

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Concepts American Government

**Curriculum writing committee:
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Grade Level: 11

Date of Board Approval: June 2025

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 the 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 and Linkage Institutions

(15 days)

- What is a political party
- 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 Government

(15 days)

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

Unit 3: Branches of Government

(45 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
- 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 (Court cases)
- USHouse.org
- USSenate.org
- 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. Recall documents in world history that relate to the creation of our new government. (DOK 1)
7. Explain how governments are recognized by other nations. (DOK 2)
8. Connect the relation between a 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. Understand the concepts of the Declaration of Independence. (DOK 2)
13. Outline the basic beliefs of Federalists and Anti-Federalist using their textbook. (DOK 1)
14. Explain how the weaknesses of the Articles of Confederation led to the creation of a new government. (DOK 2)
15. Identify the Articles of the United States Constitution. (DOK 1)
16. Compare and contrast the Virginia Plan and New Jersey Plans for the new government. (DOK 2)
17. Examine the convention's major debates and compromises. (DOK 2,3)
18. Identify key Framers of the United States Constitution. (DOK 1)
19. Understand the principles of the Constitution: popular sovereignty, limited government, separation of powers, checks and balance, judicial review, and federalism. (DOK 2)
20. Explain the formal amendment process. (DOK 3)
21. Students will define the term federalism and the concepts of dual federalism and cooperative federalism. (DOK 1)
22. Categorize powers that are given to the federal government and those powers reserved to the states. (DOK 2)

23. Identify how the federal government has become more involved in state government duties over American history. (DOK 1, 2)
24. Identify and define the Full Faith and Credit Clause, Extradition Clause, and Privileges and Immunities Clause. (DOK 1)

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. Students 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 Venn Diagram to compare a democracy and a dictatorship to outline key differences.
4. Use a diagram to display the “roots” of a democracy and examine Athenian democracy, the Roman Republic, Feudalism, sovereignty, and democracy.
5. Watch videos on Enlightenment philosophers to hear about their ideas and work and relate to American democracy. https://www.youtube.com/watch?v=CP8k_f3PFq8
6. 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.
7. View various political cartoons from colonial America that display resentment toward the King and British Parliament and analyze their meanings.
8. List grievances that the colonists had against the King.
9. 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
10. Read an annotated copy of the Declaration of Independence.
<https://www.archives.gov/founding-docs/declaration-transcript>
11. Using a teacher generated worksheet/organizer, look up the following delegates who were key players in the Second Continental Congress
 - 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
12. Students will watch a YouTube clip on Shays' Rebellion. Have students document the major events to help them with their journalism assignments.
<https://www.youtube.com/watch?v=ZtBh8LMrDY4>
 13. Students can use a writing prompt and graphic organizers to plan a writing assignment around why Shays' Rebellion happened and why it was important.
 14. Read an annotated copy of the Articles of Confederation to see what they entailed and what was left out.
 15. Using a teacher generated graphic organizer and population chart, look at the northern states v. southern states populations and compare.
 16. Students will create a Venn diagram to display the VA plan, NJ plan, and the Great Compromise.
 17. Students will be able to identify the major parts of the Constitution that Anti-Federalists disliked (lack of Bill of Rights, Necessary and Proper Clause, a single president, etc.)
 18. Students will choose one of the 27 Amendments and create a slideshow which will highlight the amendments ratification year and the contents of the Amendment.
 19. Students will define Delegated, Reserved, and Concurrent powers.
 20. Given a skeletal notes outline or graphic organizer, students will define Interstate Compacts, Full Faith and Credit Clause, Extradition, and the Privileges and Immunities Clause and also identify where they can be found in the US Constitution.
 21. Make a graphic organizer to show the 7 articles of the US Constitution.
 22. Look at teacher generated examples of block grants and categorical grants.
 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, teacher facilitated classroom discussion, Declaration of Independence timeline, Amendment Slide/Canva
- **Summative:**
 - 2 Tests: Chapters 1 and 2, Chapters 3 and 4
 - 2 Quizzes: Chapter 1, 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.

- 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.

