

Guttenberg School District

Course: American Government Grade Level: 7th		Time Frame: Two Weeks		
Unit of Study: United States Geography				
Essential Questions: 1) How do the current major cultural regions of the United States affect its political geography in spatial terms? 2) What are the 50 U.S. states and their capitals, including location? 3) Is it vital to understand basic United States geography in order to grasp concepts within United States Civics?				
Curriculum is aligned with: ELA-Literacy/L/7/3/ ELA-Literacy/RH/6-8/7/		ELA-Literacy/W/7/2/ ELA-Literacy/W/7/6/ ELA-Literacy/W/7/8/		ELA-Literacy/SL/7/1/ ELA-Literacy/SL/7/5/
Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
<p>The United States is comprised of varying cultural regions.</p> <p>Each cultural region has a profound effect on the political geography of the United States.</p> <p>Identifying the states and capitals of each U.S. state is essential to understanding the inner workings of the American government.</p>	<p>U.S. State & Capitals Formative Assessment</p> <p>50 States and Capitals Original Song Creation</p> <p>Participation in classroom discussion</p> <p>Destination: American Project-Focus on Cultural, Geographical, and Historical landmarks</p>	<p>Mix-Pair-Share</p> <p>Think-Pair-Share</p> <p>Cooperative Learning Groups</p> <p>Teacher Generated Higher Order Questioning (Modeling)</p> <p>Student Generated Higher Order Questioning</p>	<p>Political Characteristic</p> <p>Emblematic</p> <p>Diffusion</p> <p>State</p> <p>Capital</p> <p>Interstate</p> <p>Landmark</p> <p>National Park</p> <p>Itinerary</p>	<p>Pearson Foundation Series American Government Text</p> <p>Great Books Foundation-The Will of the People: Readings in American Democracy</p> <p>Great Books Foundation-We the People: Foundations of American Government</p> <p>Laptops</p> <p>http://www.brainpop.com/</p> <p>http://www.icivics.org/</p>

**Guttenberg School District**

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Course: American Government Grade Level: 7th		Time Frame: Three Weeks Unit 1 Part Two		
Unit of Study: Citizenship-Responsibilities and Forms of Engagement				
Essential Questions: What does it mean to be an American Citizen? Are there inherent duties and responsibilities that come along with being an American Citizen? What are the steps involved in becoming an American Citizen? In what ways should people participate in public affairs?				
Curriculum is aligned with: 6.3.12.A.1 6.3.12.C.1 6.3.12.D.1 6.3.12.D.1		ELA-Literacy/RI/7/1/ ELA-Literacy/RI/7/3/ ELA-Literacy/W/7/1/a/ ELA-Literacy/W/7/1/b/ ELA-Literacy/W/7/2/	ELA-Literacy/W/7/2/c/ ELA-Literacy/W/7/2/d/ ELA-Literacy/W/7/2/e/ ELA-Literacy/W/7/2/f/	
Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
<p>There is a legal definition of an American Citizen and the components of such.</p> <p>There is a legal process that must be followed for those wanting to become a citizen of the United States.</p> <p>Each American Citizen has implied duties and responsibilities that enhance the common good.</p> <p>The level of civil engagement by American Citizens directly effects how elected officials govern.</p>	<p>Written responses to Open Ended Questions using R.A.C.E.</p> <p>Participation in classroom discussion(s)</p> <p>Student created portfolios</p> <p>End of Unit/Chapter Tests (Summative)</p> <p>Entrance/Exit Questions</p> <p>Teacher Observations with effective feedback throughout the learning process</p> <p>"What is Means to be a Citizen" Essay</p>	<p>Mix-Pair-Share</p> <p>Think-Pair-Share</p> <p>Cooperative Learning Groups</p> <p>Teacher Generated Higher Order Questioning (Modeling)</p> <p>Student Generated Higher Order Questioning</p>	<p>Citizen</p> <p>Civics</p> <p>Immigrant</p> <p>Immigration</p> <p>Illegal Immigration</p> <p>Alien</p> <p>Naturalization</p> <p>Demographics</p> <p>Apathy</p> <p>Altruism</p> <p>Civic Engagement</p> <p>Civic Virtue</p> <p>Common Good</p> <p>Value</p> <p>Popular Sovereignty</p> <p>Patriotism</p> <p>Assimilation</p> <p>Ideology</p> <p>Right</p> <p>Responsibilities</p> <p>Melting Pot</p>	<p>Pearson Foundation Series American Government Text</p> <p>Great Books Foundation-The Will of the People: Readings in American Democracy</p> <p>Great Books Foundation-We the People: Foundations of American Government</p> <p>http://www.icivics.org/</p>

