KUTZTOWN AREA SCHOOL DISTRICT
Maximize potential, embrace change, create the future

Kutztown Area School District Curriculum (Unit Map)

Grade 12 Social Studies (Government, Economics, Law)
Written by Chris Schumacher

Course Description: This course is designed to provide the student with an understanding of the roles and responsibilities each individual citizen has within our country while also learning the basic structure and responsibilities that the federal government have. Additionally, students will be required to analyze, argue, and defend their opinions on important issues ultimately promoting active citizenship. The course will also give an introduction to economics and personal finance.

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Unit #/Title	1/Foundations of American Government	Time Frame	4 Weeks

Standards

5.1.12.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
5.1.12.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
5.1.12.C. Evaluate the application of the principles and ideals in contemporary civic life. Liberty/Freedom, Democracy, Justice, Equality
5.1.12.E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
5.2.12.D. Evaluate and demonstrate what makes competent and responsible citizens.
5.3.12.A. Analyze the changes in power and authority among the three branches of government over time

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
• The American political system was derived from the philosophies of Enlightenment thinkers, our European roots and our unique revolutionary history.	• What are politics? • What is power and how is it exercised effectively? • What are the origins of American Government? • What type of government was established at the Constitutional Convention of 1789? • How was the U.S. government shaped by the historical situation at the time and the philosophical tradition from which the framers drew?

Content	Skills
• Enlightenment philosophies of Locke, Montesquieu, & Rousseau • Meaning and purpose of the Declaration of Independence • Causes and effects of the American Revolution • Strengths and weaknesses of the Articles of Confederation • Shay's Rebellion • Federalists vs. Anti-Federalists • Constitutional Convention • Major Constitutional principles • Amendment process • Federalism • Constitution	• Analyze Enlightenment thought and assess its impact on American government • Compare the writings of Locke to the Declaration of Independence • Assess the weaknesses of the Articles of Confederation • Diagram Madison's arguments in Federalist 10 • Apply major Constitutional principles to current events • Assess the impact of McCulloch v. Maryland and Gibbons v. Ogden to federalism

Unit #/Title	2/Constitution	Time Frame	4 Weeks

Standards

5.1.12.C. Evaluate the application of the principles and ideals in contemporary civic life: Liberty/Freedom, Democracy, Justice, Equality
5.2.12.C. Evaluate political leadership and public service in a republican form of government.
5.2.12.D. Evaluate and demonstrate what makes competent and responsible citizens.
5.3.12.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
5.3.12.H. Evaluate the role of mass media in setting public agenda and influencing political life.

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Big Ideas	Essential Questions
• The U.S. Constitution provides that powers of each of the three branches be separate. • The Constitutional principle of federalism provides a division of power between the states and federal government. • The delineation between state and federal government powers is dynamic and has shifted over the course of U.S. history.	• What is the proper balance between freedom and responsibility • What rights should be guaranteed to citizens? • What is the proper balance between security and freedom?
Content	**Skills**
• Constitution • Tinker v. Des Moines • Flag Burning • U.S. v. Eichman • American Democratic Principles • Amendment Process • Safford United SD. v. Redding • 4th Amendment • Student Rights • Limits of Free Speech • Snyder v. Phelps • Federalism • McCulloch v. Maryland • Gibbons v. Ogden • Block Grants • Categorical Grants	• Research and evaluate which democratic principles are protected by the Constitution • Analyze and interpret important Supreme Court cases • Determine how certain Supreme Court cases impacted federalism • Summarize each article and amendment of the U.S. Constitution

Unit #/Title	3/Political Beliefs, Political Behaviors, Media & Elections	Time Frame	4 Weeks

Standards

5.1.12.C. Evaluate the application of the principles and ideals in contemporary civic life: Liberty/Freedom, Democracy, Justice, Equality
5.2.12.C. Evaluate political leadership and public service in a republican form of government.
5.2.12.D. Evaluate and demonstrate what makes competent and responsible citizens.
5.3.12.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
5.3.12.H. Evaluate the role of mass media in setting public agenda and influencing political life.

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Big Ideas

- The American citizen is complex and diverse but generally shares common/core values and principles.
- Political socialization is the process through which an individual acquires political beliefs and values; this is usually affected by region, race, sex, income level, religion, background, family and peers.
- Politicians measure public opinion in a variety of ways and utilize that information to guide their political actions and policies.

Essential Questions

- Why is political participation necessary in a democracy?
- What factors influence individual political participation and behavior?
- What are the strengths and weaknesses of court decisions as instruments of social change?

