.A., 5.1.12.B, 5.1.12.C, 5.1.12.D, 5.1.12.E, 5.1.12 F, 5.2.12 A, 5.2.12.B, 5.2.12.C, 5.2.12. D, 5.3.12.A, 5.3.12.B, 5.3.12.D, 5.3.12. E, 5.3.12.F, 5.3.12.G, 5.3.12.H, 5.3.12.I, 5.3.12.J, 5.4.12.A, 5.4.12.B, 5.4.12.C, 5.4.12.D, 5.4.12.E

PA Core Standards in History and Social Studies: CC. 8.6.11-12.A., CC. 8.6.11-12.B, CC. 8.6.11-12. C, CC. 8.6.11-12. D, CC. 8.6.11-12. E, CC. 8.6.11- 12. F, CC. 8.6.11-12. G, CC. 8.6.11-12. H, CC. 8.6.11-12I., CC. 8.6.11-12 J PA

Core Standards in History and Social Studies: CC.8.5.11-12.A., CC.8.5.11-12.A.B., CC.8.5.11-12.A.C., CC.8.5.11-12. A. C., CC.8.5.11-12.A.D., CC.8.5.11-12.A. E., CC.8.5.11-12.A.F., CC.8.5.11-12.A.H., CC.8.5.11-12.A.I., CC.8.5.11-12.A.I., CC. 8.5.11-12 A. J

Big Idea 1:

Principles of Government

Essential Questions:

1. What is the purpose of government?
2. What makes a state sovereign?
3. What are the different forms of government that exist in the 1700s-1800s?
4. What type of government did Great Britain have?
5. What are the basic concepts of a democracy?
6. Who can participate in a democracy?
7. What is the difference between a unitary, confederate, and federal government?
8. What is a presidential government?
9. What are the duties of the American people?
10. What are the responsibilities of the American people?

Concepts:

1. Government is established to maintain order and protect its citizens.
2. Public policy entails all of the projects that a government administration plans to execute.
3. A state has characteristics which include territory, population, sovereignty, and government.
4. The origins of how States are established include force theory, Evolutionary Theory, Divine Right Theory, and Social Contract Theory.
5. The purpose of government includes but not limited to
 - a. To form a more perfect union
 - b. Establish justice
 - c. Insure domestic tranquility
 - d. Provide for a common defense
 - e. Promote the general welfare
 - f. Secure the blessings of liberty
6. In a democratic society, the power lies with the people.
7. Direct democracy involves people directly working to make all policy decisions without a third party interference.

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8. Indirect democracy is also known as a representative democracy, which allows people to elect representatives that make decisions based off their constituents wants and needs.
9. A unitary form of government means all power is centralized in one federal government
10. Confederate government entails a loose alliance of states. States have their own power and government with a weak central government.
11. Federal government involves a sharing of powers between federal governments and state governments (state and federal government are co-equal partners)

Competencies:

1. Identify who has control in a democracy vs. in a dictatorship.
2. Identify the characteristics of a State and relate to when the United States officially became a State.
3. Identify that the United States most closely relates to the Social Contract Theory and why it closely related to this theory.
4. Identify the historical trend of America's geographic distribution of power from unitary, to confederate under Articles of Confederation, to Federal under the Constitution.
5. Identify that America has a representative democracy because we elect members to make major political decisions at the federal level.
6. Draw (illustrate) the difference in power in a Unitary, federal, and confederate government structure.

Big Idea 2:

Origins of American Government

Essential Questions:

1. How did America use other forms of government, documents, philosophy from around the world to structure our democracy?
2. Why is the concept of limited government important to a democracy?
3. What issues/problems did colonists endure in prior to the independence?
4. What were some of the early attempts at revolution that did not work out?
5. How did the various taxes placed on the colonists impact the road to revolution?
6. What happened at the Second Continental Congress?
7. What important language did the Declaration of Independence contain?
8. What did the Articles of Confederation contain/lack?
9. What happened during Shays' Rebellion that would later impact the drafting of the Constitution?
10. How was the Constitution created? What were the various plans/promises?
11. Which English philosophers did the Framers' draw from to draft the Constitution?
12. How did Federalist v. Anti-Federalist feel about the ratification of the Constitution?

Concepts:

1. Colonists were growing concerned with the type of power their government possessed. The idea of limited and representative government emerged.
2. The Magna Carta and English Bill of Rights served as groundwork for creating a new form of government.
3. The Thirteen Colonies witnessed harsh treatment from their government in England.
4. Heavy taxes placed on the colonists without the proper representation in Parliament.
5. Early attempts to declare independence were made
 - a. Albany Plan
 - b. Stamp Act Congress

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6. Declaring independence was a radical concept and many colonists were hesitant to move forward with a plan revolving around independence.
7. Second Continental Congress sets the stage for officially declaring independence.
8. The wording of the Declaration of Independence demanded rights and fair treatment to a wider range of citizens.
9. Articles of Confederation created a weak central government- this was due to the fact that colonists recently declared independence from a tyrannical monarch.
10. Shays' Rebellion will be one of the major events that lead to a stronger national government formation.
11. Framers' of the Constitution had proposals to choose from
 - a. Virginia Plan
 - b. New Jersey Plan
12. The Constitution is a 'bundle of compromises'
 - a. Great compromise
 - b. Three-fifths compromise
 - c. Electoral College
 - d. Senate elections vs. House of Representative elections
 - e. Slave Trade
13. The Constitution was debated heavily amongst Federalist and Anti-Federalist
 - a. Federalist Papers
 - b. Anti-Federalist Essay's - *Brutus*

Competencies:

1. Identify the positive characteristics of a limited government.
2. Identify why a representative government allows the people to have some control over their government.
3. Describe the type of taxation that colonists were facing and connect to why no taxation without representation is a valid argument.
4. Connect taxes today and the type of treatment/services citizen can expect- connect back to this idea in the colonies.
5. Describe the Albany Plan and Stamp Act Congress- also why these early attempts did not foster change.
6. Read through the Declaration of Independence and highlight key ideas that exist in our Constitution and that are vastly different from the type of government colonists were familiar with.
7. Create a list of positives and negatives about the Articles of Confederation
8. Draw conclusions between these weaknesses and why Shays' Rebellion was a catalyst event in terms of needing a stronger central government.
9. Outline the difference between the VA plan, NJ plan, and the Great Compromise that was made.
10. Explain the compromises that made up the Constitution and why they are considered compromises.
11. Identify the arguments of a Federalist and Anti-Federalist.