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	Position Paper-Are American Citizens Lazy?		Salad Bowl Kaleidoscope Migration Ellis Island Public Policy Angel Island Activism Tolerance	
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Course: American Government		Time Frame: Two Weeks		
Grade Level: 7th				
Unit of Study: Government Influence, Mass Media, and Public Opinion				
Essential Questions: In what ways are our government influenced in regards to making policy decisions? How do political leaders and interest groups shape public opinion and influence the beliefs of American citizen? What is the place of media and public policy in a democracy? To what extent do interest groups advance or harm democracy?				
Curriculum is aligned with: 6.1.12.A.16.a 6.1.12.D.16.b 6.3.8.D.1 6.1.12.A.14.f		ELA-Literacy/RI/7/1/ ELA-Literacy/RI/7/3/ ELA-Literacy/W/7/1/a/ ELA-Literacy/W/7/1/b/ ELA-Literacy/W/7/2/	ELA-Literacy/W/7/2/c/ ELA-Literacy/W/7/2/d/ ELA-Literacy/W/7/2/e/ ELA-Literacy/W/7/2/f/	
Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
Policymakers are influenced by the public opinions of its constituents. Mass media provides the public with a great deal of political information, which in turn, influences public perception of key political issues.	Written responses to Open Ended Questions using R.A.C.E. Participation in classroom discussion(s) Students created portfolios End of Unit/Chapter Tests (Summative) Entrance/Exit Questions Teacher Observations with effective feedback throughout the learning process Mass Media Observation Project Position Paper-Do you	Mix-Pair-Share Think-Pair-Share Cooperative Learning Groups Teacher Generated Higher Order Questioning (Modeling) Student Generated Higher Order Questioning	Public Opinion Mass Media Interest Group Public Opinion Poll Straw Vote Public Affairs Peer Group Mandate Opinion Leader Public Agenda Leak Watchdog Prior Restraint Libel Public Interest Group Nonpartisan Lobbyist Print Media Universe Sample Random Sample Quota Sample	Pearson Foundation Series American Government Text Great Books Foundation- The Will of the People: Readings in American Democracy Great Books Foundation- We the People: Foundations of American Government http://www.icivics.org/

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	believe that the mass media has too much influence over American politics?		Electronic Media Public Policy. P.A.C's Propaganda Trade Associations Labor Unions Amicus Curiae Brief Grass Roots Electioneering	
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Course: United States Civics Grade Level: 7th		Time Frame: Three Weeks		
Unit of Study: The inner workings of elections, political parties, and voting				
Essential Questions: What is the role of political parties in the United States? Does the Two-Party System help or harm democracy? Why do voters act as they do? How fair and effective is the electoral process? How have the voting rights changed over the course of American history?				
Curriculum is aligned with: 6.1.12.A.14.d 6.1.12.A.14.e 6.1.12.A.14.g 6.3.12.C.1		ELA-Literacy/RL/7/1/ ELA-Literacy/RL/7/2/ ELA-Literacy/RL/7/3/ ELA-Literacy/RL/7/6/ ELA-Literacy/RL/7/7/	ELA-Literacy/RI/7/1/ ELA-Literacy/RI/7/3/ ELA-Literacy/W/7/1/a/ ELA-Literacy/W/7/1/b/ ELA-Literacy/W/7/2/	
Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction

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Course: United States Civics Grade Level: 7 th		Time Frame: Three Weeks		
Unit of Study: Foundations of American Government				
Essential Questions: Is Government needed? What should be the goals of government? Which political philosophies were the foundations of America's current government system?				
Curriculum is aligned with: 6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.c		6.1.8.D.3.b 6.1.12.A.2.a ELA-Literacy/RL/7/1/ ELA-Literacy/RL/7/2/ ELA-Literacy/RL/7/3/ ELA-Literacy/RL/7/6/ ELA-Literacy/RL/7/7/	ELA-Literacy/RI/7/1/ ELA-Literacy/RI/7/3/ ELA-Literacy/W/7/1/a/ ELA-Literacy/W/7/1/b/ ELA-Literacy/W/7/2/ ELA-Literacy/W/7/7/ ELA-Literacy/W/7/8/	
Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
A government is the group of people/agencies entrusted with making and carrying out laws and policies agreed upon by the larger population. Every government has three kinds of power: Legislative, Executive, and Judicial. The many different forms of government are classified by three distinct features. There are basic foundations of democracy. The Magna Carta, English Bill of Rights, Mayflower Compact and Thomas	Written responses to Open Ended Questions using R.A.C.E. Participation in classroom discussion(s) Students created portfolios End of Unit/Chapter Tests (Summative) Entrance/Exit Questions Teacher Observations with effective feedback throughout the learning process Political Theory Research Paper	Mix-Pair-Share Think-Pair-Share Cooperative Learning Groups Teacher Generated Higher Order Questioning (Modeling) Student Generated Higher Order Questioning	Direct Democracy Representative Democracy Majority Rule Compromise Free Enterprise System John Locke Baron de Montesquieu Thomas Hobbes Magna Carta Charter Petition of Right Proprietary Enlightenment Oligarchy Monarchy Tyranny Precedent Common Law Natural Law	Pearson Foundation Series American Government Text Great Books Foundation- The Will of the People: Readings in American Democracy Great Books Foundation- We the People: Foundations of American Government The Hunger Games- Novel/Movie http://www.icivics.org/

