



CIVICS

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: APRIL 20, 2023

COURSE OVERVIEW

Title:	Civics
Grade Level:	Grade 11
Level:	Option I, Option II
Length:	Full Year
Duration:	85 Minute Periods
Frequency:	90 days
Pre-Requisites:	None
Credit:	1 Credit
Description:	<p>The Civics course is the junior requirement for all CHS graduates. The course is designed to meet the Pennsylvania State Standards, Common Core Reading and Writing Standards, and College, Career and Civic Life (C3) Framework for Social Studies State Standards. In a constitutional democracy, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. Civics is the study of how people participate in governing society. Civics requires knowledge of state and local governments, markets, courts and legal systems, civil society, other nations' political and economic systems and practices, and the techniques available to citizens for preserving and changing a society. Students will enroll in either an "Option I" or "Option II" course. The two courses present similar core information, as described above, but the Option I course is geared toward the student who, upon graduation, will enter a trade school or the military, or who will go directly into the work force. The course is intended to prepare students to become fully functioning adult citizens who understand the mechanisms of our government and how to best influence that government through responsible and informed civic participation and decision-making. Fundamental social studies skills and knowledge that are useful before and after graduation will be emphasized. The Option II course is geared for the students who enter a two or four-year college program. While the practical citizenship element is preserved in this course, it is also intended to provide a more traditional academic background that will prepare students for college-level work. Reading and writing expectations and lesson assessments will reflect this college-level orientation.</p>

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTSS	DURATION (DAYS)
1	Introduction to Government	<ul style="list-style-type: none"> • Why governments are necessary • How the first governments formed • How different forms of government impact their citizens • How personal beliefs influence political ideology 	8 Days
2	Origins of American Democracy	<ul style="list-style-type: none"> • Why the colonists revolted against Great Britain • The principles of the first government of the United States • The effect of compromise on the development of the United States Constitution • How the underlying principles of the Constitution affect the operation of government 	8 Days
3	Legislative Branch	<ul style="list-style-type: none"> • The Constitutional basis for the legislative branch • How Congress functions within the basic principles of the Constitution • How congressional leadership bodies impact the legislative process • How a bill becomes a law • How congresspersons make decisions 	10 Days
4	Executive Branch	<ul style="list-style-type: none"> • The Constitutional powers/responsibilities of the President • How formal qualifications and informal characteristics affected presidential selection • The evolution of presidential influence and power have evolved throughout U.S. history • How the principles of the Constitution impact the presidency • The Federal bureaucracy • The Electoral College 	10 Days
5	Judicial Branch	<ul style="list-style-type: none"> • The constitutional powers and responsibilities of the judicial branch • How U.S. Supreme Court justices decide cases • The structure of the federal court system • How political ideologies affect Supreme Court nominations and decisions 	10 Days

6	Civil Rights and Civil Liberties	<ul style="list-style-type: none"> • The civil liberties and rights included in the Constitution • The interpretation of civil liberties over time • How civil rights have evolved over time 	10 Days
7	State and Local Government	<ul style="list-style-type: none"> • Differences between state and federal government • How citizens can change state government • The role of state and local government in providing services 	8 Days
8	Political Influencers	<ul style="list-style-type: none"> • How political parties impact American government • How and why interest groups form • The impact of campaign logistics on elections • How different types of media influence campaigns 	10 Days
9	Civic Duty and the Electorate	<ul style="list-style-type: none"> • The duties, responsibilities, benefits, and requirements of American citizenship • How an individual fulfills their role as a member of the electorate in the United States 	8 Days
10	Economics	<ul style="list-style-type: none"> • How financial decisions impact credit and personal financial stability • How the laws of supply and demand affect the consumer • The effect of government regulation on the economy and consumer habits 	8 Days

