

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Integrated American Government

Grade Level: 11

Date of Board Approval: _____ 2014 _____

DELAWARE VALLEY SCHOOL DISTRICT

Planned Instruction

Title of Planned Instruction: *Integrated American Government*

Subject Area: *Social Studies*

Grade(s): *11*

Course Description:

This standards-based course combines English 11, which incorporates the analysis of American and World Literature, and American Government. This team-taught course provides the student with a greater understanding of how literature and history are interwoven. Both objective and subjective assessments are based on Pennsylvania Core Standards and the skills necessary to meet with success on the SAT. Critical reading skills are evaluated with objective standards-based assessments and constructed-response questions. Improvement of students' writing with careful stress on developing elevated diction and more complex, refined syntax is also addressed within the realm of the curriculum and students' writing. This will include constructed-responses and informative, argumentative, and analytical essays. They will be scored based on their command of the English language.

The Social Studies component is designed to challenge students to identify, explain, and apply concepts and principles of American Government history and in today's world. Students will explore the topics of America's political foundations, the Constitution, federalism, political beliefs and behavior, interest groups, elections and the media, the structure and powers of federal and local government, comparative political systems, civil rights and civil liberties. It will also include foreign, domestic and economic policy. It also previews major economic principles that are important throughout the government system.

A strong emphasis is placed on oral and written communication skills and cooperative learning activities; therefore the students must work well in groups. This course involves a unique community service component. The tenth grade English and Social Studies teachers will recommend students for this course. It will also provide remediation for students who did not achieve proficiency on the Pennsylvania Keystone Exam. Summer reading will be assigned for this course and a research paper is a course requirement.

Time/Credit for the Course: Full year/ 1 credit

Curriculum Writing Committee: Nicole Cosentino

Curriculum Map

1. Marking Period One : The Early Beginnings: 45 days

Goals:

Understanding of:

- The purpose of government
 - Various forms of government found throughout the world
 - Basic concepts of democracy and citizenship
 - Ideas and traditions influencing American government
 - Documents such as the Declaration of Independence, Articles of Confederation, and the Constitution
 - The art and nature of compromise
 - Main principles of the Constitution
 - Formal and informal means by which to change the Constitution
 - The essence of federalism
 - Summer Reading assignments
- *Multiple topics/skills will be addressed through a team teaching model. Several projects will be assigned that incorporate content and skills from both courses.

2. Marking Period Two : Political Beliefs and Behaviors – 45 Days

Goals:

Understanding of:

- Political Socialization
 - Organization and functionality of political parties
 - History of America’s political parties
 - Campaigns, Elections, and Voting
 - The electoral process
 - Campaign financing
 - Formulating and measuring public opinion
 - Mass media
 - Organization and functionality of interest groups
 - The debate and research process(May rotate marking periods)
 - Service learning (throughout all marking periods)
- *Multiple topics/skills will be addressed through a team teaching model. Several projects will be assigned that incorporate content and skills from both courses.

DELAWARE VALLEY SCHOOL DISTRICT

3. Marking Period Three -The Three Branches of Government – 45 Days

Goals

Understanding of:

- Bicameralism
- Differences between the House of Representatives and the Senate
- Roles and functions of members of Congress
- Expressed, implied, and non-legislative powers of Congress
- Organization of committees in Congress
- The law-making process
- Roles and qualifications for the presidency
- Succession
- Primaries, caucuses, and the electoral college
- Expansion of power within the presidency
- Organization of various bureaucratic agencies and structure
- The organization of the federal court system
- The criminal justice system
- Rights and responsibilities of American citizenship
- The organization and traits of State legislatures, governors, and court systems
- Similarities and differences in various types of local government
- Defining features of State constitutions

*Multiple topics/skills will be addressed through a team teaching model. Several projects will be assigned that incorporate content and skills from both courses.

4. Marking Period Four –Civil Rights and Civil Liberties, Economic, Domestic, and Foreign Policy and Comparative Governmental Systems 45 Days

Goals:

Understanding of:

- First Amendment freedoms
- Individual rights
- Due process
- Equal justice under law (14th Amendment)
- Differentiate between Civil Rights and Civil Liberties
- Examine Supreme Court's impact regarding segregation
- Examine various influential court cases
- How the government is financed
- The difference between fiscal and monetary policy
- The budgeting process
- Foreign policy and national security

DELAWARE VALLEY SCHOOL DISTRICT

- Popular sovereignty
 - Globalization
 - The success and/or failure of country's that transition to democracy
 - Democratic forms of government in Mexico and the United Kingdom
 - Comparing capitalism, socialism and communism
- *Multiple topics/skills will be addressed through a team teaching model. Several projects will be assigned that incorporate content and skills from both courses.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit 1: America’s Political Foundation

Time Range in Days: 45 Days

Big Idea # 1: Citizens understand their rights and practice their responsibilities in a vibrant society.

Essential Questions:

- What is government and what is its purpose?
- What are some forms of government in the world today?
- What are the basic concepts of democracy?

Concepts:

- Essential content and governmental material
- Understanding primary source documents
- Proper structure and style of writing document based essays
- Using technology to research and understand governmental concepts
- Interpret graphs, charts, and timelines efficiently and effectively

Competencies:

- Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government
- Evaluate the application of the principles and ideals in contemporary civic life
- Evaluate political leadership and public service in a republican form of government

Big Idea #2: Civil discourse and thoughtful deliberation are necessary to promote the common good and protect the individual.

Essential Questions:

- What events led to American independence?
- What compromises enabled the Framers to create the Constitution?
- What issues aroused the vigorous debate over the ratification of the Constitution?

Concepts:

- Read for comprehension primary source documents and maps of historical events
- Create graphic organizers to organize large pieces of information
- Improve writing through the recursive process of revising and editing

DELAWARE VALLEY SCHOOL DISTRICT

Competencies:

- Appraise the principles and ideals expressed in historical documents and determine how they impact the actions of the contemporary U.S. government
- Evaluate state and federal powers based on significant documents and other critical sources
- Analyze and assess the rights of people as written in the PA Constitution and the US Constitution

Big Idea #3: Adherence to the rule of law validates an individual's responsibility to society.

Essential Questions:

- What are the six main principles on which the Constitution is based?
- How has the Constitution been amended through the formal amendment process?
- How have the day-to-day workings of government affected how we interpret the Constitution?
- How is power divided between the Federal Government and the States?
- How do the States work together to preserve the Union?

Concepts:

- Federalism and the implications of this style of democracy on the citizenry
- Extrapolation of content from historical documents
- Using technology and media to analyze current trends in politics

Competencies:

- Analyze how power is transferred in various forms of government and the level of democracy indicated by the transfer of power in a government
- Analyze the principles, ideas, and constitutional foundations that impact the actions of the contemporary Pennsylvania state and local governments
- Evaluate the structure of the government of the Commonwealth of Pennsylvania with the structure of the U.S. government and compare the process of amending the Pennsylvania Constitution with the process of amending the U.S. Constitution
- Analyze the specific duties of each branch of government at all levels of government and examine the process of checks and balances among the three branches of government
- Analyze the roles of local, state, and national governments in policy-making

DELAWARE VALLEY SCHOOL DISTRICT

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

Overview:

America's political foundations:

The unit introduces students to the origins of American Government and the modern government. It analyzes the purposes and major forms of government and the concepts behind American democracy and explores the origins of the American governmental system from early development to the creation and adoption of the Constitution. The unit also describes the 6 basic principles of the Constitution and the amendment process. And finally, it outlines our federal system of government and the powers of government and cooperation among the States.

Focus Question(s):

- What is government and what is its purpose?
- What are some forms of government in the world today?
- What are the basic concepts of democracy?
- What are the six main principles on which the Constitution is based?
- How has the Constitution been amended through the formal amendment process?
- How have the day-to-day workings of government affected how we interpret the Constitution?
- How is power divided between the Federal Government and the States?

DELAWARE VALLEY SCHOOL DISTRICT

- How do the States work together to preserve the Union?
- What events led to American independence?
- What compromises enabled the Framers to create the Constitution?
- What issues aroused the vigorous debate over the ratification of the Constitution?