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<p>Paine's "Common Sense" had a significant impact on colonists' views of government.</p> <p>Harsh English policies and responses to American colonial concerns led to the writing of the Declaration of Independence.</p> <p>Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</p>			<p>Social Contract Colony Charter Compact Puritans Pilgrims Toleration Triangular Trade 13 Colonies King George III Glorious Revolution William and Mary Declaration of Independence</p>	
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<p>The essential function of political parties is to try and control the government by nominating and choosing political candidates that will eventually become elected.</p> <p>The Federalists and the Anti-Federalists were the basis of the United States' current two-party system.</p> <p>The organization of American political parties are a complex undertaking that involves fundraising, grass roots efforts and participants on the federal, state, and local levels.</p> <p>Suffrage and the rights of United States voters have dramatically changed throughout the course of American history.</p> <p>There are several factors that have significant influence over the voting behavior of the American public.</p> <p>The American electoral process is an intricate series of events, all of which are crucial to the outcome of any election.</p>	<p>Written responses to Open Ended Questions using R.A.C.E.</p> <p>Participation in classroom discussion(s)</p> <p>Students created portfolios</p> <p>End of Unit/Chapter Tests (Summative)</p> <p>Entrance/Exit Questions</p> <p>Teacher Observations with effective feedback throughout the learning process</p> <p>Mock Election Project</p> <p>Position Paper-Where do you stand ptically and why?</p>	<p>Mix-Pair-Share</p> <p>Think-Pair-Share</p> <p>Cooperative Learning Groups</p> <p>Teacher Generated Higher Order Questioning (Modeling)</p> <p>Student Generated Higher Order Questioning</p>	<p>Political Party</p> <p>Caucus</p> <p>Platform</p> <p>Plurality</p> <p>Petition</p> <p>Precinct</p> <p>Soft Money</p> <p>Elector</p> <p>Returns</p> <p>Initiative</p> <p>Elector</p> <p>Referendum</p> <p>Propaganda</p> <p>Committee</p> <p>Incumbent</p> <p>Two-Party System</p> <p>Plank</p> <p>Third Party</p> <p>National Committee</p> <p>Majority</p> <p>Polling Place</p> <p>Ballot</p> <p>Recall</p> <p>Exit Poll</p> <p>Conservative</p> <p>Liberal</p> <p>Apathy</p> <p>Proposition</p> <p>Candidate</p> <p>Moderate</p> <p>Radical</p> <p>Publicized</p> <p>Political Machine</p> <p>Primary Election</p> <p>Integrity</p> <p>Open Primaries</p> <p>Closed Primaries</p> <p>Electoral College</p> <p>Absentee Voting</p> <p>Political Action</p> <p>Committee</p> <p>Delegate</p> <p>Inauguration</p>	<p>Pearson Foundation Series</p> <p>American Government Text</p> <p>Great Books Foundation-</p> <p>The Will of the People:</p> <p>Readings in American Democracy</p> <p>Great Books Foundation-</p> <p>We the People:</p> <p>Foundations of American Government</p> <p>To Kill a Mockingbird</p> <p>Novel/Movie</p> <p>http://www.icivics.org/</p>
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Course: United States Civics		Time Frame: Three Weeks		
Grade Level: 7th				
Unit of Study: Creation of the United States Constitution				
Essential Questions: How does the Constitution reflect the times it which it was written? What historical democratic ideals influenced the delegates at the Constitutional Convention? How did the U.S. government become stronger under the new Constitution? What are the goals of the U.S. government, as outlined in the Preamble of the U.S. Constitution?				
Curriculum is aligned with: 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.g 6.1.8.D.3.b		6.1.8.D.3.g 6.1.12.A.2.b 6.1.12.D.2.b ELA-Literacy/RI/7/1/ ELA-Literacy/RI/7/3/ ELA-Literacy/W/7/1/a/ ELA-Literacy/W/7/1/b/ ELA-Literacy/W/7/2/	ELA-Literacy/W/7/2/c/ ELA-Literacy/W/7/2/d/ ELA-Literacy/W/7/2/e/ ELA-Literacy/W/7/2/f/	
Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
<p>The ideas (natural rights, role of the government) and complaints set forth by the colonists were included in the Declaration of Independence.</p> <p>There were distinct weaknesses in regards to the Articles of Confederation which led to the eventual creation of the United States Constitution.</p> <p>There were radically differing viewpoints of the Federalists and the Anti-Federalists regarding the ratification of</p>	<p>Written responses to Open Ended Questions using R.A.C.E.</p> <p>Participation in classroom discussion(s)</p> <p>Students created portfolios</p> <p>End of Unit/Chapter Tests (Summative)</p> <p>Entrance/Exit Questions</p> <p>Teacher Observations with effective feedback throughout the learning process</p> <p>Position Paper-Does the</p>	<p>Mix-Pair-Share</p> <p>Think-Pair-Share</p> <p>Cooperative Learning Groups</p> <p>Teacher Generated Higher Order Questioning (Modeling)</p> <p>Student Generated Higher Order Questioning</p>	<p>Constitution</p> <p>Articles of Confederation</p> <p>Ratify</p> <p>Shay's Rebellion</p> <p>Preamble</p> <p>Article</p> <p>Amendment</p> <p>Legislative Branch</p> <p>Executive Branch</p> <p>Judicial Branch</p> <p>Limited Government</p> <p>Separation of Powers</p> <p>Checks and Balances</p> <p>Enumerated Powers</p> <p>Reserved Powers</p> <p>Delegated Powers</p> <p>Concurrent Powers</p> <p>Federalist</p>	<p>Pearson Foundation Series American Government Text</p> <p>Great Books Foundation-The Will of the People: Readings in American Democracy</p> <p>Great Books Foundation-We the People: Foundations of American Government</p> <p>http://www.icivics.org/</p>