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILLS/PRACTICE	DESCRIPTION
Evaluate the Constitution	Understand the underlying principles, reasons for compromise, and the rights of the individual.
Evaluate the process of making a law	Understand the role of the President, Congress, and the courts in the law-making process.
Assess the impact of Supreme Court cases	Understand the impact landmark Supreme Court cases have had on the direction of our country.
Apply viewpoints from the political spectrum to the governing process	Understand the impact of political ideology on the governing process.
Compare the impact of federal, state and local governments	All three levels of government impact the student's life, and they should be able to analyze such impacts.
Appraise the impact of political influencers	Students will recognize the impact of the media, interest groups, and political parties on the election process.
Critique active citizenship	Students will make decisions about their level of participation in elections, peaceful protests, and community service.
Formulate a definition of fiscal responsibility	Students will understand the necessary components of being a financially responsible individual within a large market economy.

UNIT 1

Unit Title	Introduction to Government		
Unit Description	Governments are necessary for the protection of citizens and the survival of a civilization. The relationship between governments and their people determines the extent of a government's power.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
Why are governments necessary? 2 Days	<input type="checkbox"/> Differentiate between anarchy and government. <input type="checkbox"/> Analyze different examples and/or theories about the necessity of government. <input type="checkbox"/> Evaluate why governments are necessary.	Vocabulary: government, anarchy, legislative power, executive power, judicial power, state, sovereign, socialization Documents: Locke's <i>Second Treatise</i> , Hobbes's <i>Leviathan Frontispiece</i>	5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
How did the first governments form? 2 Days	<input type="checkbox"/> Compare and contrast how the four major theories of how world governments formed. <input type="checkbox"/> Evaluate the strengths and weaknesses of the theories.	Concepts: -evolutionary theory -force theory -divine right theory -social contract theory Documents: Locke's <i>Two Treatises of Government</i> , Montesquieu's <i>Spirit of the Laws</i> , Rousseau's <i>The Social Contract</i> , Hobbes's <i>Leviathan</i>	5.1.12.B Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

<p>How do different forms of government impact their citizens?</p> <p>2 Days</p>	<p><input type="checkbox"/> Compare and contrast different types of world governments.</p> <p><input type="checkbox"/> Evaluate the strengths and weaknesses of various systems of government.</p>	<p>Vocabulary: democracy, authoritarianism</p> <p>Concepts: -systems of government</p>	<p>5.3.12.B Compare and contrast policy-making in various contemporary world governments.</p> <p>5.2.12.A Evaluate an individual's civil rights, responsibilities, and obligations in various contemporary governments.</p>
<p>How do personal beliefs influence political ideology?</p> <p>2 Days</p>	<p><input type="checkbox"/> Align beliefs about government with the political spectrum.</p> <p><input type="checkbox"/> Categorize personal beliefs in the context of modern politics.</p> <p><input type="checkbox"/> Evaluate modern political philosophies.</p>	<p>Vocabulary: left/right spectrum, liberal, moderate, conservative</p>	<p>5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life (liberty/freedom, democracy, justice, equality).</p> <p>5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p>

UNIT 2

Unit Title	Origins of American Democracy		
Unit Description	Having suffered under a strong monarchy and a weak confederation, the nation’s founders worked to build a balanced government that would provide stability and security for the nation while preserving individual liberty for the people and the separate states.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
Why did the colonists revolt against Great Britain? 2 Days	<input type="checkbox"/> Examine reasons for the American Revolution. <input type="checkbox"/> Analyze the Declaration of Independence and related primary texts to conclude why the colonists revolted against England. <input type="checkbox"/> Evaluate the experiences of the Founding Fathers who influenced the formation of the American government.	Vocabulary: democracy, republic, preamble, grievances Documents: Magna Carta, English Bill of Rights, Declaration of Independence People: King John, King George III, Thomas Jefferson, John Adams, Benjamin Franklin, George Washington	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.C Evaluate the application of the principles and ideals in contemporary civic life (liberty/freedom, democracy, justice, equality).
What were the principles of the first government of the United States? 2 Days	<input type="checkbox"/> Explain state and federal powers in the Articles of Confederation. <input type="checkbox"/> Evaluate the weaknesses of the Article of Confederation, and its influence on the Constitution.	Vocabulary: confederation, executive, legislative, and judicial powers Documents: <i>Articles of Confederation</i>	5.1.C.D Evaluate state and federal powers based on significant documents and other critical sources.

