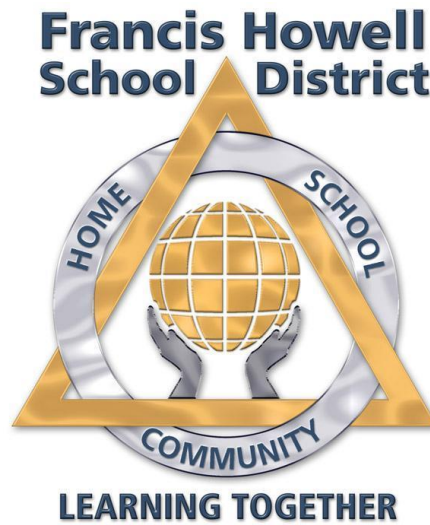


# American Government-Grade 11 Social Studies Curriculum



**Board Approved: May 21, 2015**

# Francis Howell School District

## Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

## Vision Statement

Every student will graduate with college and career readiness skills.

## Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

## Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

## Philosophy

Francis Howell School District believes an effective social studies program is the foundation for responsible citizenship and prepares our students to be productive citizens in a global democratic society. We believe a social studies program needs to develop in students a deep understanding of how to know, how to apply what they know, and how to participate in building a future. We believe that social studies is a relevant and dynamic discipline. The Francis Howell School District agrees with the Board of Directors of the National Council for the Social Studies, the primary membership organization for social studies educators, following definition:

“Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

- Civics: To develop responsible citizens who possess commitment to the values and principles that is necessary to the preservation and improvement of American constitutional democracy.
- Government: To provide students with an understanding of the development, purpose and operations of political systems in order for them to make informed decisions and rational judgments as a member of their community and as a citizen in a global society.
- History: To develop an ability to explain patterns of historical succession and change to form a better understanding of current events and the future of our global society. An understanding of United States' past develops an appreciation of our nation's heritage and builds an enduring legacy for posterity.
- Geography: To develop the ability to utilize, analyze, and explain information about human and physical features of places and regions. Students need to possess knowledge of how humans and physical environment interact.
- Economics: To develop an understanding and application of the principles and concepts of economics in order to be prepared to make wise personal decisions and to take part in our global economies.

### **American Government Course Rationale**

The basis of democracy is an educated citizenry. To participate in government, all students must understand their rights and responsibilities. Students must understand the role of a citizen so they can be a positive influence on society during their adult life.

### **American Government Course Description**

This course will develop student understanding and competence in American citizenship. Fulfillment of expectations will be achieved through the student's participation in activities focusing on the foundation and application of American government, comparative political and legal systems, and contemporary foreign policy. The students will understand and analyze the rights and responsibilities of citizenship in Missouri and the United States. This course will fulfill Missouri state graduation requirements. Students will be required to take and pass both the Missouri Constitution Test and United States Constitution Test in accordance with Missouri Statute 170.011

### **American Government Board Approved Textbook**

Title: Magruder's American Government © 2016  
Publisher: Pearson  
ISBN: 9780133328493  
Replacement Cost: \$ 84.97 (until 2021)

### **Curriculum Writing Committee (2014-2015)**

Katie Bange	Francis Howell High School
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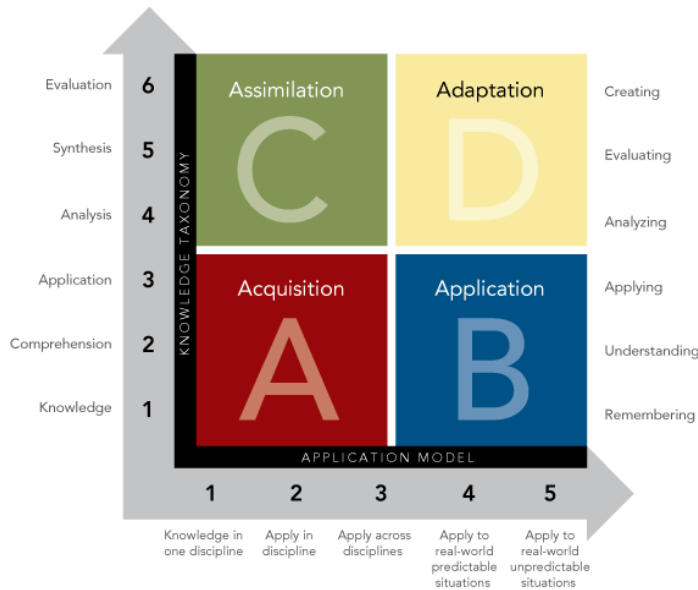
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## Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

### ***Rigor and Relevance Framework***

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.



## **21st Century Skills**

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

## **Standards**

Standards aligned to this course can be found:

### **Missouri Social Studies Course Level Expectations Standards**

<https://dese.mo.gov/sites/default/files/curr-mls-standards-ss-6-12-sboe-2016.pdf>

### **National Educational Technology Standards**

<http://www.iste.org/STANDARDS>

**\*Standards in Bold have been identified as Priority Standards for this course.**

## American Government Transfer Goal and Understandings

**Transfer Goal:** Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

### **Understandings:**

“Students will understand that...”

1. Current political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies of the past and present.
2. As America has become a more multicultural society, the culture and values of diverse ethnic and religious groups have impacted its social customs, practices, and laws.
3. Democratic societies must balance the rights and responsibilities of individuals with the common good.
4. The legislative branch makes laws, the executive branch enforces the laws and the judicial branch interprets laws, although the existence, extent and independence of each branch’s power varies over time.
5. Although political parties have formed for different reasons and have different political agendas, some of their goals may be similar.
6. People with shared political opinions often form political parties and interest groups to advance their shared beliefs and values.
7. The founding principles of our democracy continue to shape public policy today.



American Government Course Map

Semester	Unit Description	Unit Timeline	Performance Event (PE) Summary	PE Standards
1	<p><b>1: Heritage and Structure of the Constitution</b>-Students will investigate the principles expressed in documents shaping constitutional democracy in the United States, analyze the principles and processes of governance systems, analyze the origin and purpose of the United States Constitution, evaluate the ongoing influence of the United States Constitution on American government and the American people.</p>	10 Weeks	<p>Students will write a free response essay that focuses on the powers of Congress. Students will first define powers of Congress and give examples of those powers. Students will then discuss the Supreme Court's majority decision in the <i>McCulloch v. Maryland</i> decision and argue whether the case expands the power of the federal government in relation to the states or vice versa.</p>	GV.3.CC.D
1	<p><b>2: Political Parties, Interest Groups, Voting and Citizenship</b>-Students will learn the skills</p>	6 Weeks	<p>Students will write a free response essay answering the following questions: While interest groups and political parties each play a significant role in the United States political system, they differ in their fundamental goals.</p>	<p>GV.4.GS.A <b>GV.4.PC.A</b></p>

	needed to be an effective citizen-activist, explain what responsibilities Americans have as citizens of this country, investigate the principles expressed in documents shaping constitutional democracy in the United States, and analyze the principles and processes of governance systems.		<ul style="list-style-type: none"> <li>● Identify the fundamental goal of an interest group in the political process.</li> <li>● Identify the fundamental goal of major political parties in the political process.</li> <li>● Describe ONE way by which interest groups support the fundamental goal of <u>political parties</u> in the political process.</li> <li>● Describe ONE way by which political parties support the fundamental goal of <u>interest group</u> in the political process.</li> </ul>	
2	<b>3: Branches of Government</b> -Students will identify and explain the powers and responsibilities of the three branches of the United States government, analyze the structure (including the strengths and weaknesses) of the United States government, and compare and contrast the federal government to state governments.	6 Weeks	<p>Students will write a free response essay answering the following questions:</p> <p><b>Articles I, II, and III of the Constitution list the powers of Congress, the president, and the legislative, executive, and judicial branches of the national government.</b></p> <ul style="list-style-type: none"> <li>● A. List TWO of the powers given to the Congress in the Constitution. <ul style="list-style-type: none"> <li>○ Describe ONE way the Constitution limits the power of Congress.</li> </ul> </li> <li>● B. List TWO powers of the president in the Constitution. <ul style="list-style-type: none"> <li>○ Describe ONE way the Constitution limits the power of the president.</li> </ul> </li> <li>● C. List ONE of the powers of the judiciary in the Constitution. <ul style="list-style-type: none"> <li>○ Describe ONE way the Constitution limits the power of the U.S. Supreme Court.</li> </ul> </li> <li>● D. Which branch is the most powerful branch today? Give one specific example with supporting evidence to support your</li> </ul>	GV.3.CC.C  GV.3.GS.D

			viewpoint.	
2	<p><b>4: Civil Rights and Civil Liberties</b>-Students will assess the role of the United States government in defining and protecting Civil Rights, understand why the Bill of Rights was written and how it was intended to limit the federal government and explain how the Bill of Rights applies to citizens today.</p>	6 Weeks	<p>Students will write a free response essay about the First Amendment by answering the following questions:</p> <ul style="list-style-type: none"> <li>● Identify the FIVE protections given in the First Amendment.</li> <li>● Select TWO of the following cases and identify the First Amendment protection upon which the United States Supreme Court based its decision. <ul style="list-style-type: none"> <li>a. Engel v. Vitale, 1962</li> <li>b. Texas v. Johnson, 1989</li> <li>c. Tinker v. Des Moines, 1969</li> <li>d. Hazelwood v. Kuhlmeier, 1988</li> <li>e. Snyder v. Phelps, 2010</li> </ul> </li> <li>● For EACH case selected describe the Supreme Court's decision and impact in the cases that you selected.</li> </ul>	GV.1.GS.A <b>GV.3.GS.E</b>
2			<b>EOC Testing</b>	
2	<p><b>5: Foreign Policy</b>-Students will analyze the history and development of current United State foreign policy and explain the role of the United States in the modern world.</p>	2-3 Weeks	<p>Students will write a free response essay answering the following questions about American foreign policy:</p> <ol style="list-style-type: none"> <li>A. Define foreign policy.</li> <li>B. List three key players/departments in American foreign policy.</li> <li>C. Explain how American foreign policy has shifted over time. Define isolationism and internationalism in your response.</li> <li>D. Explain ONE current goal of American foreign policy in the 21<sup>st</sup> century. Include an example in your explanation.</li> </ol>	GV.1.CC.E