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<p>the Constitution and inclusion of a bill of rights.</p> <p>The Constitution limits the powers of government through separation of powers and checks and balances.</p> <p>The concept of rule of law had a direct influence on the development of the American legal, political and governmental systems.</p> <p>The United States Constitution may be amended through the amendment process.</p>	<p>United States Constitution need an overhaul?</p>		<p>Ordain Federalist Papers Anti-Federalist Papers Cruel and Unusual Punishment Double Jeopardy Due Process</p>	
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Course: United States Civics Grade Level: 7th		Time Frame: One/Two Weeks		
Unit of Study: The Bill of Rights				
Essential Questions: Why was it important to spell out the protections of a person's basic, inalienable rights? What may happen if certain rights (Bill of Rights) were missing from the Constitution?				
Curriculum is aligned with: 6.1.8.A.2.b 6.1.8.A.3.c 6.1.8.A.3.g 6.1.12.A.2.d 6.1.12.A.4.b 6.1.12.A.6.b		ELA-Literacy/RI/7/1/ ELA-Literacy/RI/7/3/ ELA-Literacy/W/7/1/a/ ELA-Literacy/W/7/1/b/ ELA-Literacy/W/7/2/	ELA-Literacy/W/7/2/c/ ELA-Literacy/W/7/2/d/ ELA-Literacy/W/7/2/e/ ELA-Literacy/W/7/2/f/	
Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
There were certain circumstances and critical debate that led to the Bill of Rights Federalists and Anti-Federalists had differing views regarding the Bill of Rights There are unalienable rights granted by the Bill of Rights and key later amendments The Bill of Rights can be categorized as individual freedoms, protection from government power, or rights of the accused	Written responses to Open Ended Questions using R.A.C.E. Participation in classroom discussion(s) Students created portfolios End of Unit/Chapter Tests (Summative) Entrance/Exit Questions Teacher Observations with effective feedback throughout the learning process Position Paper-In your opinion, are the rights listed in	Mix-Pair-Share Think-Pair-Share Cooperative Learning Groups Teacher Generated Higher Order Questioning (Modeling) Student Generated Higher Order Questioning	Bill of Rights Amendment Civil Liberties Eminent Domain Right to Bear Arms Equal Protection Under the Law Right to Legal Counsel Search and Seizure Suffrage Trial by Jury Supremacy Clause Appellate Process Ex Facto Law Habeas Corpus Independent Judiciary Precedent Summary Judgment Elastic Clause Foreign Relations	Pearson Foundation Series American Government Text Great Books Foundation-The Will of the People: Readings in American Democracy Great Books Foundation-We the People: Foundations of American Government http://www.icivics.org/

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<p>Predict what might happen if key rights were missing from the Constitution</p>	<p>the Bill of Rights enough to protect American citizens from tyranny?</p>		<p>Impeachment Implied Powers Property Rights Repeal</p>	
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Course: United States Civics		Time Frame: Two Weeks		
Grade Level: 7th				
Unit of Study: Three Branches Of Government-Executive Branch				
Essential Questions: What are the powers of the executive branch as stated by the U.S. Constitution? Does the current electoral process result in the best candidate for President? How much power should the President have? Does the federal bureaucracy result in good government?				
Curriculum is aligned with: 6.1.12.D.10.b 6.1.12.A.11.b 6.1.12.A.14.a 6.1.12.A.14.h		6.1.12.D.14.a 6.1.12.A.15.c 6.1.8.A.2.b ELA-Literacy/RI/7/1/ ELA-Literacy/RI/7/3/ ELA-Literacy/W/7/1/a/	ELA-Literacy/W/7/1/b/ ELA-Literacy/W/7/2/ ELA-Literacy/W/7/2/c/ ELA-Literacy/W/7/2/d/ ELA-Literacy/W/7/2/e/ ELA-Literacy/W/7/2/f/	
Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
<p>The Executive Branch has specific powers and roles that are designated by the U.S. Constitution.</p> <p>There are formal qualifications that are necessary to become President.</p> <p>The Framers original plan for choosing the President has been altered by the progressive nature of modern political parties.</p> <p>The election of a U.S. President is complex undertaking which involves National Conventions and primaries and caucuses.</p>	<p>Written responses to Open Ended Questions using R.A.C.E.</p> <p>Participation in classroom discussion(s)</p> <p>Students created portfolios</p> <p>End of Unit/Chapter Tests (Summative)</p> <p>Entrance/Exit Questions</p> <p>Teacher Observations with effective feedback throughout the learning process</p> <p>Position Paper-Should The President of the United States have his/her power</p>	<p>Mix-Pair-Share</p> <p>Think-Pair-Share</p> <p>Cooperative Learning Groups</p> <p>Teacher Generated Higher Order Questioning (Modeling)</p> <p>Student Generated Higher Order Questioning</p>	<p>Roles of the President</p> <p>Foreign Policy</p> <p>National Security Treaty</p> <p>Executive Agreement</p> <p>Trade Sanction</p> <p>Embargo</p> <p>Cabinet</p> <p>Federal Bureaucracy</p> <p>Reprieve</p> <p>Executive Agency</p> <p>Regulatory Commission</p> <p>Administration</p> <p>Diplomacy</p> <p>Embassy</p> <p>Veto</p> <p>Political Appointee</p> <p>Act</p> <p>Executive Order</p> <p>Pardon</p>	<p>Pearson Foundation Series American Government Text</p> <p>Great Books Foundation-The Will of the People: Readings in American Democracy</p> <p>Great Books Foundation-We the People: Foundations of American Government</p> <p>http://www.icivics.org/</p>