Big Idea 3:

Federalism

Essential Questions:

1. How does the Constitution allow federalism to exist?
2. Why is federalism important?

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3. What is federalism?
4. What are the different types of federalism?
5. What powers does the federal government have in comparison to the state governments?
6. What are the concurrent or shared powers?
7. What is cooperative federalism v. Dual federalism?
8. What are some real-life examples of cooperative and dual federalism?
9. What are categorical grants and block grants?
10. Which type of grants do state's favor?
11. What does the Full Faith and Credit clause encompass?
12. Who manages interstate relations?
13. What protections does the Privileges and Immunities Clause grant citizens of the US?

Concepts:

1. Constitution sets out basic principles
 - a. Popular sovereignty
 - b. Limited Government
 - c. Separation of Power
 - d. Checks and Balances
 - e. Judicial Review
 - f. Federalism
2. Understand the difference between the concepts listed above
3. Understanding that the Constitution can be changed and that the amendment process is structured around the idea of federalism.
4. The amendment process is two-fold and is structured in hopes that amendments that will have a short-lasting impact cannot be added to the Constitution.
5. Change to our government does not have to come in the form of an amendment, there are other legislative means that can have a similar impact as an amendment.
6. State and federal governments share many powers (concurrent powers). However, they each have their own unique expressed powers, meaning they are expressed only to that sphere of government.
7. Federalism is a division of power (vertical representation) that symbolize the division between national and state governments.
8. Dual federalism and cooperative federalism. Historically, the United States exemplified dual federalism until the Great Depression era and cooperative federalism from the New Deal era – modern times.

Competencies:

1. Define federalism, dual federalism, cooperative federalism.
2. Identify the comparison of dual federalism and cooperative federalism to “layer cake” and “marble cake”.
3. Identify which powers are unique to the federal government, the state governments, and which powers are shared between the two levels.
4. Describe the importance of federalism and why this division of power is necessary in our democratic system.
5. Define block grants and categorical grants.
6. Identify and describe why states prefer block grants v. categorical grants.
7. Outline the articles of the Constitution.
8. Explain the amendment process and how the amendment process is an example of federalism at work.

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Overview: Within this unit, Foundations of Democracy, students will learn the basic structure of government in America. Students will use historical context to arrive at an understanding of why our government was established in such a manner. Students will review documents that inspired our current Constitution. Students will learn the basic principles of our government and Constitution and the importance of limited and representative government. This unit will also teach the students the importance of federalism and why this division of power is productive and necessary.

Goals:

- Students will understand the characteristics of a State.
- Students will understand the origin theories of a State.
- Students will understand the foundations of democracy.
- Students will be able to compare the Magna Carta and English Bill of Rights to documents at the foundation of our democracy.
- Students will understand the main components of the Articles of Confederation.
- Students will understand the weaknesses of the Articles of Confederation.
- Students will understand how Shays' Rebellion prompted the call for a stronger national government.
- Students will understand the different beliefs of the Federalist and Anti-Federalist.
- Students will understand the different plans and compromises proposed at the Constitutional Convention.
- Students will know the Bill of Rights and the importance of the Bill of Rights.
- Students will understand the term federalism and the types of federalism that exist.
- Students will be able to identify and understand the delegated powers of the federal and state governments.
- Students will be able to identify and understand the concurrent powers shared by the federal and state governments.

Objectives:

- Using the textbook, students identify and describe the four characteristics of a State. (DOK 1)
- Using the textbook, students will identify and define the four origin theories of a State. (DOK 1)
- Students will use prior knowledge to apply the origin theory that best relates/ resembles the United States. (DOK 4)
- Student will be provided part of the Magna Carta and English Bill of Rights. Students will use the documents to identify concepts that are familiar to them. (DOK 2)
- Students will compare early documents to the Declaration of Independence and the Constitution to draw similarities and differences. (DOK 3)
- Students will read the powers given to the national government and state governments outlined in the Articles of Confederation. Students will infer some of the future issues that will arise based on the document. (DOK 2, 4).
- Students will outline the basic beliefs of Federalists and Anti-Federalist using their textbook. (DOK 1)
- Students will apply their knowledge of the Federalist and Anti-Federalist while reading samples from Federalist Papers and Anti-Federalist essays. (DOK 4)
- Students will summarize the plans and compromises that were made at the Constitutional Convention using their textbook. (DOK 1)
- Students will outline and explain the basic principles of the Constitution using their text book and video. (DOK 1, 2)

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- Students will discuss/assess the positives and possible challenges for including a Bill of Rights in the Constitution using their prior knowledge of Anti-Federalist/Federalist beliefs. (DOK 3)
- Using a Venn Diagram organizer, students will outline the powers of the national government, state government, and the concurrent powers they share. (DOK 1)
- Students will define the term federalism and the concepts of dual federalism and cooperative federalism. (DOK 1)
- Students will discuss why the Framers' chose federalism and whether it makes the country function more/less efficiently. (DOK 3)
- Using the Venn Diagram and further instruction, students will identify and summarize the national governments obligations to the states. (DOK 2)
- Students will use their textbook and examples provided in class to identify then explain the Full Faith and Credit Clause, Extradition, and Privileges and Immunities Clause. (DOK 2)

Core Activities and Corresponding Instructional Methods:

- The instructor can prepare and lead class lectures and facilitated discussions that cover the main objectives and goals of this unit.
- Assign guided reading and outlining activities for students to complete on given sections. This can occur before or after lectures.
- Students can work with partners to make a short Power Point on the characteristics of a State and the origin theories.
- Use Annenberg Learner to watch a video on the Foundations of Government. Have students write down the documents that they discuss on the video and how they compare to our Constitution.
- Students will write down the definitions for a unitary, federal, and confederate form of government. They will then illustrate how these States would look.
- Students will compare the U.S. form of government to the British Parliamentary system. Students should focus on the relationships between the Executive and Legislative branches in each system.
- Students will watch a short video clip on Annenberg Learner. Have students copy down the principles of the Constitution and what they mean.
- Students will construct essays from the perspective of a journalist. They will write about Shays' Rebellion and the events that occurred/ weaknesses of the Articles of Confederation.
- Students will watch a YouTube clip on Shays' Rebellion. Have students document the major events to help them with their journalism assignments.
- Distribute the Declaration of Independence and have students highlight/translate into their own terms what the Declaration means.
- Students will come up with a statement by either a Federalist or Anti-Federalist, defending or opposing the Ratification of the Constitution.
- Student can complete the reading guides for the respective sections in the American Government work books.
- Students will create a Venn diagram to display the VA plan, NJ plan, and the great compromise.
- Students will define Delegated, Reserved, and Concurrent powers. They will then be asked to come up to the Smart Board and drag the power to the correct column (delegated, reserved, or concurrent). Have students copy down the finished product.
- 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.
- Review the types of federal grants and provide examples of each.