Goals/Objectives: (Number indicates Depth of Knowledge Level)

1. Students will be able to identify and describe the four characteristics of a State. 1
2. Students will be able to identify and describe the four origin theories of a State. 1
4. Students will be able to understand the foundations of democracy. 1
5. Students will be able to explain the significance of the following landmark English documents: The Magna Carta, the Petition of Right, and the English Bill of Rights. 2
6. Students will be able to identify and analyze the steps that led to the increase in colonial unity. 4
7. Students will be able to identify and describe the structure of government under the Articles of Confederation. 1,2
8. Students will be able to explain why the weaknesses of the Articles led to problems in the States. 2,3
9. Students will be able to identify who the Framers of the Constitution were and how they organized the Constitutional Convention. 1
10. Students will be able to compare and contrast the Virginia Plan and the New Jersey Plan proposed at the Constitutional Convention. 4
11. Students will be able to identify and summarize the major compromises that the delegates proposed during the Constitutional Convention. 1,2
12. Students will be able to prepare arguments supporting or opposing the ratification of the Constitution as if they were Federalists or Anti-federalists. 4
13. Students will be able to explain the six basic principles of the Constitution. 2
14. Students will be able to diagram the four different ways that the Constitution can be amended. 4
15. Students will be able to outline the Bill of Rights and the following 17 amendments to the Constitution. 1,
16. Students will be able to explain how; basic legislation, executive action, court decisions, party practices, and custom, have also added changes to the Constitution. 2
17. Students will be able to define federalism and explain why it was the form of government chosen by the Framers. 1,2
18. Students will be able to define and give examples of delegated powers. 1,2
19. Students will be able to define and give examples of concurrent powers. 1,2
20. Students will be able to define and give examples of reserved powers. 1,2

DELAWARE VALLEY SCHOOL DISTRICT

21. Students will be able to describe the supremacy clause in the Constitution and examine how the Constitution acts as the “Supreme Law of the Land.” 1,4
22. Students will be able to identify and summarize the national government’s obligations to the states. 1,2
24. Students will be able to identify and explain the ways states work together in the Federal system. (...Such as interstate compacts, the Full Faith and Credit Clause, Extradition, and the Privileges and Immunities Clause.) 4

Core Activities and Corresponding Instructional Methods:

1. Students construct a timeline of Revolutionary events, beginning with the Albany Plan of Union in 1753, and leading up to the signing of the Declaration of Independence in 1776. (Analyzing the conflict between Britain and the colonies.)
2. Complete cause/effect graphic organizer for events leading to the colonist’s decision to break away from England. Students can list the three basic concepts of government that influenced government in the English colonies form.
3. Distribute copies of the Declaration of Independence to the students to read.
4. Students attempt to divide document into four concepts: Preamble, Declaration of Rights, Grievances, and Resolution.
5. Students can describe the structure of the unitary, federal, and confederate government. After students have described the government, have them draw what each government would look like on a map. (Example: Federal would have a national government maybe shown by drawing a star with a circle around it, and individual states or provinces shown by drawing borders and individual capitals inside the borders.)
6. Identify key weaknesses of the Articles of Confederation, including no power to tax, regulate interstate commerce, no executive or judicial power, and difficulty to pass laws or amend the Articles.
7. Students can create a timeline of what they believe are the 10 most influential events that led to the creation of our government. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson02/lessonp.html> and have students watch the video titled English Documents and Democracy. As students watch the video have them identify what English documents the Framers of the Constitution used in shaping our Constitution.
8. Students will write a newspaper article as a reporter in Massachusetts at the time of Shays’ Rebellion. Students should take a side of the argument by either defending the actions of Daniel Shays and his followers or portraying them as the villains in this

DELAWARE VALLEY SCHOOL DISTRICT

event. In addition, students should address the need for a new form of government as a result of this uprising.

9. Create a graph illustrating the similarities and differences between the Virginia and New Jersey Plans, as well as the Great Compromise.
10. Students will identify and explain several of the constitutional compromises such as the 3/5 compromise, the slave trade and commerce compromise, and the method for electing an executive.
11. Explain the concepts of limited government, representative government, separation of powers and checks and balances to the students.
12. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson05/lessonp.html> and have students watch the video titled Constitutional Principles. Have students identify the Basic Principles outlined in the Constitution.
13. Students identify the major topic of each of the seven articles.
14. Groups of four identify four Framers of the Constitution, as well as analyze motivations for their support or opposition to the document.
15. Read the Federalist Papers, specifically #10, 51.
16. Read Cato No. 3 or Brutus No. 2 for Anti-Federalist sentiment.
17. Discuss how the promise of a Bill of Rights helped ensure the ratification of the Constitution.
18. Briefly identify the Bill of Rights, including reasons for adding them to the Constitution
19. Cut out article in local newspaper illustrating one of the freedoms granted in the Bill of Rights.
20. Briefly identify the Amendment process
21. Students will create a Venn diagram with each of the outside circles representing national powers and state powers. The over lapping section will be shared or concurrent powers. Then students will take a list of provided government powers and identify whether they are national, state, or shared powers.
22. Have students write a 1-2 page paper listing reasons why the Constitution has been described as a "Living Document". Be sure that they discuss the Amendment process and other ways to change the Constitution.
23. Students will research a historical Supreme Court Case the dealt with federalism and prepare a power point presentation describing the background, ruling, and impact of the case.
24. Differentiate between Dual Federalism and Cooperative Federalism with a graphic representation of each.

DELAWARE VALLEY SCHOOL DISTRICT

25. Students will create a timeline identifying the changing nature of federalism including important events which have shifted the relationship between the states and the national government such as the Civil War
26. Analyze exclusive, implied, reserved, and concurrent powers, including the identification of the elastic clause in the Constitution. Make sure they can identify them as either National Powers, State Powers or Shared Powers.
27. Compare the elastic clause and the 10th amendment and discuss their impact on the conflict of federalism.
28. Place a list of about 20 powers on the board that are held by different levels of government. (Examples: Delegated – Declare War, Reserved – Regulate Marriage, and Concurrent – Levy Taxes.) Have students Draw a Venn diagram in their notes, labeling one circle Delegated/National Powers, one circle Reserved/State powers and the overlapping section Concurrent/Shared Powers.
Summer Reading Assignments will require the following:
29. answer 15-20 critical thinking questions while reading one of the two novels.
30. create approximately eight level two questions and four level three questions while reading and analyzing one of the two novels.
31. thoroughly and thoughtfully provide answers for the questions they wrote.
32. take part in two different Socratic Seminars – one per novel.
33. email their assignments over the summer to the appropriate teacher by the given deadline date.
34. complete other assignments in relation to the summer reading novels.
35. Including but not limited to: writing assignments, Web Quests, projects, etc.
36. take a summer reading test on one or both of the summer reading novels.
37. submit all typed work to turnitin.com.

Assessments:

Diagnostic:

- Homework assignments-graded
- Worksheets
- 3 ring binder
- Create graphic organizers
- Define terms.

Formative:

DELAWARE VALLEY SCHOOL DISTRICT

-Cooperative Learning assignments (Assignments may be counted for one or both courses depending on the specific assignment details)

-Essays assignments

-Class discussions

-Student's participation in activities

-Service Learning projects (Service learning projects will be counted for both courses)

Summative:

-Section quizzes

-Chapter and Unit Tests

-Reading checks

-Constructed Responses

- Unit projects (Assignments may be counted for one or both courses depending on the specific assignment details)

Extensions:

-Students can identify a country that has become a functioning democracy within their lifetime. (Iraq would serve as a good example.) Students can research the political events that highlighted that country's transition from dictatorship to democracy. Then construct a time line that includes those events and shows the length of time it took for the transition to occur.

-Students can write a "social contract" in which they express their feelings about what should be required of members of a political society, and what government should provide the people. They can start by creating a chart with two columns. In one column, list the responsibilities of the citizens in their proposed social contract. In the other column, have them list what they feel the government should be required to provide its citizens.

-Students will research a recent appointment of a federal judge by the President and the senate's reaction to the appointment. Students should write a brief report on his or her background and how senators from the opposing party responded to the President's nomination.

-Have students research and write a 2-3 page biography on a chosen Framers of the Constitution.

DELAWARE VALLEY SCHOOL DISTRICT

Correctives:

- Students can complete questions from the assessments in the text at the end of each chapter.
- Students can complete the guided reading and review and section quiz worksheets from the teacher resource pack.
- Students can complete teacher generated worksheets or outlines to review sections

Materials and Resources that will be utilized through all 4 marking periods:

www.copyright.gov

www.uspto.gov

<http://www.uccp.org/courses/APGovernmentPolitics/uccp%20prototype%20files/coursestart.html>.

www.usdebtclock.org

www.house.gov

www.senate.gov

University of California College Prep Web Course

<http://www.uccp.org/courses/APGovernmentPolitics/uccp%20prototype%20files/coursestart.html>

www.whitehouse.gov

www.270towin.com

The United States Constitution

Democracy in America by Alexis de Tocqueville

The Enduring Debate by Canon, Coleman, and Mayer

Perspectives on American Politics by William Lasser

Classic Ideas and Current Issues in American Government by Meena Bose and John J. Dilulio

Freakonomics by Steven D. Levitt and Stephen J. Dubner

Think Like a Freak by Steven D. Levitt and Stephen J. Dubner

Magruder's American Government textbook

Magruder's Essential Questions Journal

DELAWARE VALLEY SCHOOL DISTRICT

Magruder's Skills Handbook

Magruder's Quick Study Guide

Government Online resources

Tuesdays with Morrie

Three Cups of Tea

Freedom Writers

All But My Life

Outliers

Additional summer reading books may be added as addendums to the curriculum

Primary Textbook:

American Democracy Now by Harrison, Harris, and Deardoff. 3rd Edition McGraw Hill Education

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

Essential Questions:

- Does the two-party system help or harm democracy?
- To what extent do interest groups advance or harm democracy?