## Suggested Performance Event: Congressional Hearings

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy</u>	<u>R/R Quadrant:</u>
1, 2, 3, 4, 5, 6, 7	GV.1.CC.C	<p><b>Congressional Hearings</b></p> <ul style="list-style-type: none"> <li>● Objective: Students will present an argument and be prepared to verbally defend their position.</li> <li>● Description: Students will work cooperatively in groups to research and write an argumentative paper answering a free response question. Students will first work individually on a specific part of the question, and then students will combine their writing into one cohesive essay. Students must do research individually and cooperatively to complete the paper and then to prepare to verbally defend their positions to a panel of senators.</li> <li>● Students will use Google Docs to work collaboratively on their papers.</li> <li>● Resources-Teachers interested in participating in this performance event, can get additional resources from the Missouri Bar Association. They will help provide volunteers to be senators, research resources, and cover sub expenses if necessary. Contact the Social Studies Content Leader for information about these resources.</li> <li>● This performance event can be conducted at various points in the school year</li> <li>● Appendix Documents:<a href="#">Congressional Hearings Student Handout</a></li> <li>● Rubrics for Grading: <ul style="list-style-type: none"> <li>○ <a href="#">Rubric for Congressional Hearings</a></li> <li>○ <a href="#">Rubric for Written Response</a></li> </ul> </li> <li>● Other Resources: <ul style="list-style-type: none"> <li>○ <a href="#">Center For Civic Ed-Hearings</a></li> <li>○ <a href="#">Congressional Hearings Handbook</a></li> </ul> </li> </ul>	<p>Research</p> <p>Notetaking</p> <p>Cooperative Learning</p> <p>Public Speaking</p>	D

## Unit 1: Heritage and Structure of the Constitution

<b>Content Area: Social Studies</b>	<b>Course: American Government</b>	<b>UNIT 1: Heritage and Structure of the Constitution</b>
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<p><b>Unit Description:</b>          Students will investigate the principles expressed in documents shaping constitutional democracy in the United States. Students will analyze the principles and processes of governance systems and analyze the origin and purpose of the United States Constitution. Students will evaluate the ongoing influence of the United States Constitution on American government and the American people.</p>	<p><b>Unit Timeline: 10 Weeks</b></p> <ul style="list-style-type: none"> <li>• Heritage (English and Colonial history, Founding documents) - 4 weeks</li> <li>• Constitution (Convention, structure, and principles) - 6 weeks</li> </ul>
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### DESIRED Results

<p><b>Transfer Goal</b> - <i>Students will be able to independently use their learning to.....</i>          understand the historical influences that have shaped our government today.</p>
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**Understandings – Students will understand that... (Big Ideas)**

1. Current political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies of the past and present.
2. As America has become a more multicultural society, the culture and values of diverse ethnic and religious groups have impacted its social customs, practices, and laws.
3. Democratic societies must balance the rights and responsibilities of individuals with the common good.
4. The founding principles of our democracy continue to shape public policy today.

**Essential Questions: *Students will keep considering...***

- What are the most and least effective governmental systems?
- What defines political legitimacy, power and authority?
- How did the Enlightenment change the course of government in the United States?
- What are the varying beliefs about the origins and purpose of government?
- How or why do political systems change?

Unit 1 Standards

Students will know/understand.....	Students Will Be Able to.....	Standards
<p>The difference between primary and secondary sources</p> <p>There is a cause and effect relationship among historical events</p>	<p>Create and use tools to analyze a chronological sequence of events related to a study of government.</p>	<p>GV.1.CC.A</p>
<p>Historical landmark documents:</p> <ul style="list-style-type: none"> <li>● Magna Carta</li> <li>● Enlightenment Writings (Social Contract Theory)</li> <li>● Mayflower Compact</li> <li>● Declaration of Independence</li> <li>● Articles of Confederation</li> </ul>	<p>Explain connections between historical context and peoples' perspectives at the time.</p>	<p>GV.1.CC.B</p>
<p>Heritage - American colonists benefited from a developing English tradition of ordered, limited, and representative government.</p> <p>The Magna Carta was the first document to limit government powers.</p>	<p>Trace the evolution of government in the English colonies to explain American colonists' expectations for self-rule.</p>	<p>GV.2.CC.A</p>
<p>Heritage - Governments fall into 2 broad categories</p> <ul style="list-style-type: none"> <li>● limited government, in which the power of the ruler is limited by a contract, constitution, election, term limits, etc.</li> <li>● unlimited government, in which the ruler has supreme authority</li> </ul> <p>Heritage - The basis of governmental power can come from</p>	<p>Analyze the causes and consequences of a specific issues tied to government as well as the challenges and opportunities faced by those trying to address the problem.</p>	<p>GV.1.CC.E</p>

<p>many sources</p> <ul style="list-style-type: none"> <li>● Military- dictator</li> <li>● Religion- theocracy, some monarchies</li> <li>● The “People”- democracy, republic</li> <li>● Wealth- oligarchies</li> </ul> <p>Heritage - The free enterprise system (laissez faire) of the United States, like democracy, relies on individual freedoms.</p>	<p>Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.</p>	<p>GV.2.CC.B</p>
<p>Heritage - The presidential system of government has a clear division between branches and incorporates a system of checks and balances but can result in prolonged conflict and sometimes deadlock between the executive and legislative branches.</p>	<p>Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.</p>	<p>GV.2.CC.C</p>
<p>The parliamentary system of government combines the executive and legislative branches and avoids the deadlock that can occur in a presidential system, but there is no checks and balances system in place.</p>	<p>Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact of people, groups, and societies.</p>	<p>GV.2.CC.D</p>
<p>Heritage - The primary influences of the United States government are:</p> <ul style="list-style-type: none"> <li>● The Roman Republic</li> <li>● English Parliament and common law</li> <li>● Social Contract theory</li> <li>● Enlightenment philosophers (Hobbes, Locke, Rousseau, Montesquieu)</li> </ul>	<p>Explain how the central debates of the Constitutional Convention were resolved.</p>	<p>GV.3.CC.A</p>
	<p>Explain how concerns over a strong central government were addressed to provide for ratification of the Constitution.</p>	<p>GV.3.CC.B</p>



	Analyze the changing relationship between state and federal governmental power.	GV.3.CC.D
<p>Heritage - The First Continental Congress was created to plan opposition to the British policies.</p> <p>The Second Continental Congress (1775) became the government of the new United States and produced the Declaration of Independence.</p> <p>The newly formed States wrote constitutions that would later influence the making of the United States Constitution.</p> <p>Heritage - The Articles of Confederation set up the first official government of the United States although it contained many weaknesses and did not last.</p> <p>The chaos that was present under the Articles of Confederation led to a movement for change toward a more powerful central government at the Constitutional Convention in 1787.</p>	Analyze how the codification of law impacted early civilizations and shaped enduring concepts government, law, and social order.	GV.2.GS.A
	Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purposes and legacy of the Declaration of Independence.	GV.2.GS.B
	Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government.	GV.2.GS.C

<p>The Constitution - The U.S. Constitution includes fundamental constitutional principles of democracy:</p> <ul style="list-style-type: none"> <li>● Popular Sovereignty</li> <li>● Limited Government</li> <li>● Separation of Powers</li> <li>● Checks and Balances</li> <li>● Judicial Review</li> <li>● Federalism</li> <li>● Representation</li> <li>● Due Process of Law</li> </ul> <p>Marbury v. Madison, 1803, established the principle of judicial review.</p> <p>The Constitution - The US Constitution is considered a living document because it includes an amendment process that allows it to change over time.</p> <p>Many of the Amendments to the Constitution have been added to protect the rights of citizens, including the first ten amendments called the Bill of Rights.</p> <p>The Constitution - There are strengths and weaknesses in a federal system.</p> <p>The U.S. Constitution defines delegated (expressed, implied and inherent), reserved, and concurrent powers of the federal and state governments.</p>	<p><b>Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.</b></p>	<p><b>GV.3.GS.A</b></p>
	<p><b>Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideas of the Declaration of Independence.</b></p>	<p><b>GV.3.GS.B</b></p>
	<p>Analyze the changing relationship between state and federal governmental powers.</p>	<p>GV.3.CC.D</p>
	<p><b>Describe and give examples of how the constitutional principle of checks and balances limits the power of government and leaders.</b></p>	<p><b>GV.3.GS.D</b></p>
	<p><b>Compare the structure and functions of local, state, and federal governments.</b></p>	<p><b>GV.3.GS.F</b></p>

<p>The federal government expands its powers through clauses in the Constitution (Necessary and Proper Clause; Commerce Clause)</p>	<p>Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.</p>	<p>GV.1.G.A</p>
<p>The state governments expand its power through the 10th Amendment.</p>	<p>Analyze the relationship between of the geography of the original 13 colonies on the formation of United States government.</p>	<p>GV.1.G.B</p>
<p>Sometimes, federal, state, and local governments compete for power.</p>	<p>Analyze how geography of North America influenced the governmental systems which developed there.</p>	<p>GV.2.G.A</p>
<p>The Supremacy Clause places the Constitution as the supreme law of the land.</p>	<p>Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles, and structures.</p>	<p>GV.2.EC.A</p>
<p>State, local and federal governments cooperate through clauses in the Constitution's (Full Faith and Credit Clause; Privileges and Immunities Clause; Extradition)</p>	<p>Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.</p>	<p>GV.3.EC.A</p>
<p>McCulloch v. Maryland, 1819, is the first case to settle a clash between a state and the federal government. (Necessary and Proper Clause; Supremacy Clause)</p> <p>The Constitution - Delegates at the Constitutional Convention disagreed on the issue of slavery and how states should be represented in the Constitution.</p> <p>The Virginia Plan, the New Jersey Plan, and the Connecticut Compromise were important to the development of the Constitution.</p> <p>The regional differences that existed within the 13 colonies and</p>	<p>Analyze the varying perspectives of individuals and groups to explain emerging divisions and political philosophies as the United States was founded.</p>	<p>GV.2.PC.A</p>

<p>their impact on their creation of the Constitution.</p> <p>The Constitution - The Federalist Papers were documents written in support of ratification of the U.S. Constitution.</p> <p>Two factions, the Federalists and Anti-federalists, disagreed over the contents of the U.S. Constitution.</p>	Analyze the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.	GV.3.PC.A
	<b>Compare the structure and functions of local, state, and federal governments.</b>	<b>GV.3.GS.F</b>
	Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.	GV.4.PC.C
	<p><b><u>ISTE Standards</u></b></p> <p><b>Creativity and Innovation:</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p>	ISTE 1
	<p><b>Communication and Collaboration:</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	ISTE 2