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. Use the textbook to identify the reasons we have a two-party system in America. (DOK 1)
4. Understand the origins of political parties in the United States and compare them to our modern-day parties. (DOK 2)
5. Compare a multiparty system and one-party system and identify countries that are classified as such. (DOK 1, 2)
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 identify how this can be done. (DOK 2)
8. Compare the process of a state holding a primary versus a caucus (DOK 2)
9. Compare an open primary to a closed primary and express the benefits and drawbacks of each. (DOK 3)
10. Identify which type of primary Pennsylvania hosts. (DOK 1)
11. Identify the difference between a winner-take-all and proportional method for awarding delegates at the National Convention. (DOK 2)
12. Outline the road to the presidency and the various steps a candidate must take. (DOK 2)
13. Identify what a battleground state is, give some examples from modern elections, and connect the importance of these states for candidates on the campaign trail. (DOK 3, 4)
14. 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)
15. Examine the Electoral College wording in the original constitution and predict issues that may arise if we never fixed the flaws. (DOK 4)
16. Review the 12th Amendment and the two elections that prompted the Electoral College to be reformed. (DOK 1)
17. Compare the roles of the state governments and the federal governments in overseeing federal elections. (DOK 3)
18. Define various federal laws that regulate campaign finance. (DOK 1)
19. Distinguish the differences between hard money and soft money. (DOK 2)
20. Distinguish between a PAC and Super PAC. (DOK 2)
21. Analyze the impact of Super PACs after the Citizens United v. FEC ruling. (DOK 4)
22. List the positive and negative role that the modern media plays in politics. (DOK 1)
23. Explain the impact the Internet and social media have had on the media cycle. (DOK 2)
24. Analyze the role interest groups play in the US political system. (DOK 2)
25. Identify various interest groups and summarize their importance to Americans. (DOK 2)
26. Compare political parties and interest groups. (DOK 2)
27. Define the term public opinion. (DOK 1)
28. Identify the factors of political socialization. (DOK 1)
29. Recognize how polls are used to measure public opinion. (DOK 2)

30. Identify the steps in the polling process and the potential flaws that can happen while implementing the polling steps. (DOK 1)
31. Relate how politicians can use public opinion to mold their decisions. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Students will use their textbooks to outline the major functions of a political party.
2. Students will be given a political spectrum and asked to label 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.
 - d. To modify: Students will see examples of freedom scenarios and order scenarios, then complete this activity.
4. Students will use the Internet to research how many Republicans and Democrats are currently serving in each chamber of our Congress.
5. Students will research countries that have a one- party system or a multi-party system.
 - a. They will conduct research based on teachers' discretion and then they can compare this system to the US.
6. Students will create a slide show on a minor party of their choice.
7. Students will 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.
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 on Citizens United v. FEC. <https://www.youtube.com/watch?v=4J5Zx5YotBU>
11. Students will be shown how much was spent in the last few presidential elections and connect it to their learnings about Citizens United and Super PACs through a worksheet.
12. Students will make their own public opinion polls in class and learn how the process works.
 - a. Students will gather data and then form a presentation on their findings.
13. Students will choose an Interest Group of their choice, and they will make a Canva informational poster about that Interest group. Using the notes, textbook and Internet, students will highlight the points learned in the interest group chapter.
14. Students will be given a conservative news article and a liberal news article, and they will be asked to find bias.
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 where they 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, 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:**
 - 3 Tests: Linkage Institutions of Political parties, Interest groups and media, Elections and Voting
 - 3 Quizzes: Political parties, Interest groups, 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.

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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.

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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. Identify the reasons the framers' created a bicameral Congress. (DOK 1)
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. 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. View the population of a single congressional district and the entire state. Compare the population and understand how many citizens House members and Senators are responsible for. (DOK 3)
7. Analyze the formal and informal qualifications to be House and Senate member and explain why each chamber has different qualifications. (DOK 4)
8. Be able to identify where Congressional powers are in the US Constitution. (DOK 1)
9. View a map of gerrymandered districts in the US and districts that have not been gerrymandered. Students will be able to effectively compare the difference between the two. (DOK 2)
10. Summarize the difference between racial gerrymandering and partisan gerrymandering. (DOK 1)
11. Describe the three types of powers that are delegated to Congress. (DOK 1)
12. Describe how the role of the President and the role of Congress overlap in reference to war making. (DOK 3)
13. Identify reasons why the Necessary and Proper Clause was needed. (DOK 2)
14. Compare strict constructionists and liberal constructionist views of the Necessary and Proper Clause. (DOK 3)
15. Identify the non-legislative powers that Congress has which include impeachment, oversight, and creating amendments to the US Constitution. (DOK 2)
16. Summarize the structure of congressional leadership in the House and the Senate and identify current people serving in those roles. (DOK 2)
17. Identify the types of committees that Congress members form and the importance of each committee in the law-making process. (DOK 2)
18. Chart the different checkpoints in the process for how a bill becomes a law. (DOK 1)
19. Organize the structure of the Pennsylvania House and Senate. (DOK 1)
20. Categorize the roles of a state governor. (DOK 2)
21. Identify the formal qualifications of the President. (DOK 1)
22. Identify the roles that the President takes on. (DOK 1)
23. Categorize the roles of the President into formal versus informal powers. (DOK 3)