<p>How did compromise affect the development of the Constitution?</p> <p>2 Days</p>	<p><input type="checkbox"/> Analyze the competing positions held by the Framers when creating the U.S. Constitution.</p> <p><input type="checkbox"/> Analyze arguments for and against the ratification of the Constitution.</p> <p><input type="checkbox"/> Evaluate powers of government based on the compromises that came out of the Constitutional Convention.</p>	<p>Vocabulary: bicameral legislature, electoral college</p> <p>Concepts: -large states vs. small states</p> <p>Documents: <i>Virginia Plan, New Jersey Plan, Connecticut Compromise, U.S. Constitution</i></p>	<p>5.1.C.D Evaluate state and federal powers based on significant documents and other critical sources.</p>
<p>How do the underlying principles of the U.S. Constitution affect the policy and operation of government?</p> <p>2 Days</p>	<p><input type="checkbox"/> Appraise how the Preamble to the Constitution affects the principles of American government.</p> <p><input type="checkbox"/> Explain the structure of the U.S. Constitution.</p> <p><input type="checkbox"/> Evaluate the principles of American democracy based on the Constitution.</p>	<p>Vocabulary: limited government, checks and balances, separation of powers, federalism, popular sovereignty, rule of law, judicial review</p> <p>Concepts: -Underlying principles behind American democracy.</p> <p>Documents: <i>U.S. Constitution</i></p>	<p>5.1.C.D Evaluate state and federal powers based on significant documents and other critical sources.</p>

UNIT 3

Unit Title	Legislative Branch		
Unit Description	The bicameral legislature of the United States is responsible for the lawmaking process within the principles of the Constitution.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What is the constitutional basis for the legislative branch?</p> <p>2 Days</p>	<input type="checkbox"/> Analyze the constitutional powers and authority of the legislative branch, as outlined by Article I of the Constitution. <input type="checkbox"/> Analyze the powers and responsibilities of modern-day members of the U.S. House of Representatives and Senate.	<p>Concepts: -powers and responsibilities of members of U.S. Congress</p> <p>Documents: Article 1 of the <i>U.S. Constitution</i></p>	<p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p>
<p>How does Congress function within the basic principles of the Constitution?</p> <p>1 Day</p>	<input type="checkbox"/> Analyze the text of the Constitution to distinguish how the legislative branch functions within the seven key constitutional principles. <input type="checkbox"/> Evaluate how the seven key constitutional principles impact the legislative branch.	<p>Concepts: -the seven key constitutional principles</p> <p>Documents: Article I of the <i>U.S. Constitution</i></p>	<p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p>

<p>How do congressional leadership bodies impact the legislative process?</p> <p>1 Day</p>	<p><input type="checkbox"/> Evaluate the importance of the committee structure in Congress.</p> <p><input type="checkbox"/> Distinguish the major positions of leadership in Congress (Speaker, Minority and Majority leader, President pro tempore, Vice President, Party Whips).</p>	<p>Vocabulary: term, partisan, bipartisan</p> <p>Concepts: -roles of committees in U.S. Congress</p> <p>Documents: Article I of the <i>U.S. Constitution</i></p>	<p>5.3.12.C</p> <p>Evaluate how government agencies create, amend, and enforce regulations.</p>
<p>How does a bill become a law?</p> <p>3 Days</p>	<p><input type="checkbox"/> Describe the process of how a bill becomes a law.</p> <p><input type="checkbox"/> Evaluate the difference between the rules of the House and the Senate.</p>	<p>Vocabulary: rider, veto, filibuster, constituent</p> <p>Concepts: -process of how a bill becomes a law</p> <p>Documents: <i>Rules and Procedures in the U.S. House of Representatives, Rules and Procedures in the U.S. Senate</i></p>	<p>5.3.12.C</p> <p>Evaluate how government agencies create, amend, and enforce regulations.</p>
<p>How do Congresspersons make decisions?</p> <p>3 Days</p>	<p><input type="checkbox"/> Evaluate the process of how a bill becomes a law.</p> <p><input type="checkbox"/> Apply political spectrum to the law-making process.</p>	<p>Vocabulary: political ideology, personal convictions, voters, colleagues, staff, party, interest groups, presidents</p> <p>Concepts: -factors that influence members of Congress</p>	<p>5.3.12.C</p> <p>Evaluate how government agencies create, amend, and enforce regulations.</p>

