

Course Title: Advanced Government

Topic/Concept: The American System (Chapter 1)

Time Allotment: 16 days

Unit Sequence: 1

Major Concepts to be learned:

1. Understand the impact of the demographic profile in the United States
2. Describe how our political values are expressed in our form of government
3. Analyze how democracy in a diverse country is characterized
4. Conclude the responsiveness of government

Expected Skills to be demonstrated:

1. Analyze the responsiveness of government
2. Identify how the learning the political culture
3. List the Core Values of political culture and define identity politics
4. Analyze the Core Values and their importance to political culture
5. Evaluate political participation with the American System
6. Discuss the responsiveness of government

PA Standards/Anchors:

Eligible Content:

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

- Evaluate the demographic profile within the United States
- Assess the importance of political culture
- Identify the core values within democracy
- Analyze the responsiveness of government

Instructional Strategies:

Assessments:

Cooperative groups
Group discussion
Evaluating

Lecture
Written work

- Tests
- Quizzes
- Homework
- Essay
- Participation

Course Title: Advanced Government

Time Allotment: 17 days

Topic/Concept: The Constitution (Chapter 2)

Unit Sequence: 2

Major Concepts to be learned:

1. Evaluate the Declaration of Independence
2. Understand the reasons for writing the Constitution
3. Evaluate the Evolution of the Constitution
4. Assess the responsive of the Constitution

Expected Skills to be demonstrated:

1. Analyze the part of the Declaration of Independence
2. Identify the grievance against the King
3. Discuss the impact of Jefferson/Franklin/Adams/Locke in the Declaration
4. Evaluate the political climate during the Revolution
5. Chart the weaknesses of the Articles of Confederation Assess the importance between the rivalries that led to Shays' Rebellion
6. Chart the compromises at the Convention
7. Critic the speeches made prior to the vote for independence and during the Convention
8. Discuss the political, economic and philosophical motives of the Founders
9. Evaluate the impact on the Constitution with *McCullough v Maryland*, the Civil War, Reconstruction, the Great Depression, and the New Deal
10. Evaluate the responsiveness of the Constitution today

PA Standards/Anchors:

Eligible Content:

5.1.12. A,B,C,D,E,F	<ul style="list-style-type: none">• Evaluate the writing of the Declaration of Independence• Evaluate the weakness of the Articles of Confederation• Discuss the importance of Shay's Rebellion• Evaluate the problems and innovations in Article 1 and assess the political impact of speeches of Adams, Dickinson, Washington, Franklin• Evaluate the motives of the Founders• Discuss the evolution of the Constitution
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Instructional Strategies:

Assessments:

Lecture Performance tasking Summarizing Evaluating	Group discussion Charting Outlining	<ul style="list-style-type: none">• Tests• Homework• Evaluation• Participation	<ul style="list-style-type: none">• Quizzes• Declaration• Essay
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Course Title: Advanced Government

Topic/Concept: The Fourth Amendment

Time Allotment: 6 days

Unit Sequence: 3

Major Concepts to be learned:

1. Evaluate the significance of the Fourth Amendment
2. Assess the Founders reason for the Fourth Amendment

Expected Skills to be demonstrated:

1. Identify the importance of the Fourth Amendment
2. Discuss and evaluate several Fourth Amendment Cases (*Terry v Ohio*, *Florida v Bostick*, *Hiibel v Sixth Judicial District Court of Nevada*)
3. Write a critic on “Liberty v Order” an evaluation of police sweeps

PA Standards/Anchors:

Eligible Content:

5.1.12 B
5.2.12 B,C

- Discuss the importance of the Fourth Amendment
- Evaluate the historical justification for the Fourth Amendment
- Evaluate civic life without the Fourth Amendment
- Assess the constitutionality of police “sweeps”

Instructional Strategies:

Assessments:

Problem solving activities
Group discussion
Research
Written work
Evaluating

- Group Project
- Essay

Course Title: Advanced Government

Topic/Concept: The Founding Fathers

Time Allotment: 6 days

Unit Sequence: 4

Major Concepts to be learned:

1. Gain an insight into some of our Founders and Abigail Adams
2. Understand the political views of our Founders and Abigail Adams

Expected Skills to be demonstrated:

1. Compare and Contrast the Founders
2. Assess the ability of the Founders to lead today's government
3. Evaluate each Founder and Abigail in terms of Moral Philosophy: Egoism, Utilitarianism, Formalism, and Divine Command
4. List the qualities that best describe each Founder and Abigail Adams
5. Predict how the Founders would assess our operation of government, the role of the President, the overall condition of the country, and the use of the Constitution today

