

# American Government

Major units	Unit Outline	Unit Content Synopsis	Timeframe	Instructional Materials/Methods	Learning Strategies	Assessment	Standard(s)
Foundations of American Government	<p>CH 1: Basic Principles of Government</p> <p>CH 2: Origins of the American Government</p> <p>CH 3: The Constitution &amp; Federalism</p>	<p>CH 1: In Chapter 1, students will study the foundations of government, the origins of the state, and the meaning of power.</p> <p>CH 2: In Chapter 2, students will briefly review the causes of American independence to better understand the aims and motives of our Founding Fathers before exploring the ways in which their vision continues to shape our national destiny.</p> <p>CH 3: In Chapter 3 The U.S. Constitution contains fewer than 4500 words, yet the framework established therein continues to provide the basis of our government. Although it has been amended and reinterpreted quite a bit over the last 230 years, the influence of the Founders can still be felt. In this chapter we will take a brief survey of the entire Constitution before proceeding to examine its separate articles in depth.</p>	5 Weeks	<p>Notes, Study Guides, Worksheets, Video Clips, etc.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>*Time Line Construction</li> <li>*Political Cartoon Analysis</li> <li>*Political Cartoon Creation</li> <li>*Political Satire</li> <li>*Computer generated simulations</li> <li>*Lecture</li> <li>*Research Reports</li> <li>*Group Presentations</li> <li>*Mapping</li> <li>*Role-Playing</li> <li>*Text Book</li> <li>*Audio-Visual Reinforcements</li> <li>*Review Games</li> <li>*Skits</li> <li>*Music</li> </ul> <p>Film: <u>"The Patriot"</u></p>	<p>A. Analyze the major arguments made for the necessity of government.</p> <p>B. Analyze the sources, purposes, and functions of law.</p> <p>A. Analyze and evaluate the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.</p> <p>B. Analyze the responsibilities and powers of the national government.</p> <p>C. Evaluate the importance of the principles and ideals of civic life.</p> <p>E. Evaluate the principles and ideals that shape the United States and compare them to documents of government.</p>	<p>- Summative Assessments</p> <p>- Project-Based Assessments</p> <p>- Performance-Based Assessments</p> <p>- Informal Assessments</p> <p>- Formative Assessments</p>	<p>5.1.12A</p> <p>5.1.12B</p> <p>5.3.12A-C, D</p>

<p>The Legislative Branch</p>	<p>CH 10: Organization of Congress</p> <p>CH 11: Congressional Powers &amp; Duties</p> <p>CH 12: Congress in Action</p>	<p>CH 10: The Congress has been called "the first branch of government" for several reasons. The legislative power is the first to be described in the Constitution. Congress is the governing institution closest to the people and arguably has more power to set public policy than the other branches.</p> <p>CH 11: Congress has the power to do many things, but its power is not without limit. The Constitution grants specific powers to the federal government and certain other powers may be reasonably implied. The difficulty lies in knowing where those boundaries have been set. Even after more than two centuries of debate, the definitive resolution to the problem has not yet been found.</p> <p>CH 12: Which do you prefer, Congress in action or Congressional inaction? Your answer will depend on your attitude about government, but whatever your preference, you will recognize that several features in our Constitution make legislating very difficult. Checks-and-balances between branches of government and a bicameral legislature seem designed to result in gridlock, but the process can yield impressive results when needed.</p>	<p>5 Weeks</p>	<p>Notes, Study Guides, Worksheets, Video Clips, etc.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>*Time Line Construction</li> <li>*Political Cartoon Analysis</li> <li>*Political Cartoon Creation</li> <li>*Political Satire</li> <li>*Computer generated simulations</li> <li>*Lecture</li> <li>*Research Reports</li> <li>*Group Presentations</li> <li>*Mapping</li> <li>*Role-Playing</li> <li>*Text Book</li> <li>*Audio-Visual Reinforcements</li> <li>*Review Games</li> <li>*Skits</li> <li>*Music</li> </ul> <p>Film: <u>"Mr. Smith Goes to Washington"</u></p>	<p>A. Analyze and evaluate the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.</p> <p>B. Analyze the responsibilities and powers of the national government.</p> <p>C. Evaluate the process of how a bill becomes the law on a federal, state, and local levels.</p> <p>D. Evaluate how independent government agencies create, amend and enforce regulations.</p> <p>E. Evaluate the role of congressional committees in the law making process.</p> <p>I. Evaluate how and why government raises money to pay for its operations and services.</p>	<ul style="list-style-type: none"> <li>- Summative Assessments</li> <li>- Project-Based Assessments</li> <li>- Performance-Based Assessments</li> <li>- Informal Assessments</li> <li>- Formative Assessments</li> </ul>	<p>5.3.12A-E, I</p>
-------------------------------	---	--	----------------	--	---	--	---------------------