UNIT 4

Unit Title	Executive Branch		
Unit Description	The executive branch of the United States is responsible for the enforcement of law within the principles of the Constitution.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What are the Constitutional powers and responsibilities of the President?</p> <p>1 Day</p>	<input type="checkbox"/> Analyze the constitutional basis for the executive branch.	<p>Concepts:</p> <ul style="list-style-type: none"> -President’s job description -executive power <p>Documents:</p> <p>Article II of the <i>U.S. Constitution</i></p>	<p>5.3.12.A</p> <p>Analyze the changes in power and authority among the three branches of government over time.</p>
<p>How have formal qualifications and informal characteristics affected Presidential selection?</p> <p>1 Day</p>	<input type="checkbox"/> Analyze and evaluate informal qualifications, duties, and roles of the President.	<p>Concepts:</p> <ul style="list-style-type: none"> -formal qualifications for the President -differing opinions on informal characteristics for the President <p>Documents:</p> <p>Article II of the <i>U.S. Constitution</i></p>	<p>5.3.12.A</p> <p>Analyze the changes in power and authority among the three branches of government over time.</p>

<p>How has presidential influence and power evolved throughout American history?</p> <p>1 Day</p>	<p><input type="checkbox"/> Analyze and evaluate the change in presidential power over time.</p>	<p>Concepts: -growth of executive power over the history of the U.S.</p> <p>Documents: G. Washington’s <i>Farewell Address</i>, <i>Louisiana Purchase</i>, A. Lincoln’s <i>Emancipation Proclamation</i>, T. Roosevelt’s <i>Corollary to the Monroe Doctrine</i>, J. F. Kennedy’s <i>Inaugural Address</i></p>	<p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p>
<p>How do the principles of the Constitution impact the presidency?</p> <p>2 Days</p>	<p><input type="checkbox"/> Analyze and distinguish how the executive branch functions within the seven basic constitutional principles (popular sovereignty, limited government, federalism, checks and balances, separation of powers, rule of law, judicial review).</p> <p><input type="checkbox"/> Analyze the factors that influence presidential decisions.</p>	<p>Vocabulary: popular sovereignty, limited government, federalism, checks and balances, separation of powers, rule of law, judicial review</p> <p>Concepts: -seven key constitutional principles</p> <p>Documents: Article II of the <i>U.S. Constitution</i></p>	<p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p>
<p>Who is involved in helping the president fulfill the many roles and responsibilities?</p> <p>3 Days</p>	<p><input type="checkbox"/> Analyze the organizational authority, power structure, and function of the executive departments and the importance of the federal bureaucracy.</p>	<p>Vocabulary: cabinet, bureaucracy</p>	<p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p>

<p>How is the President's election different than other members of the federal government?</p> <p>2 Days</p>	<p><input type="checkbox"/> Evaluate the impact and effectiveness of the Electoral College system.</p>	<p>Vocabulary: electoral college</p> <p>Concepts: -winner-take-all system</p> <p>Documents: Article II of the <i>U.S. Constitution</i></p>	<p>5.3.12.E</p> <p>Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.</p>
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UNIT 5