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Assessments:

Diagnostic:

- Homework assignments, Worksheets, reading guides, creating graphic organizers, defining terms, Teacher facilitated classroom discussion

Formative:

- Cooperative learning assignments, Essays assignment, Teacher facilitated classroom discussion

Summative:

- Section quizzes, Unit test on Foundations of Democracy, Summative unit project

Extensions:

1. Read Federalist Papers 10 and 51
2. Read Brutus No.1
3. Students can write an essay promoting or going against the ratification of the Constitution.
4. Student can make a timeline of the most influential events that led up to the ratification of the Constitution.
5. Students can write and structure their own Declaration of Independence, using the real document to structure theirs.
6. Have students make a slide show presentation on the Amendments. Each student picks and Amendment, they create a slide on it, submit, then they hand in and copy the other Amendments their peers completed. They now have a list of all 27 Amendments.
7. Have students research the proposed 28th Amendment and analyze what the Amendment calls for and whether they would support/ reject this idea.
8. Have students come up with their own proposed Amendment and make a short presentation about it.

Correctives:

1. Complete the guided reading reviews or unit reviews at the end of each section and unit.
2. Complete workbook assignments on given topics.
3. Test/quiz corrections
4. Re-test

Materials and Resources:

- MaGruder's American Government textbook
- MaGruder's Essential Questions Log
- MaGruder's Skills Handbook
- MaGruder's Study Guides
- Annenberg Learner
- 270 To Win
- *Federalist Papers No. 10, 51, 78*
- <https://www.usa.gov/>
- Crash Course American Government
- Constitution Center <https://constitutioncenter.org/>
- Microsoft Power Point
- Smart Board and Notes

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Unit 2: Political Behavior: Government by the People

Marking Period: 2

Standard(s):

Standards/Anchors Addressed: 5.1.12.A., 5.1.12.B, 5.1.12.C, 5.1.12.D, 5.1.12.E, 5.1.12 F, 5.2.12 A, 5.2.12.B, 5.2.12.C, 5.2.12.D, 5.3.12.A, 5.3.12.B, 5.3.12.D, 5.3.12.E, 5.3.12.F, 5.3.12.G, 5.3.12.H, 5.3.12.I, 5.3.12.J. 5.4.12.A, 5.4.12.B, 5.4.12.C, 5.4.12.D, 5.4.12.E

PA Core Standards in History and Social Studies: CC. 8.6.11-12.A., CC. 8.6.11-12.B, CC. 8.6.11-12. C, CC. 8.6.11-12. D, CC. 8.6.11-12. E, CC. 8.6.11- 12. F, CC. 8.6.11-12. G, CC. 8.6.11-12. H, CC. 8.6.11-12I., CC. 8.6.11-12 J PA

Core Standards in History and Social Studies: CC.8.5.11-12.A., CC.8.5.11-12.A.B., CC.8.5.11-12.A.C., CC.8.5.11-12.A.C., CC.8.5.11-12.A.D., CC.8.5.11-12.A.E., CC.8.5.11-12.A.F., CC.8.5.11-12.A.H., CC.8.5.11-12.A.I., CC.8.5.11-12.A.I., CC. 8.5.11-12A.J.

Big Idea 1: An engaged citizen is a life –long learner continuing to benefit from internal maturity and external influences

Essential Questions:

1. Does the two party system help or harm democracy?
2. To what extent do interest groups advance or harm democracy?
3. How do political parties encourage/deter citizens from participating in democracy?
4. Which factors contribute most to a person’s political affiliation?
5. How do political parties communicate and reach the citizens?

Concepts:

1. Differentiate between a political party and an interest group.
2. Political parties have identifying factors
 - a. Nominating candidates
 - b. Informing and activating supporters
 - c. Bonding agent
 - d. Governing
 - e. Watchdog function
3. Two party system dominates the American political system for various reasons- single member districts, historical importance, electoral system, ideological consensus among Americans.
4. Benefits and drawbacks of a one party system, two party system, and a multi-party system.

Competencies:

1. Identify a political party in comparison to an interest group.
2. Explain the process by which individuals participate in political parties, campaigns, and elections.
3. Explain how political parties participate in the political process.
4. Identify how the two party system has formed in America.
5. Explain the differences between the types of minor parties in America.
6. Explain why minor parties are important to our political system.
7. Identify the reasons minor parties exist.

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Big Idea 2: An informed citizen will pay attention to media sources and obtain political information from accurate, information based media outlets.

Essential Questions:

1. How have voting rights changed in the course of American history?
2. What is the structure of our electoral process?
3. How fair and effective is the voting process in America?
4. What are some of the voter qualifications? How have these changed over time?
5. Which Amendments have expanded suffrage in America?
6. Why do voters act/behave the way that they do?
7. What factors influence voter behavior?
8. How do we nominate Presidential candidates?
9. What is the difference between a primary and a caucus?
10. How much/little influence does the national government have over the election process?
11. How does the media play a role in political participation and affiliation?
12. What is public opinion and how do politicians use it?
13. What makes a reliable public opinion poll?

Concepts:

1. America has a long history of denying groups of people the right to vote.
2. There are Amendments and various laws that have expanded suffrage in America.
3. There are universal requirements and state requirements for voting.
4. The media plays a large role in American public opinion.
5. There are various methods of measuring public opinion.
6. Interest groups allow citizens to become involved in the political process.
7. Interest groups have a positive and negative impact on the American political system.
8. Interest groups lobby members of Congress to influence policies.

Competencies:

1. Identify the groups of Americans that have been denied suffrage rights throughout history.
2. Identify and describe the Constitutional Amendments that have extended suffrage to groups in America.
3. Identify the media outlets that influence the American public.
4. Explain why certain media outlets have more/less influence on the American people.
5. Identify characteristics of a poll that make it more/less reliable.
6. Explain how politicians use public opinion polls during their campaigns and terms in office.
7. Identify how mass media has changed over time.
8. Identify the similarities and differences between interest groups and political parties.
9. List and explain the types of Interest groups that exist.
10. Explain how Interest groups influence politicians.
11. Identify the positives and negatives of interest groups in America.
12. Explain lobbying and how it connects interest groups and politicians.
13. Identify how organizational size and financial standing of an interest group has an impact on interest group effectiveness.

