

Course Title: POD

Topic/Concept: Government in our lives (Chapter 1)

Time Allotment: 6 days

Unit Sequence: 1

Major Concepts to be learned:

1. Identify the features of a state or nations
2. Explain the purposes of government
3. Explain the relationship of politics and the constitution to government
4. Identify and analyze the types of government

Expected Skills to be demonstrated:

1. Identify the features of state or nation.
2. Distinguish between developed and developing countries discussing their relationship
3. List and analyze the purposes of government: maintain social order, provide public services, provide national security, and make binding economic decisions.
4. Discuss how politics influences government and why it is difficult and identify the role of a constitution within the government
5. Analyze whether the US has a constitutional government.
6. List, define, and analyze an autocracy, oligarchy, and democracy.
7. Distinguish between the types of democracy (representative and direct)
8. List and analyze the conditions and characteristics of democracy

PA Standards/Anchors:

Eligible Content:

5.1.12 A,B,C,D
5.2.12. A,B,C

- Discuss the make up a state or nation.
- Discuss the purposes of government.
- Explain the following relationships to government: politics and the constitution.
- Identify the three types of government.
- Examine concepts of a democracy

Instructional Strategies:

Assessments:

Problem solving activities	Lecture
Written work	Note Taking
Summarizing	Evaluating

- Section quizzes
- Chapter Test
- Notebook

Course Title: POD

Topic/Concept: Forming our Government (Chapter 2)

Time Allotment: 8 days

Unit Sequence: 2

Major Concepts to be learned:

1. Understand the major features that helped develop our government.
2. Understand the events that lead to our independence and the writing of the Declaration of Independence.
3. Discuss the weaknesses of the Articles of Confederation.
4. Discuss the Constitutional Convention

Expected Skills to be demonstrated:

1. Analyze the role various historical documents on the principals limited and representative government.
2. Identify the relationship between England and the colonies that led to our independence.
3. Analyze the impact of Thomas Paine, Richard H. Lee, Thomas Jefferson, George Washington, James Madison, and Robert Morris
4. Chart the major weaknesses of the Articles of Confederation and compromises at the Constitutional Convention
5. Analyze the arguments of the Federalist and the Anti-Federalists and the explain the impact of the *The Federalists Papers*

PA Standards/Anchors:

Eligible Content:

5:1.12 A,B,C,D,E,F	<ul style="list-style-type: none">• Discuss the traditions from England and the colonial experiences that shaped our government.• Discuss the relationship between England and the colonies.• Discuss the major weakness of the Articles of Confederation.• Identify the positive impact of the Articles of Confederation.• Discuss the Constitutional Convention and identify the role of major political leaders in seeking independence and developing our government.
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Instructional Strategies:

Assessments:

Problem solving activities Written work Charting Outlining	Lecture Note Taking Summarizing Evaluating	<ul style="list-style-type: none">• Section Quizzes• Chapter Tests• Notebook
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Course Title: POD

Topic/Concept: The Constitution (Chapter 3)

Time Allotment: 6-8 days

Unit Sequence: 3

Major Concepts to be learned:

1. Discuss the major government principles established by the Constitution.
2. Create a flow chart to amend the Constitution.
3. Discuss the 27 amendments to the Constitution

Expected Skills to be demonstrated:

1. Define, apply and understand the importance of separation of powers, checks and balances, limited government, federalism, judicial review, and popular sovereignty.
2. Examine the importance of checks and balances Identify the outcome of *Marbury v Madison*.
3. Complete a flow chart on the steps in the amending process.
4. Recite the rights of the accused in amendments 4-8.
5. Explain the importance of protecting the rights of the accused.
6. Identify the meaning and reasoning behind the 27 amendments.