Unit Title	Judicial Branch		
Unit Description	The judicial branch of the United States is responsible for the interpretation of law within the principles of the Constitution.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What are the constitutional powers and responsibilities of the judicial branch?</p> <p>2 Days</p>	<input type="checkbox"/> Analyze the constitutional basis for the judicial branch. <input type="checkbox"/> Analyze the U.S. Supreme Court’s case acceptance powers/responsibilities. <input type="checkbox"/> Compare how the judicial branch functions within the seven constitutional principles.	<p>Vocabulary: popular sovereignty, limited government, federalism, checks and balances, separation of powers, rule of law, judicial review</p> <p>Concepts: -seven key constitutional principle</p> <p>Documents: Article III of the <i>U.S. Constitution</i></p>	<p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p>

<p>How do U.S. Supreme Court justices decide cases?</p> <p>2 Days</p>	<p><input type="checkbox"/> Analyze the U.S. Supreme Court’s power to exercise judicial review.</p> <p><input type="checkbox"/> Analyze <i>Marbury v. Madison</i> (1803), the landmark U.S. Supreme Court case establishing judicial review.</p>	<p>Concepts: -judicial review</p> <p>Documents: <i>Marbury v. Madison</i> (1803)</p>	<p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p> <p>5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p>
<p>How does the structure of the federal judiciary system impact case law?</p> <p>3 Days</p>	<p><input type="checkbox"/> Analyze the judicial process from trial to appeal.</p> <p><input type="checkbox"/> Analyze the structure and organization of the dual court system (federal and state).</p> <p><input type="checkbox"/> Analyze how court decisions have affected principles and ideals of government and civic life.</p>	<p>Concepts: -original and appellate jurisdiction -federal and state court jurisdiction</p> <p>Documents: <i>Dred Scott v. Sandford</i> (1857)</p>	<p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p> <p>5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p>
<p>How do political ideologies affect Supreme Court confirmations and decisions?</p> <p>3 Days</p>	<p><input type="checkbox"/> Evaluate political ideologies of judicial nominees.</p> <p><input type="checkbox"/> Analyze the role of political ideologies in the judicial nomination and confirmation process.</p>	<p>Concepts: -nomination and confirmation process -judicial activist vs. strict constructionist</p> <p>Documents: Supreme Court justice biographies</p>	<p>5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.</p>

UNIT 6

Unit Title	Civil Rights and Civil Liberties		
Unit Description	Through interpretation, the Supreme Court is responsible for ensuring that civil liberties and rights are enjoyed by all citizens.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What are the civil liberties and rights included in the Constitution?</p> <p>2 Days</p>	<input type="checkbox"/> Analyze the civil liberties/rights that are guaranteed by the Bill of Rights and other Amendments to the U.S. Constitution. <input type="checkbox"/> Assess the difference between civil rights and civil liberties.	<p>Vocabulary: civil rights, civil liberties</p> <p>Documents: <i>Bill of Rights</i></p>	<p>5.1.12.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.</p>