Unit 1 Assessment

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 3, 4	9-12.GV.3.CC.D <b>9-12 GV.3.GS.F</b>	<p><b>Description of Assessment Performance Task(s):</b></p> <p>American Government Unit 1 Common Assessment Federalism</p> <p><u>Directions:</u> Respond to all parts of each question. It is suggested that you take a few minutes to plan and outline your answer. Include examples where appropriate.</p> <p>The Constitution designed a system in which various types of powers were assigned to different levels of government. Those types of powers are variously described as:</p> <ul style="list-style-type: none"> <li>● Enumerated powers</li> <li>● Reserved powers</li> <li>● Concurrent powers, and</li> <li>● Implied powers</li> <li>● Inherent Powers</li> </ul> <p>Select 3 of the types of powers listed above.</p> <p>A. Define each of the chosen types of powers and give an example of each.</p> <p>B. Identify and summarize the key points of the Supreme Court’s majority decision in the <i>McCulloch v. Maryland</i> case.</p> <p>C. Form an argument to explain whether the case expands the power of the federal government in relation to the states or vice versa.</p>	C

		<p><b>Teacher will assess:</b></p> <p>Students will be assessed on writing arguments focused on discipline-specific content - federalism.</p> <p><b>Performance:</b> <b>Mastery:</b> Students will show that they understand when they achieve a score of 6 out of 8 points on the rubric scoring guide.</p> <p><b>Scoring Guide -</b></p> <p><b>Part A-6 points. One point per definition. One point per example. (Students select three)</b></p> <ul style="list-style-type: none"> <li>● Enumerated powers (expressed powers)-powers written in the Constitution <ul style="list-style-type: none"> <li>○ Example: Coin money, declare war, etc.</li> </ul> </li> <li>● Reserved powers-powers meant to be for the States. They are not an enumerated power of the federal government but they were not denied to the States. <ul style="list-style-type: none"> <li>○ Examples: Schools, voting, etc.</li> </ul> </li> <li>● Concurrent powers-powers that the federal gov and State gov share. <ul style="list-style-type: none"> <li>○ Examples: create laws, to tax, etc.</li> </ul> </li> <li>● Implied powers-powers not explicitly given to the federal gov. They are based on the Necessary and Proper Clause. Powers that are necessary in order to carry out the enumerated powers. <ul style="list-style-type: none"> <li>○ Examples: implement a draft, building of interstate highways, etc.</li> </ul> </li> <li>● Inherent powers - belong to the National Government because it is the government of a sovereign state within the world community. <ul style="list-style-type: none"> <li>○ Examples: regulate immigration, grant diplomatic recognition to other states, etc.</li> </ul> </li> </ul>	
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		<p>Part B-1 point for the facts of the case.</p> <ul style="list-style-type: none"> <li>• A national bank was established, and Maryland tried to tax it. The Supreme Court determined that the federal government had the power to create the bank, even though this power is never expressly mentioned in the Constitution. The establishment of a national bank was allowed under the necessary and proper clause, which gives Congress the authority to make all laws necessary for carrying out its express powers-in this case, the powers to control interstate commerce and the currency. The Court held that Maryland could not tax the bank because “the power to tax is the power to destroy.” This supported the supremacy of the federal government through the Supremacy Clause.</li> </ul> <p>Part C-1 point for proving that the federal government power’s expanded in relation to the power of the States.</p> <ul style="list-style-type: none"> <li>• This decision expanded the power of the federal government to take actions not specifically mentioned in the Constitution (implied powers) and limited the states’ authority over these actions.(Supremacy Clause)</li> </ul> <p><b>*This scoring guide is used for scoring your student based on Mastery Connect Performance Requirements. Individual teachers can score as they wish in classroom gradebook.</b></p> <p>Link to student handout and rubric document:</p> <p>Unit 1 Performance Event Student Handout and Rubric</p> <p><b>*Recommended that all parts of the performance event be checked for understanding individually prior to providing students the performance assessment. (I.E. bell ringers, think pair share, exit slip, jot thoughts, etc). Specific prompt not to be given to student prior to assessment.</b></p>	
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**SAMPLE LEARNING PLAN**

**Pre-assessment:** Students will take the practice EOC test.

[Missouri Practice EOC Test for American Government](#)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy</u>	<u>R/R Quadrant:</u>
4	9-12.GV.2 .CC.D	<p>1. Activity: Students will define forms of government and then discuss the advantages and disadvantages of each form with a partner.</p> <ul style="list-style-type: none"> <li>● Objective: Students will understand the differences and similarities between the varying forms of government and how they have influenced our government.</li> <li>● Appendix Document: <a href="#">Forms of Government</a></li> </ul>	Graphic Organizer	A
3, 4	9-12.GV.2 .CC.B	<p>2. Activity: Watch the film, John Adams HBO Mini Series. Segments 1 and 2</p> <ul style="list-style-type: none"> <li>● Objective: Students will view and discuss the turmoil surrounding the United State’s beginnings.</li> <li>● The focus of watching this video is to have students hear the arguments in support and against the Declaration of Independence during this time period. Students will write down the arguments presented by John Adams of Massachusetts and by Dickenson of Pennsylvania. What are the similarities and differences between their arguments? A whole class discussion will follow the video about what compromises had to be made in order for all colonies to support the Declaration of Independence.</li> <li>● The segments of “John Adams” that relate to this activity are the following: <ul style="list-style-type: none"> <li>○ Part I: 54:00-1:08-Acts being passed by Parliament, end of self-government in Massachusetts, and Boston Tea Party</li> <li>○ Part II: 0:00-1:01-Continental Congress in Philadelphia, Concord, approval given for committee to meet, and the writing of the Declaration of Independence</li> </ul> </li> <li>● Appendix Documents: Video from Learning Commons</li> </ul>	Discussion	B



3, 4	<b>9-12.GV.3 .GS.B</b>	<p>3. Activity: Students will sort quotes from John Locke and Thomas Jefferson and then assign them to the concept that is evident in each quote with a partner.</p> <ul style="list-style-type: none"> <li>● Objective: Students will understand how Thomas Jefferson was influenced by the Enlightenment ideas of John Locke.</li> <li>● Appendix Documents:</li> <li>● <a href="#">Locke and Jefferson Chart</a></li> <li>● <a href="#">Locke and Jefferson quote activity option 1</a></li> <li>● <a href="#">Locke and Jefferson quote activity option 2</a></li> </ul>	Comparison Discussion	B
1, 4	<b>9-12.GV.3 .GS.B</b>	<p>4. Activity: Students will discuss weaknesses of the Articles of Confederation with a partner from a given list of statements.</p> <ul style="list-style-type: none"> <li>● Objective: Students will understand the weaknesses of the Articles and the need for change.</li> <li>● Appendix Documents: <a href="#">Weaknesses of the Articles of Confederation</a></li> </ul>	Discussion Mix-Pair-Share	A
4	<b>9-12.GV.3 .GS.A  9-12.GV.3 .GS.D</b>	<p>5. Activity: Students will create a collaborative multi media presentation (Voice Thread, Google Presentations, Prezi) representing the basic principles of the United States Government. Students must research to find a current event that relates to each principle.</p> <p>These presentations could be shared with students at high schools within FHSD for virtual feedback via Twitter, blog, Today's Meet, Google Docs.</p> <p>Objective: Students will understand the basic principles of the U.S. government.</p> <p>Appendix Documents: <a href="#">Principles of Government Multi-Media Presentation</a></p>	Multi-Media Presentation  Collaboration	B
1, 4	<b>9-12.GV.3 .GS.F</b>	<p>6. Activity: Students will discuss a list of powers with a partner and determine which is a power of the National Government, a power of the State governments and which powers are concurrent powers. Students will complete a Venn Diagram as the class discusses the powers.</p> <ul style="list-style-type: none"> <li>● Objective: Students will begin to understand the concept of federalism to see how power is divided between the state and federal governments.</li> <li>● Appendix Documents: <a href="#">Powers of the Government</a></li> </ul>	Jot Thoughts Discussion Venn Diagram	A



**UNIT RESOURCES**

**Teacher Resources:**

- Magruder’s American Government Textbook © 2016 Chapters 1, 2, and 3
- HBO John Adams Miniseries - episode 1 and 2
- John Green Crash Course - The Constitution, Articles of Confederation and Federalism - <https://www.youtube.com/watch?v=bO7FQsCcbD8>
- Bill of Rights Institute - <http://billofrightsinstitute.org/>
- Cornell Law school - Interactive Constitution - <http://www.law.cornell.edu/constitution/overview>
- The White House Website - <http://www.whitehouse.gov/our-government/the-constitution>

**Student Resources:**

- Magruder’s American Government Textbook © 2016 Chapters 1, 2, and 3
- John Green Crash Course - The Constitution, Articles of Confederation and Federalism - <https://www.youtube.com/watch?v=bO7FQsCcbD8>
- Bill of Rights Institute - <http://billofrightsinstitute.org/>
- Cornell Law school - Interactive Constitution - <http://www.law.cornell.edu/constitution/overview>
- The White House Website - <http://www.whitehouse.gov/our-government/the-constitution>

**Vocabulary:**

Government	Legislative	Executive	Judicial	Constitution	Dictatorship	Theocracy
Democracy (Direct, Indirect)	Sovereign	Autocracy	Oligarchy	Unitary Governmen t	Federal Government	Supremacy Clause
Division of Powers	Confederation	Presidential Government	Parliamentar y	Declaration of	Limited Government	Representative Government

			Government	Independence		
Constitutional Monarchy	Bicameral	Due Process	Representation	Rule of Law	Federalist	Anti-Federalist
Social Contract Theory	Magna Carta	Unicameral	Articles of Confederation	Delegate	Popular Sovereignty	Concurrent Powers
Limited Government	Separation of Powers	Federalism	Amendment process	Unlimited government	Checks and Balances	Majority Rule, Minority Rights
Expressed Powers	Judicial Review	Reserved Powers	Bill of Rights	Delegated powers	Inherent Powers	Implied Powers

## Unit 2: Political Parties, Interest Groups, Voting, and Citizenship

<b>Content Area: Social Studies</b>	<b>Course: American Government</b>	<b>UNIT 2: Political Parties, Interest Groups, Voting and Citizenship</b>
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<b>Unit Description:</b> Students will learn the skills needed to be an effective citizen-activist, explain what responsibilities Americans have as citizens of this country, investigate the principles expressed in documents shaping constitutional democracy in the United States, and analyze the principles and processes of governance systems.	<b>Unit Timeline:</b> 6 weeks
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### **DESIRED Results**

#### **Transfer Goal - *Students will be able to independently use their learning to.....***

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

#### **Understandings – *Students will understand that...***

1. Current political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies of the past and present.
2. As America has become a more multicultural society, the culture and values of diverse ethnic and religious groups have impacted its social customs, practices, and laws.
3. Democratic societies must balance the rights and responsibilities of individuals with the common good
4. Although political parties have formed for different reasons and have different political agendas, some of their goals may be similar.
5. People with shared political opinions often form political parties and interest groups to advance their shared beliefs and values.
6. The founding principles of our democracy continue to shape public policy today.