PA Standards/Anchors:

5.1.12 A,B,C,D,E,F
5.3.13 A

Eligible Content:

- Define and explain the six principles of government.
- Review the method to propose and ratify amendments.
- Discuss the Bill of Rights.
- Examine the rights of the accused in amendments 4-8.
- Discuss amendments 11-27

Instructional Strategies:

Lecture	Written work
Note Taking	Graphic organizers
Charting	Summarizing
Evaluating	

Assessments:

- Sections Quizzes
- Chapter tests
- Notebook
- Current Event Summary

Course Title: POD

Topic/Concept: Federalism (Chapter 4)

Time Allotment: 5 days

Unit Sequence: 4

Major Concepts to be learned:

1. Powers given and denied to the national and state governments.
2. Use of elastic and supremacy clause.
3. Views of federalism.
4. Relations among states

Expected Skills to be demonstrated:

1. Distinguish between the expressed, implied, and inherent powers of the national government.
2. Identify and define the concurrent powers.
3. List the denied powers of the national and state governments.
4. Explain the importance of the supremacy clause through *McCulloch v Maryland*.
5. Illustrate the use and importance of the elastic clause.
6. Distinguish between state's rights and nationalists views of federalism.
7. Relate the views of federalism to presidential views and government grants.
8. Define, provide examples, and understand the importance of state to state relations using concepts in Article 4: Full faith and credit, privileges and immunities, extradition, and interstate compacts.

PA Standards/Anchors:

Eligible Content:

5.1.12 D,E 5.3.12 A,B,J	<ul style="list-style-type: none">• Identify the powers given to the national government, the powers reserved to the states, and the powers denied to both the national and state governments.• Illustrate the use of the elastic clause.• Explain the importance of the supremacy clause.• Explain the two views of federalism.• Discuss the relations between states
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Instructional Strategies:

Assessments:

Lecture Note Taking Summarizing Evaluating	Written work Graphic organizers Outlining	<ul style="list-style-type: none">• Section quizzes• Chapter Tests• Notebook
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Course Title: POD

Time Allotment: 7 days

Major Concepts to be learned:

Topic/Concept: Political Parties (Chapter 8)

Unit Sequence: 5

1. Understand the historical development of political parties
2. Distinguish between the different party systems
3. Understand major and minor parties
4. Distinguish between the different methods of nomination
5. Explain the process of a presidential nomination

Expected Skills to be demonstrated:

1. Define and provide examples of the one, two, and multi party systems
2. Examine the stability of each party system
3. Discuss why the U.S will always have a two party system
4. Trace the historical roots of the party system in the U.S.
5. Profile the difference between the Republican and Democrats
6. Define and discuss the types and impact of thirds parties
7. Describe the local, state, and national organization of parties
8. Distinguish between a precinct, ward, state committee, national committee, national convention, and congressional committees.
9. List and discuss the function of political parties: recruiting candidates, educating the public, simplifying choices, operating government, providing loyal opposition, and unifying the country.
10. Evaluate the nominating methods of caucus, convention, primary and petition
11. Evaluate open and closed primaries
12. Outline the process of presidential conventions: pre-convention planning, convention committees, daily convention activities, candidate nominations.

PA Standards/Anchors:

Eligible Content:

5.2.12 A,B,C
5.3.12 D,E

- Distinguish between the three party systems
- Examine the U.S two party system
- Examine third parties
- Explain the organization of political parties and all levels of government
- Examine the function of political parties
- Examine the four nominating methods
- Explain the process of presidential primaries
- Evaluate national conventions for selecting presidential candidates

Instructional Strategies:

Assessments:

Lecture	Written work
Note Taking	Charting
Summarizing	Outlining
Evaluating	

- Section Quizzes
- Chapter Tests
- Notebook

Course Title: POD

Topic/Concept: Elections (Chapter 9)

Time Allotment: 10 days

Unit Sequence: 6

Major Concepts to be learned:

1. Understand the election and voter registration process
2. Understand the basics of campaign financing
3. Review the factors that influence voters
4. Evaluate suffrage among various minorities in the U.S.
5. Understand non-voters

Expected Skills to be demonstrated:

1. Determine electoral votes per state, total needed to win the presidency, and how Electoral votes are distributed.
2. Examine the Federal Election Campaign Act and contribution made by individuals and Political Action Committees
3. Evaluate the use of TV in campaigns and its influence on voters
4. Evaluate how personal background, degree of party loyalty, issues and image influence voters
5. Define and evaluate the role of cross-pressured voters and independents
6. Discuss and evaluate the elimination of the voting barriers for women and African Americans including the grandfather clause, poll tax, and literacy tests.
7. Evaluate the impact of the Voting Rights Act and Amendments 15, 19, 24, and 26
8. Evaluate the factors of attitude, beliefs, education, income and age that determine why people do not vote
9. Evaluate ways to increase voter turnout.
10. Discuss the use of an initiative, proposition, recall and referendum as a means of giving voters more power.
11. Review and complete (if age appropriate) a PA Voter Registration form.

PA Standards/Anchors:

Eligible Content:

5.2.12 A,B,C,D 5.3.12 D,E	<ul style="list-style-type: none">• Evaluate the electoral vote election process• Examine campaign financing• Understand how media influences campaigns• Understand the factors influencing voters and why people do not vote• Examine the elimination of voting barriers in the U.S.• Understand how to register to vote
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Instructional Strategies:

Assessments:

Lecture Note Taking Summarizing Evaluating	Written work Charting Outlining	<ul style="list-style-type: none">• Section Quizzes• Chapter tests• Notebook
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Course Title: POD

Topic/Concept: Interest Groups (Chapter 10)

Time Allotment: 10 days

Unit Sequence: 7

Major Concepts to be learned:

1. Understand the organization and impact of interest groups
2. Understand the methods interest groups use to influence policy and elections
3. Understand and evaluate the role of political action committees

Expected Skills to be demonstrated:

1. Identify the differences between an interest group and a political party
2. List the duties of the interest group leader
3. Identify reasons why people join interest groups
4. List and identify major interest groups from business, labor, farming, professionals, the environment, and the public interest
5. Critic how lobbyist impact lawmaking and elections and identify publicity techniques used by lobbyists

PA Standards/Anchors:

Eligible Content:

5.3.12 E,G,H,J
5.4.21 E

- Evaluate the difference between interest groups and political parties
- Understand the organization of interest groups including why people join interest groups.
- Evaluate the different interest groups –who they represent and the issues they are concerned with
- Evaluate the different interest groups –who they represent and the issues they are concerned with
- Evaluate the weaknesses of the Federal Regulations of Lobbying Act
- Evaluate the rise and importance of political action committees

Instructional Strategies:

Assessments:

Cooperative groups	Group discussion
Written work	Oral presentation
Note Taking	Summarizing
Evaluating	

- Section Quizzes
- Chapter Test
- Group Project and Presentation

Course Title: POD

Topic/Concept: Public Opinion and Mass Media (Chapter 11-12)

Time Allotment: 5 days

Unit Sequence: 8

Major Concepts to be learned:

1. Understand factors that shape public opinion
2. Understand how public opinion is measured
3. Understand the impact of media on public opinion
4. Understand the use of propaganda on public opinion

Expected Skills to be demonstrated:

1. Identify 3 characteristics of public opinion and discuss the 7 factors (family, school, peers, socio-economic, media, government leaders, and interest groups) that influence public opinion
2. Explain why some measures used (media, elections, political parties, interest groups, and straw polls) are not good measurers of public opinion
3. Evaluate the 3 steps in scientific polling
4. Analyze and interpret sampling error in the polling process
5. Identify the impact of mass media on public opinion and identify the criticisms of mass media in shaping opinions
6. List and apply the 7 types of propaganda used by media and in campaigning

PA Standards/Anchors:

Eligible Content:

5.3.12 D,H
5.4.12 D

- Identify the characteristics of public opinion
- Evaluate the factors that influence public
- Analyze the factors that are not good measure of public opinion

Instructional Strategies:

Assessments:

Lecture / Note taking
Evaluation
Application

- Quiz
- Test

Course Title: POD

Topic/Concept: Congress: Organization and Lawmaking (Chapter 13)

Time Allotment: 10 days

Unit Sequence: 9

Major Concepts to be learned:

1. Critic how lobbyist impact lawmaking and elections
2. Identify the names and role of PA Congressmen and congressional leadership
3. Evaluate the role of congressional committees and analyze the staff and agencies that assist Congress

Expected Skills to be demonstrated:

1. List the qualifications to be in the House and Senate.
2. Chart the differences between the House and Senate in terms of lawmaking and organization.
3. Define apportionment, redistricting and gerrymandering
4. Analyze the impact of apportionment and redistricting to congressional districts and policies.
5. Draw a gerrymandered state
6. Analyze the impact of *Wesberry v Sanders* and *Baker v Carr* on gerrymandering.
7. Identify current PA Congressmen and other key congressional leaders.
8. Discuss the purpose of congressional committees.
9. Analyze the role of the 5 congressional committees.
10. Distinguish between personal staffers and committee staffers that assist Congress.
11. Analyze the role of the Library of Congress, Congressional Budget Office, General Accounting Office, and the Governmental Printing Office.

PA Standards/Anchors:

Eligible Content:

5.3.12 A,J	<ul style="list-style-type: none">• Understand the differences between the House and Senate in terms of qualifications, organization, and lawmaking.• Understand the impact of apportionment and redistricting.• Understand the purpose of congressional committees.• Distinguish between the role of the 5 types of committees.• Evaluate the role of the three types of congressional staffers and four congressional agencies that assist Congress.
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Instructional Strategies:

Assessments:

Problem solving activities Note Taking Charting Outlining	Written work Graphic organizers Summarizing Evaluating	<ul style="list-style-type: none">• Section Quizzes• Chapter Test• Notebook
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Course Title: POD

Time Allotment: 8 days

Major Concepts to be learned:

1. Understand the legislative and non-legislative powers of Congress
2. Understand the process of how a bill becomes a law
3. Evaluate the influences on Congress
4. Understand how Congress helps their constituents

Topic/Concept: Congress at Work (Chapter 14/15)

Unit Sequence: 10

Expected Skills to be demonstrated:

1. Analyze the legislative powers of Congress.
2. Analyze the non-legislative powers, or the duties/responsibilities, of Congress.
3. List the denied powers of Congress.
4. Chart the process of how a bill becomes a law.
5. Examine the committee action and the floor action taken on a bill.
6. Distinguish between the voting methods used on the House and Senate.
7. Analyze the action the president can take to accept or reject a bill.
8. List and analyze the 6 major influences on Congress.
9. Examine the role of party in Congressional voting.
10. Analyze the role of casework as means of helping reelection and helping constituents cope with government.
11. Analyze the role of the cooperation used in pork barrel legislation and competing done for federal grants and contracts.

PA Standards/Anchors:

Eligible Content:

5.3.12 A,B,G,H,J

- Analyze the legislative and non-legislative powers of Congress
- Examine the denied powers of Congress
- Examine the process of how a bill becomes a law
- Examine the voting methods of Congress
- Analyze the six major influences on Congress and how they vote
- Examine how Congress helps their constituents through casework
- Examine the role of pork barrel legislation and federal grants and contracts

Instructional Strategies:

Assessments:

Lecture
Note Taking
Charting
Evaluating

Written work
Graphic organizers
Outlining

- Section Quizzes
- Chapter test
- Notebook

Course Title: POD

Topic/Concept: The Presidency: Requirements and Power (Chapter 16)

Time Allotment: 6 days

Unit Sequence: 11

Major Concepts to be learned:

1. Understand the qualifications to be President
2. Understand the acts and amendments that deal with the President's terms and powers
3. Understand the formal and informal sources of Presidential power
4. Understand the role of the Vice President
5. Analyze the limits on the President