<p>How have civil liberties been interpreted over time?</p> <p>5 Days</p>	<p><input type="checkbox"/> Analyze landmark U.S. Supreme Court interpretations of...</p> <ul style="list-style-type: none"> - freedom of expression - freedom of religion - right to bear arms - right to privacy - rights of the accused <p><input type="checkbox"/> Evaluate how individual rights may conflict with or support the common good.</p>	<p>Vocabulary: freedom of expression, freedom of religion, right to bear arms, right to privacy, and rights of the accused</p> <p>Concepts: -civil liberties</p> <p>Documents: Bill of Rights (Amendments 1, 2, 4, 5, 6, and 8), 14th Amendment, landmark cases i.e.:</p> <ul style="list-style-type: none"> - <i>Tinker v. Des Moines</i> - <i>Engel v. Vitale</i> - <i>Mapp v. Ohio</i> - <i>Gideon v. Wainwright</i> - <i>Miranda v. Arizona</i> 	<p>5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p>
<p>How have civil rights evolved over time?</p> <p>3 Days</p>	<p><input type="checkbox"/> Analyze the civil rights amendments to the U.S. Constitution.</p> <p><input type="checkbox"/> Analyze the role of precedent in the expansion of civil rights.</p> <p><input type="checkbox"/> Analyze the role of civil disobedience in the definition of civil rights.</p> <p><input type="checkbox"/> Assess the ability of the average citizen to impact the pursuit of justice.</p>	<p>Concepts: -history of the civil rights movement from the 14th Amendment through today -civil disobedience</p> <p>Documents: Amendments 13, 14, & voting amendments (15, 19, 23, 24, 26), landmark cases regarding protected groups i.e.:</p> <ul style="list-style-type: none"> - <i>Plessy v. Ferguson</i> - <i>Brown v. Board of Education</i> - <i>Loving v. Virginia</i> - <i>Obergefell v. Hodges</i> 	<p>5.1.12.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.</p> <p>5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p>

UNIT 7

Unit Title	State and Local Government		
Unit Description	Citizens are subjects to the federal, state, and local governments.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How is the structure of PA government different from that of the federal government? 1 Day	<input type="checkbox"/> Compare and contrast the powers and structure of the federal government with state governments. <input type="checkbox"/> Identify and define the kinds of law applied in State courts.	Concepts: -comparison of president to governor -court systems -jurisdiction Documents: <i>U.S. Constitution, Pennsylvania Constitution</i>	5.3.12.A Analyze the changes in power and authority among the three branches of government over time. 5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.
How do citizens change state government? 2 Days	<input type="checkbox"/> Explain the varying ways of state revisions to their constitutions (amendments, initiative, and referendum).	Vocabulary: initiative, referendum, recall Documents: <i>Pennsylvania Constitution</i>	5.2.12.A Evaluate an individual's civil rights, responsibilities, and obligations in various contemporary governments. 5.3.12.B Compare and contrast policy-making in various contemporary world governments.

<p>What services do state and local governments provide to citizens?</p> <p>5 Days</p>	<p><input type="checkbox"/> Explain how state and local governments raise revenue.</p> <p><input type="checkbox"/> Analyze how a town like Carlisle can pay for education, increase business, and help those in need.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> -county, township -borough -municipality -property tax -increase business -help the needy <p>Documents:</p> <p><i>Bankruptcy of Detroit, MI (or similar local case study), Carlisle Town Charter, Carlisle Borough Code</i></p>	<p>5.3.12.B</p> <p>Compare and contrast policymaking in various contemporary world Governments.</p> <p>5.3.12.C</p> <p>Evaluate how government agencies create, amend, and enforce regulations.</p>
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UNIT 8

Unit Title	Political Influencers		
Unit Description	The functioning of American government is shaped by political parties, interest groups, and the media.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do political parties impact the running of American government? 2 Days	<input type="checkbox"/> Detail the history of political parties. <input type="checkbox"/> Evaluate the five main tasks of a political party (pick candidates, run campaigns, give cues to voters, articulate policies, coordinate policymaking). <input type="checkbox"/> Explain how political parties impact the running of government. <input type="checkbox"/> Analyze the impact of third parties on American politics.	Vocabulary: primary elections, caucus, convention, incumbent Documents: Republican Party Platform, Democrat Party Platform	5.3.C.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy. 5.2.C.C Evaluate political leadership and public service in a republican form of government.
How do strong opinions lead to the development of interest groups? 3 Days	<input type="checkbox"/> Describe why political action committees (PACs) developed and how they influence government. <input type="checkbox"/> Identify different types of interest groups. <input type="checkbox"/> Explain how the relationship between a political party and an interest group can affect public policy.	Vocabulary: lobbying, propaganda, political influence, economic, government, civil rights and single-interest types of groups Documents: Interest groups' charters	5.3.C.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