<p>The Executive Branch</p>	<p>CH 13: The Organization of the Office of the President</p> <p>CH 14: The Presidency in Action</p> <p>CH 15: Government Bureaucracy</p> <p>CH 16: Financing Government</p> <p>CH 17: Foreign Policy &amp; National Defense</p>	<p>CH 13 &amp; CH 14: The Founding Fathers created the office of President only after lengthy debates as to the proper role of the executive in a democracy. Anxious to avoid creating too strong or weak a government, several balances were struck. In Chapters 13 &amp; 14, students are introduced to the office of the President and discuss issues relating to the qualifications, nomination, and election of the Leader of the Free World.</p> <p>CH 15: Beyond the President is an enormous staff of assistants called the federal bureaucracy. It is sometimes called the fourth branch of government in recognition of the incredibly important role it plays in our political system.</p> <p>CH 16: The Federal Government relies upon several streams of revenue to generate the trillions of dollars it spends each year, though in recent decades much of our spending has been financed through borrowing. Government spending accounts for a significant share of Gross Domestic Product, and the government uses its spending power to influence the economy in many ways. In Chapter 16, students will study how the government raises the money it needs to operate.</p> <p>CH 17: What role should the United States play in world affairs? How should the president deploy our military and diplomatic resources? What policies should the United States pursue overseas? How should we confront threats from abroad? The United States has been called the one essential nation in international relations, but even a global superpower has limits. In this unit students will learn about our capabilities and discuss answers to the above questions.</p>	<p>5 Weeks</p>	<p>Notes, Study Guides, Worksheets, Video Clips, etc.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>*Time Line Construction</li> <li>*Political Cartoon Analysis</li> <li>*Political Cartoon Creation</li> <li>*Political Satire</li> <li>*Computer generated simulations</li> <li>*Lecture</li> <li>*Research Reports</li> <li>*Group Presentations</li> <li>*Mapping</li> <li>*Role-Playing</li> <li>*Text Book</li> <li>*Audio-Visual Reinforcements</li> <li>*Review Games</li> <li>*Skits</li> <li>*Music</li> </ul>	<p>A. Analyze and evaluate the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.</p> <p>B. Analyze the responsibilities and powers of the national government. C. Analyze the fundamentals of historical interpretation.</p> <p>D. Evaluate how independent government agencies create, amend and enforce regulations.</p> <p>K. Evaluate the strengths and weaknesses of various systems of government.</p> <ul style="list-style-type: none"> <li>• Autocracy</li> <li>• Democracy</li> <li>• Oligarchy</li> <li>• Republic</li> </ul> <p>A. Analyze the impact of international economic, technological and cultural developments on the government of the United States.</p> <p>B. Analyze the United States' interaction with other nations and governmental groups in world events.</p> <p>C. Compare how past and present United States' policy interests have changed over time and analyze the impact on future international relationships.</p> <p>D. Explain how foreign policy is developed and implemented.</p> <p>E. Compare the purposes and functions of international organizations.</p> <ul style="list-style-type: none"> <li>• Governmental (e.g., NATO, World Court, OAS)</li> <li>• Non-governmental (e.g., International Red Cross, Amnesty International,</li> </ul>	<p>- Summative Assessments</p> <p>- Project-Based Assessments</p> <p>- Performance-Based Assessments</p> <p>- Informal Assessments</p> <p>- Formative Assessments</p>	<p>5.3.12A,B,D,K</p> <p>5.4.12A-E</p>
-----------------------------	--	---	----------------	---	---	---	---------------------------------------