PA Standards/Anchors:

Eligible Content:

5.1.12 A,C,D,E,F
5.3.12 F

- Evaluate the political views of varies Founders
- Analyze the political impact of each Founder
- Analyze the historical impact of each Founder
- Research the impact of Abigail Adams

Instructional Strategies:

Assessments:

Cooperative groups
Group discussion
Research
Summarizing
Evaluating

- Research
- Essay
- Participation
- Group Presentation

Course Title: Advanced Government

Topic/Concept: Federalism (Chapter 3)

Time Allotment: 18 days

Unit Sequence: 5

Major Concepts to be learned:

1. Understand the details and the politics between the choice of federalism
2. Describe how the distribution of power between the national government and the states has changed over time
3. Identify the sources of cooperation and conflict with federalism
4. Evaluate the role of people within federalism

Expected Skills to be demonstrated:

1. List the difference between and Federal and Unitary system
2. Chart the reasons of the Founders for the Federal system in the US
3. Evaluate how the choice for Federalism aided both the Federalist and the Anti-federalists
4. Evaluate the importance of the Supremacy Clause
5. Identify the characteristics of Dueling and Cooperative Federalism
6. Evaluate the areas of conflict with Federalism (*US v Lopez*)
7. Discuss or research issues of Federalism today (medical marijuana, physicians-assisted suicide, National School Test, gay marriage, death penalty)
8. Analyze how the national and state government cooperative or conflict when dealing with national or natural disasters

PA Standards/Anchors:

Eligible Content:

5.1.12 D,E
5.2.12 B
5.3.12 A,B,I

- Evaluate the difference between a Federal and Unitary system
- Discuss the reasons for the choice of a Federal system in the US
- Assess the arguments against Federalism
- Analyze the Dueling and Cooperative Federalism
- Evaluate the conflicts created because of Federalism

Instructional Strategies:

Assessments:

Coooperative groups	Problem solving activities
Lecture	Research
Role Play	Charting
Summarizing	Evaluating

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|-----------------|-----------------|
| • Test | • Quizzes |
| • Homework | • Essay |
| • Participation | • Group Project |

Course Title: Advanced Government

Topic/Concept: Political Parties (Chapter 7)

Time Allotment: 16 days

Unit Sequence: 6

Major Concepts to be learned:

1. Assess why political parties existEvaluate the importance of political parties
2. Analyze the decline and resurgence of political parties
3. Identify the factors that distinguish the political parties
4. Identify the characteristics of party identification

Expected Skills to be demonstrated:

1. Distinguish between the two major parties and minor party characteristics
2. Identify the characteristics of moderate parties
3. Evaluate the fragmented nature of American politics parties
4. Identify the first major parties in the United States and how they have evolved
5. Evaluate the functions of political parties
6. Interpret the impact of the political machine of the development of parties.
7. Evaluate how the rise of independents, progressive reforms, the Great Depression, the media and a disinterest in politics by the general public lead to the decline of parties.
8. Evaluate the major party realignments in the 1930's and the minor realignments in recent decades that have lead to the resurgence of political parties
9. Assess how background, socio-economics factors, and culture impact party identification

PA Standards/Anchors:

Eligible Content:

5.1.12 B 5.2.12 A,B,C 5.3.12 D	<ul style="list-style-type: none">• Analyze the characteristics and fragmentation of American political parties.• Evaluate the rise of American political parties and discuss the important functions of parties• Analyze the decline of political parties and the erosion of popular support• Assess the resurgence of American political parties and evaluate party identification in the United States
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Instructional Strategies:

Assessments:

Lecture Written work Summarizing	Group discussion Charting Evaluating	<ul style="list-style-type: none">• Test• Homework• Participation	<ul style="list-style-type: none">• Quizzes• Essay
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Course Title: Advanced Government

Time Allotment: 15 days

Topic/Concept: Elections (Chapter 8)

Unit Sequence: 7

Major Concepts to be learned:

1. Analyze why voting is important to democracy and why, despite its importance, so few vote.
2. Examine political elections and campaigns to see how they effect the leaders and policies.
3. Examine the responsive of government to those who do vote.