<p>How do the logistics of campaigns impact elections?</p> <p>2 Days</p>	<p><input type="checkbox"/> Analyze the role of money in campaigns, including campaign finance reform, PACs' hard and soft money, issue advertising, personal wealth, and the general high cost of campaigning.</p>	<p>Vocabulary: funding, hard money, soft money, dark money</p> <p>Documents: Federal Election Commission (FEC) regulations</p>	<p>5.3.9.D. Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.</p>
<p>How do different types of media influence campaigns?</p> <p>3 Days</p>	<p><input type="checkbox"/> Identify influence of different forms of media (i.e. print, electronic, social).</p> <p><input type="checkbox"/> Evaluate media information to determine validity.</p>	<p>Vocabulary: fake news, bias, ESCAPE (method of assessing news resources for validity – evidence, sources, context, audience, purpose and execution), exit polls</p> <p>Documents: Newseum Media Literacy</p>	<p>5.3.C.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.</p> <p>6.2.C.C Analyze how media affects economic decisions.</p>

UNIT 9

Unit Title	Civic Duty and the Electorate		
Unit Description	A democracy is all about “the people” as citizens who actively participate in government. Without the people’s participation, democracy cannot exist.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
What are the duties, responsibilities, benefits, and requirements of American citizenship? 3 Days	<input type="checkbox"/> Analyze the concepts of “citizenship.” <input type="checkbox"/> Identify the steps of the naturalization process.	Vocabulary: quota, naturalization, community service Concepts: service learning project Documents: Immigration Naturalization Acts, Citizenship Exam	5.2.C.A. Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system. 5.2.C.D Evaluate and demonstrate what makes competent and responsible citizens.
How can individuals fulfill their role as a member of the electorate in the United States? 5 Days	<input type="checkbox"/> Identify your role as a voter <input type="checkbox"/> Analyze voter turnout in America, as regards to who votes and why. <input type="checkbox"/> Evaluate the impact of polls on voters.	Vocabulary: non-voter, cannot-voter, poll analysis, absentee ballot, provisional ballot, mail-in ballot Documents: Pew Research Center, <i>U.S. Constitution</i>	5.2.C.A Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system. 5.2.C.D Evaluate and demonstrate what makes competent and responsible citizens.

UNIT 10

Unit Title	Economics		
Unit Description	Government operates within the context of certain economic principles and systems. These principles and systems impact the individuals and businesses within the context of government regulation.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do financial decisions impact credit and personal financial stability? 3 Days	<input type="checkbox"/> Manage a personal finance portfolio (checking account, savings account, investments, loans, credit cards).	Vocabulary: interest, Annual Percentage Rate (APR), savings, credit Concepts: positive and negative impacts on credit Documents: Experian Credit Report	6.5.12.B Evaluate how changes in education, incentives, technology, and capital investment alter productivity.
How do the laws of supply and demand affect the consumer? 3 Days	<input type="checkbox"/> Compare and contrast the laws of supply and demand. <input type="checkbox"/> Describe the business cycle and the key measures of the cycle (unemployment, inflation, recession, expansion and GDP).	Vocabulary: market economy, elasticity, supply, demand, price, scarcity, opportunity cost Documents: <i>Wealth of Nations</i>	6.2.12.D Predict how changes in supply and demand affect equilibrium price and quantity sold.

<p>What is the effect of government regulation on the economy and consumer habits?</p> <p>2 Days</p>	<p><input type="checkbox"/> Examine the different types of taxes and systems of taxation.</p>	<p>Vocabulary: invisible hand, corporation, partnership, sole proprietorship, business models, monopoly, competition, subsidy, allocation</p> <p>Documents: Rules for corporations</p>	<p>6.1.C.C Explain the opportunity cost associated with government policies.</p>
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ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one-to-one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)