Major Units	Unit Outline	Unit Content	Timeframe	Instructional Materials/Methods	Skills	Assessment	Standard(s)
The Judicial Branch	<p>CH 18: The Federal Court System</p> <p>CH 19: The Bill of Rights and Civil Liberties</p> <p>CH 20: Civil Rights- Equal Justice</p>	<p>CH 18: In this Unit students will study organization and function of the Federal Judiciary The Federal Judiciary sometimes seems like an afterthought in the Constitution. The Framers did not dedicate much attention to it, and most modern Americans continue that approach. Yet, as guardians of the Constitution, the courts have extraordinary influence over almost every public policy debate.</p> <p>CH 19: Americans are lucky to enjoy a great many freedoms. Although these rights are now taken for granted, there are millions living in other parts of the world that are not so lucky. So what does the First Amendment guarantee? What exactly do we mean by speech, religion, press, petition, and assembly? In this Unit students will learn about all the civil liberty protections provided by the First Amendment.</p> <p>CH 20: It is extremely important to understand that our government is bound to follow its own rules - this is what we mean by the rule of law, and it's guaranteed by the Constitutional promise of due process. But "due process" also means so much more. It means that the government's rules must themselves be fair, that they cannot deprive us of anything considered essential to the American concept of ordered liberty.</p>	5 Weeks	<p>Notes, Study Guides, Worksheets, Video Clips, etc.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>*Time Line Construction</li> <li>*Political Cartoon Analysis</li> <li>*Political Cartoon Creation</li> <li>*Political Satire</li> <li>*Computer generated simulations</li> <li>*Lecture</li> <li>*Research Reports</li> <li>*Group Presentations</li> <li>*Mapping</li> <li>*Role-Playing</li> <li>*Text Book</li> <li>*Audio-Visual</li> </ul> <p>Reinforcements</p> <ul style="list-style-type: none"> <li>*Review Games</li> <li>*Skits</li> <li>*Music</li> </ul> <p>Film: "<u>12 Angry Men</u>"</p>	<p>B. Analyze the sources, purposes and functions of law.</p> <p>C. Evaluate the importance of the principles and ideals of civic life.</p> <p>E. Evaluate the principles and ideals that shape the United States and compare them to documents of government.</p> <p>I. Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.</p> <p>L. Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life.</p> <ul style="list-style-type: none"> <li>• Civil rights</li> <li>• Commerce</li> <li>• Judicial review</li> <li>• Federal supremacy</li> </ul> <p>F. Evaluate how individual rights may conflict with or support the common good.</p> <p>A. Analyze and evaluate the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.</p> <p>B. Analyze the responsibilities and powers of the national government.</p> <p>G. Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.</p>	<p>- Summative Assessments</p> <p>- Project-Based Assessments</p> <p>- Performance-Based Assessments</p> <p>- Informal Assessments</p> <p>- Formative Assessments</p>	<p>5.1.12B,C,E,I,L</p> <p>5.2.12F</p> <p>5.3.12A,B,G</p>