Overview: In this unit, political beliefs and behaviors, students will examine the linkage institutions that exist to connect citizens to the government. Students will learn how political parties have formed throughout our history and why America is dominated by a two-party system. Students will research the various interest groups that exist in America and the influence they have on our political system.

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Goals:

- Students will be able to identify the main goals of a political party.
- Students will be able to identify the two major political parties in America.
- Students will be able to list reasons why two political parties dominate our political system.
- Students will identify and list the popular third parties in America.
- Students will explain the importance of third parties, although they rarely get voted into office.
- Students will be able to list the major steps in the nominating process (presidential nomination).
- Students will know the difference between a primary election and caucus.
- Students will be able to explain the strengths and weaknesses of our electoral process.
- Students will be able to list the mass media outlets and explain how they impact a person's political socialization and affiliation.
- Students will be able to describe the jobs of an interest group.
- Students will be able to differentiate between political parties and interest groups.
- Students will be able to explain the importance of interest groups to our political system.
- Students will be able to explain how money in the electoral process impacts the relationship between political parties, interest groups, and elected representatives.

Objectives:

- Using the textbook, students will define a political party. (DOK 1)
- Students will use the text and class notes to describe the major functions of a political party and infer the most important function based off prior knowledge. (DOK 1, 2)
- Students will use the textbook to identify the reasons we have a two-party system in America. (DOK 1)
- Students will identify the minor parties that exist in America. (DOK 1)
- Students hypothesize the importance of third parties on our electoral system in America. (DOK 3)
- Students will use their textbook and notes to summarize the structure of the political party structure at the national and state levels. (DOK 2)
- Using textbook and prior knowledge, students will describe the tactics often used to deny African Americans the right to vote. (DOK 1)
- Students will use the Internet to research Civil Rights legislation and formulate opinions on which Civil Rights legislation had the greatest impact on African American voters and describe why. (DOK 2 and 3)
- Students will analyze the provisions and effects of the Voting Rights Act of 1965. (DOK 4)
- Students will define primary election and caucus using their notes and textbook. (DOK 1)
- Students will discuss with one another the benefits/drawbacks to the types of primaries that exist. (DOK 3)
- Students will analyze how the administration of elections in the United States help make democracy work. (DOK 4)
- Students will describe the various ways in which voters can cast their ballots using their textbook and notes. (DOK 1)
- Students will use the Internet to research and examine the federal laws that regulate campaign finance. (DOK 3)
- Students will use their textbook to distinguish between hard money and soft money. (DOK 2)
- Students will use the textbook and various class activities to describe the factors that shape public opinion. (DOK 1)
- Students will analyze how family and education help shape public opinion. (DOK 2)

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- Students will use prior knowledge and their research skills to cite evidence of how politicians use public opinion to their advantage. (DOK 3)
- Students will describe the role of interest groups in influencing public policy. (DOK 1)
- Students will explain why people see interest groups as helpful and harmful to our political system. (DOK 2)
- Students will identify how interest groups use media, propaganda, and political campaigns to influence public opinion and policy. (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Have students look in the text book, on-line, in a dictionary, and in other government text books for definitions of political parties and have them compare the definitions by identifying similarities.
- Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson10/lessonp.html> and have students watch the video titled The Functions of Parties in America. Have students identify the five basic functions of political parties according to the video.
- Students can create a two column six row chart with the title Functions of Political Parties on the left column, and Explanation on the right column. Students may then use the information on pages 116-118 of the text to complete the chart.
- Analyze the chart on page 128 and contrast two-party and multiparty systems.
- Students can create a graphic organizer showing the four major eras in the history of the American party system and the critical elections that signaled the beginning of each era. Be sure that students high light the time frame of party. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson09/lessonp.html> and have students watch the video titled Political Party Eras. After the video, have students reflect on their graphic organizer and the eras that were discussed in the video.
- Students will create a Power Point presentation on the minor parties in America and choose one particular one to focus on. They will present to their classmates
- Students will use the graphic organizer in the workbook to summarize the time periods 1800, 1870, 1920, 1960s, and 1970s and explain voting rights of the time.
- Students will use the Chromebooks to research the Civil Rights Legislation of the time and summarize the importance of the legislation.
- Have students fill out 6.2 Worksheet Core A on voter qualifications.
- Students will research and write out a step by step process for registering to vote in the town they reside in using the PA website.
- Find some pictures of gerrymandered districts around the United States. Describe to students that state legislatures draw new district lines so they are often draw based on partisan decision making. Try to get a picture of North Carolina to illustrate this concept for the class.
- Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson11/lessonp.html> and have students watch the video titled Factors that affect Party Identification. After the video, have students reflect what they have learned about how sociological factors affect voter behavior.
- Have students define party identification, straight-ticket voting, and split-ticket voting.
- Students will review what type of elections we hold in the nomination process here in PA and write about it.
- Students will create a graphic organizer explaining and describing the nominating methods used.
- Have students identify and explain the concepts of absentee voting, the coattail effect, and the relationship between a precinct and a polling place.

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- On the smart board have students brainstorm what they would need to spend money on if they were leading a presidential campaign. Answers should include advertising, travel, offices, etc. Then have students brainstorm where they are going to get all the money to pay for those things. Finally have students identify the five sources of funding according to the text page 202.
- Have students go onto Chromebooks and research the difference between hard money and soft money, research Bipartisan Campaign Reform Act, and Federal Election Campaign Act (FECA).
- Have students compare a definition of an interest group to a definition of a political party and discuss the differences.
- Students visit the website 270toWin and research the states Electoral votes and the impact this has on Presidential Elections.

Assessments:

Diagnostic:

- Homework assignments, Worksheets- MaGruder Work book, Notes, creating graphic organizers, defining vocabulary terms, Teacher facilitated classroom discussion

Formative:

- Cooperative learning assignments, Essay's, Teacher facilitated classroom discussion

Summative:

- Quizzes after each section, Chapter Tests, Unit Tests, Unit Projects

Extensions:

1. Have students research the donations from Political Action Committees and discuss the influence these PAC's have on the political system
2. Students work in small groups and decide on a Political Party name, party platforms, and groups they plan to appeal to in America. Have students present their political parties.
3. Students can use the 270toWin website and research given election years and fill out a map accordingly.