Expected Skills to be demonstrated:

1. Identify the early voting limits on blacks, women, and immigrants
2. Explain the impact of the Voting Rights Act and Redistricting on voting rights
3. Debate whether felons should have the right to vote
4. Analyze the impact of Progressive Reforms on voting
5. Determine regular voters by class, age, income and region
6. Analyze the reforms of the presidential primaries
7. Evaluate the activities of the presidential conventions
8. Analyze campaign strategies in the general election
9. Analyze the role the media and negative campaigning
10. Discuss the impact of presidential debates
11. Evaluate the pros and cons the electoral college
12. Offer reforms for the electoral college
13. Examine the results of the 2000 election

PA Standards/Anchors:

Eligible Content:

5.2.12 A,B 5.3.12 D,E,J	<ul style="list-style-type: none">• Examine early voting limitsAssess the impact of voting legislation and reforms• Analyze by state the voting rights of felons• Examine the political activism of the 19th century that expanded voting• Assess who votes and voter turnout and examine presidential primaries• Analyze presidential conventions and evaluate the process of the general election• Analyze the electoral college system
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Instructional Strategies:

Assessments:

Lecture Cooperative Group Summarizing	Problem Solving Activities Hands-on Activities Evaluating	<ul style="list-style-type: none">• Test• Homework• Essay	<ul style="list-style-type: none">• Quizzes• Group Project• Participation
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Course Title: Advanced Government

Time Allotment: 21 days

Major Concepts to be learned:

Topic/Concept: Congress (Chapter 10)

Unit Sequence: 8

1. Understand the composition of Congress
2. Evaluate how Congress gets elected
3. Understand how Congress is organized and how they carry out their Constitutional duties as granted in Article
4. Access Congresses relationship with the other branches

Expected Skills to be demonstrated:

1. Research Constitutional qualifications, length of service, term limits and Constitutional duties outlined in Article I
2. Evaluate reapportionment, redistricting, and gerrymandering
3. Access the advantages and disadvantages of the tenure of Congress
4. Access whether members of Congress act under delegate, trustee, politico, or conscience models of representation
5. Determine the use of congressional media and money on campaigns
6. Evaluate the advantages of the incumbency including casework, franking, media, fundraising, pork-barrel funding, name recognition, and use of staff
7. Access the progression of congressional organization through the use of congressional committees and House and Senate leadership positions and how they have impacted policy, the President, and democracy
8. Determine the role of committee action, scheduling, rules, filibuster, debate, conference committee, and presidential action on the lawmaking process.
9. Understand how Congress handles the business of legislating, budget making, oversight, constituency service, party caucus work, and campaign related activities on a daily basis.
10. Evaluate the responsiveness of Congress to democracy and dealings with the other branches.

PA Standards/Anchors:

Eligible Content:

5.3.12 A, C,D,J

- Evaluate who makes up the current Congress
- Access the constituencies of Congress
- Evaluate Congress as a representative body
- Analyze Congressional campaigns
- Determine the advantages of incumbency
- Evaluate the evolution of congressional organization and contemporary leadership positions
- Evaluate the process of a bill becomes a law
- Review how Congress goes about their day to day job

Instructional Strategies:

Assessments:

Lecture
Written work
Summarizing

Group discussion
Note Taking
Outlining

Evaluating

- Test
- Homework
- Essay
- Quizzes
- Participation
- Debate

Course Title: Advanced Government

Time Allotment: 21 days

Topic/Concept: The Presidency (Chapter 11)

Unit Sequence: 9

Major Concepts to be learned:

1. Understand the paradox of presidential power and presidential weakness
2. Evaluate how the President is elected
3. Understand how the Executive Branch is organized and how the constitutional duties are carried out as granted in Article II
4. Access the President's relationship with the other branches

Expected Skills to be demonstrated:

1. Analyze the eligibility, experience, pay and perks.
2. Evaluate the tenure and succession of the presidency through Article II, 12th Amendment, 25th Amendment, and the Presidential Succession Act
3. Evaluate the Founder's expectations of the Presidency and the expansion of presidential power throughout history
4. Compare the growth of presidential power versus Congressional power
5. Determine presidential leadership through the roles of Head of State, Chief Executive, Fiscal Leader, Legislative Leader Party Leaders
6. Compare and contrast the use of the Cabinet, EOP, and the Office of the VP by various presidents
7. Access how modern presidents persuade officials, Congress, and the public
8. Access how modern presidents persuade officials, Congress, and the public
9. Summarize, evaluate, compare and contrast the assassins or attempts made on Abe Lincoln, James Garfield, William McKinley, John Kennedy, and Ronald Reagan

PA Standards/Anchors:

Eligible Content:

5:3.12 A, C, D,E,F
5:2.12 B

- Examine the presidents term of service
- Access the growth of the presidency through the examination of many presidencies
- Access presidential leadership
- Evaluate the presidential staff
- Evaluate the use of persuasion by modern presidents
- Evaluate presidential assassinations and assassination attempts

Instructional Strategies:

Assessments:

Lecture
Research
Summarizing
Evaluating

Group Discussion
Written work
Note Taking

- Test
- Homework
- Presidential Project
- Quizzes
- Participation

Course Title: Advanced Government

Topic/Concept: The Media (Chapter 5)

Time Allotment: 14 days

Unit Sequence: 10

Major Concepts to be learned:

1. Evaluate how the media impacts our government and democracy
2. Access the relationship between the media and politicians
3. Consider the bias of the media

Expected Skills to be demonstrated:

1. Analyze the symbiotic and adversarial relationship between the media and politicians
2. Compare and Contrast the relationship of different Presidents with the media (radio, print and TV)
3. Determine whether there should be more balanced press coverage between the three branches
4. Evaluate the impact on Supreme Court rulings if the Justices had more media attention.
5. Evaluate the relationship between the media and the military and the different media tactic used in the Iraq and Afghanistan Wars
6. Evaluate how much Americans have the right to know
7. Identify the reason for commercial and political biasIdentify and discuss the consequences of commercial and political bias
8. Evaluate the responsiveness of the media

PA Standards/Anchors:

Eligible Content:

5.3.12 D,E,F,H	<ul style="list-style-type: none">• Evaluate the concentration and dominance of media• Access the relationship between the media and the President and access the relationship between the media and Congress• Evaluate the impact of the relationship between the media and the Supreme Court• Discuss the political and commercial bias of the media
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Instructional Strategies:

Assessments:

Lecture Written work Evaluating	Group discussion Summarizing	<ul style="list-style-type: none">• Test• Homework• Participation	<ul style="list-style-type: none">• Quizzes• Essay
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Course Title: Advanced Government

Topic/Concept: Special Series: Running a Campaign

Time Allotment: 14 days

Unit Sequence: 11

Major Concepts to be learned:

1. Learn about the candidates running in the current election
2. Examine political elections and campaigns to see how they effect the leaders and policies we have
3. Understand election and campaign strategy

Expected Skills to be demonstrated:

1. Research the candidate position on various economic, social and political topics
2. Compare and contrast the candidates strengths and weaknesses with the opponents
3. Develop a campaign schedule of events, stump speeches, television commercials, posters and signs for the candidate
4. Analyze how the assigned candidate is competing against the rest of the field
5. Evaluate the pre and post election performance of the candidates
6. Evaluate how the outcome of the election will effect local, state, or national policy

PA Standards/Anchors:

5.2.12.A, B,C,D
5.3.12.D,E,G,H,I,J

Eligible Content:

- Identify and access the candidates strengths and weaknesses in the current campaign
- Develop a campaign strategy for your candidate
- Evaluate the opponents
- Predict the election results

Instructional Strategies:

Coooperative groups
Problem solving activities
Research
Written work
Summarizing
Evaluating

Assessments:

Campaign strategy:
Scheduling
Speeches
Ads
Debates
Signs

Course Title: Advanced Government

Topic/Concept: The Judiciary (Chapter 13)

Time Allotment: 14 days

Unit Sequence: 12

Major Concepts to be learned:

2. Access the structure and Constitutional backing the Courts as provide by Article III
3. Analyze the constitutionality of various cases from the Civil War Era to modern times
4. Access the Court's relationship with the other branches

Expected Skills to be demonstrated:

2. Determine the jurisdiction of the various courts within the court system
3. Analyze the selection process of various presidents (including current selections) to the Court and the impact of the selection on policy
4. Determine the constitutional duties and tenure of judges
5. Evaluate various Supreme Court decisions in regard to constitutionality, restrain, activism, stare decisis, and the ability to make new law
6. Compare and contrast the Marshall, Warren, Burger, Rehnquist, and Roberts Courts
7. Analyze and discuss current cases that the Court has agreed to hear during its current and term and evaluate the constitutionality of each case
8. Prepare a brief for an assigned hypothetical case that establishes the constitutional arguments that can be used by both the petitioner and the respondent
9. Analyze the importance of civil right protection through the courts
10. Evaluate how the Court's responsive and impact on policy

PA Standards/Anchors:

5.3.12 A,B,C,F,J

Eligible Content:

- Review the structure of the federal court system
- Review the selection process of judges and analyze Article III
- Evaluate how the Court interprets various statutes
- Evaluate the Court through the use of Judicial Review
- Read and discuss *Gideon's Trumpet*

Instructional Strategies:

Lecture	Group discussion
Research	Note Taking
Summarizing	Evaluating
Specific Reading	

Assessments:

- Test
- Quizzes
- Homework
- Participation
- Group work