Concepts:

- Differentiate between a political party and an interest group
- Compare and contrast the two major political parties
- List various minor parties in the United States
- Identify various interest groups in the United States

Competencies:

- Explain and assess the process by which individuals participate in political parties, campaigns, and elections
- Analyze civic rights, responsibilities, and duties of the individual in local, state, and national governments

DELAWARE VALLEY SCHOOL DISTRICT

- Explain and assess how political parties participate in the political process
- Analyze activities that interest groups employ to affect that political process
- Evaluate the influence of funding and regulation of campaigns on the political process
- Assess the role of various community organizations and the methods they use in pursuit of their interests and the interests of their members
- Draw conclusions regarding the purpose and effectiveness of political parties, interest groups, and other organizations in using the political process to influence change

Big Idea #2: A thoughtful citizen evaluates the accuracy of communications and analyzes media sources attempting to influence the public agenda.

Essential Questions:

- How fair and effective is the electoral process?
- Why do voters act the way they do?
- What is the place of the media and public opinion in a democracy?

Concepts:

- Examine and understand the electoral college
- Read and interpret electoral maps
- Cite various sources of media and contextualize to political ideology
- Identify where campaign funding comes from primarily and its impact on a democracy

Competencies:

- Compare and assess how various governments are organized and operate
- Evaluate how governments and political figures use media to promote their policies
- Describe and compare elections processes in the United States and in Pennsylvania
- Analyze the effectiveness of election processes to support democratic ideals
- Evaluate influences on election processes and the actions taken to address them

DELAWARE VALLEY SCHOOL DISTRICT

- Analyze historical barriers to voting rights and analyze actions taken to expand suffrage at the state and national levels
- Assess the role of the media and emerging technologies in the political process

Unit: II: Political Behavior

Time Range in Days: 40-45 days

Standards/Anchors Addressed:

5.1.12.C, 5.1.12 F, 5.2.12 A , 5.2.12. D , 5.3.12.D, 5.3.12. E, 5.3.12.G , 5.3.12.H, 5.4.12.A
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

Overview: Unit II: Political Behavior

The unit introduces students to the role American citizen's play in their government. The unit examines the nature, function, and evolution of the American two-party political system, as well as the effect of minor parties. It explores the history of voting rights, qualifications, voter turnout, and how people vote. The unit analyzes election and nomination processes and the

DELAWARE VALLEY SCHOOL DISTRICT

role of money, polling and the mass media in elections. Finally, it examines interest groups and their influence on public policy.

Focus Question(s):

- Does the two-party system help or harm democracy?
- To what extent do interest groups advance or harm democracy?
- How fair and effective is the electoral process?
- Why do voters act the way they do?
- What is the place of the media and public opinion in a democracy?

Goals/Objectives: (Numbers indicate DOK Levels)

1. Students will be able to explain voter apathy and hypothesis reasons why many Americans who have the right to vote, choose not to participate. 4
2. Students will be able to analyze how the factors of age, education, income, and geography affect one's likeliness to vote or not. 4
3. Students will be able to compare people who are more likely to vote Republican to people who are more likely to vote Democratic, by looking at sociological and psychological factors, such as occupation, gender, and party identification. 4
4. Students will be able to define the terms electorate, suffrage, and disenfranchised. 1
5. Students will be able to identify the 5 major expansions of voter rights in the U.S. 1
6. Students will be able to identify current qualifications for voters in the U.S. 1
7. Students will be able to identify and explain other qualifications that have been placed on voters from different states and different times in America. 1,2
8. Students will be able to analyze how southern states were able to find ways around the 15th Amendment. 4
9. Students will be able to identify and explain disenfranchising tactics such as literacy tests, white primaries, and gerrymandering. 1,2
10. Students will be able to identify and explain the major provisions of the Civil Rights Acts of 1957, 1960, 1964, and the Voting Rights Act of 1965. 2
11. Students will be able to describe the role of interest groups in influencing public policy and be able to compare interest groups to political parties. 2,4
12. Students will be able to identify the various types of interest groups and what affect the competition among interest groups has on the political process. 1
13. Students will be able to identify and describe the role of lobbyists and their relationship to interest groups. 1,2

DELAWARE VALLEY SCHOOL DISTRICT

14. Students will be able to define political party and describe the major functions of political parties in the United States. 2
15. Students will be able to identify the reasons why the U.S. has a two-party system. 1
16. Students will be able to compare a two-party system to multiparty and one-party systems and be able to identify pros and cons of each. 3,4
17. Students will be able to describe party membership patterns in the United States. 1
18. Students will be able to identify and explain the origins of political parties in the United States. 2
19. Students will be able to describe the current era of divided government. 2
20. Students will be able to analyze the influence that minor parties have on the American political system and the two major parties. 4
21. Students will be able to compare the work of the three components of the Party. 4
22. Students will be able to analyze major factors that are leading to the weakened state of parties in the U.S. 4
23. Students will be able to describe the process of voting in the American political system, including types of ballots, state regulations, precincts and polling places, and straight-ticket and split-ticket voting. 1,2
24. Students will be able to explain the importance and impact of money on elections. 2
25. Students will be able to describe the various sources of funding for campaign spending. 2
26. Students will be able to describe the evolution of American public opinion, how it is measured, and the influence that the mass media has on public opinion. 4

Core Activities and Corresponding Instructional Methods:

1. Have students complete online political spectrum quizzes to determine where they fall on the political spectrum. Then have the students analyze the quiz and try to determine the method that the quiz uses to predict or identify one's political ideology.
2. Have students watch the Annenberg video clip on Ross Perot's campaign strategies and use of Polls. Have students analyze why his polls were not accurate with the polls conducted by other polling companies.
<http://www.learner.org/courses/democracyinamerica/>
3. As a homework assignment, students can research on-line, the origin of the donkey and the elephant as the political symbols for our two political parties.
4. Go to
<http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson10/lessonp.html> and have students watch the video titled The Functions of

DELAWARE VALLEY SCHOOL DISTRICT

- Parties in America. Have students identify the five basic functions of political parties according to the video.
5. Students can identify a democracy other than the U.S. that has a multi-party system and identify what advantages and disadvantages this system has compared to the U.S. two-party system.
 6. 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 highlight the time frame of party domination, what party was in control, major presidents of the era, and critical events that were dealt with during the era.
 7. 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.
 8. Have students identify and define the four types of minor parties in the United States from pages 132-133.
 9. Have students go to <http://www.politics1.com/parties.htm> and look through the list of political parties in the United States. Have students pick two parties from the list and identify what type of minor party it is, when it became a political party, what its major platform is, and any major candidates or leaders it has had.
 10. Students can create a Venn diagram to compare major and minor parties
 11. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson09/lessonp.html> and have students watch the video titled Third Parties. After the video, have students reflect what they have learned about third parties from their research and class discussion.
 12. Students can go on-line and create a power point slide for each of the three components of the party. Each slide should include the name of the component, a description and a visual to represent the component. (Example: The party in government, "The party's officeholders", and have a picture of a politician.)
 13. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson10/lessonp.html> and have students watch the video titled Organization of Parties. After the video, have students reflect what they have learned about party machinery and the components of the party from their research and class discussion.
 14. Students can define the terms suffrage, franchise, and electorate.

DELAWARE VALLEY SCHOOL DISTRICT

15. Post the following question on the board - "What has happened to the size of the American electorate?" Allow students to answer the question and guide them to explain why the size of the electorate has grown. If students are having trouble proposing answers, ask them who originally had the right to vote in the United States, and how that has changed?
16. Have students create a five power point slides identifying the five major expansions in voting rights. Each slide should include the time period or year, what amendment(s) or act(s) provided for the change, and who gained the right to vote as a result of the change.
17. Have students identify the three universal State requirements for voting.
18. Have students identify and describe the voter registration process and purpose.
19. Have students discuss other voter qualifications that have been required of voters from time to time.
20. 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's 12th District.
21. From the previous activity, have students identify which of the criteria for drawing a legal district is being violated in each picture that was shown.
22. In class go to <http://www.redistrictinggame.org/index.php?pg=resourceguide> on the smart board and choose one of the "missions" and ask a volunteer to try and redistrict on the smart board. Make sure you have explained all the requirements of a legal district. Also make sure you have played around with this website before you try it in front of class.
23. Have students create a time line identifying and explaining the Civil Rights Acts of 1957, 1960, 1964, and the Voting Rights Act of 1965.
24. Have students create two lists of reasons why people choose not to vote and why people can't vote.
25. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson12/lessonp.html> and have students watch the video titled Demographics. During the video have students create a list of factors that affects ones likely to vote.
26. Have students define party identification, straight-ticket voting, and split-ticket voting.
27. Have students define the term nomination.
28. Have students identify and explain the five ways nominations are made in the U.S.
29. Discuss the evolution of the National Convention and how it has declined in importance with the rise of the Primary.