#### **Essential Questions: *Students will keep considering...***

- What are the civic duties and responsibilities of a citizen of the United States?
- What are the consequences of citizens not participating in a democracy?
- What are political parties and how do they shape American politics?
- What factors influence our political ideology and how do they influence our voting behavior?
- Why do special interest groups play an important role in the political process?
- How have politics been influenced by the impact of mass media?

Students will know.....	Students Will Be Able to.....	Standards
<p>The primary purpose of the two major American political parties is to control government through winning elections to public office.</p> <p>Political parties nominate candidates, rally their supporters, participate in government, develop policy, and act as a watchdog over the other party.</p> <p>The two-party system is a product of historical forces, our electoral system, and the ideological consensus of the American people</p> <p>Many minor parties continue to be active in American politics.</p> <p>The political spectrum including the difference between a liberal and conservative.</p> <p>Social, regional, economic and demographic characteristics of who votes and how they vote.</p>	<p>Create and use tools to analyze a chronological sequence of events related to a study of government.</p>	<p>GV.1.CC.A</p>
<p>States have the power to set voting qualifications but the Constitution places restrictions on how the States use that power.</p> <p>The history of the United States has been marked by a steady expansion of the electorate through the elimination of restrictions on voting qualifications.</p> <p>There are millions of Americans who could vote but do not. Sociological and psychological factors affect whether a person is</p>	<p>Explain connections between historical context and peoples' perspectives at the time.</p>	<p>GV.1.CC.B</p>

<p>likely to vote or not.</p> <p>The nominating process narrows the field of possible candidates for office.</p> <p>Money plays a key role in politics and its use is regulated in today's elections.</p> <p>Public opinion refers to the attitudes of a significant number of people on matters of government and politics.</p> <p>The American public gets information on public issues through several forms of mass media.</p> <p>The influence of mass media on shaping public opinion and policy.</p> <p>Interest groups stimulate interest in public affairs and serve as a vehicle for participation in the political process, but they have been criticized for having influence disproportionate to their size and occasionally using unethical tactics.</p> <p>The United States is a democratic republic, therefore most decision-making and other work of government is accomplished by elected and appointed representatives.</p> <p>Effective citizens are committed to protecting rights for themselves, other citizens, and future generations by upholding their civic duties/responsibilities and are aware of the potential consequences of inaction.</p> <p>The difference between civic duty (required) and civic responsibility (should do).</p>	<p>Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.</p>	GV.1.CC.C
	<p>Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources.</p>	GV.1.CC.D
	<p>Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.</p>	GV.1.CC.E
	<p><b>Explain the powers and responsibilities of citizens and institutions to address and solve problems.</b></p>	<b>GV.4.CC.C</b>
	<p>Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.</p>	GV.1.GS.A
	<p>Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.</p>	GV.1.GS.B

	Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.	GV.3.GS.A
	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.	GV.1.G.A
	Analyze state and federal electoral results to determine the influence of social, regional and demographic characteristics.	GV.4.G.A
	Evaluate the role and influence of contemporary political parties on government.	GV.4.GS.A
	Explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.	GV.4.GS.B



	Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level.	GV.4.GS.C
	Analyze the changing roles of government in the economy throughout United States history.	GV.4.EC.A
	Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.	GV.4.EC.A
	Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.	GV.1.PC.A
	Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments.	GV.1.PC.B

	<b>Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.</b>	<b>GV.4.PC.A</b>
	Evaluate factors that shape public opinion on elections and policy issues.	GV.4.PC.B
	<b><u>ISTE Standards</u></b> <b>Creativity and Innovation:</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	ISTE 1
	<b>Communication and Collaboration:</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	ISTE 2
	<b>Research and Information Fluency:</b> Students apply digital tools to gather, evaluate, and use information.	ISTE 3

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<b>Unit Performance Assessment:</b> <b>Description of Assessment Performance Task(s):</b>	<b>R/R</b> <b>Quadrant</b>
1, 3, 4, 5, 6	9-12.GV.4.G S.A  <b>9-12.GV.4.P</b> <b>C.A</b>	<p>American Government Unit 2 Common Assessment Political Parties and Interest Groups</p> <p><u>Directions:</u> Respond to all parts of each question. It is suggested that you take a few minutes to plan and outline your answer. Include examples where appropriate.</p> <p>While interest groups and political parties each play a significant role in the United States political system, they differ in their fundamental goals.</p> <ul style="list-style-type: none"> <li>● Identify the fundamental goal of an interest group in the political process.</li> <li>● Identify the fundamental goal of major political parties in the political process.</li> <li>● Describe ONE way by which interest groups support the fundamental goal of <u>political parties</u> in the political process.</li> <li>● Describe ONE way by which political parties support the fundamental goal of <u>interest group</u> in the political process.</li> </ul> <p><b>Performance:</b> <b>Mastery:</b> Students will show that they really understand when they achieve a score of 3 out of 4 points on the rubric scoring guide.</p> <p><b>Scoring Guide:</b> <b>Part A-1 Point</b></p> <ul style="list-style-type: none"> <li>● <i>The response must identify a fundamental goal of interest groups in the political process.</i></li> <li>● <i>Acceptable responses may include:</i> <ul style="list-style-type: none"> <li>○ <i>Influence public policy.</i></li> <li>○ <i>Influence Congress/government.</i></li> </ul> </li> </ul>	C

- *Change laws.*
- *Responses can list tactics as long as they specifically connect them to the fundamental goal of*
- *influencing public policy.*

**Part B – 1 Point**

- *The response must identify a fundamental goal of political parties in the political process.*
- *Acceptable responses may include:*
  - *• Elect people to office.*
  - *• Gain control of government. (Responses can earn a point for saying “influence policy” as long as they connect it to winning control of government/electing people to office.)*

**Part C - 1 Point**

- *Acceptable descriptions may include:*
  - *Monetary contributions/political action committee (PAC) donations.*
  - *Donations/Fundraising*
  - *Organization/mobilization of people.*
  - *Media campaigns*
  - *Information*
  - *Lobbying*
  - *Endorsement/recruitment of candidates.*

**Part D – 1 Point**

- *One point is earned for the description of how interest groups support the fundamental goal of political parties in the political process.*
- *Acceptable explanations may include:*
  - *Access/influence policymakers.*
  - *Have like-minded people/policy advocates in office.*
  - *Legislation that helps interest groups.*

**\*This scoring guide is used for scoring your student based on Mastery Connect Performance Requirements. Individual teachers can score as they wish in classroom gradebook.**

**Unit 2 Performance Event and Rubric**

		<p><b>*Recommended that all parts of the performance event be checked for understanding individually prior to providing students the performance assessment. (I.E. bell ringers, think pair share, exit slip, jot thoughts, etc). Specific prompt not to be given to student prior to assessment.</b></p>	
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Unit 2 Sample Lessons

**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy</u>	<u>R/R Quadrant:</u>
5	9-12.GV. 4.GS.A ISTE 2	<p>1. Activity: Students will take a political party Poll Everywhere (<a href="http://www.polleverywhere.com">www.polleverywhere.com</a>) survey. Teacher will need to create a brief survey where students text in their response (conservative, liberal, moderate, unsure).</p> <ul style="list-style-type: none"> <li>Objective: Students will identify their perceived political identity so they can discuss it with the class as they go through the political spectrum.</li> </ul>	Technology	A
5	<b>9-12.GV. 4.PC.A</b>	<p>2. Activity: Students will take a series of political spectrum surveys.</p> <ul style="list-style-type: none"> <li>Objective: Students to identify their position on the political spectrum and candidates they align.</li> </ul> <p>Websites:  <a href="http://www.theadvocates.org/quiz/quiz.php">http://www.theadvocates.org/quiz/quiz.php</a>  <a href="http://www.politicalcompass.org/test">http://www.politicalcompass.org/test</a>  <a href="http://www.isidewith.com/">http://www.isidewith.com/</a>  <a href="http://www.people-press.org/quiz/political-typology/?hc_location=ufi">http://www.people-press.org/quiz/political-typology/?hc_location=ufi</a></p>	Technology	B
1, 2, 5	9-12.GV. 1.CC.C	<p>3. Activity: Students will research and create a multi media presentation (through a variety of technology sources - infographic, glogster, google presentation, etc.) dealing with voter and voter behavior.</p>	Technology Research	C

	9-12.GV. 4.GS.B	Objective: Students will understand how and why to participate in the voting process as part of their civic responsibility. Appendix Documents: <a href="#">Voter and Voter Behavior Assignment</a>		
1, 4, 5	9-12.GV. 4.PC.B ISTE 3	4. Activity: Students will view political campaign ads from 1952 - 2012. Students will discuss what makes an effective ad, social issues influences, funding and political action committees, and change over time. Objective: Students will understand how media impacts elections.  Appendix Documents: <a href="#">Living Room Candidate Worksheet</a> Activity Website: <a href="http://www.livingroomcandidate.org/">http://www.livingroomcandidate.org/</a>	Technology Discussion	B
5	9-12.GV. 1.CC.C 9-12.GV. 4.PC.B	5. Activity: Students will research websites of interest groups. Objective: Students will understand how interest groups affect public policy at the state and federal levels of government.  Activity Website: <a href="http://votesmart.org/interest-groups#.VEZ1c_nF9yw">http://votesmart.org/interest-groups#.VEZ1c_nF9yw</a>  Appendix Documents: <a href="#">Interest Group worksheet</a>	Technology Research	A
5	<b>9-12.GV.</b> <b>4.PC.A</b>  9-12.GV. 4.PC.B  9-12.GV. 4.GS.A	6. Activity: Argumentative writing Objective: Students will make a claim and support it with evidence and reasoning.  Prompt: Political Parties and Interest Groups are central to the inner workings of the American Governmental Systems. Are these necessary components of the system? Form an argument and defend your stance with supporting evidence.  Appendix Documents: <a href="#">Argument Writing Rubric</a>	Argumentative Writing Mock Debate "Vote with your feet"	C
3	9-12.GV. 1.GS.B	7. Activity-Should Americans Be Required to Vote? Objective: Students will read selected documents that give a balanced view to this question and then will participate in a Socratic Seminar.	Socratic Seminar	C