Expected Skills to be demonstrated:

1. List and understand the constitutional qualifications and informal qualifications to be President.
2. Identify the two constitutional duties of the Vice President
3. Analyze why the Vice President is held in little regard and how and why that has improved
4. Discuss the impact of each amendment or act: 12th Amendment, 20th Amendment, 22nd Amendment, 25th Amendment, Presidential Succession Act
5. List the order of Presidential Succession
6. Identify the methods used to declare disability and return to power
7. Analyze and list the 10 constitutional powers of the President
8. Identify past presidents, Congress and the media as sources of informal power
9. List and evaluate Congress, the Federal Courts, bureaucracy, and public opinion as limits on the president.
10. Analyze the President's role in checks and balances

PA Standards/Anchors:

Eligible Content:

5.3.12 A,C,E	<ul style="list-style-type: none">• Evaluate the qualification to be President• Evaluate the role of the Vice President• Analyze the 12th, 20th, 22nd, 25th Amendments and the Presidential Succession Act• Evaluate the Constitutional duties of the President• Analyze informal sources and the limits of Presidential power
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Instructional Strategies:

Assessments:

Lecture Note Taking Summarizing Evaluating	Written work Charting Outlining	<ul style="list-style-type: none">• Section Quizzes• Chapter tests
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Course Title: POD

Topic/Concept: Presidential Leadership (Chapter 17)

Time Allotment: 6 days

Unit Sequence: 12

Major Concepts to be learned:

1. Understand the functions of the Executive Departments
2. Understand the role of the Cabinet
3. Understand the role of the Executive Office of the President (EOP)

Expected Skills to be demonstrated:

1. Identify the role of each Executive Department
2. Identify the name of the current Secretaries of Defense, State, Treasury, and Attorney General as well other cabinet
3. Identify Cabinet selection criteria and the confirmation process
4. List and analyze the two roles of the Cabinet
5. Analyze the limits on the Cabinet of trust, secrecy, disputing departments, and conflicting loyalties.
6. Analyze the top four positions in the EOP (OMB, NSC, NEC, White House Staff) and their relationship with the Cabinet
7. Evaluate the role of the White House Staff as the most powerful in the EOP
8. Analyze the use of executive privilege in *US v Nixon*

PA Standards/Anchors:

Eligible Content:

5.3.12 A,B,C,D,J	<ul style="list-style-type: none">• Evaluate the functions of the 15 Executive Departments• Evaluate the function of the Cabinet including the inner and outer Cabinet members• Understand why the President does not use the Cabinet as his closest advisors• Analyze the top positions in the EOP and evaluate the concept of Executive Privilege.
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Instructional Strategies:

Assessments:

Lecture Note Taking Summarizing Evaluating	Written work Charting Outlining	<ul style="list-style-type: none">• Section Quizzes• Chapter Tests• Notebook
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Course Title: POD

Time Allotment: 8 days

Major Concepts to be learned:

1. Classify the kinds of cases in which Federal Court have jurisdiction
2. Outline the system of lower Federal Courts
3. Describe the jurisdiction of the Supreme Court
4. Describe the duties of the Justices

Topic/Concept: The Federal Courts (Chapter 19)

Unit Sequence: 13

Expected Skills to be demonstrated:

1. Identify the subjects and parties that fall under Federal Jurisdiction
2. Distinguish between civil, criminal, and constitutional law
3. Explain the process of civil suits and equity law
4. Identify the four legal principles/identify courts with original jurisdiction
5. Identify the four appeals courts
6. Explain the three appeals court decisions
7. Explain the influence of party and philosophy in selecting judges
8. Analyze the role of the President and the Senate in the selection of judges
9. Distinguish between original and appellate Supreme Court jurisdiction
10. Explain the duties of the Chief Justice

PA Standards/Anchors:

Eligible Content:

5.3.12 A,C,F,J

- Define the jurisdiction of the Federal Courts
- Explain the different court procedures under civil, criminal, and constitutional law.
- Summarize the guiding principles of the American Legal System
- Discuss the duties of the Federal Courts with original and appellate jurisdiction
- Evaluate the method of selection judges
- Define the jurisdiction of the Supreme Court
- Describe the duties of the Supreme Court justices
- Examine the method of selecting and appointing the Supreme Court

Instructional Strategies:

Assessments:

Lecture	Group discussion
Written work	Note Taking
Graphic organizers	Charting
Summarizing	Outlining
Evaluating	

- Section Quizzes
- Chapter test
- Notebook

Course Title: POD

Topic/Concept: The Supreme Court (Chapter 20)

Time Allotment: 5 days

Unit Sequence: 14

Major Concepts to be learned:

1. Explain how the Supreme Court affects public policy.
2. Describe the process by which the Supreme Court chooses, hears, and decides cases
3. Analyze major Supreme Court cases

Expected Skills to be demonstrated:

1. List the ways the Supreme Court shapes policy
2. List the factors that limit the Court's power
3. List the restrictions on the cases the Supreme Court hears
4. Explain the Supreme Courts term and sitting and identify the impact of the Judiciary Act of 1935
5. List and discuss the steps in selecting and deciding cases
6. Identify the different types of opinions written by the Supreme Court
7. Identify and analyze the results of the following majors cases: *Marbury v Madison*, *Plessy v Ferguson*, *Brown v Board of Education*, *New Jersey v TLO*, *Olmstead v US*, *Katz v US*, *Gideon v Wainwright* and various landmark decisions

PA Standards/Anchors:

Eligible Content:

5.3.12 A,B,F,J
5.2.12 B

- Identify the ways the Supreme Court shapes public policy
- Characterize the cases that come before the Supreme Court
- Describe the factors that limit the Supreme Courts powers
- Describe how the Supreme Court selects, hears, and decides cases
- Explain the importance of Supreme Court opinion

Instructional Strategies:

Assessments:

Lecture
Written work
Charting
Outlining

Group discussion
Note Taking
Summarizing
Evaluating

- Section quizzes
- Court Cases quiz
- Chapter Test
- Notebook

Course Title: POD

Topic/Concept: The Flag of the United States of America

Time Allotment: 1 day

Unit Sequence: 15

Major Concepts to be learned:

1. Understand the history of the flag
2. Understand the history of the National Anthem and Pledge of Allegiance
3. Understand the flag code

Expected Skills to be demonstrated:

1. Draw proper ways to display the flag
2. Identify the role of Francis Bellamy, Francis Scott Key, and Francis Hopkinson
3. Identify standards of respect for the flag

PA Standards/Anchors:

Eligible Content:

5.1.12 F

- Evaluate the role of the flag in our history
- Review the proper ways to display the flag
- Evaluate the meaning of the Pledge of Allegiance
- Evaluate the meaning of the National Anthem

Instructional Strategies:

Assessments:

Lecture
Written work
Note Taking
Evaluating

- Quiz

Course Title: POD

Topic/Concept: PA State Government

Time Allotment: 7 days

Unit Sequence: 16

Major Concepts to be learned:

1. Understand the organization of PA state government
2. Understand the role of state government

Expected Skills to be demonstrated:

1. State the characteristics of state constitutions and the amending process for the PA constitution
2. Outline the part of PA General Assembly including terms, qualifications, and leaders of both houses
3. Outline the qualifications, role, election process and the PA governor and other top PA Executive Department officials
4. Describe the PA court system including the selection of judges
5. Outline the process the state criminal system for PA

PA Standards/Anchors:

Eligible Content:

5.1.12 D
5.3.12 A,C

- Understand the importance of state governments and state constitutions
- Evaluate the organization of the branches in the PA government
- Evaluate how a bill becomes a law in PA
- Analyze the election process in PA and understand the PA court system

Instructional Strategies:

Assessments:

Lecture
Note Taking
Summarizing
Outlining
Evaluating

- Quiz
- Test