<p>Political Parties &amp; Voter Behaviors</p>	<p>CH 5: Political Parties</p> <p>CH 6: Voters &amp; Voter Behaviors</p> <p>CH7: The Electoral Process</p> <p>CH 8: Mass Media &amp; Public Opinion</p> <p>CH 9: Interest Groups</p>	<p>CH 5: Whether or not you approve of political parties, it's impossible to imagine the American political process without them. In this chapter we will study the political behavior and the organization of both major and minor political parties, and explore the ideologies that separate them through a collective effort to define our own ideologies.</p> <p>CH 6: Why do people vote? Who should be allowed to vote? Is voting a privilege, a right, or an obligation? In this chapter we will study the history of voting in the United States in an attempt to answer these questions.</p> <p>CH 7: The United States government rests on the principles of democracy, so holding periodic are three distinct phases of the electoral process by which our representatives in government are chosen.</p> <p>CH 8: The time Americans spend on television, newspapers, magazines, radio, and the internet amounts to significant portions of their lives. It stands to reason, then, that many Americans' views on politics and government would be influenced and shaped by the way they get their information. While many other factors weigh equally, or even more heavily, on our attitudes toward government, in this chapter we will focus on the role of the media in shaping our public opinion.</p> <p>CH 9: Interest groups share many of the features of political parties. People join them voluntarily to help focus attention on public policy issues, and they raise money to participate in the electoral process. They are different in two significant respects - they do not nominate their own candidates, and they are far more</p>	<p>5 Weeks</p>	<p>Notes, Study Guides, Worksheets</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>*Time Line Construction</li> <li>*Political Cartoon Analysis</li> <li>*Political Cartoon Creation</li> <li>*Political Satire</li> <li>*Computer generated simulations</li> <li>*Lecture</li> <li>*Research Reports</li> <li>*Group Presentations</li> <li>*Mapping</li> <li>*Role-Playing</li> <li>*Text Book</li> <li>*Audio-Visual Reinforcements</li> <li>*Review Games</li> <li>*Skits</li> <li>*Music</li> </ul> <p>Film: "<u>Iron Jawed Angels</u> elections is a requirement of our Constitution. Nominating candidates, campaigning, and ultimately holding elections"</p>	<p>M. Evaluate and analyze the importance of significant political speeches and writings in civic life (e.g., JFK Inauguration Speech).</p> <p>A. Evaluate an individual's civic rights, responsibilities and duties in various governments.</p> <p>B. Evaluate citizens' participation in government and civic life.</p> <p>C. Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</p> <p>D. Evaluate political leadership and public service in a republican form of government.</p> <p>E. Analyze how participation in civic and political life leads to the attainment of individual and public goals.</p> <p>E. Evaluate the roles of political parties in election campaigns.</p> <p>F. Evaluate the elements of the election process.</p> <p>H. Evaluate the impact of interest groups on the political process.</p> <p>J. Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.</p>	<ul style="list-style-type: none"> <li>- Summative Assessments</li> <li>- Project-Based Assessments</li> <li>- Performance-Based Assessments</li> <li>- Informal Assessments</li> <li>- Formative Assessments</li> </ul>	<p>5.1.12M</p> <p>5.2.12 A-E</p> <p>5.3.12E,F,H,J</p>
--	--	---	----------------	---	--	--	---

		ideological. While you may find two Democrats disagreeing over abortion, it would not make sense for members of a Pro-Life group to consider themselves Pro-Choice. In this chapter we will study the increasing important roles played by interest groups and give you an opportunity to investigate some groups on your own.					
State & Local Government Structures	<p>CH 24: Governing the States</p> <p>CH 25: Local Government and Finance</p>	<p>CH 24: Government starts at the grass roots level. Chapters 24 and 25 cover the most basic and local forms of government. In Chapter 24 students will examine the structure, organization, and powers of the state legislatures, the office of governor, local governments, and the governments of American cities.</p> <p>CH 25: Chapter 25 explores the many services provided by States for their citizens, major sources of state and local revenue, and overall organization of the State court systems and the different kinds of law applied there.</p>	5 Weeks	<p>Examples:</p> <ul style="list-style-type: none"> <li>*Time Line Construction</li> <li>*Political Cartoon Analysis</li> <li>*Political Cartoon Creation</li> <li>*Political Satire</li> <li>*Computer generated simulations</li> <li>*Lecture</li> <li>*Research Reports</li> <li>*Group Presentations</li> <li>*Mapping</li> <li>*Role-Playing</li> <li>*Text Book</li> <li>*Audio-Visual Reinforcements</li> <li>*Review Games</li> <li>*Skits</li> <li>*Music</li> </ul>	<p>A. Analyze and evaluate the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.</p> <p>C. Evaluate the process of how a bill becomes the law on a federal, state, and local levels.</p> <p>I. Evaluate how and why government raises money to pay for its operations and services.</p>	<ul style="list-style-type: none"> <li>- Summative Assessments</li> <li>- Project-Based Assessments</li> <li>- Performance-Based Assessments</li> <li>- Informal Assessments</li> <li>- Formative Assessments</li> </ul>	5.3.12A,C,I,