DELAWARE VALLEY SCHOOL DISTRICT

30. Have students create a list of the requirements the federal government has placed on the states to conduct elections.
31. Lead a discussion of why Election Day is the Tuesday after the first Monday in November.
32. Have students identify and explain the concepts of absentee voting, the coattail effect, and the relationship between a precinct and a polling place.
33. Have students identify the difference between Hard Money and Soft Money in relationship to campaign financing. Then have them identify how the Federal Election Campaign Act (FECA) and the Bipartisan Campaign Reform Act (BCRA) have changed the rules when it comes to funding campaigns.
34. Have students draw and label both the linear and 2 dimensional political spectrums. Then have them take an online political ideology quiz to help them identify where they fall on the spectrum.
35. Have students identify what and how factors influence their political ideology.
36. Students or the teacher can bring in public opinion polls found in a newspaper or on the internet. The poll should be critiqued on its questions and responses.
37. Have students brainstorm a list of places they learn about presidential or congressional candidates. Discuss with them that the mass media has changed the way the public learns about political candidates. Also discuss the media's impact on politics itself.
38. Have students compare a definition of an interest group to a definition of a political party and discuss the differences.

Assessments:

Diagnostic:

- Homework assignments-graded
- Worksheets
- 3 ring binder
- Create graphic organizers
- Define terms.

Formative:

- Cooperative Learning assignments (Assignments may be counted for one or both courses depending on the specific assignment details)

DELAWARE VALLEY SCHOOL DISTRICT

- Essays assignments
- Class discussions
- Student's participation in activities
- Service Learning projects (Service learning projects will be counted for both courses)

Summative:

- Section quizzes
- Chapter and Unit Tests
- Reading checks
- Constructed Responses
- Unit projects (Assignments may be counted for one or both courses depending on the specific assignment details)

Extensions:

1. Students can draw a political cartoon in which they comment on the situation in which minor parties are discouraged from running.
2. Students can look for issues in their local papers in which there is public disagreement and prepare a discussion question for class.
3. Students can select a country in the world where people are still struggling to achieve the right to choose their leaders. Students can read about the country and write a brief report on the struggle.
4. Students should keep track of news stories about money spent on election campaigns.
5. Students can create posters urging students to educate themselves about public issues.
6. Students conduct a public opinion poll on a given topic at school.
7. On a local election day have students prepare and get results for an exit poll from 20 voters. Have students then prepare their results and discuss what the process was like and if they would be successful in projecting election results.

Correctives:

1. Students can complete guided reading and review sheets if the instructor feels they are needed.
2. Students can complete teacher generated worksheets or outlines to review sections.
3. Students may complete the assessments at the end of each chapter in the text.

DELAWARE VALLEY SCHOOL DISTRICT

4. Have students write a demographic profile of themselves that would be used.
5. Research into impact of polling on elections.
6. Show chart illustrating low voter turnout in the United States and those groups least likely to votes.

Materials and Resources (see Unit 1):

Curriculum Plan

Unit: III: The Three Branches

Time Range in Days: 50- 60 days

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.C, 5.3.12.D, 5.3.12. E, 5.3.12.F, 5.3.12.G, 5.3.12.H, 5.4.12.A, 5.4.12.B
5.4.12.C, 5.4.12.D

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

DELAWARE VALLEY SCHOOL DISTRICT

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

Essential Questions:

- What views should members of Congress represent when voting?
- What should be the limits on the powers of Congress?
- Can and should the lawmaking process be improved?

Concepts:

- Understand the nature of legislative power and the role that Congress plays in our political society
- Identify how revenue is raised by all three levels of government
- Differentiate between various ideologies and be able to hypothesize voter behavior based upon demographic characteristics
- Understand how apportionment works and the role the census plays in our government

Competencies:

- Analyze the role of the federal government in creating, approving, and implementing domestic policy
- Summarize the legislative process in the Pennsylvania General Assembly and the U.S. Congress
- Analyze how economic interests influence public policy
- Describe competing ideologies and explain their development and impact

Big Idea #2: Political and economic ideas motivate societies to new behaviors.

Essential Questions:

- Does the current electoral process result in the best candidates for President?
- How much power should the President have?
- Is the bureaucracy essential to good government?

Concepts:

DELAWARE VALLEY SCHOOL DISTRICT

- Understand the nature of executive power and the role that the president plays in our political society
- Identify key roles that the president fulfills in our government
- Understand the relationship between the cabinet and policy making
- Know different Amendments that affect the nature of the presidency
- Understand the functionality of the electoral college

Competencies:

- Assess the social and economic impact of various forms of revenue collection and government spending
- Define the purposes and function of governmental and non-governmental organizations in implementing domestic policy
- Analyze the role of the federal government in creating, approving, and implementing foreign policy
- Evaluate how continuity and change in U.S. foreign policy influences, international relationships, and domestic issues
- Assess the role of agencies at the local, state, and national levels in promoting the general welfare
- Compare the duties of the governor's cabinet with the president's cabinet
- Assess the role of government in providing citizens with essential services

Big Idea #3: The enjoyment of human rights and their exercise are dependent upon the community of nations and their citizens maintaining vigilance on governments and their actions.

Essential Questions:

- How should the federal government reflect Americans' priorities?
- Does the structure of the federal court system allow it to administer justice effectively?
- How can the judiciary balance individual rights with the common good?

DELAWARE VALLEY SCHOOL DISTRICT

- To what extent has the judiciary protected the rights of privacy, security, and personal freedom?
- Why are there ongoing struggles for civil rights?

Concepts:

- Outline the structure of the federal court system
- Identify the current members of the Supreme Court
- Cite and understand the first ten Amendments to the Constitution
- Differentiate between civil rights and civil liberties

Competencies:

- Analyze the development of historic and contemporary human and civil rights
- Analyze the protection of civil and human rights by federal and state governments by explaining the sources, purposes, and scope of those rights
- Evaluate how civil and human rights are exercised, protected, or curtailed by governments, individuals, or organizations
- Analyze court decisions that affect the ideals, principles, and functions of government
- Analyze court decisions that support or weaken civil rights and liberties
- Analyze court decisions that demonstrate the concepts of judicial review and legal precedent
- Analyze the societal and legal consequences of violating laws
- Evaluate the balance between individual freedoms and civic good
- Examine how participation in law-making and judicial processes avoids or resolves conflicts

Overview: Unit III: The Three Branches

This unit introduces students to the origins, evolution, and modern operations of Congress, The Presidency, Federal Bureaucracy, and the Judicial System.

DELAWARE VALLEY SCHOOL DISTRICT

It explores the functions, structure, and membership of Congress as well as its expressed, implied, and non-legislative powers. It analyzes the committee system, and the legislative process itself.

It examines the duties, qualifications, evolution, and election of the President. It continues by exploring the executive, diplomatic, military, legislative, and judicial powers of the President, and outlines the functions of the President's Cabinet. The unit explores the federal bureaucracy by examining the executive departments, independent agencies, and the civil service. It also analyzes how the Federal Government raises, borrows, and spends money. It examines the evolution of executive policy making, foreign and defense policies, and military, economic and political alliances.

It inspects the judicial system as well as the constitutional protections of civil rights and civil liberties. The unit starts by examining the structure and roles of the federal court system and the Supreme Court. Then it examines the importance of freedom of religion, speech, press, assembly, and petition. It analyzes the concepts of due process of law, the rights to freedom and security of the person, the right to a fair trial, and constitutional limits on punishments for crime.

Focus Question(s):

- What views should members of Congress represent when voting?
- What should be the limits on the powers of Congress?
- Can and should the lawmaking process be improved?
- Does the current electoral process result in the best candidates for President?
- How much power should the President have?
- Is the bureaucracy essential to good government?
- How should the federal government reflect Americans' priorities?
- Does the structure of the federal court system allow it to administer justice effectively?
- How can the judiciary balance individual rights with the common good?
- To what extent has the judiciary protected the rights of privacy, security, and personal freedom?

DELAWARE VALLEY SCHOOL DISTRICT

- Why are there ongoing struggles for civil rights?