		The “Mini-Qs in Civics” binder is used for this activity, and all three high schools have this as a department resource. Students can complete the hook exercise in class and read the background essay in addition to reading the documents included in this activity. Students will then participate in a Socratic Seminar to discuss this issues, share their thoughts, and develop a viewpoint of their own.		
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## Unit 2 Resources

### UNIT RESOURCES

#### **Teacher Resources:**

- Magruder's American Government Textbook © 2016 Chapters 9, 10, and 11
- Bill of Rights Institute - <http://billofrightsinstitute.org/>
- Presidential Campaign Ads - <http://www.livingroomcandidate.org/>
- <http://votesmart.org/>
- <http://www.theadvocates.org/quiz/quiz.php>
- <http://www.politicalcompass.org/test>
- <http://www.isidewith.com/>
- [http://www.people-press.org/quiz/political-typology/?hc\\_location=ufi](http://www.people-press.org/quiz/political-typology/?hc_location=ufi)

#### **Student Resources:**

- Magruder's American Government Textbook © 2016 Chapters 9, 10, and 11
- Presidential Campaign Ads - <http://www.livingroomcandidate.org/>
- <http://votesmart.org/>
- <http://www.theadvocates.org/quiz/quiz.php>
- <http://www.politicalcompass.org/test>
- <http://www.isidewith.com/>
- [http://www.people-press.org/quiz/political-typology/?hc\\_location=ufi](http://www.people-press.org/quiz/political-typology/?hc_location=ufi)



**Vocabulary**

absentee ballot	ballot	bipartisan	primary	caucus	coalition
consensus	conservative	Democratic Party	Republican Party	independents	incumbent
liberal	moderate	party platform	electorate	third party/minor party	mass media
general election	nomination	nonpartisan	off-year election	political party	partisanship
grass roots	interest group	political action committee (PAC)	political efficacy	lobbying	precinct
candidate	public agenda	public opinion	voter apathy	civic responsibilities	district
electoral college	suffrage	civil rights	civic duties	plurality	initiative
referendum	recall				

Unit 3: Branches of Government

<b>Content Area: Social Studies</b>	<b>Course: American Government</b>	<b>UNIT 3: Branches of Government</b>
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<b>Unit Description:</b> Students will identify and explain the powers and responsibilities of the three branches of the United States government, analyze the structure (including the strengths and weaknesses) of the United States government, and compare and contrast the federal government to state governments.	<b>Unit Timeline:</b> 6 Weeks
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**DESIRED Results**

**Transfer Goal - *Students will be able to independently use their learning to.....***

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**Understandings – *Students will understand that...***

1. Current political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies of the past and present..
2. Democratic societies must balance the rights and responsibilities of individuals with the common good
3. The legislative branch makes laws, the executive branch enforces the laws and the judicial branch interprets laws, although the existence, extent and independence of each branch's power varies over time.
4. The founding principles of our democracy continue to shape public policy today.

**Essential Questions: *Students will keep considering...***

- What are the powers given to each branch of government?
- How does the Constitution prevent the branches of government from abusing its power?

- How are Federal, State, and Local governments related?
- How have the powers of the government branches changed over time?
- How has a branch of government encroached upon the powers of another branch? Is this constitutional?

Students will know/understand.....	Students Will Be Able to.....	Standards
<p>Separation of powers was established in the Constitution to give each branch a different responsibility for law in the United States and thus keep any one branch from becoming too powerful.</p> <p>The legislative branch's role is to make laws; the executive branch enforces the laws; and the judicial branch interprets the laws.</p> <p>The Constitution empowers the legislative branch with the power to propose and pass new laws.</p> <p>U.S. Congress is organized into two houses, the Senate and the House of Representatives with various committees.</p> <p>Basic Qualifications and years of service are structured for U.S.Senators and U.S. Representatives.</p> <p>The House of Representatives is reapportioned after the census. State governments are responsible for redrawing congressional district lines. Gerrymandering is a common practice by political parties.</p> <p>The U.S. Congress has specific enumerated powers granted to them through the Constitution.</p> <p>There is a specific process in the Constitution for the creation and passage of laws.</p> <p>Students know the 16th, 17th, and 27th Amendment and how each relates to the legislative branch.</p> <p>The Missouri General Assembly is the lawmaking body for the state composed of two houses, a Senate and the House of Representatives.</p> <p>Membership and leadership positions of federal and state legislatures.</p>	<p>Create and use tools to analyze a chronological sequence of events related to a study of government.</p>	<p>GV.1.CC.A</p>
	<p>Explain connections between historical context and peoples' perspectives at the time.</p>	<p>GV.1.CC.B</p>
	<p>Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution</p>	<p>GV.3.GS.A</p>
	<p>Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.</p>	<p>GV.3.GS.C</p>

<p>(i.e. Speaker of the House, Majority Leader, Minority Leader, etc.)</p> <p>The Constitution empowers the executive branch with the responsibility to enforce the Constitution and initiate public policy.</p> <p>Basic Qualifications and years of service are structured for the president of the United States.</p> <p>The role of the president’s cabinet to aid and advise the president.</p> <p>Who belongs to the executive branch.</p> <p>The President has specific powers and responsibilities. Presidential power has grown over time.</p> <p>Presidential power by executive orders to influence public policy and law.</p> <p>The Constitution includes the Electoral College in the election process of the President.</p> <p>Qualifications to become President</p> <p>Leadership roles of the President (Chief Diplomat, Chief Executive, Chief Administrator, Chief of Party , Chief Legislator, Chief of State, Chief Citizen, Chief Economist, and Commander in Chief)</p> <p>The role of the legislative and executive in creating and passing the federal budget.</p> <p>Monetary and fiscal policy.</p> <p>Students know the 12th, 20th, 22nd, 23rd, and 25th Amendment and how each relates to the executive branch.</p> <p>The governor is the head of the executive branch for the state governments. The president is the head of the executive branch for the federal government.</p> <p>The duties of the governor as compared to the president.</p> <p>The concepts of justice and constitutionality under the law are both interpreted and defended by the judicial branch.</p>	<p><b>Describe and give examples of how the constitutional principle of checks and balances limits the power of government and the leaders.</b></p>	<p><b>GV.3.GS.D</b></p>
	<p>Trace the significant changes in the role, powers, and size of the three branches of government</p>	<p>GV.3.CC.B</p>
	<p>Trace the changing power relationships between branches of the United State’s government over time.</p>	<p>GV.4.CC.A</p>
	<p>Analyze changing ideals regarding an “active judiciary,” an “active legislature” and an “active executive branch in United States’ governments over time.</p>	<p>GV.4.CC.B</p>

<p>The difference between criminal and civil law.</p> <p>Describe the jurisdiction of federal courts including original, appellate, concurrent and exclusive.</p> <p>Compare and contrast the jurisdiction and structure between the federal and state court system.</p> <p>Describe the process of appointing federal judges. Compare the federal process to the nonpartisan court plan used in Missouri.</p> <p>The decisions of the court including majority opinion, concurring opinion and dissenting opinion.</p> <p>The Constitution creates the Supreme Court and gives Congress the ability to create inferior courts.</p> <p>Judicial review gives courts the ability to determine the constitutionality of the actions of government.</p>	<p>Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.</p>	<p>GV.1.GS.A</p>
	<p>Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.</p>	<p>GV.1.G.A</p>
	<p>Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.</p>	<p>GV.1.EC.A</p>

	<p><b>Explain how the Bill of Rights and subsequent amendments limit the power of government, protected individual liberty, and provide for the quality under the law.</b></p>	<p><b>GS.3.GS.E</b></p>
	<p><b><u>ISTE Standards</u></b>  <b>Creativity and Innovation:</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p>	<p>ISTE 1</p>
	<p><b>Communication and Collaboration:</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	<p>ISTE 2</p>
	<p><b>Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.</b></p>	<p><b>GV.4.PC.</b></p>

	Analyze the cause and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.	GV.1.CC.E
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Unit 3 Assessment

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
3	9-12.GV.3.C C.C  <b>GV.3.GS.D</b>	<p><b>Description of Assessment Performance Task(s):</b></p> <p>American Government                      Unit 3 Common Assessment                      Branches of Government</p> <p><u>Directions:</u> Respond to all parts of each question. It is suggested that you take a few minutes to plan and outline your answer. Include examples where appropriate.</p> <p><b>Articles I, II, and III of the Constitution list the powers of Congress, the president, and the legislative, executive, and judicial branches of the national government.</b></p> <ul style="list-style-type: none"> <li>● A. List TWO of the powers given to the Congress in the Constitution.                             <ul style="list-style-type: none"> <li>○ Describe ONE way the Constitution limits the power of Congress.</li> </ul> </li> <li>● B. List TWO powers of the president in the Constitution.                             <ul style="list-style-type: none"> <li>○ Describe ONE way the Constitution limits the power of the president.</li> </ul> </li> <li>● C. List ONE of the powers of the judiciary in the Constitution.                             <ul style="list-style-type: none"> <li>○ Describe ONE way the Constitution limits the power of the U.S. Supreme Court.</li> </ul> </li> <li>● D. Which branch is the most powerful branch today? Give one specific example with supporting evidence to support your viewpoint.</li> </ul> <p><b>Performance:</b>  <b>Mastery:</b>                      Students will show that they really understand when they achieve a score of 8 out of 10 points on the rubric scoring guide.</p> <p><b>Scoring Guide:</b></p>	C