24. Examine the role of the Vice President according to the US Constitution. (DOK 3)
25. List the reasons for presidential growth of power over 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 by watching a video on US v. Nixon. (DOK 3)
27. List the first five positions on the presidential line of succession. (DOK 1)
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. Identify the cabinet departments that have greatest historical importance and the newer agencies that have been formed. (DOK 1)
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. Identify controllable and uncontrollable spending categories in the federal budget. (DOK 1)
37. Examine the events that turned the US from a nation that practiced isolationism to internationalism. (DOK 3)
38. Explain why the Constitution created a national judiciary. (DOK 1)
39. Outline the process for appointing federal judges and their terms in office. (DOK 1)
40. Summarize the difference between judicial activism and restraint. (DOK 1)
41. Identify the Supreme Court members and the presidents that selected them for their service on the court. (DOK 1)
42. Define the concept of judicial review. (DOK 1)
43. Identify the jurisdiction of each level in the federal court system. (DOK 1)
44. 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 textbook 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. Students will be given a guided reading or organizer to fill in powers. www.constitutioncenter.org

3. Students will use Article I Section 8 to view the Necessary and Proper Clause. Students will use prior knowledge from Federalists and Anti-Federalists and determine which group was in support of the clause and which was against and list reasons why.
4. Students will review gerrymandered districts v. districts that have not been gerrymandered and pick out noticeable issues with the drawing of the districts.
5. Students will look at the court cases of Shaw v. Reno and Baker v. Carr to examine the issues of racial gerrymandering and the effects of inappropriate reapportionment.
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- this will highlight Congress's power to propose amendments. Students can also complete this digitally.
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. To scaffold, students can be given the steps for how a bill becomes a law by the teacher and the students will explain the steps provided to them.
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 also be shown a video on US v. Nixon to understand its impact. Teachers can use various video resources: Example: Supreme Court Briefs via Youtube.com
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 complete a comprehensive slideshow on a US President, which will highlight all of the aspects of the presidency chapter. Students will present these projects to their classmates (optional).
17. Students will outline the structure of the bureaucracy- EOP, Cabinet Departments, Independent Agencies and Government Corporations. Students will provide at least one example for each part of the bureaucracy.
18. Students will complete a poster on Canva or Google Docs that displays information about an independent agency of their choice.
19. Students will research information about the current Supreme Court members. They will review the year they were appointed, schooling information, and the president that

appointed them. Students can organize this information on a paper organizer or a digital platform such as Google Docs or Canva.

20. Students will be given a Venn diagram and will be asked to place scenarios under state or federal jurisdiction concerning the courts.
21. Students will watch a video on Marbury v. Madison and review the court case via Oyez.org and discuss the importance of this case. *See above 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
 - 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 why Americans' felt the need to include a Bill of Rights into the Constitution. (DOK 2)
2. Identify that Anti-Federalists wanted to add a Bill of Rights whereas Federalists feared a Bill of Rights. (DOK 1)
3. Label the freedoms and protections that are guaranteed to Americans by the first, second, third, fourth, fifth, sixth, eighth, and ninth amendments. (DOK 1)
4. Compare the Establishment clause and Free exercise clause. (DOK 2)
5. Apply the concepts of each amendment listed above (objective 3) to the various court cases students will review pertaining to each of those amendments. (DOK 4)
6. Explain and identify scenarios where free speech and free press have proven to be important to Americans.(DOK 1,2)
7. Differentiate pure speech, symbolic speech, and student speech. (DOK 2)
8. Examine the issue of prior restraint and identify its importance to the press. (DOK 2)
9. Compare and contrast the issue of freedom of assembly on private property vs public property. (DOK 4)
10. Define due process and identify where due process protections are in the US Constitution. (DOK 1, 2)
11. Explain why due process is a necessary protection. (DOK 2)
12. Define procedural due process and substantive due process and provide an example of each. (DOK 1)
13. Investigate the argument around the 2nd Amendment and examine Supreme Court decisions. (DOK 2, 3)
14. Define the exclusionary rule and be able to connect the importance of the 4th amendment. (DOK 1)
15. Summarize why the right to legal counsel is an important protection and how the interpretation of the 6th Amendment has shifted over time. (DOK 2)
16. Relate the idea of federalism to the topic of capital punishment and examine the states that have capital punishment versus not having capital punishment. (DOK 4)
17. 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)
18. 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)

19. 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)
20. Analyze the court case of Plessy v Ferguson and Brown v. Board of Education. (DOK 3)
21. 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 should receive at least one court case for each amendment. For Amendments with various clauses (such as Amendment 1) students should be subjected to a court case that coincides with each clause. Court cases can include but are not limited to: www.oyez.org
 - 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. Des Moines
 - 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 during the Civil Rights movement that called for major changes. To scaffold, teachers can provide an annotated copy of the primary source and formulate questions to analyze based on the annotations. <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:**
 - o Homework/Classwork, worksheets from textbook resource, reading guides, graphic organizers, teacher facilitated classroom discussion
- **Formative:**
 - o Court Case graphic organizers, Letter from a Birmingham Jail analysis, video analysis of the Civil Rights legislation
- **Summative:**
 - o 2 Tests: Civil Liberties and Civil Rights, and Cumulative final exam constructed by the PLC
 - o 2 Quizzes: Amendments and court cases, and Civil Rights