Goals/Objectives: (Numbers indicate DOK Levels)

1. Students will be able to define the term bicameral and explain the historical, practical, and theoretical reasons why the framers designed our legislative branch with two chambers. 1,2
2. Students will be able to describe the relationship between a term and a session of Congress and identify what term and session of Congress the body is currently in. 2
3. Students will be able to identify the major features of both houses of congress including the size, term length, basis of representation, and qualifications. 2
4. Students will be able to define apportioned and reapportion and explain their relevance to the House of Representatives. 2
5. Students will be able to identify and explain the major features of the Reapportionment Act of 1929. 1,2
6. Students will be able to describe the how Congressional districts relate to the House of Representatives and the single-member district election arrangement. 2
7. Students will be able to define and explain gerrymandering. 1
8. Students will be able to identify and provide examples of the distinct powers and differences of each house of Congress. 1,2
9. Students will be able to describe the Senates structure as a continuous body and list purposes of this arrangement. 2
10. Students will be able to identify the predominant characteristics of a typical Congressman.
11. Students will be able to differentiate between the multiple ways in which Congressmen view their role to their constituents; including trustee, partisan, and delegate. 3
12. Students will be able to define oversight function and site an example of Congress exercising its power of oversight. 1,3
13. Students will be able to list the benefits of being a Congressman including salary and discuss the purpose of these benefits. 1,2
14. Students will be able to compare strict versus liberal constructionists view of how the Constitution should be interpreted and what role the National government should have compared to the States. 2,3
15. Students will be able to identify and explain the multiple powers of Congress including taxation, borrowing, commerce, the power to declare war, etc. 1,2
16. Students will be able to defend the argument that the elastic clause is a good name for the necessary and proper clause. 3
17. Students will be able to identify and explain the non-legislative powers of Congress including impeachment and election safeguards. 1,2

DELAWARE VALLEY SCHOOL DISTRICT

18. Students will be able to describe the events of the first days of a new term of Congress and identify what procedures must be completed by each house. 1,2
19. Students will be able to analyze the comparison of Congressional Committees to filters in the legislative process. 4
20. Students will be able to identify and explain the various types of committees in Congress. 2,3
21. Students will be able to identify and explain the options that a committee has when it receives a bill. 1,2
22. Students will be able to compare the House Rules Committee and Joint Conference Committees to normal standard committees. 3
23. Students will be able to diagram and analyze the legislative process in Congress, including details such as filibusters, cloture, conference committees, and Presidential options. 4
24. Students will be able to identify and explain the various roles of the President. 2
25. Students will be able to identify the qualifications, term, and roles of the President.1
26. Students will be able to describe the function, origin and evolution of the 22nd Amendment. 2
27. Students will be able to explain Presidential succession and the responsibilities of the Vice President. 2
28. Students will critique the function of the Electoral College today. 3
29. Students will be able to debate the flaws in the Electoral College and identify alternative plans. 3
30. Students will be able to identify and explain factors leading to the increased power of the President. 2
31. Students will summarize and give examples of the President's appointment powers. 2,3
32. Students will be able to describe and give examples of the President's roles as commander in chief and treaty maker. 2,3
33. Students will be able to describe the President's role as chief legislator. 1
34. Students will be able to define the term veto and discuss with evidence its varied use by presidents. 1,3
35. Students will be able to describe and give examples of the President's major judicial powers and the effect on America. 2,3
36. Students will be able to identify and explain the major elements of the federal bureaucracy. 1,2
37. Students will explain the duties of the White House Office, the National Security Council, and the additional agencies that assist the President. 2
38. Students will be able to list and describe the executive departments. 1,2
39. Students will be able to explain how cabinet members are selected. 2

DELAWARE VALLEY SCHOOL DISTRICT

40. Students will be able to describe the basic functions, histories, and responsibilities of the current cabinet departments. 2
41. Students will be able to compare/contrast the various types of federal agencies including, regulatory, independent, and government corporations. 4
42. Students will be able to explain the purpose and power to tax. 2
43. Students will be able to list and assess non-tax sources of government revenue. 1,3
44. Students will be able to analyze federal budget and spending tendencies. 4
45. Students will be able to compare and contrast isolationism and internationalism. 4
46. Students will be able to explain the roles and responsibilities of the Department of State and the Department of Defense. 2
47. Students will identify foreign and defense agencies. 1
48. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson28/lessonp.html> and have students watch the video titled Constitutional and Legislative Courts. After the video, ask students what they learned about the U.S. Court System.
49. Discussion on the 3 components of judicial review, including a reading of Marbury vs. Madison. 3
50. Students construct chart comparing various aspects of the three levels of the federal courts. 4
51. Examination of the process of becoming a Supreme Court justice, including the appointment of John Roberts and Samuel Alito. 3
52. Listen to and discuss Justice William J. Brennan, Jr., as he describes his introduction to the Supreme Court in 1956. 2
53. Differentiate between three types of federal jurisdiction, including examples of each. 3
54. Compare and contrast three different rulings that can be reached by the Supreme Court. 4
55. Briefly examine the Warren, Burger and Rehnquist and introduce the concepts of judicial activism and judicial restraint.3
56. Students will create a case study on one historic Supreme Court case. Students will need to include the background of the case, the ruling on the case, and the impact the case had on society. 4
57. Free Response question regarding two main ways that court cases reach the Supreme Court, including types of cases and two steps that occur when cases are appealed and accepted by the Court. 4
58. Students will be able to describe the origin and structure of the National judiciary. 1,2
59. Students will be able to identify the criteria that determine a cases jurisdiction. 1
60. Students will be able to outline the selection process for federal judges. 2

DELAWARE VALLEY SCHOOL DISTRICT

61. Students will be able to identify and describe the roles carried out by federal court officers.2
62. Students will be able to outline the structure and jurisdiction of the federal district courts.2
63. Students will be able to describe the structure and jurisdiction of the federal courts of appeals.2
64. Students will be able to outline the structure and jurisdiction of the two other constitutional courts.2
65. Students will be able to define and give examples of the concept of judicial review.2
66. Students will be able to describe how cases reach the Supreme Court.2
67. Students will be able to summarize how the Court operates.2
68. Students will be able to explain how Americans' commitment to freedom led to the creation of a Bill of Rights.2
69. Students will be able to identify and describe the free exercise clause and the establishment clause of the First Amendment.2
70. Students will be able to summarize how the Supreme Court has limited seditious speech and obscenity.2
71. Students will be able to explain the Constitution's guarantees of assembly and petition.2
72. Students will be able to identify and explain due process of law as set out in the 5th and 14th Amendments.2
73. Students will be able to outline Supreme Court decisions dealing with the rights of the accused.2
74. Students will be able to outline the history of the Court's decisions on capital punishment.2
75. Students will be able to explain the importance of the Equal Protection Clause.2
76. .Students will be able to identify and describe issues surrounding affirmative action.2

Core Activities and Corresponding Instructional Methods:

- 1.The instructor can lecture, lead discussions, provide notes, or bring in outside resources that lead to the essential content or objectives of the course.
- 2.Have students define the term bicameral and identify the historical, practical, and theoretical reasons why the framers created a bicameral legislature.
- 3.Find pictures of the Capital building, the House chamber, and the Senate chamber. Discuss with students that this is where Congress meets in Washington D.C. and that each house meets independently in their own chamber. Revisit the definition of bicameral and discuss with students how it affects the legislative process.

DELAWARE VALLEY SCHOOL DISTRICT

4. Have students define the terms term and session and explain how they relate to each other.

5. Have students create a chart that compares the characteristics of the House to those of the Senate. Be sure they include the categories of size, term length, qualifications, and basis of representation.

6. Go to

<http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson16/lessonp.html> and have students watch the video titled Composition of the House. Then go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson17/lessonp.html> and have students watch the video titled Composition of the Senate. During the video have students create a list of the unique powers that each House has in Congress.

7. Have students define the terms apportioned and reapportionment. Then have students identify the 4 major provisions of the Reapportionment Act of 1929. Make sure they understand that based on the change of a state's population, measured by the census, compared to the other states, and may result in that state gaining or losing some seats in Congress.

8. Have students create a pie graph on Microsoft Excel illustrating the percentage of votes held by each of the top ten represented states and then the bottom 40 collectively. Then have students choose 8 random states. For each of the 8 states, have students research the number of constituents per representative and plot this data, again using Microsoft Excel, into a bar graph.

9. Revisit the topic of Gerrymandering discussed in Unit 2. This time you may want to discuss *Wesberry v. Sanders, 1964*, which deals with a Georgia district that was under-represented in Congress.

10. Have students define the term Continuous body and then explain it to the class by dividing them up into thirds and discussing when each third would be up for reelection.

11. Go online and look for the current demographics of Congress. Have students choose one category such as gender or religion and have them use Microsoft Excel to create graphs illustrating the demographics of both the House and the Senate similar to the graphs on page 280.

12. Students can write a fictional resume for a member of Congress based on information researched during the demographics assignment.

13. Students can write a position paper starting with the statement: The first priority of members of Congress should be...