**Part A-3 Points**

- The response must describe two powers (one point each) of the Constitution given to Congress and one way the Constitution limits (one point) the power of Congress.
- Acceptable responses may include – powers of Congress in the Constitution
  - Any of the expressed powers given to Congress in Article I, Section 8 of the Constitution
  - Power of the Senate to approve treaties by a 2/3rds vote (Article II, Section 2, Clause 2)
  - Power of the Senate to approve presidential appointments (Article II, Section 2, Clause 2)
  - Power of the Senate to conduct impeachment trials (Article I, Section 3, Section 6) and power of the House of Representatives to impeach (Article I, Section 2, Clause 5)
  - Powers of Congress to make laws
  - Acceptable responses may include – limits on the powers of Congress in the Constitution
  - Powers denied to Congress as stated in Article I, Section 9 of the Constitution
  - Checks and Balances – presidential veto, president’s ability to call Congress into special session

**Part B – 3 Point**

- The response must describe two powers (one point each) of the president and one way the Constitution limits (one point) the power of the president.
  - Acceptable responses may include – powers of the president
    - Powers granted to the president in Article II, Section 2
  - Commander in Chief of the Armed Forces
  - Power to make treaties
  - Power to grant pardons and reprieves and power to grant

- clemency
- Power to make recess appointments
- Power to make appointments
  - Powers granted to the president in Article II, Section 3
  - Power to execute and administer laws
- Acceptable responses may include – limits on the power of the president in the Constitution
  - Checks and Balances – impeachment, Senate’s ability to confirm appointments and approve treaties, Legislative branches ability to override presidential vetoes

**Part C – 2 Points**

- The response must describe one power (one point) of the judiciary and one way the Constitution limits (one point) the power of the U.S. Supreme Court.
- Acceptable explanations may include – powers of the judiciary
  - Interpret laws
- Acceptable explanations may include – limits on the power of the judiciary in the Constitution
  - Checks and Balances – remove judges through impeachment; appointment of justices by the other 2 branches

**Part D-2 Points**

- Which branch is the most powerful branch today? Give one specific example with supporting evidence to support your viewpoint.
- The response must state a specific branch that is the most powerful today. (1 point)
- Supporting evidence is 1 point.

		<ul style="list-style-type: none"> <li>● Congress most powerful: power to spend money, declare war, coin money, impeachment power, Commerce Clause, Elastic Clause, Supremacy Clause, etc.</li> <li>● President most powerful: executive orders, executive agreements, appointment powers, executive privilege, enforcement of the laws (or not enforcing), signing statements, etc.</li> <li>● Supreme Court most powerful: legislating from the bench, judicial review, serve for life, etc.</li> </ul> <p><b>*This scoring guide is used for scoring your student based on Mastery Connect Performance Requirements. Individual teachers can score as they wish in classroom gradebook.</b></p> <p><b>Unit 3 Performance Event Assessment and Rubric</b></p> <p><b>*Recommended that all parts of the performance event be checked for understanding individually prior to providing students the performance assessment. (I.E. bell ringers, think pair share, exit slip, jot thoughts, etc). Specific prompt not to be given to student prior to assessment.</b></p>	
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Unit 3 Sample Lessons

**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy</u>	<u>R/R Quadrant:</u>
3	9-12.GV.3 .GS.C  <b>GV.3.GS. D</b>  ISTE 1,2	1. Activity: Students will create a collaborative multimedia presentation (Glogster, Prezi, Google Presentation, VoiceThread) outlining the legislative branch details and membership.  <ul style="list-style-type: none"> <li>Objective: Students will be able to identify characteristics of the legislative Branch and its members.</li> </ul> Appendix Documents: <a href="#">Legislative Branch activity student handout</a>	Research Technology	B
3	9-12.GV.3 .GS.C  <b>GV.3.GS. D</b>  ISTE 1	2. Activity: Students will create and perform/record an original song based on legislative or executive duties, membership, and terms.  <ul style="list-style-type: none"> <li>Objective: Students will be able to describe the characteristics of the legislative or executive branches.</li> </ul> Appendix Documents: <a href="#">Create a Song-executive branch powerpoint</a> <a href="#">Create a Song-legislative branch powerpoint</a>	Technology Research	B
3	9-12.GV.4 .PC.C  9-12.GV.4 .CC.B  <b>GV.3.GS. D</b>  <b>GV.3.PC.</b>	3. Activity: Students will view the video, The Constitution Project: An Independent Judiciary ( <a href="http://sunnylandsclassroom.org/Asset.aspx?id=1256">http://sunnylandsclassroom.org/Asset.aspx?id=1256</a> ). While students view the video, they are to complete the video worksheet. (linked below) Then the class will discuss why an independent judiciary is so important in a democracy. Objective: Students will understand the concept of an independent judiciary and why it is necessary. Students will understand the president’s role in the judicial process.  Appendix Document: <a href="#">Independent Judiciary video worksheet</a>	Video Whole Class Discussion	B

	<b>B</b>			
3	9-12.GV.1 .CC.D  ISTE 2	<p>4. Activity: Students will take a field trip to the Thomas F. Eagleton Eastern District of Missouri Federal Courthouse.</p> <p>Objective: Students will experience first hand the workings of a Federal Court while speaking with a federal judge, a U.S. Attorney, a defense attorney, a U.S. Marshal, and/or a member of the Secret Service. Students will observe a real life courtroom proceeding and then discuss it with the judge and/or attorneys. Students will learn what jobs opportunities are available in the federal court system.</p> <p>Websites for Federal Courthouse Field Trip: <a href="http://www.moed.uscourts.gov/teachers">http://www.moed.uscourts.gov/teachers</a></p> <p>Information to schedule a field trip: <a href="http://www.moed.uscourts.gov/courthouse-tours">http://www.moed.uscourts.gov/courthouse-tours</a></p> <p>Transportation grants are also available. <a href="http://www.moed.uscourts.gov/sites/default/files/Grant%20Form.pdf">http://www.moed.uscourts.gov/sites/default/files/Grant%20Form.pdf</a></p> <p>Suggested field trip activity: Collaborative Twitter scavenger hunt during time in the Judicial Learning Center.</p> <p><a href="#">Twitter Scavenger Hunt</a></p>	Field Trip	D
1, 3	9-12.GV.1 .GS.A	<p>5. Activity: Students will use the Cornell Note taking method to record the information from a chart over the concept of federalism.</p> <ul style="list-style-type: none"> <li>Objective: Students will be able to identify characteristics of the three branches of government given the concept of federalism.</li> <li>Appendix Documents: <a href="https://drive.google.com/a/g.fhdschools.org/file/d/0Bxj1EVUtCepKcWZwaTZ1T1F1enM/view?usp=sharing">https://drive.google.com/a/g.fhdschools.org/file/d/0Bxj1EVUtCepKcWZwaTZ1T1F1enM/view?usp=sharing</a></li> </ul>	Note Taking	A
2	9-12.GV.3 .CC.C	<p>6. Activity: Students will read and analyze Article I,II and III of the Constitution as each branch is presented during the unit. (the larger articles can be divided up and students can collaboratively summarize a section and</p>	Reading a primary source and	C

	<b>GV.3.GS. D</b>	<p>present it to the class)</p> <ul style="list-style-type: none"> <li>Objective: Students will be able to identify the structure and key characteristics of the three branches of government detailed in the U.S. Constitution.</li> </ul>	summarizing	
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**UNIT RESOURCES**

**Teacher Resources:**

- Magruder’s American Government Textbook © 2016 Chapters 4, 5, and 7
- <http://sunnylandsclassroom.org/Asset.aspx?id=1256>
- <http://www.moed.uscourts.gov/courthouse-tours>
- <http://www.senate.gov/>
- <http://www.house.gov/>
- <http://www.supremecourt.gov/>
- <http://www.oyez.org/>

**Student Resources:**

- Magruder’s American Government Textbook © 2016 Chapters 4, 5, and 7
- United States Constitution (textbook) and <http://www.archives.gov/exhibits/charters/constitution.html>
- <http://www.senate.gov/>
- <http://www.house.gov/>
- <http://www.supremecourt.gov/>
- <http://www.oyez.org/>

**Vocabulary**

Legislative Branch	Executive Branch	Judicial Branch	Congress	House of Representatives	Senate
Bill	Law	Bicameral Legislature	Filibuster	Cloture	quorum
committee	Fiscal Policy	Monetary Policy	Congressional Appointment	Cabinet	Veto
Line Item Veto	Executive Order	Electoral College	Redistricting	Apportioned/Reapportioned	Judicial Review

Supreme Court	Inferior Courts	Bureaucracy	Separation of Powers	Checks and Balances	Federalism
General Assembly	Governor	Lieutenant Governor	Due Process	Rule of Law	



Unit 4: Civil Rights and Civil Liberties

<b>Content Area: Social Studies</b>	<b>Course: American Government</b>	<b>UNIT 4: Civil Rights and Civil Liberties</b>
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<b>Unit Description:</b> Students will assess the role of the United States government in defining and protecting Civil Rights, understand why the Bill of Rights was written and how it was intended to limit the federal government and explain how the Bill of Rights applies to citizens today.	<b>Unit Timeline: 6 Weeks</b>
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**DESIRED Results**

<b>Transfer Goal - <i>Students will be able to independently use their learning to.....</i></b> develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.
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**Understandings – *Students will understand that...***

1. Current political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies of the past and present.
2. As America has become a more multicultural society, the culture and values of diverse ethnic and religious groups have impacted its social customs, practices, and laws.
3. Democratic societies must balance the rights and responsibilities of individuals with the common good
4. The founding principles of our democracy continue to shape public policy today.