Correctives:

1. Students can complete questions from the assessments in the textbook after each section or the end of the Unit.
2. Students can use the guided reading as a source to help work through various sections.
3. Students can use teacher generated worksheets or outlines to review sections.
4. Re-test

Materials and Resources:

- MaGruder's American Government textbook
- MaGruder's Essential Questions Log
- MaGruder's Skills Handbook
- MaGruder's Study Guides
- Annenberg Learner
- 270 To Win
- *Federalist Papers No. 10, 51, 78*
- <https://www.usa.gov/>
- Crash Course American Government
- Constitution Center <https://constitutioncenter.org/>
- Microsoft Power Point
- Smart Board and Notes

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Unit 3: The Three Branches of the Government /Civil Rights and Liberties

Marking Period: 3-4

Standard(s):

Standards/Anchors Addressed: 5.1.12.A., 5.1.12.B, 5.1.12.C, 5.1.12.D, 5.1.12.E, 5.1.12 F, 5.2.12 A, 5.2.12.B, 5.2.12.C, 5.2.12.D, 5.3.12.A, 5.3.12.B, 5.3.12.D, 5.3.12.E, 5.3.12.F, 5.3.12.G, 5.3.12.H, 5.3.12.I, 5.3.12.J, 5.4.12.A, 5.4.12.B, 5.4.12.C, 5.4.12.D, 5.4.12.E.

PA Core Standards in History and Social Studies: CC. 8.6.11-12.A., CC. 8.6.11-12.B, CC. 8.6.11-12.C, CC. 8.6.11-12.D, CC. 8.6.11-12.E, CC. 8.6.11- 12.F, CC. 8.6.11-12.G, CC. 8.6.11-12.H, CC. 8.6.11-12.I., CC. 8.6.11-12J

Core Standards in History and Social Studies: CC.8.5.11-12.A., CC.8.5.11-12.A.B., CC.8.5.11-12.A.C., CC.8.5.11-12. A. C., CC.8.5.11-12.A. D., CC.8.5.11-12. A. E., CC.8.5.11-12.A.F., CC.8.5.11-12.A.H., CC.8.5.11-12. A. I., CC.8.5.11-12.A.I., CC. 8.5.11-12 A. J

Big Idea 1: Engaged citizens understand the workings of government and use historical precedents in shaping thought and action.

Essential Questions:

1. What makes a successful Congress?
2. Should Congress be judged as a whole or by individual representatives?
3. What views should members of Congress represent when voting?
4. Should the lawmaking process be improved?
5. What should be the limits on the powers of Congress?

Concepts:

1. Congress has specific legislative roles and powers granted to the through the Constitution.
2. Revenue is needed and raised by all three branches of the government, this varies amongst branches.
3. The census and apportionment play a crucial role in our government.
4. There are various models politicians follow/take into consideration when voting on legislation.
5. Congress has many expressed, implied, and inherent powers.
6. Along with its legislative powers, Congress has many non-legislative powers as well. These include Amendment proposals, electoral duties, impeachment, and the power to investigate.
7. Each chamber of Congress is broken up into several leadership positions and each play a specific role.
8. There are four major types of committees in Congress- Standing, Select, Joint, and Conference, each play an important role in the legislative process.
9. Each chamber of Congress introduces, debates, and votes on proposed bills in different manners.

Competencies:

1. Analyze the role of the federal government in creating, approving, and implementing domestic policy.
2. Summarize the legislative process in the House of Representatives and the Senate.
3. Analyze how economic interests influence public policy.
4. Explain the voting behavior of politicians.
5. Identify the powers of Congress and identify where the power comes from.

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6. Identify and explain the limits on Congressional power.
7. Identify and explain the non-legislative powers that Congress has.
8. Organize the leadership roles in the House of Representatives and the Senate.
9. Explain the various committees and the roles they play.
10. Identify the committees that are unique to the House of Representatives and explain why.

Big Idea 2: An informed citizen will apply their political knowledge while electing leaders to office.

Essential Questions:

1. What makes a good President?
2. Does the current electoral process result in the best candidates for President?
3. How much power does the President have?
4. How much power should the President have?
5. Is the bureaucracy essential to good government?
6. How can the bureaucracy improve its function?
7. Does the federal budget reflect American's priorities?
8. Should the budget reflect what the American people want?
9. How should the United States interact with other countries?

Concepts:

1. There are specific qualifications one needs to meet to become president of the United States.
2. The Constitution grants the President of the United States specific powers.
3. There are constitutional roles that the President fulfills while serving.
4. Understanding the term lengths for presidency.
5. The 22nd Amendments and 20th Amendment shape the presidency.
6. The Vice President has few roles granted through the Constitution.
7. Presidential succession was established through legislative action and the 25th Amendment.
8. The 12th Amendment sets the constitutional framework for the presidential selection system that exists today.
9. Primaries and Caucuses determine the candidates running for the Republican and Democratic parties.
10. The Electoral College formally selects the President of the United States.
11. Each state receives the number of electoral votes they receive based on the number of House members and Senators that state holds.
12. The federal bureaucracy exists to execute the various laws passed by the President.
13. There are numerous agencies that exist with various degrees of independence and reliance on the executive branch.
14. The Executive Office of the President works closely with the President of the United States.
15. The federal government has the power to raise revenue through taxation.

Competencies:

1. Students will list all of the qualifications for becoming President of the United States.
2. Students will be able to outline and explain the powers of the President according to the Constitution.
3. Students will know the difference between the formal and informal powers/roles of the President.
4. Students will be able to identify where the Presidential powers are in the Constitution.
5. Students will be able to explain the 12th, 20th, 22nd, and 25th Amendments and how they relate to the presidency.
6. Students will be able to outline the presidential succession list.