Content

- Core American Values
- Civic Duty
- Political Culture
- Political Ideology
- Political Typology
- Political Spectrum
- Political Efficacy
- Rule of Law
- American Exceptionalism
- Conservatives
- Liberals
- Libertarians
- Political Socialization
- Progressivism
- Cross-cutting cleavages
- Demographic impact on voting behavior
- Political Elites
- Exit Polls

Skills

- Analyze demographic data to identify trends in political behavior
- Interpret exit polling data to identify cross-cutting cleavages that may exist
- Make predictions about survey data
- Analyze the link between core American values and voting behavior

• Random Sampling • Straw Poll • Sampling Error • Functions of political parties • Ballot Access • Impact of third parties • Party Platforms • Nomination Process • Campaign Commercials • Presidential Debates • Media Bias	

Unit #/Title	4/ Legislative Branch	Time Frame	4 Weeks

Standards

5.1.12.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
5.1.12.D. Evaluate state and federal powers based on significant documents and other critical sources.
• Declaration of Independence
• United States Constitution • Bill of Rights
• Pennsylvania Constitution

5.2.12.C. Evaluate political leadership and public service in a republican form of government.
5.3.12.A. Analyze the changes in power and authority among the three branches of government over time

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CC.8.6.11-12.A. Write arguments focused on discipline-specific content.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Big Ideas	Essential Questions
• The legislative process is dynamic and impacted by many groups and individuals not elected to Congress • The majority party in both the Senate and the House of Representatives control the legislative process in many ways. • Most individuals have a negative opinion of Congress as a whole, but believe that their own Representative is working in the best interest of the District.	• Where does the real work of Congress get done? • Is it important that the composition of Congress reflect the diversity of the U.S.? • Is Congress effective?

Content	Skills
• Bicameral Legislature • Process by which a bill becomes a law • Concurrent resolutions • Impeachment process • Joint Committee • Joint Resolution • Veto Override • Resolutions • Simple Resolution • Amendment process • Appropriations bill • caucus • Committee of the Whole • Earmarks • House Committees • House Leadership positions • Congressional oversight • Models of representation • quorum • roll call vote • Standing committee • Senate committees • Senate leadership • Cloture • Filibuster	• Analyze data suggesting a negative public perception of Congress • Determine possible causes for widespread disapproval of Congress • Assess the differences between the Senate and the House of Representatives • Explain the legislative process • Assess the impact of congressional leadership on the legislative process • Identify the advantages and disadvantages of the committee system • Contrast the demographics of Congress with the demographics of the general public • Draw congressional districts based on legal requirements

Unit #/Title	5/ Executive Branch	Time Frame	4 Weeks

Standards

5.1.12.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
5.2.12.C. Evaluate political leadership and public service in a republican form of government.
5.3.12.A. Analyze the changes in power and authority among the three branches of government over time
5.3.12.E. Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.
5.3.12.F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CC.8.6.11-12.A. Write arguments focused on discipline-specific content.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Big Ideas	Essential Questions
• The institutions of the National Government have complex interactions but must work together to govern. • The bureaucracy is an extension of the executive branch not mentioned in the Constitution but necessary for the federal government to implement, enforce and evaluate public policy. • The creation of legislation is a complex process that is dependent upon the cooperation of many American political institutions.	• What are the institutions and policy making processes of the national government? • What are the links between the branches of the national government, political parties, interest groups, public opinion, the media, and state and local governments? • Where does the real work of Congress get done? • Is there effective oversight of bureaucratic agencies? • When does judicial interpretation become law-making?

Content	Skills
• A Day in the life of Obama's White House • Presidential roles • Presidential qualifications & compensation • Presidential succession • Formal and informal power • Treaties • Types of presidential veto • Growth of presidential power • War Powers Act • Electoral College	• Compare the power of the executive branch to that of other branches • Assess the president's ability to impact the legislative process • Critique the use of executive orders • Critique the electoral college

Unit #/Title	6/Bureaucracy	Time Frame	4 Weeks

Standards

5.1.12.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
5.2.12.B. Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
5.2.12.C. Evaluate political leadership and public service in a republican form of government.
5.3.12.A. Analyze the changes in power and authority among the three branches of government over time
5.3.12.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
5.3.12.E. Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.
5.3.12.F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
5.3.12.G. Evaluate the impact of interest groups in developing public policy.