DELAWARE VALLEY SCHOOL DISTRICT

14. Have students create a graphic organizer identifying the 5 major roles of a Congressman.
15. Have students list the compensation that Congressmen and women receive.
16. Have students identify and explain the various federal taxes that Congress is permitted to levy.
17. Have students define deficit financing and public debt. Explain to them the relationship between the two. Go to www.usdebtclock.org and point out some of the major figures shown on the site. Make sure you familiarize yourself with the site before you show the students.
18. Have students define the commerce power and describe how this clause has expanded the power of the National Government. Find a case study for *Gibbons v. Ogden*, 1824 and have students read through the details of the case and answer questions about the case.
19. Have students identify the currency and bankruptcy powers.
20. Have students read pages 301 to 302 or a selected reading on the War Powers Resolution of 1973 and have them write a paragraph starting with "The War Powers Resolution of 1973 has acted as a check of Presidential power by giving Congress the power to....."
21. Have students identify and explain the other expressed powers of Congress. (Naturalization, postal powers, copyrights and patents, weights and measures, eminent domain, and judicial powers.)
22. Have students go to the State Department's web site and list the requirements for Naturalization.
23. Have students go to the U.S. copyright office website; www.copyright.gov/ and research the cost and steps of getting a copyright.
24. Have students go to the U.S. patent and trademark office website; www.uspto.gov/ and identify the steps in getting an idea patented.
25. Have students Google a recent eminent domain case and give a description of what happened.
26. Students can create a flow chart to show the events and order of the impeachment process.
27. Have students identify and explain the unique election and impeachment powers that each house of Congress has.
28. Have students identify what fractions of the Senate/Congress are needed to approve presidential appointments, treaties, and impeachments.

DELAWARE VALLEY SCHOOL DISTRICT

29. Simulate the opening day of a new term of Congress by splitting the class in half by dividing your room down the middle. Each side/party is required to select party leaders. Then both parties must fill in committee vacancies. Finally when both groups are finished, they need to notify the President (you) that they are prepared for a State of the Union address.

30. Have students go to www.house.gov and www.senate.gov and research the leaders of each house of Congress. They should include the title of the officer, a description of the officer's role, the name of the current officer, and a picture and list of previous experience in politics of the officer.

31. Students should define standing, joint, conference, and select committee.

32. Have students go to www.house.gov and www.senate.gov again and research a congressional committee. Make sure they include the name of the committee, what jurisdiction it has and any current or recent legislation it has dealt with.

33. Have students create a photo story showing the legislative process of how a bill becomes a law. Students can work in groups to write a narrative of the legislative process and find pictures on the internet which correspond to their narrative. When all the groups are finished, watch the movies and have the class vote on which movie they thought gave the best explanation of the legislative process.

34. If you do not have the time or resources for students to create a photo story, they could just create a power point slide show with pictures and a written description of each of the steps of the legislative process.

35. The instructor can lecture, lead discussions, provide notes, or bring in outside resources that lead to the essential content or objectives of the course.

36. Go to

<http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson28/lessonp.html> and have students watch the video titled Constitutional and Legislative Courts. 33.

After the video, ask students what they learned about the U.S. Court System.

37. Students can create a pyramid chart that illustrates the different levels of the federal court system.

38. Have students read and complete the questions in the packet titled Judicial Review (pages 55-58) in the Prentice Hall Constitution Study Guide resource book.

39. Have students outline the appointment and approval process for a Supreme Court Justice. Then have them research a recent Supreme Court justice nomination.

DELAWARE VALLEY SCHOOL DISTRICT

40. Students can list examples of court cases they have heard of or can imagine. The class can then place them into two categories on the board; federal or local.

41. Students can create a chart showing the appointment, term, and pay of federal judges.

Assessments:

Diagnostic:

-Homework assignments-graded

-Worksheets

-3 ring binder

-Create graphic organizers

-Define terms.

Formative:

-Cooperative Learning assignments (Assignments may be counted for one or both courses depending on the specific assignment details)

-Essays assignments

-Class discussions

-Student's participation in activities

-Service Learning projects (Service learning projects will be counted for both courses)

Summative:

-Section quizzes

-Chapter and Unit Tests

-Reading checks

-Constructed Responses

- Unit projects (Assignments may be counted for one or both courses depending on the specific assignment details)

Extensions:

DELAWARE VALLEY SCHOOL DISTRICT

-Students can find a recent news account of a vote cast by one of the members of Pennsylvania's congressional delegation. Then write a brief report on the bill and the way the congressman voted.

-Students can find articles on recent Congressional actions in newspapers or on the internet. Have students summarize the key facts about the article, identify the specific congressional power involved in each piece of legislation, and determine whether the power is expressed or implied.

-Students can create circle or bar graphs to illustrate the number of bills that are written and submitted, make it out of committee, make through one house, and make it through both houses.

-Students can look for news reports for examples of a bill that died in Congress and a bill that passed through Congress but was vetoed by the President.

Students can construct a time line illustrating when each of the current Supreme Court Justices were appointed to the bench. Students can then make another time line showing the Presidents that were in office during the appointments of the Justices. The teacher should point out the correlation between the political views of the Justices and the Presidents that appointed them.

- Students can research freedom of speech on the internet and list what types of internet "speech" many people think should be regulated.

Correctives:

-Students can complete guided reading and review sheets if the instructor feels they are needed.

-Students can complete teacher generated worksheets or outlines to review sections.

-Students can complete the chapter assessments available at the end of each chapter in the text.

-Students will be able to compare and contrast the open primary from the closed primary.

-Generate graphic organizer differentiating between the nomination process for members of Congress and the Presidency.

- Students can complete guided reading and review sheets if the instructor feels they are needed.

DELAWARE VALLEY SCHOOL DISTRICT

- Students can complete teacher generated worksheets or outlines to review sections.

Materials and Resources (See unit 1)

Curriculum Plan

Unit: Service Learning and Debates

Time Range in Days: 15 days

Standards/Anchor Addressed: Anchor(s):

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, 5.3.12.A ,
5.3.12.B , 5.3.12.C , 5.3.12.F, 5.3.12.G , 5.3.12.H, 5.3.12.I , 5.3.12.J , 5.4.12.B , 5.4.12.C, 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

Overview:

This unit begins with a review of the key components of a structured debate. The students will explore the detailed research process, creation of an argument, and questions to be utilized during the questioning rounds. All topics selected are related to the government curriculum.

DELAWARE VALLEY SCHOOL DISTRICT

Service Learning will be completed on issues that are prevalent in either Pennsylvania, the United States, or within the international community. One large project or several small projects will be completed.

Focus Question(s):

1. What are the key components to the debate?
2. What is the structure of an introduction, body, and conclusion paragraph?
3. What are the questions that guide a debate questioning round?
4. What domestic or international issues should be focused on during the service learning event?
5. What are the key components to a research project?

Goals/Objectives:

1. Students will be able to conduct an action research project on a “Hot Topic” either local or nationwide. 4
2. Students will analyze the problem to determine the necessary steps to create an event. 4
3. Students will be able to specify the problem, design and conduct the experiment, analyze its data, and report the results. 4
4. Students will be assigned a specific side of the topic, research to create an argument, and defend in real-world debate scenario.

Core Activities and Corresponding Instructional Methods:

1. Select the most pressing issue to conduct action research/debate on currently.
2. Research the assigned topic and create an introduction, body, and conclusion speech.
3. Students will create and implement an action research project/debate that includes the following:
 - a. Explain why this research topic is significant domestic or international.
 - b. Research and synthesize data surrounding the topic justifying your topic selection.
 - c. Create strict guidelines for your action project (Sample project: School-wide drive to support Joplin school system in the aftermath of the tornados)
 - d. Develop an oral presentation that includes background, economic data to support project, process utilized to complete project, and project results
 - e. (Service Learning) Draft letters to the appropriate parties requesting donations, volunteers, or supplies. Also, letters to any other key component in the project. (Sample: letters to the administration, Joplin School District, classroom teachers, and students in both locations)

DELAWARE VALLEY SCHOOL DISTRICT

4. LITERATURE REVIEW
 - a. Explain what other scientists/educators/doctors report about the problem selected to analyze
 - a. Identify relevant literature that may be reviewed in the course of research.
 - b. Explain the importance of the chosen sources.
5. METHODOLOGY
 - a. Explain the project course of action you determined to be the most effective in addressing the project.
 - b. What kind of methods/materials is required and how do you plan to acquire those materials?
6. RESULTS
 - a. Describe the proposed outcome of the project.
7. CONCLUSION
 - a. Reflect on the problem selected, process utilized, and final outcome to determine areas of success and areas for improvement.

