

Course: CIVICS Sub-topic: General

Course Description:

The specifics of the government portion may include a familiarization with Legislative, Executive, and Judiciary process, and how governments serve their constituents, state and local concepts, and a consideration of the complexities of municipal governments and their immediate problems may be addressed. The specifics of the economic portion may include basic economic principles, the free market system, labor and management, contracts, division of labor, international trade, Federal Reserve policy, international finance, and the roles of government financing and spending. Open to 11th and 12th grade students only.

O'Sullivan, Arthur. Sheffrin, Steven M. *Economics: Principles in Action*. Prentice Hall. 2007.

Wood, Ethel and Sansone, Stephen C., *American Government: A Complete Coursebook*, Great Source Education Group, 2000.

Semester Long Course

- Age of Enlightenment
- U.S. Government
- Comparative Government
- Economics
- Comparative Economics

Timeline: 4 Weeks

Unit Description:

Understanding major political ideas and classic forms of government will help with understanding the purposes of government. Through philosophical thought, discussions and examples. Students will address the ideals of the Age of the Enlightenment and the beginnings of the American Experiment.

Why does government matter?

4. What are the principles of Government?

5. What are the foundations of the beginnings of American Government?
6. What is a constitution?
7. What are the principles of the U.S. Constitution?
8. What are the basic foundations of Federalism?

Unit Big Ideas:

Principles of Government

Beginnings of American Government

The Constitution

Federalism

Unit Materials:

Moodle

Text

Study Guides

Bell Ringers

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.8.5.11-12.A (Advanced)	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.	
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CC.8.5.11-12.B (Advanced)	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	
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CC.8.5.11-12.C (Advanced)	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	
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CC.8.5.11-12.G (Advanced) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.5.11-12.J (Advanced)	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	
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CC.8.6.11-12.B (Advanced) Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

? Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ? Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ? Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ? Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. ? Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CC.8.6.11-12.E (Advanced) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.8.6.11-12.H
(Advanced)

Draw evidence from informational texts to support analysis, reflection, and research.

Topic: The Purposes of Government

Minutes for Topic: 83

STANDARDS

STATE: PA Core Standards (2014)

- CC.8.5.11-12.A (Advanced) 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 (Advanced) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C (Advanced) 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 (Advanced) 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.E (Advanced) Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F (Advanced) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.J (Advanced) By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
- CC.8.6.11-12.B (Advanced) Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

? Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ? Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ? Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ? Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. ? Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

- CC.8.6.11-12.C (Advanced) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.E (Advanced) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.8.6.11-12.F (Advanced) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.8.6.11-12.G (Advanced) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Topic: Forms of Government

Minutes for Topic: 83

STANDARDS

STATE: PA Core Standards (2014)

- CC.8.5.11-12.A (Advanced) 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 (Advanced) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.D (Advanced) 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 (Advanced) Evaluate authors' differing points of view on the same historical event or issue by

assessing the authors' claims, reasoning, and evidence.

CC.8.5.11-12.G (Advanced) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Topic: Democracy in America
Minutes for Topic: 83

Topic: The Roots of American Democracy and British Traditions
Minutes for Topic: 83

Topic: American Independence
Minutes for Topic: 40

Topic: Articles of Confederation
Minutes for Topic: 40

Topic: Constitutional Convention
Minutes for Topic: 160

Topic: Ratification and the Bill of Rights
Minutes for Topic: 83

Topic: Blueprint for the Government
Minutes for Topic: 83

Topic: Enduring Document and Applying the Constitution
Minutes for Topic: 40

Unit: Institutions of the U.S. Government
Timeline: 4 Weeks

Unit Looking at the three Branches of Government. (Legislative, Executive, and Judicial) Examining the makeup, functions, responsibilities, and relationships of the three branches of government.

Description:

- Unit Big Ideas:**
- Congress
 - Powers of Congress
 - The House of Representatives
 - The Senate
 - How a Bill Becomes a Bill
 - The President
 - The Powers of the Presidency
 - The President's Administration
 - The Federal Court System
 - Lower Federal Courts
 - The Supreme Court

Topic:

Topic: Congress
Minutes for Topic: 83

Topic: Powers of Congress
Minutes for Topic: 83

Topic: The House of Representatives
Minutes for Topic: 83

Topic: The Senate
Minutes for Topic: 83

Topic: Congress at work

Minutes for Topic: 160

Topic: The President

Minutes for Topic: 83

Topic: The Powers of the President

Minutes for Topic: 83

Topic: The President's Administration

Minutes for Topic: 160

Topic: Federal Bureaucracy

Minutes for Topic: 40

Topic: Executive Departments and Agencies

Minutes for Topic: 83

Topic: The Federal Court System

Minutes for Topic: 83

Topic: Lower Federal Courts

Minutes for Topic: 83

Topic: Supreme Court

Minutes for Topic: 83

Topic: Lawyers, Judges, and Legal System

Minutes for Topic: 83

Unit: Political Behavior and Participation

Unit Description: Study the growth and changes of political parties throughout U.S. History. Discuss the impacts of third parties. Evaluate campaigns and strategies. Review Public Opinion Polls. Evaluate political participation by groupings. Review voting rights and behaviors.