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Big Ideas	Essential Questions
• The bureaucracy is an extension of the executive branch not mentioned in the Constitution but necessary for the federal government to implement, enforce and evaluate public policy.	• Where does the real work of Congress get done? • Is there effective oversight of bureaucratic agencies?
Content	**Skills**
• "The 4th Branch" • Executive Office of the President • The West Wing • Executive Departments • Independent Agencies	• Understand the basic models of bureaucracy • Assess the accountability of agency oversight • Explain the impact of "iron triangles" • Describe criticism of the bureaucracy

Unit #/Title	7/Law	Time Frame	4 Weeks

Standards

5.1.12.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
5.1.12.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.
• Liberty / Freedom • Democracy
• Justice
• Equality
5.2.12.A. Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
5.3.12.F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Big Ideas	Essential Questions
• Courts cannot initiate any legal action • The U.S. categorizes law as "criminal law" or "civil law" • Laws are important to provide order, protect individual liberty and protect property	• Does the judicial system function effectively? • Is a death penalty "cruel and unusual" punishment? • What is the goal of punishment in our criminal justice system?
Content	**Skills**
• What is law? • Why do we need law? • What are the characteristics of our legal system? • 2 different systems of law • Stare decisis • Common law • Categories of offenses • Categories of civil law • PA Judicial branch organization • Landmark Supreme Ct. cases • Criminal Process • Miranda Rights • Plea Bargains • Structure and organization of federal courts	• Debate whether the death penalty should be used as a form of punishment in the U.S. • Analyze the use of stare decisis by the Supreme Court • Develop a logical argument for or against the use of plea bargains in the criminal justice system • Analyze hypothetical scenarios to determine whether a crime has been committed or individual rights have been violated

Unit #/Title	8/Economics	Time Frame	4 Weeks

Standards

6.1.12.A. Predict the long-term consequences of decisions made because of scarcity.
6.1.1.12.B. Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.
6.1.12.C. Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
6.1.12.D. Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.
6.2.12.A. Evaluate the flow of goods and services in an international economy.
6.2.12.C. Predict and evaluate how media affects markets.
6.2.12.D. Predict how changes in supply and demand affect equilibrium price and quantity sold.
6.2.12.G. Evaluate various economic systems.
6.3.12.A. Evaluate the costs and benefits of government decisions to provide public goods and services.
6.3.12.B. Assess the government's role in regulating and stabilizing the state and national economy.
6.5.12.A. Analyze the factors influencing wages.
6.5.12.F. Assess the impact of entrepreneurs on the economy.
6.5.12.G. Analyze the risks and returns of various investments.

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Big Ideas	Essential Questions
• Scarcity drives all economic decisions • Every decision results in an opportunity cost • The United States economy is a mixed system where decisions are driven by private interests and the government.	• How does scarcity influence all economic decisions? • What are the advantages and disadvantages of our economic system? • How much government regulation is necessary? • What factors influence demand? • How does supply and demand impact the modern U.S. economy? • Are free trade and globalization good for America?
Content	**Skills**
• Opportunity Cost • Entrepreneurship • Decision-making • Production possibilities	• Interpret stock market data • Compare and contrast different economic systems • Create a personalized budget for the first year of college • Create a stock portfolio using a stock market simulation

• Supply • Demand • Elasticity • Demand changes • Shifts in demand • Equilibrium • Economic Systems • Market economy • Command economy • Mixed economy • Traditional economy • Circular flow • Money • Stock Market • Stocks • Bonds • Budgeting • Short-selling • Buying a car • Leases and contracts	• Explain how supply and demand affects the U.S. economy • Construct a circular flow diagram showing a given industry's impact on the economy.

Unit #/Title	9/State and Local Government	Time Frame	4 Weeks

Standards

5.1.12.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
5.1.12.D. Evaluate state and federal powers based on significant documents and other critical sources.
• Declaration of Independence
• United States Constitution • Bill of Rights
• Pennsylvania Constitution
5.2.12.C. Evaluate political leadership and public service in a republican form of government.

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CC.8.6.11-12.A. Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Big Ideas	Essential Questions
• The Constitution reserves certain powers to the states. • The concept of federalism is dynamic. The power of state and local governments compared to the federal government has fluctuated over time. • The "Devolution Revolution" and block grants have allowed states and local governments to have more control over services that were typically provided by the federal government.	• Should the federal government or states regulate gun laws? • Should the federal government have regulatory authority over public schools? • Should property tax be used to pay for public education?
Content	**Skills**
• Federalism • Devolution Revolution	• Research a topic of interest and write a letter to a local or state politician that synthesizes a logical argument for or against a policy.

• Categorical grants • Block grants • Reserved powers • Concurrent powers • Structure of PA government • Powers of the governor • PA State Legislature • PA Senate districts • PA House districts • Berks County government structure • Towns, boroughs and townships • School boards	• Research and analyze the effectiveness of Pennsylvania's current public school funding formula. • Research and assess whether gerrymandering has been employed in Pennsylvania's Senate and House districts