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<p>There are specific features that revolve around a presidential campaign.</p> <p>The Electoral College plays a pivotal role in the election of a U.S. President.</p> <p>The growth of Presidential power has expanded exponentially.</p> <p>The President has executive powers and privileges that assist them in carrying out laws and appointments.</p> <p>The U.S. President is the key figure when it comes to the formulation of foreign policy and diplomatic matters of the state.</p> <p>The Executive Branch consists of several units, departments, and agencies which make up a vast federal bureaucracy.</p>	<p>increased? Why or why not?</p>		<p>Amnesty Spoils System Merit System Presidential Succession Presidential Succession Act of 1947 Balance the Ticket Presidential Elector Electoral Vote Electoral College Presidential Primary Winner-Take-All Proportional Representation Swing Voters Battleground State Tribunals Ordinance Power Treaties Commander-in-Chief Recognition <i>Persona non grata</i> Line-Item Veto Amnesty Domestic Affairs Attorney General Secretary National Security</p>	
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Course: United States Civics Grade Level: 7 th		Time Frame: One Week		
Unit of Study: Three Branches of Government-Legislative Branch				
Essential Questions: 1. How does the Constitution define and limit the powers of Congress? 2. How does a bill become a law? 3. Whose views should members of Congress represent when voting? 4. How can citizens get involved and develop a course of action to resolve a local or state issue?				
Curriculum is aligned with: 6.1.8.A.3.b 6.1.8.A.2.b 6.1.12.D.2.b 6.1.12.A.4.d		6.1.12.A.14.a 6.1.12.A.14.g ELA-Literacy/RI/7/1/ ELA-Literacy/RI/7/3/ ELA-Literacy/W/7/1/a/ ELA-Literacy/W/7/1/b/	ELA-Literacy/W/7/2/ ELA-Literacy/W/7/2/c/ ELA-Literacy/W/7/2/d/ ELA-Literacy/W/7/2/e/ ELA-Literacy/W/7/2/f/	
Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
<p>The United States Congress is bicameral and has specific powers and functions that are limited by the Constitution.</p> <p>A bill must follow a specific, complex legislative path in order to become a law.</p> <p>The inner workings of the Legislative Branch are intricate and involve a myriad of facets and levels.</p> <p>The Constitution has empowered the American citizen by giving them a framework in which to take</p>	<p>Written responses to Open Ended Questions using R.A.C.E.</p> <p>Participation in classroom discussion(s)</p> <p>Students created portfolios</p> <p>End of Unit/Chapter Tests (Summative)</p> <p>Entrance/Exit Questions</p> <p>Teacher Observations with effective feedback throughout the learning process</p> <p>"I'm Just A Bill" Role Play</p>	<p>Mix-Pair-Share</p> <p>Think-Pair-Share</p> <p>Cooperative Learning Groups</p> <p>Teacher Generated Higher Order Questioning (Modeling)</p> <p>Student Generated Higher Order Questioning</p>	<p>Bill</p> <p>Law</p> <p>Seniority</p> <p>Authorization</p> <p>Appropriation</p> <p>Quorum</p> <p>Bicameral</p> <p>Census</p> <p>Constituent</p> <p>Standing Committee</p> <p>Implied Powers</p> <p>Elastic Clause</p> <p>Ex Post Facto Law</p> <p>Impeachment</p> <p>Writ of Habeas Corpus</p> <p>Lobbyist</p> <p>Pork Barrel Project</p> <p>Joint Resolution</p> <p>Special Interest Group</p>	<p>Pearson Foundation Series American Government Text</p> <p>Great Books Foundation-The Will of the People: Readings in American Democracy</p> <p>Great Books Foundation-We the People: Foundations of American Government</p> <p>http://www.icivics.org/</p>