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7. Students will be able to identify those in line for presidency in the positions of Vice President, Speaker of the House, and President pro tempore.
8. Students will know how many electoral votes the state of Pennsylvania has.
9. Students will understand the concept of the Electoral College and why this system was created.
10. Students will analyze various electoral maps from different election years to determine how this has impacted political history.
11. Students will understand that each states electoral college votes come from how many House members and Senators that state has.
12. Students will know that in order to win the presidency, a candidate must receive at least 270 electoral votes to win.
13. Students will use the electoral maps to examine the influence each voter has in larger states (California) vs. small states (Wyoming).
14. Students apply their knowledge of primaries and caucuses to presidential races.
15. Students will know how PA functions in the primary season.
16. Students will understand that primaries and caucuses narrow down the candidates for the major political parties.
17. Students will be able to describe why the bureaucracy exists.
18. Students will be able to identify weaknesses of the federal bureaucracy along with the positives.
19. Students will be able to list the various parts of the bureaucracy and how close/independent they are the President and other parts of the federal government.
20. Students will know who helps create the national budget.
21. Students will know the difference between controllable and uncontrollable spending.

Big Idea 3: The unalienable rights granted to the American people are preserved and kept alive by citizens and the government which they select through election.

Essential Questions:

1. How should the federal government reflect American's priorities?
2. Does the structure of the judicial branch and the court system allow it to administer justice fairly?
3. To what extent has the judiciary protected the rights of privacy, security, and personal freedom?
4. Why are there ongoing struggles for civil rights?

Concepts:

1. Outline the structure of the federal court system.
2. Identify the current members of the Supreme Court.
3. Cite the Bill of Rights.
4. Understand the difference between civil rights and civil liberties.
5. Understand how the Supreme Court decides on a case and delivers an opinion.
6. Understand the concepts of judicial restraint and judicial activism.
7. Understand original jurisdiction v. appellate jurisdiction.

Competencies:

1. Students will be able to chart the federal court system in terms of hierarchical power and jurisdiction type.
2. Students will learn the Framers' intentions for the national judiciary.
3. Students will learn the Supreme Court Justices and when they were appointed/who appointed them.

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4. Students will map the path of appealing a court case to a higher court.
5. Students will understand terminology in accordance with the Supreme Court and how cases are selected/heard.
6. Students will sequence how the Supreme Court operates in comparison to the lower courts.
7. Students will outline the Bill of Rights in their own terms.
8. Students will be able to connect court cases dealing with civil rights and civil liberties to Constitutional Amendments and clauses.

Overview: In this unit, students will explore the qualification's, powers, and role of the President of the United States and the Executive Branch as a whole. Students will examine the various roles of the President and how the Executive branch interacts with other branches of the government. Students will review the constitutional powers of the President along with informal powers. Along with discovering the various parts of the presidency, the Electoral College will be examined and students will be able to recognize the positives and negatives of this system. Along with the presidency, students will learn about the large federal bureaucracy that works to ensure all legislative duties created by Congress and passed by the President, are being implemented properly and promptly. Students will explore the various agencies that exist within the bureaucracy.

Goals:

- Students will describe the roles and formal qualifications of the President.
- Students will categorize each activity on a President's actual appointment schedule according to the roles involved.
- Students compile a list of informal qualifications for a President based on an analysis of roles.
- Students will evaluate the importance of the position of Vice President.
- Students will describe the process of succession using a variety of scenarios.
- Students will reflect on the importance of the Vice President's role as presidential successor.
- Students will analyze how historical events led to the ratification of the 12th Amendment, which changed the way President and Vice President are selected.
- Students will discuss the influence of early primaries and caucuses on the presidential nomination process.
- Students will be able to compare how PA functions relative to other surrounding states in the primary season during presidential elections.
- Students will examine the distribution of electoral votes across the United States.
- Students will identify how many electoral votes PA has.
- Students will recognize the influence the electoral college has on the campaigning strategies of presidential candidates.
- Students will know about the various reform proposals that exist about the electoral college.
- Students will know how the growth of the presidency has occurred and why power has expanded.
- Students will summarize the military and diplomatic powers of the president and identify some of the checks on these powers.
- Students will be able to define some of the legislative and judicial powers the president possesses.
- Students will be able to define the federal bureaucracy and organize it in a hierarchical manner.
- Students will list the services the government provides to them and explain why they are able to provide us these services.

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- Students will know the various forms of taxes the federal government places on the American people.
- Students will understand the structures of the federal court system.
- Students will know the Bill of Rights to the Constitution and the several court cases that are linked to these Amendments and various Constitutional clauses.
- Students will know who makes up the Supreme Court of the United States.
- Students will know the difference between original and appellate jurisdiction.
- Students will know the difference between judicial activism and judicial restraint.

Objectives:

- Using the textbook and notes, students will explain the structure of Congress and describe the controversy over the equity of the distribution of seats through a class discussion. (DOK 3)
- Through multimedia presentations, students will identify the different qualifications of becoming a US Senator and House of Representative member. (DOK 1)
- Using graphic organizers, students will predict the benefits and drawbacks of a bicameral legislature by drawing comparisons between a National Government and a school government. (DOK 1 and 3)
- Students will use their textbook and the Internet to identify the states with the most and fewest representatives in the House and review the challenges the Framers faced in creating a functioning government. (DOK 1 and 2)
- Students will use their textbooks and class notes to identify and describe the role of the House of Representatives. (DOK 1)
- Students will read scenarios and court cases which will facilitate students to identify the reasons and results of gerrymandering district lines. (DOK 1 and 2)
- Students will use a Venn Diagram to compare the job and unique characteristics amongst House members and Senators. (DOK 3)
- Students will identify and describe the formal qualifications of the President. (DOK 1)
- Students will use their textbook and class readings to categorize each activity on a President's actual appointment schedule, according to the roles involved. (DOK 2)
- Students will use a graphic organizer to compile a list of informal qualifications for President based on analysis of roles. (DOK 2)
- Students will use the Constitution to evaluate the importance of the position of Vice President. (DOK 2)
- Students will apply concepts learned in previous lessons about the Amendments to explain the importance of Presidential succession. (DOK 4)
- Students will analyze through readings and textbooks how historical events led to changes in the way the President and Vice President are selected. (DOK 4)
- Students will compare the nomination process in different states by researching and completing a graphic organizer. (DOK 2 and 3)
- Students will use teacher prompted discussion questions to discuss the influence of early primaries on the presidential nomination process. (DOK 2)
- Students will evaluate proposals to reform the electoral college system, using a Jigsaw strategy. (DOK 3)
- Students will determine whether a President's action in selected scenarios reflects the Framers' intent in Article II. (DOK 4)
- Students will analyze hypothetical scenarios to learn about the tools available to the President to carry out foreign policy. (DOK 2)