Students will be working on the following service learning projects throughout the school year:
(this list is a sample list, not an exhaustive list)

- The United Way's Day of Caring (September)
- Baking cookies and singing carols for the Milford Senior Care facility (December)
- Habitat for Humanity (October)
- Alex's Lemonade Stand (June)
- Taking Our Shot at Inspiring Hope 5K (May)
- Stars for Hope – New York Says Thank You (TBA)
- Canned Food Drive (November)

Assessments:

Diagnostic:

1. Homework assignments
2. Worksheets
3. Keep notebook

DELAWARE VALLEY SCHOOL DISTRICT

4. Create graphic organizers
5. Define terms

Formative:

1. Cooperative Learning assignments
2. Essays assignments

Summative:

1. Section quizzes
2. Chapter and Unit Tests
3. Unit Project
4. Debates
5. Service project/event

Extensions:

- Students will continue to add additional recourses and arguments to their debate.
- The questioning rounds will be centered around date driven questions.

Materials and Resources(see unit 1)

Curriculum Plan

Big Idea #1: The enjoyment of human rights and their exercise are dependent upon the community of nations and their citizens maintaining vigilance on governments and their actions.

Essential Questions:

- How should the federal government reflect Americans' priorities?
- Does the structure of the federal court system allow it to administer justice effectively?
- How can the judiciary balance individual rights with the common good?
- To what extent has the judiciary protected the rights of privacy, security, and personal freedom?
- Why are there ongoing struggles for civil rights?

Concepts:

- Outline the structure of the federal court system
- Identify the current members of the Supreme Court
- Cite and understand the first ten Amendments to the Constitution
- Differentiate between civil rights and civil liberties

Competencies:

DELAWARE VALLEY SCHOOL DISTRICT

- Analyze the development of historic and contemporary human and civil rights
- Analyze the protection of civil and human rights by federal and state governments by explaining the sources, purposes, and scope of those rights
- Evaluate how civil and human rights are exercised, protected, or curtailed by governments, individuals, or organizations
- Analyze court decisions that affect the ideals, principles, and functions of government
- Analyze court decision that support or weaken civil rights and liberties
- Analyze court decisions that demonstrate the concepts of judicial review and legal precedent
- Analyze the societal and legal consequences of violating laws
- Evaluate the balance between individual freedoms and civic good
- Examine how participation in law-making and judicial processes avoids or resolves conflicts

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 5 Civil Rights/Civil Liberties

Time Range in Days: 15

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, 5.3.12.A
5.3.12.C, 5.3.12.F, 5.3.12.H, 5.3.12.I, 5.3.12.J, 5.4.12.B, 5.4.12.C, 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 enjoyment of human rights and their exercise are dependent upon the community of nations and their citizens maintaining vigilance on governments and their actions.

Essential Questions:

- How should the federal government reflect Americans’ priorities?
- Does the structure of the federal court system allow it to administer justice effectively?
- How can the judiciary balance individual rights with the common good?

DELAWARE VALLEY SCHOOL DISTRICT

- To what extent has the judiciary protected the rights of privacy, security, and personal freedom?
- Why are there ongoing struggles for civil rights?

Concepts:

- Outline the structure of the federal court system
- Identify the current members of the Supreme Court
- Cite and understand the first ten Amendments to the Constitution
- Differentiate between civil rights and civil liberties

Competencies:

- Analyze the development of historic and contemporary human and civil rights
- Analyze the protection of civil and human rights by federal and state governments by explaining the sources, purposes, and scope of those rights
- Evaluate how civil and human rights are exercised, protected, or curtailed by governments, individuals, or organizations
- Analyze court decisions that affect the ideals, principles, and functions of government
- Analyze court decision that support or weaken civil rights and liberties
- Analyze court decisions that demonstrate the concepts of judicial review and legal precedent
- Analyze the societal and legal consequences of violating laws
- Evaluate the balance between individual freedoms and civic good
- Examine how participation in law-making and judicial processes avoids or resolves conflicts

Overview:

It examines the importance of freedom of religion, speech, press, assembly, and petition. Finally the unit analyzes the concepts of due process of law, the rights to freedom and security of the person, the right to a fair trial, and constitutional limits on punishments for crime.

Focus Question(s):

- Does the structure of the federal court system allow it to administer justice effectively?

DELAWARE VALLEY SCHOOL DISTRICT

- How can the judiciary balance individual rights with the common good?
- To what extent has the judiciary protected the rights of privacy, security, and personal freedom?
- Why are there ongoing struggles for civil rights?

Goals/Objectives:

1. Students will be able to explain how Americans' commitment to freedom led to the creation of a Bill of Rights. 2
2. Students will be able to identify and describe the free exercise clause and the establishment clause of the First Amendment. 1,2
3. Students will be able to summarize how the Supreme Court has limited seditious speech and obscenity. 3
4. Students will be able to explain the Constitution's guarantees of assembly and petition. 2
5. Students will be able to identify and explain due process of law as set out in the 5th and 14th Amendments. 1,2
6. Students will be able to outline Supreme Court decisions dealing with the rights of the accused. 2
7. Students will be able to outline the history of the Court's decisions on capital punishment. 2
8. Students will be able to explain the importance of the Equal Protection Clause. 2
9. Students will be able to identify and describe issues surrounding affirmative action. 2
10. Differentiate between Civil Rights and Civil Liberties. 3
11. Examine Supreme Court's impact regarding segregation. 2
12. Examine, discuss, and debate various influential court cases. 4

Core Activities and Corresponding Instructional Methods:

1. Go to <http://www.uccp.org/courses/APGovernmentPolitics/uccp%20prototype%20files/coursestart.html> and have students watch videos on topics such as unalienable rights, selective incorporation, Freedom of Religion, Speech, and Press and Due Process and Rights of the Accused. Discuss the videos or use them to create outlines of specific topics.

DELAWARE VALLEY SCHOOL DISTRICT

2. Examine Freedom of Religion through Engel vs. Vitale
3. Differentiate between the Establishment Clause and the Free Exercise Clause.
4. Student can research and present information on a major civil rights event such as the Greensboro sit-in, Rosa Parks and the bus boycott, the Murder of Emmett Till, or the Life of Martin Luther King. Be sure students discuss how this affected the Civil Rights Movement.
5. Examine Freedom of Speech through Tinker vs. Des Moines School District, Texas vs. Johnson, and Schenk vs. U.S.
6. View four cases involving 1st Amendment Freedoms.
7. Review various forms of Freedom Speech including clothing, art, music, literature, flag burning, and the Internet.
8. Internet research regarding recent attempts to make downloading copy written material illegal. Investigate the SOPA act and determine its constitutionality.
9. Persuasive essay regarding the constitutionality of sharing files on the Internet.
10. Examine Freedom of Press through N.Y. Times vs. U.S., Gitlow vs. New York, and Hazelwood vs. Kuhlmeier.
11. Examine the Ninth Amendment through Roe vs. Wade and Griswold vs. Connecticut.
12. Examination of the Civil War Amendments.
13. Analysis of the transition of society through the courts in regards to segregation through Dred Scott vs. Sanford and Brown vs. Board of Education of Topeka Kansas.
14. Identify the Civil Rights Act of 1964 for women as well as minorities.
15. Examine the Fifth and Sixth Amendment Rights of the Accused through Gideon vs. Wainwright, Miranda vs. Arizona, and Mapp vs. Ohio.
16. View the film Gideon's Trumpet and answer discussion questions.
17. Examine the Fourth Amendment through Terry vs. Ohio and New Jersey vs. TLO.
18. Examine the societal and governmental impacts of affirmative actions from the 1960's-2000, including influential court cases.
19. Reading of Affirmative Action: Don't Mend or End it-Bend It by Peter H. Schuck.

DELAWARE VALLEY SCHOOL DISTRICT

20. Evaluation of the proposed ERA and the ratified ADA, noting key similarities and differences.

21. Matching exam of various court cases.

22.. Generate a list of important Supreme Court cases for students to do research on. Have students create a power point presentation about their case. They should include; the background about the case, the path of the case through the courts, the parties involved in the case, the constitutional issue of the cases, and the court's decision. Students can present their cases to the class when finished.

24. Students can create a time line charting the development of the rights of the accused. They should include Act, Amendments, and court decisions that have extended the rights of the accused.

25. Students can research the number of states that participate in the death penalty and create a pie chart or bar graph to display their data. They can then survey students and teachers to see what the general opinion is on the death penalty and create a visual display of this data as well.

Assessments:

Diagnostic:

- Homework assignments-graded
- Worksheets
- 3 ring binder
- Create graphic organizers
- Define terms.

Formative:

- Cooperative Learning assignments (Assignments may be counted for one or both courses depending on the specific assignment details)
- Essays assignments
- Class discussions
- Student's participation in activities
- Service Learning projects (Service learning projects will be counted for both courses)

DELAWARE VALLEY SCHOOL DISTRICT

Summative:

- Section quizzes
- Chapter and Unit Tests
- Reading checks
- Constructed Responses
- Unit projects (Assignments may be counted for one or both courses depending on the specific assignment details)

Extensions:

1. Research into rights that are sacrificed when students enter a school building.
2. Readings of additional court cases involving civil rights and liberties and a presentation of such cases to the class.

Correctives:

1. Re-teaching of judicial activism and judicial restraint.
2. Chart of all important civil rights and civil liberties court cases.