**Essential Questions: *Students will keep considering...***

- *What are your civil liberties and your civil rights?*
- *What is meant by rights are relative and not absolute?*
- *What happens when public interest and individual liberties clash?*
- *What role does government play when promoting civil rights and protecting civil liberties?*
- *How does the Bill of Rights limit the power of the government?*

Students will know.....	Students Will Be Able to.....	Standards
<p>The guarantees in the Bill of Rights reflect Americans' long held commitment to personal freedom as well as the principle of limited government.</p> <p>Individual rights are not absolute; they can be restricted when they come into conflict with the rights of others.</p>	<p><b>Missouri Grade Level Expectations (GLEs)</b> Create and use tools to analyze a chronological sequence of events related to a study of government.</p>	<p>GV.1.CC.A</p>
<p>The Bill of Rights restricts only the National Government, but the 14th Amendment has incorporated some of the restrictions to apply to State governments, also.</p> <p>The 5<sup>th</sup> and 14<sup>th</sup> amendments guarantee that the government cannot deprive a person of "life, liberty, or property, without due process of law."</p> <p>Many times in the history of the United States, the Supreme Court has interpreted the meaning of various parts of the Bill of Rights.</p>	<p>Explain connections between historical context and peoples' perspectives at the time.</p>	<p>GV.1.CC.B</p>
<p>The Supreme Court has reserved past decisions through cases that are brought to the Supreme Court.</p> <p>1st Amendment - Establishment Clause, Free Exercise Clause, Symbolic Speech, Freedom of Expression</p> <ul style="list-style-type: none"> <li>● Tinker v. Des Moines</li> <li>● Hazelwood v. Kuhlmeier</li> <li>● Texas v. Johnson, 1989</li> <li>● Lemon v. Kurtzman, 1972</li> <li>● Synder v. Phelps, 2011</li> </ul>	<p>Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.</p>	<p>GV.1.CC.E</p>
<p>4th Amendment</p> <ul style="list-style-type: none"> <li>● Mapp v. Ohio, 1960</li> <li>● New Jersey v. T.L.O, 1985</li> <li>● Kyllo v. U.S., 2000</li> </ul>	<p>Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.</p>	<p>GV.3.GS.A</p>

<p>5th Amendment and 6th Amendment - rights to a fair trial</p> <ul style="list-style-type: none"> <li>● Gideon v. Wainwright, 1962</li> <li>● Miranda v. Arizona, 1965</li> </ul> <p>8th Amendment</p> <ul style="list-style-type: none"> <li>● Gregg v. Georgia, 1975</li> </ul> <p>Civil Rights Cases</p> <ul style="list-style-type: none"> <li>● Dred Scott v. Sanford, 1857</li> <li>● Plessy v. Ferguson, 1896</li> <li>● Brown v. Board of Education, 1954</li> <li>● Roe v. Wade 1973</li> </ul> <p>Civil Rights Amendments</p> <ul style="list-style-type: none"> <li>● 13th Amendment</li> <li>● 14th Amendment <ul style="list-style-type: none"> <li>○ Defines Citizenship</li> <li>○ Due Process Clause</li> <li>○ Equal Protection Clause</li> <li>○ Privileges and Immunities Clause</li> </ul> </li> <li>● 15th Amendment</li> <li>● 24th Amendment</li> <li>● 26th Amendment</li> </ul> <p>Civil Rights Legislation</p> <ul style="list-style-type: none"> <li>● Civil Rights Act of 1964</li> <li>● Voting Rights Act of 1965</li> </ul> <p>The United States is based on the concept of majority rule; however, minority rights mean that certain rights cannot be denied to any person just because the majority of Americans may feel that way.</p> <p>Some groups in the United States have had to fight for their rights over time.</p>	Analyze laws, policies and processes to determine how governmental systems affect individuals and groups of society.	GV.1.GS.A
	<b>Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.</b>	<b>GV.3.GS.E</b>
	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.	GV.1.G.A
	Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.	GV.1.EC.A
	<b>Evaluate the intended and unintended impact of government decision-making on individuals, groups and society.</b>	<b>GV.3.PC.B</b>
	<b><u>ISTE Standards</u></b> <b>Creativity and Innovation:</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	ISTE 1
	<b>Communication and Collaboration:</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	ISTE 2

<p>Government still has ability to place limits on rights and privileges (I.E, time, place, manner)</p> <p>Compare and contrast the responsibilities of the federal and state government to protect the civil rights and liberties of the citizens.</p>	<p><b>Research and Information Fluency:</b> Students apply digital tools to gather, evaluate, and use information.</p>	<p>ISTE 3</p>
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**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<b>Unit Performance Assessment:</b>	<b>R/R Quadrant</b>
1, 3	9-12.GV.1.G S.A <b>9-12.GV.3.G</b> <b>S.E</b>	<b>Description of Assessment Performance Task(s):</b> American Government Unit 4 Common Assessment Civil Liberties – First Amendment  <u>Directions:</u> Respond to all parts of each question. It is suggested that you take a few minutes to plan and outline your answer. Include examples where appropriate.  The First Amendment <ul style="list-style-type: none"> <li>● Identify the FIVE protections given in the First Amendment.</li> <li>● Select TWO of the following cases and identify the First Amendment protection upon which the United States Supreme Court based its decision.                             <ol style="list-style-type: none"> <li>a. Engel v. Vitale, 1962</li> <li>b. Texas v. Johnson, 1989</li> <li>c. Tinker v. Des Moines, 1969</li> <li>d. Hazelwood v. Kuhlmeier, 1988</li> <li>e. Snyder v. Phelps, 2010</li> </ol> </li> <li>● For EACH case selected describe the Supreme Court’s decision and impact in the cases that you selected.</li> </ul> <b>Performance:</b> <b>Mastery:</b> Students will show that they really understand when they achieve a score of 6 out of 8 points on the rubric scoring guide.  <b>Scoring Guide:</b>  <b>Part A - 1 Point</b>	C

		<ul style="list-style-type: none"> <li>● Students must identify all five protections given in the First Amendment – religion, speech, press, assembly and petition. *In order to get the point students must identify all five protections.*</li> </ul> <p><b>Part B – 2 Points. 1 point for identifying each protection of the First Amendment upon which the United States Supreme Court based its decision.</b></p> <ul style="list-style-type: none"> <li>● Engel v. Vitale, 1961 <ul style="list-style-type: none"> <li>○ Freedom of Religion – Establishment Clause</li> </ul> </li> <li>● Texas v. Johnson, 1989 <ul style="list-style-type: none"> <li>○ Freedom of Speech – Symbolic Speech</li> </ul> </li> <li>● Tinker v. Des Moines, 1969 <ul style="list-style-type: none"> <li>○ Freedom of Speech – Symbolic Speech</li> </ul> </li> <li>● Hazelwood v. Kuhlmeier, 1988 <ul style="list-style-type: none"> <li>○ Freedom of Press</li> </ul> </li> <li>● Snyder v. Phelps, 2010 <ul style="list-style-type: none"> <li>○ Freedom of Assembly – protests/demonstrations</li> </ul> </li> </ul> <p><b>Part C – 4 Points. 1 point for describing the Supreme Court’s decision in the cases that were selected above. 1 point for discussing the impact of the Supreme Court’s decision in the cases that were selected above.</b></p> <ul style="list-style-type: none"> <li>● Engel v. Vitale, 1961 <ul style="list-style-type: none"> <li>○ Decision struck down state-sponsored prayer in school</li> <li>○ Impact: first in a series of cases in which the Court used the establishment clause to eliminate religious activities of all sorts, which had traditionally been a part of public ceremonies.</li> </ul> </li> <li>● Texas v. Johnson, 1989 <ul style="list-style-type: none"> <li>○ Burning of the American flag is protected speech</li> <li>○ Impact: even unpopular expressive speech is protected by the First Amendment</li> </ul> </li> <li>● Tinker v. Des Moines, 1969 <ul style="list-style-type: none"> <li>○ Wearing an armband at school is a form of protected speech</li> <li>○ Impact: freedom of speech extends into schools as long as it doesn’t hinder the educational environment</li> </ul> </li> <li>● Hazelwood v. Kuhlmeier, 1988 <ul style="list-style-type: none"> <li>○ School newspapers/publication can be limited by school</li> </ul> </li> </ul>	
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		<p>administrators</p> <ul style="list-style-type: none"> <li>○ Impact: Schools are allowed to limit types of speech/press that are not consistent with the values of the school</li> <li>● Snyder v. Phelps, 2010 <ul style="list-style-type: none"> <li>○ The First Amendments prevents those who stage a protest at the funeral of a military service member from liability</li> <li>○ Impact: Unpopular expression/demonstrations are still protected even when the general population finds it offensive; time, place, manner restrictions still exist</li> </ul> </li> </ul> <p><b>*This scoring guide is used for scoring your student based on Mastery Connect Performance Requirements. Individual teachers can score as they wish in classroom gradebook.</b></p> <p><b>Unit 4 Performance Event and Rubric</b></p> <p><b>*Recommended that all parts of the performance event be checked for understanding individually prior to providing students the performance assessment. (I.E. bell ringers, think pair share, exit slip, jot thoughts, etc). Specific prompt not to be given to student prior to assessment.</b></p>	
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Unit 4 Sample Lessons

**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy</u>	<u>R/R Quadrant:</u>
3,4	<b>9-12.GV.3</b> <b>.GS.E</b>	<p>1. Activity: Students will complete a “what do you already know about the Bill of Rights” survey. The teacher can survey with the pencil and paper quiz that is linked below, or the teacher can use Socrative to quiz students. Socrative allows teachers to set up the quiz online, have students use their own devices to complete the quiz, and then the teacher can download a spreadsheet with all of the data from the quiz. Then, students will read the Bill of Rights and summarize them in the chart. Finally, students will respond to scenarios to apply the Bill of Rights.</p> <ul style="list-style-type: none"> <li>Objective: Students will describe the rights given to them in the first ten amendments to the U.S. Constitution.</li> </ul> <p>Appendix Documents:  <a href="#">Our Rights under the Constitution BOR Intro</a>  <a href="#">Bill of Rights What Do You Already Know?</a>  <a href="#">Bill of Rights Chart for students</a></p>	Pre-Reading, Read and Summarize	D
3, 4	<b>9-12.GV.3</b> <b>.GS.E</b>	<p>2. Activity: Students will collaborate to create a nonlinguistic representation of the Bill of Rights.</p> <ul style="list-style-type: none"> <li>Objective: Students will describe the rights given to them in the first ten amendments to the U.S. Constitution through visual representation.</li> </ul> <p>Appendix Documents: <a href="#">Bill of Rights Mural handout</a></p>	Nonlinguistic representation and collaboration	B
1, 3, 4	<b>9-12.GV.3</b> <b>.GS.E</b> ISTE 1,2,3	<p>3. Activity: Students will create a collaborative multimedia presentation centered around a Supreme Court case over the 4th, 5th, 6th, or 8th amendment.</p> <p>Objective: Students will research and analyze a Supreme Court case pertaining to an amendment that protects the rights of the accused.</p> <p>Appendix Documents: <a href="#">Rights of the Accused Court Cases project</a></p>	Technology presentation	B
2, 3	<b>9-12.GV.3</b>	<p>4. Activity: Students will collaborate to discuss and analyze 4th amendment</p>	Reading and	C