Unit Big Ideas:

Public Opinion

Interest Groups

Political Parties

The Electoral Process

Topic: Public Opinion

Minutes for Topic: 83

Topic: Interest Groups

Minutes for Topic: 83

Topic: Political Parties

Minutes for Topic: 83

Topic: The Electoral Process

Minutes for Topic: 160

Unit: Civil Liberties and Rights

Unit Description: This unit will examine individual rights, freedoms, and expectations expressed in the Constitution, the Amendments, and Court decisions. "Our nation's system of government is based on constitutional law established by the Constitution." (Fraga, p.279)

Unit Big Ideas:

Protecting Constitutional Rights

First Amendment Freedoms.

Protecting Individual Liberties

Crime and Punishment

Topic: Protecting Constitutional Rights

Minutes for Topic: 160

Topic: First Amendment Freedoms

Minutes for Topic: 160

Topic: Protecting Individual Freedoms

Minutes for Topic: 83

Topic: Crime and Punishment

Minutes for Topic: 83

Topic: Civil Rights and Discrimination

Minutes for Topic: 83

Topic: Equal Justice Under the Law

Minutes for Topic: 83

Topic: Civil Rights Laws

Minutes for Topic: 83

Topic: Citizenship and Immigration

Minutes for Topic: 83

Unit: Understanding Elections

Timeline: 2 Weeks

Unit

Description: In this unit, students will learn the importance, process, and representations of elections.

Unit Big Ideas:

Election Campaigns

Campaign Funding

Political Action Committees

Federal Funding

Federal Election Commission

Election Day

The Voters

The Process of registering and voting

Topic: Election Campaigns

Minutes for Topic: 83

Topic: Campaign Planning

Minutes for Topic: 83

Topic: Conducting a Campaign

Minutes for Topic: 83

Topic: Funding a Campaign

Minutes for Topic: 83

Topic: Interest Groups, PACs, and Soft Money**Topic: Political Participation**

Minutes for Topic: 83

Topic: The Voting Process

Minutes for Topic: 83

Unit: Supreme Court Cases

Timeline: 1 Weeks

Unit

Description: Students will examine key Supreme Court Cases.

Unit Big Ideas:

Freedoms of Expression

Securing Individual Rights
Due Process
Individual v. Society
The Supreme Court and Federalism

Topic: Freedom Of Expression

Minutes for Topic: 83

Topic: Fourth, Fifth, and Sixth Amendment Cases

Minutes for Topic: 83

Topic: Due Process and the 14th Amendment

Minutes for Topic: 83

Topic: Federalism and States' Rights

Minutes for Topic: 83

Unit: Foreign Policy

Timeline: 1 Weeks

Unit Description: Foreign Policy is a nation's plans and procedures for dealing with other countries. In a global society it is important to be involved and aware of world events. This unit will address U.S. Foreign Policy through its history and changing events through the present day.

Unit Big Ideas:

Foreign Policy Choices in a Complex World
How Domestic Actors Affect Foreign Policy
Foreign Policy and International Institutions
Foreign Policy Challenges

Topic: Foreign Policy Choices

Minutes for Topic: 83

Topic: Domestic Actors in Foreign Policy

Minutes for Topic: 83

Topic: Foreign Policy and International Institutions

Minutes for Topic: 83

Topic: Foreign Policy Challenges

Minutes for Topic: 83

Unit: Comparative Political and Economic Systems

Timeline: 1 Weeks

Unit Description: This Unit - students will compare and contrast differing political and economic systems

Unit Big Ideas:

Democratic Governments
Authoritarian Governments
Capitalism
Socialism
Communism
Mixed Economies
Global Trade

Topic: Democratic Governments

Minutes for Topic: 83

Topic: Authoritarian Governments

Minutes for Topic: 83

Topic: Capitalism

Minutes for Topic: 40

Topic: Socialism

Minutes for Topic: 40

Topic: Communism

Minutes for Topic: 40

Topic: Global and Mixed Economies

Minutes for Topic: 40

Unit: State and Local Governments

Timeline: 1 Weeks

Unit

Description: In this unit, students will see how State and Local Governments fit in a Federal System.

Unit Big Ideas:

States and the National Government

State Government

Local Government

Citizen Participation

Topic: Relationship between States and States with the Federal Government

Minutes for Topic: 83

Topic: State Government

Minutes for Topic: 83

Topic: Local Government

Minutes for Topic: 83

Topic: Citizenship

Minutes for Topic: 83