Materials and Resources(See unit 1)

Curriculum Plan

Unit 6: Economic, Domestic, and Foreign Policy

Time Range in Days: 15-20 days

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 , 5.3.12.A
5.3.12.C, 5.3.12.F , 5.3.12.H, 5.3.12.I, 5.3.12.J , 5.4.12.B, 5.4.12.C, 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:

1. How does economic policy effect the daily lives of our citizens?

Essential Questions:

1. How does the American Dream and economic health effect Americans?

DELAWARE VALLEY SCHOOL DISTRICT

2. How has economic policy evolved over time?
3. What is the role of the Federal Reserve?

Competencies:

1. Analyze economic and physical policy.
2. Analyze the American trade policy.
3. Analyze monetary policy and the role of the Federal Reserve.

Big Idea #2:

1. How does domestic policy effect Americas role in the global community?

Essential Questions:

1. What is the role of citizen engagement?
2. What public programs should the government use to provide for basic needs?
3. What are the income security programs in America and are they successful?
4. What is the role of Homeland Security and Immigration reform?

Competencies:

1. Describe civic engagement.
2. Analyze the public programs and their effectiveness.
3. Analyze income security programs in America.
4. Analyze Homeland Security and Immigration measures and determine their effectiveness.

Overview:

This unit looks at the legislative mandates given to government to pursue stabilization of the economy; it then explores the tools of government stabilization policy. Next, some fiscal policy measures that automatically adjust government expenditures and tax revenue when the economy moves through the business cycle phases are examined. The problems, criticism, and complications of government's fiscal policy will be addressed. We will cover the nature and functions of money and then discuss the Federal Reserve System's definition of the money supply. Students will have the opportunity to analyze and explain how the international marketplace achieves these gains from trade or how the gains are distributed among various economic participants.

Focus Question(s):

- How should the federal government reflect Americans' priorities?

DELAWARE VALLEY SCHOOL DISTRICT

- Does the structure of the federal court system allow it to administer justice effectively?
- How can the judiciary balance individual rights with the common good?
- How is economic prosperity aligned with the American Dream?
- What are the goals of the Federal Reserve System?
- What are the tools of domestic policy?
- What is the effect of America as the super power?
- How will terrorism influence policy?

Goals/Objectives:

1. Students will be able to compare the various types of federal agencies including, regulatory, independent, and government corporations. 3
2. Students will be able to explain the purpose and power to tax. 2
3. Students will be able to list non-tax sources of government revenue. 1
4. Students will be able to analyze federal budget and spending tendencies. 4
5. Students will be able to compare and contrast isolationism and internationalism. 3
6. Students will be able to explain the roles and responsibilities of the Department of State and the Department of Defense. 2
7. Students will identify foreign and defense agencies. 1
8. Students will be able to create the American dream and describe the impact of monetary policy. 4
9. Students will examine foreign policy and national security. 2

Core Activities and Corresponding Instructional Methods:

1. Create graphic organizer of 4 steps in the policy making process.
2. Listen to Newt Gingrich's "Contract with America" speech and analyze its impact on politics in the 1990's.
3. Examine chart of the agenda of public policy since World War II.
4. Analyze the No Child Left Behind Act of 2002, including circumstances for its passage, as well as stipulations to the law.
5. Research data on the effectiveness of cutting school funds to promote education across the nation by reading and viewing various news articles and stories.

DELAWARE VALLEY SCHOOL DISTRICT

6. Persuasive essay into the effectiveness/ineffectiveness of the No Child Left Behind Act and its rules regarding non-proficiency.
7. Evaluation of the nonprofit sector of society, including different areas covered as “nonprofit”.
8. Reading of Domestic Policy Making by Roger H. Davidson and Walter J. Oleszek, including answering discussion questions at end of reading.
9. Reading of Nine Misconceptions about Social Security by Dean Baker, including answering discussion questions at end of reading.
10. Listen to Alan Greenspan discuss the economy on the Internet.
11. Compare and contrast classic spending patterns by democrats and republicans, including FDR, LBJ, and “Reaganomics”.
12. Examination of the process of passing the federal budget.
13. Have students create a graphic organizer listing the major alliances that the U.S. is involved in, whom they are with, and what is the purpose of the alliance.
14. Internet simulation of how students would chose to balance the federal budget.
15. Identify differences between Medicare and Medicaid.
16. Research date at which experts believe Social Security will run out in the United States.
17. Persuasive essay on how the government can effectively and realistically reorganize Social Security.
18. Graphic organizer representing the two-dimensional framework of international ideologies.
19. Analyze the role of interest groups on the WTO and United Nations in terms of public policy.
20. Identify NAFTA, DR-CAFTA, European Union
21. Free Response questions regarding large-scale problems facing the United States, identifying three steps the government can use to address these problems
22. Have students identify the types of taxes that raise revenue for the Government.
23. Have students create a list of things they think the federal government spends money on.
24. Discuss with students the transition of the U.S. from isolationism to internationalism.

DELAWARE VALLEY SCHOOL DISTRICT

25. Have students go to the U.S. State department's website and identify what services the department provides for citizens. Also, have students go to the U.S. Defense department's website and identify the structure of the department.

26. Have students go on-line and research the CIA, Homeland Security, NASA, and the Selective Service System.

27. Have students create a time line of major foreign policy events from chapter 17-3.

Assessments:

Diagnostic:

- Homework assignments-graded
- Worksheets
- 3 ring binder
- Create graphic organizers
- Define terms.

Formative:

- Cooperative Learning assignments
- Essays assignments
- Class discussions
- Student's participation in activities
- Service Learning projects

Summative:

- Section quizzes
- Chapter and Unit Tests
- Reading checks
- Constructed Responses
- Unit projects

DELAWARE VALLEY SCHOOL DISTRICT

Extensions:

1. Read from *Freakonomics* the possible negatives associated with teacher reimbursement for higher test scores and evaluate.
2. Student completes comparative investigation of one domestic policy issue in the United States and compares it to the impact of the same issue in a member country of the European Union.
3. Using the information in the text, students can create a time line illustrating the major events of the United States' effort to resist Soviet expansion after World War II.

Correctives:

1. Re-teach various Cabinet departments, including the State Department and the Department of Defense.
2. Compare and contrast Presidential and Congressional authority over foreign policy.
3. Students can complete guided reading and review sheets if the instructor feels they are needed.
4. Students can complete teacher generated worksheets or outlines to review sections.

Materials and Resources(See unit 1):

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Democracy NOW

Textbook ISBN #: 978-0-07-665185-6

Textbook Publisher & Year of Publication: McGraw Hill 2013

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

Please complete one sheet for each primary textbook.

Appendix

Subject Area - 5: Civics and Government

Standard Area - 5.1: Principles and Documents of Government

Grade Level - 5.1.12: GRADE 12

DELAWARE VALLEY SCHOOL DISTRICT

Standard:

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.

5.3.9.A:

DELAWARE VALLEY SCHOOL DISTRICT

Examine the process of checks and balances among the three branches of government, including the creation of law.

5.3.9.B:

Analyze the roles of local, state, and national governments in policy-making.

5.3.9.C:

Explain how government agencies create, amend and enforce policies in local, state, and national governments.

5.3.9.D:

Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.

5.3.9.E:

Compare and contrast the different election processes for local, state, and national offices.

5.3.9.F:

Explain the Supreme Court's role in interpreting the U.S. Constitution. Individual rights, States' rights, Civil rights

5.3.9.G:

Analyze the influence of interest groups in the political process.

5.3.9.H:

Evaluate the importance of freedom of the press and the political influence of mass media.

5.3.9.I: Explain various types of taxes and their purposes.

5.3.9.J:

Compare and contrast various systems of government.

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:

DELAWARE VALLEY SCHOOL DISTRICT

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.

PA Core Standards – Reading in History and Social Studies

CC.8.5.11-12.A

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B

Determine the central ideas or information of a primary and secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5. 11-12.C

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CC.8.5. 11-12.D

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. (e.g. how Madison defines faction in Federalist No. 10).

CC.8.5. 11-12.F

Evaluate authors' differing points on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CC.8.5. 11-12.H

Evaluate an author's premise, claims, and evidence by corroborating or challenging them with information.

CC.8.5. 11-12.I Integrate information from diverse sources, both primary and secondary, in coherent understanding of an idea or event, noting discrepancies among sources.

DELAWARE VALLEY SCHOOL DISTRICT

PA Core Standards – Writing in History and Social Studies Grades 11-12

CC.8.6.11-12.A

Write arguments focused on discipline-specific content

CC.8.6.11-12.B

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.

CC.8.6.11-12.C

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

CC.8.6.11-12.D

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.6.6-8.E

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CC.8.6.6-8.H

Draw evidence from information texts to support analysis reflection and research.

CC.8.6.6-8.I

Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes, and audiences.