	<b>.GS.E</b>	<p>scenarios. Objective: Students will apply their knowledge of rights given in the 4th amendment to scenarios in which they must defend their stance. Appendix Documents: <a href="#">Search and Seizure scenarios</a></p>	discussion	
1, 2, 3, 4	<b>9-12.GV.3</b> <b>.GS.E</b> 9-12.GV.3 .PC.B	<p>5. Activity: Students will read and analyze the majority opinion in the landmark Supreme Court case <i>Brown v. Board of Education</i>, 1954. Objective: Students will analyze the decision in order to understand how the court applied the 14th Amendment Equal Protection Clause and overturned the precedent set in <i>Plessy v. Ferguson</i>, 1896. Appendix Documents: <a href="#">Brown v Board Majority Opinion excerpt</a></p>	Reading and Analyzing	B
3	<b>9-12.GV.3</b> <b>.GS.E</b>	<p>7. Activity-Should Schools Be Allowed to Limit Students' Online Speech? Objective: Students will read selected documents that give a balanced view to this question and then will participate in a Socratic Seminar.</p> <p>The "Mini-Qs in Civics" binder is used for this activity, and all three high schools have this as a department resource. Students can complete the hook exercise in class and read the background essay in addition to reading the documents included in this activity. Students will then participate in a Socratic Seminar to discuss this issues, share their thoughts, and develop a viewpoint of their own.</p>	Socratic Seminar	C

**UNIT RESOURCES**

**Teacher Resources:**

*This may include:*

- Magruder’s American Government Textbook © 2016 Chapters 8, 9, and 10.1
- <http://www.oyez.org/>
- <http://content.time.com/time/specials/packages/0,28757,2080345,00.html?iid=redirect-billofrights>
- [www.icivics.org](http://www.icivics.org)
- <http://www.streetlaw.org/en/landmark/home>

**Student Resources:**

- Magruder’s American Government Textbook © 2016 Chapters 8, 9, and 10.1
- [www.icivics.org](http://www.icivics.org)
- <http://www.streetlaw.org/en/landmark/home>
- <http://billofrightsinstitute.org/>

**Vocabulary**

Individual rights	Majority rule	Bill of Rights	Limited government	Eminent Domain	<i>Capital Punishment</i>
Establishment Clause	Minority rights	Amendment	Judicial Review	Civil rights	Due Process Clause
Free Exercise Clause	Search warrant	Discrimination	Segregation	Treason	Subpoena
Civil Liberties	Jim Crow Laws	Probable Cause	Double Jeopardy	Indictment	Grand Jury

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Unit 5: Foreign Policy

<b>Content Area: Social Studies</b>	<b>Course: American Government</b>	<b>UNIT 5: Foreign Policy</b>
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<b>Unit Description:</b> Students will analyze the history and development of current United State foreign policy and explain the role of the United States in the modern world.	<b>Unit Timeline:</b> 2 Weeks
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**DESIRED Results**

**Transfer Goal - *Students will be able to independently use their learning to.....***  
develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**Understandings – *Students will understand that...***

1. Current political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies of the past and present.
2. As America has become a more multicultural society, the culture and values of diverse ethnic and religious groups have impacted its social customs, practices, and laws.
3. Democratic societies must balance the rights and responsibilities of individuals with the common good.
4. The legislative branch makes laws, the executive branch enforces the laws and the judicial branch interprets laws, although the existence, extent and independence of each branch’s power varies over time.

**Essential Questions: *Students will keep considering...***

- How are foreign policy decisions made and implemented?
- How are American interests safeguarded at home and abroad?

- How does the national interest shape foreign policy decisions?

Students will know.....	Students Will Be Able to.....	Standards
<p>The current beliefs and goals of American foreign policy.</p> <p>How American foreign policy developed and the events that influenced it.</p> <p>The effect of alliances on American foreign policy.</p> <p>The State Department, headed by the secretary of state, advises the President on foreign policy matters and carries out his policies through its diplomats abroad.</p> <p>The secretary of defense is the President's chief aide and advisor on military matters and the head of the Defense Department.</p> <p>Foreign policy is all of the actions and stands that a nation takes in its relations with other nations.</p> <ul style="list-style-type: none"> <li>• Isolationism</li> <li>• Imperialism</li> <li>• Internationalism</li> <li>• Collective Security</li> </ul>	<p><b><u>Missouri Grade Level Expectations (GLEs)</u></b></p> <p>Create and use tools to analyze a chronological sequence of events related to a study of government.</p>	GV.1.CC.A
	<p>Explain connections between historical context and peoples' perspectives at the time.</p>	GV.1.CC.B
	<p>Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.</p>	GV.1.CC.C
	<p>Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources.</p>	GV.1.CC.D

	Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.	GV.1.CC.E
	<b>Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism, to explain the purpose and legacy of the Constitution.</b>	<b>GV.3.GS.A</b>
	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.	GV.1.G.A
	<b>Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.</b>	<b>GV.3.PC.B</b>

	<p><b><u>ISTE Standards</u></b>  <b>Creativity and Innovation:</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p>	ISTE 1
	<p><b>Communication and Collaboration:</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	ISTE 2
	<p><b>Research and Information Fluency:</b> Students apply digital tools to gather, evaluate, and use information.</p>	ISTE 3

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<b>Unit Performance Assessment:</b>	<b><u>R/R Quadrant</u></b>
1	9-12.GV.1.C C.E	<p><b>Description of Assessment Performance Task(s):</b>                      American Government                      Unit 5 Common Assessment                      Foreign Policy</p> <p><b>Directions:</b> Respond to all parts of each question. It is suggested that you take a few minutes to plan and outline your answer. Include examples where appropriate.</p> <ol style="list-style-type: none"> <li>A. Define foreign policy.</li> <li>B. List three key players/departments in American foreign policy.</li> <li>C. Explain how American foreign policy has shifted over time. Define isolationism and internationalism in your response.</li> <li>D. Explain ONE current goal of American foreign policy in the 21<sup>st</sup> century. Include an example in your explanation.</li> </ol> <p><b>Performance:</b>  <b>Mastery:</b>                      Students will show that they really understand when they achieve a score of 5 out of 7 points on the rubric scoring guide.</p> <p><b>Scoring Guide:</b></p> <p><b>Part A-1 point for defining foreign policy.</b></p> <ul style="list-style-type: none"> <li>● Foreign policy is all the actions and stands that a nation takes in its relation with other nations including diplomatic, military and commercial.</li> </ul> <p><b>Part B – 1 points for listing three key players/departments in American foreign policy.</b>  <b>*Must list at least three in order to receive the point.</b></p>	C



- President
- Secretary of State/State Department
- Secretary of Defense/Defense Department
- Department of Homeland Security
- US Ambassadors
- US Diplomats
- United States Senate
- NSA
- NASA
- CIA

**Part C – 3 Points. 1 point for defining isolationism. 1 point for defining internationalism. 1 point for explaining how American foreign policy has shifted over time.**

- Isolationism – strict non-involvement in the affairs of other countries
- Internationalism - Intervening in other countries’ affairs to promote important national interests and/or to safeguard national security.
- American foreign policy began with a policy of isolationism and through global conflicts such as WWI and WWII the United States started to adopt a policy of internationalism.

**Part D – 2 point for explaining one current goal of American foreign policy. 1 point for listing the goal and 1 point for giving a current example of the goal in action.**

- Protect our national security
- Promoting democracy
- Economic motives including trade
- Concern for human rights

**\*This scoring guide is used for scoring your student based on Mastery Connect Performance Requirements. Individual teachers can score as they wish in classroom gradebook.**

Unit 5 Performance Event and Rubric

		<p><b>*Recommended that all parts of the performance event be checked for understanding individually prior to providing students the performance assessment. (I.E. bell ringers, think pair share, exit slip, jot thoughts, etc). Specific prompt not to be given to student prior to assessment.</b></p>	
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Unit 5 Sample Lessons

**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy</u>	<u>R/R Quadrant:</u>
1	GV.3.PC. B	<p>1. Activity: Students will view <i>Sometimes in April</i> and hold a class discussion after the video.</p> <ul style="list-style-type: none"> <li>Objective: Students will use the video to discuss the moral obligation of the United States government intervening in conflicts outside of our country.</li> </ul> <p>Appendix Documents: <a href="#">"Sometimes in April" video worksheet</a></p>	Video Discussion	B
1, 3, 4	GV.1.CC. C	<p>2. Activity: Students will create a multimedia presentation after researching an agency involved in United States foreign policy.</p> <ul style="list-style-type: none"> <li>Objective: Students will describe the role of foreign policy in the United States by developing an understanding of how an agency is currently involved in foreign policy.</li> </ul> <p>These presentations could be shared with students at high schools within FHSD for virtual feedback via Twitter, blog, Today's Meet, Google Docs.</p> <p>Appendix Documents: <a href="#">Foreign Policy Project List of Foreign Policy Influencing Agencies</a></p>	Technology Research  Collaboration	B
1	GV.1.CC. C <b>GV.3.GS.</b>	<p>3. Activity: Students will research the U.S. Constitution and construct historical and current examples of foreign policy in action.</p> <p>Objective: Students will analyze the foreign policy powers given to the three</p>	technology research analyze	C

	<b>A</b>	branches in the Constitution. Students will examine, through research, historical and current examples of the legislative and executive branches of government implementing their foreign policy powers. Appendix Documents: <a href="#">Foreign Policy Constitutionally Speaking</a>		
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Unit 5 Resources

**UNIT RESOURCES**

**Teacher Resources:**

- Magruder’s American Government Textbook © 2016 Chapter 6
- Video: “Sometimes in April”
- <http://www.crf-usa.org/war-in-iraq/foreign-policy.html>
- <http://www.studentnewsdaily.com/>

**Student Resources:**

- Magruder’s American Government Textbook © 2016 Chapter 6
- <http://www.studentnewsdaily.com/>

**Vocabulary**

Imperialism	Foreign policy	containment	National Security Council	NATO	United Nations
<i>Terrorism</i>	Foreign affairs	Isolationism	O.P.E.C.	Secretary of State	Department of State
Ambassador	Diplomats	Diplomatic immunity	Department of Defense	9/11	CIA
Homeland Security	Cold war	Internationalism	Deterrence	Collective security	Truman Doctrine
Détente	Foreign Aid	United Nations General Assembly	Security Council	Secretary-general	