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- Students will define elements of the President's legislative and judicial powers. (DOK 1)
- Students will distinguish between controllable and uncontrollable spending categories on a federal budget pie chart. (DOK 1 and 2)
- Students will examine *Federalist No. 78* and determine the Framers' intentions for the national judiciary. (DOK 2)
- Students will identify skills, term, pay, and selection of federal judges by creating a classified advertisement for a judge. (DOK 3 and 4)
- Students will use the Internet to research the current Supreme Court Justices and label when they were appointed/who appointed them. (DOK 1)
- Students will analyze and map out the sequence of an appeal through the federal court system. (DOK 2 and 3)
- Students identify the basic freedoms awarded to Americans through the Bill of Rights. (DOK 1)
- Students will study various First Amendment court cases to connect and analyze how the Supreme Court has interpreted the Establishment and Free Exercise clauses. (DOK 4)
- Students will identify through various court cases the limits and protections of freedom of the press and free speech. (DOK 3)
- Students will read Title IX and identify the impact this had around the country. (DOK 1)
- Students will use prior knowledge about the Civil Rights Act 1965, 1968 and the Voting Rights Act and apply this to the various cases in the courts about civil rights and equality. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Students will use a graphic organizer and the Internet to research the qualifications and major differences between the House and Senate.
- Students will watch a video on Annenberg learner about Article I of the Constitution and outline the powers of Congress.
- Students will review Article 1 of the Constitution with a partner and re-word the various powers they have in their own words.
- Students will review 270Towin website and label a map of the US. They will label the map based on how many House members each state has.
- Students will be assigned the task to research our PA US Senators and House member and complete a profile on these congressional members.
- Students will make their own flow chart of how a bill becomes a law.
- Students will receive different descriptions of the legislative process. They will work together to put the papers in sequential order according to what they know about the legislative process.
- Students will complete a graphic organizer about presidential qualifications.
- Students will read various readings about the presidents formal and informal powers and outline these powers using a graphic organizer.
- Students will read about the court case US v. Nixon and class discussion prompts to explain the concept of executive privilege and the limits on this power.
- Students will make their own chart of who will become president if the president is removed from office. They will complete this on the Chromebooks.
- Students will read over Article II of the Constitution and examine with a partner how the roles/power of the President have expanded over time.
- Students will research how states go about their nomination process for Presidential elections and use a map to organize this information.
- Students will create a timeline of major events that take place between announcing their campaign for presidency to election day in November.

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- Students will be given the parts of the bureaucracy- Executive Office of the President, Cabinets, and Independent Agencies. Students will research some of the positions that fit into the categories.
- Students will watch a video on the national budget and how it is created and outline the process in their own notes.
- Students will be given graphs to examine federal spending to analyze the patterns.
- Students will make a pie chart using Google Sheets. They will be documenting how much the government spent in certain programs provided to them.
- Students will examine political cartoons about the deficit and use this to enter into class discussion about our national debt.
- Students will identify and define the difference between judicial activism and restraint.
- Students will examine various court cases – Brown v. Board, Plessy v. Ferguson, etc. and determine whether the ruling was an example of judicial restraint or activism.
- Students will be given a Venn Diagram and various scenarios. Students will place the scenarios into Federal, State, or Concurrent- they will be trying to figure out which level would handle this court case.
- Students will be given a map and told to color/label the Federal Court Circuits and Districts around the country.
- Students will use the Bill of Rights and assigned court cases to determine which constitutional clauses/ issues the Court was ruling on.
- Students will use a graphic organizer and the textbook to outline the types of speech that exist and the limitations placed on speech.
- Students will complete a skill workbook assignment on due process where they will determine based on the scenario whether a search warrant was necessary or not in the various situations.
- Students will research how many state schools had to change their policies after the implementation of Title IX.
- Students will discuss the concept of reverse discrimination and research court cases that dealt with this concept.

Assessments:

Diagnostic:

- Teacher facilitated class discussion, Homework assignments, Worksheets- MaGruder Work book, Notes, creating graphic organizers, Defining vocabulary terms

Formative:

- Cooperative learning assignments, Essay's

Summative:

- Quizzes after each section, Chapter Tests, Unit Tests, Unit Projects

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Extensions:

1. Have students examine congressional districts in multiple states to determine how prevalent gerrymandering is around the country today. Students will use map printouts and the Internet to find the relative information.
2. Have students look up 10 random states and look up the constituents per representative for each state. After, students will create a bar graph comparing representation to their ten states. Have students identify which states appear to be over represented and underrepresented.
3. Students will research the validity of the call for impeachment for George W. Bush-focusing on the Constitutional basis for the charge. Students will then compare and contrast events surrounding Andrew Johnson, Richard Nixon, and Bill Clinton and differentiate between the circumstances.
4. Students will create an alternative method for selecting Supreme Court Justices and examine the question of term length/ limits.
5. Students will write an essay describing whether or not there should be term limits for Congressional members or whether that would deter political participation.

Correctives:

1. Students can complete questions from the assessments in the textbook.
2. Students can complete guided reading and review the section quiz worksheets from the teacher resource pack.
3. Students can complete teacher generated work sheets.
4. Students can complete test corrections.
5. Students can re-rest.

Materials and Resources:

- MaGruder's American Government textbook
- MaGruder's Essential Questions Log
- MaGruder's Skills Handbook
- MaGruder's Study Guides
- Annenberg Learner
- 270 To Win
- *Federalist Papers No. 10, 51, 78*
- <https://www.usa.gov/>
- Crash Course American Government
- Constitution Center <https://constitutioncenter.org/>
- Microsoft Power Point
- Smart Board and Notes

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Unit 4: Comparative and Local Government

Marking Period 4

Grade Level(s): 11th

Standard(s):

Standards/Anchors Addressed: 5.1.12.A., 5.1.12.B, 5.1.12.C, 5.1.12.D, 5.1.12.E, 5.1.12F, 5.2.12.A, 5.2.12.B, 5.2.12.C, 5.2.12.D, 5.3.12.A, 5.3.12.B, 5.3.12.D, 5.3.12.E, 5.3.12.F, 5.3.12.G, 5.3.12.H, 5.3.12.I, 5.3.12.J, 5.4.12.A, 5.4.12.B, 5.4.12.C, 5.4.12.D, 5.4.12.E

PA Core Standards in History and Social Studies: CC. 8.6.11-12.A., CC. 8.6.11-12.B, CC. 8.6.11-12. C, CC. 8.6.11-12. D, CC. 8.6.11-12. E, CC. 8.6.11- 12. F, CC. 8.6.11-12. G, CC. 8.6.11-12. H, CC. 8.6.11-12I., CC. 8.6.11-12 J PA

Core Standards in History and Social Studies: CC.8.5.11-12.A., CC.8.5.11-12.A.B., CC.8.5.11-12.A.C., CC.8.5.11-12.A.C., CC.8.5.11-12.A.D., CC.8.5.11-12.A.E., CC.8.5.11-12.A.F., CC.8.5.11-12.A.H., CC.8.5.11-12. A. I., CC.8.5.11-12.A.I., CC. 8.5.11-12 A.J.

Big Idea 1: The rapid pace of technological change has established unprecedented economic, political, and cultural interdependence among nations and individuals

Essential Questions:

1. What is the role of government under socialism and communism?
2. How does the federal government support economic growth at home and abroad?
3. What are the defining traits and purpose of State legislatures?
4. What are the roles and powers of governor?
5. What are the similarities and differences of local governments, special districts, and tribal governments?

Concepts:

1. Understanding the function and style of the different levels of government.
2. Being familiar with State representatives, the governor, and members of the PA Supreme Court.
3. Identify sources of revenue for school districts in PA.

Competencies:

1. Students will analyze how the opinions and beliefs of various groups influence policy making at the federal, state, and local levels.
2. Understand what makes democracy succeed compared to other forms of government.
3. Understand the essentials of a democracy.
4. Analyze how expectations for individual, group, and corporate behavior are established and enforced in order to avoid and resolve conflict

Big Idea 2: Nationalism plays a number of influential roles with far-reaching consequences in an interdependent world.

Essential Questions:

1. How have nations around the world expanded popular sovereignty?
2. How successfully have some nations achieved democratic governments?
3. What form does democratic government take in the U.K. and Mexico?

Concepts:

1. Understanding the differences between different economic and political systems

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2. Knowing how other forms of government function and how they relate to the overriding principles of democracy.
3. Reading essays from noted political scholars for comprehension.
4. Recognition in diversity and differences between the United States and the rest of the world.

Competencies:

1. Compare the legal structure of various types of government and analyze the level of citizen participation in the development and enforcement of the laws of each type of government.
2. Students will evaluate the impact of influential writings, speeches, and other communications between the United States and the rest of the world.
3. Recognize how public and private interests conflict and how they coordinate efforts in order to deal with issues.
4. Explain the various roles the political symbols, symbolic events, and individuals play in uniting groups and people in support of common cause.

Overview: In this unit, students will review the various government forms that exist around the world today. Students will learn how Pennsylvania state and local governments function. Students will learn about Pennsylvania state assembly members, the current governor and their powers, and how local governments are organized. Students will also learn how school districts are established in Pike County.

Goals:

- Students will be able to identify and describe socialism and communism.
- Students will be able to discuss the legitimacy of other nations' governments.
- Students will be able to identify trends of countries trying to expand popular sovereignty.
- Students will be able to identify challenges countries face when trying to transition to a democratic form of government.
- Students will be able to compare other democracies to our system in America.
- Students will be able to identify the roles of PA representatives.
- Students will be able to identify the governor of PA and their roles.
- Students will be able to label a map of major PA cities.
- Students will be able to label a map of Pike county townships.
- Students will be able to identify the school districts of Pike County.

Objectives:

- Using the textbook and Internet research, students will be able to identify current world leaders in various countries around the world. (DOK 1)
- Students will be able to identify what level of local government they belong to and what the surrounding areas look like. (DOK 1)
- Students will identify current political leaders in the Pennsylvania state government. (DOK 1)
- Students will construct and label a map of their locality and label different levels of local government. (DOK 2)
- Students will compare and contrast the governmental structures and economic systems of various countries around the world using their textbook and various current events. (DOK 3)
- Students will use their prior knowledge to compare and contrast a unitary system of government with a federal form of government using a graphic organizer. (DOK 3)
- Students will debate which form of government works the "best" and why. (DOK 4)

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- Students will research and compare PA's system of government to one of the surrounding states of their choice. (DOK 2 and 3)

Core Activities and Corresponding Instructional Methods:

- Students will create a chart that compares the U.S., Mexico, Great Britain, Japan, and Russia. The chart will compare the government structure of each country.
- Students can create a Venn Diagram comparing the differences and similarities between Great Britain's unitary government and our federal government.
- Students will choose a country of their choice and research about the civil rights and liberties their people have compared to those who live in the U.S.
- Students will research how many cities and towns are in Pennsylvania and label some major cities by their classification.
- Students will research who the current governor of PA is, and how many state Representatives we have in PA.
- Students will map out the districts in PA and determine which congressional district we are in Pike county.
- Students will label townships in Pike County on a map.
- Students will explain how our national government, state government, and local government exemplifies a federal system of government.

Assessments:

Diagnostic:

- Teacher facilitated class discussion, Homework assignments, Worksheets- McGruder Work book, Notes, creating graphic organizers, Defining vocabulary terms

Formative:

- Cooperative learning assignments, Essay's

Summative:

- Quizzes after each section, Chapter Tests, Unit Tests, Unit Projects

Extensions:

1. Students will research a country of their own choice and create a Power Point outlining their style of government, structure of their three powers, the economic system type, and current leaders.
2. Students can research the leadership positions within Pike county and identify other forms of local government in their home township.
3. Students will write an essay that will support or opposition to a democratic form of government and explain which type of government they believe functions best and why.

Correctives:

1. Students can complete questions from the assessments in the text and at the end of each chapter.
2. Students can complete guided reading and review and section quiz worksheets from the teacher resource pack.
3. Student can complete teacher generated work sheets.
4. Students can re-test

DELAWARE VALLEY SCHOOL DISTRICT

Materials and Resources:

- MaGruder's American Government textbook
- MaGruder's Essential Questions Log
- MaGruder's Skills Handbook
- MaGruder's Study Guides
- Annenberg Learner
- 270 To Win
- *Federalist Papers No. 10, 51, 78*
- <https://www.usa.gov/>
- Crash Course American Government
- Constitution Center <https://constitutioncenter.org/>
- Microsoft Power Point
- Smart Board and Notes

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: MaGruder's American Government

Textbook ISBN #: 0-13-324083-2

Textbook Publisher & Year of Publication: Pearson Education Inc. 2013

Curriculum Textbook is utilized in (title of course): American Government