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<p>action with regards to the legislative branch on local, state, and national levels.</p>			<p>Majority Leader Minority Leader Party Whip Speaker of the House Pro Tempore Franking Privilege Senate House of Representatives Ambassador Rider Non-Legislative Power Casework Cloture Voice Vote Roll Call Vote Standing Vote Filibuster Electors Taxes Federal Budget Budget Surplus Budget Deficit John Marshall Reapportionment At-Large Gerrymandering Partisan Bill Floor Consideration Politico Commerce Power Necessary and Proper Clause Strict Constructionists Liberal Constructionists</p>	
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Course: United States Civics Grade Level: 7th		Time Frame: One Week		
Unit of Study: Three Branches Of Government-Judicial Branch				
Essential Questions: Does the structure of the Federal court system allow it to administer justice effectively? How is the federal court system organized? What powers does the U.S. Supreme Court have? What should be the role of the Judiciary system?				
Curriculum is aligned with: 6.1.12.A.2.e 6.1.12.A.14.a 6.1.8.A.2.b		ELA-Literacy/RI/7/1/ ELA-Literacy/RI/7/3/ ELA-Literacy/WI/7/1/a/ ELA-Literacy/WI/7/1/b/ ELA-Literacy/WI/7/2/	ELA-Literacy/WI/7/2/c/ ELA-Literacy/WI/7/2/d/ ELA-Literacy/WI/7/2/e/ ELA-Literacy/WI/7/2/f/	
Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
<p>The National Judiciary has specific structures and jurisdictions in which it must operate that are based on provisions set aside in the U.S. Constitution.</p> <p>The Supreme Court is headed by a Chief Justice and is the highest court in the nation. The decisions of the supreme Court have been a major factor in throughout the course of U.S. History.</p> <p>The essential process in which federal judges are appointed for terms of office.</p>	<p>Written responses to Open Ended Questions using R.A.C.E.</p> <p>Participation in classroom discussion(s)</p> <p>Students created portfolios</p> <p>End of Unit/Chapter Tests (Summative)</p> <p>Entrance/Exit Questions</p> <p>Teacher Observations with effective feedback throughout the learning process</p> <p>Position Paper-Do you believe that the US Court</p>	<p>Mix-Pair-Share</p> <p>Think-Pair-Share</p> <p>Cooperative Learning Groups</p> <p>Teacher Generated Higher Order Questioning (Modeling)</p> <p>Student Generated Higher Order Questioning</p>	<p>Supreme Court</p> <p>Inferior Courts</p> <p>Exclusive Jurisdiction</p> <p>Concurrent Jurisdiction</p> <p>Plaintiff</p> <p>Defendant</p> <p>Original Jurisdiction</p> <p>Appellate Jurisdiction</p> <p>Judicial Activism</p> <p>Judicial Restraint</p> <p>Precedent</p> <p>Criminal Case</p> <p>Civil Case</p> <p>Majority Opinion</p> <p>Concurring Opinion</p> <p>Dissenting Opinion</p> <p>Court Martial</p> <p>Civilian Tribunal</p> <p>Appropriates</p>	<p>Pearson Foundation Series American Government Text</p> <p>Great Books Foundation-The Will of the People: Readings in American Democracy</p> <p>Great Books Foundation-We the People: Foundations of American Government</p> <p>Citizenship Simulations and Case Studies (Holt, Rinehart, and Winston)</p> <p>http://www.icivics.org/</p>

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<p>Inferior courts have specific jurisdictions and were created by Congress and hear roughly 80% of all federal cases.</p>	<p>system is effective at defending justice, why or why not?</p> <p>Diagram of the US Court/Appeals Process</p>		<p>Unconstitutional Unalienable Endowed Civil Liberties Civil Rights Assembly Petition Discrimination Due Process Clause Process of Incorporation Establishment Clause Free Exercise Clause Libel Slander Sedition Seditious Speech Prior Restraint Shield Laws Symbolic Speech Right of Association Due Process (Procedural vs. Substantive) Search Warrant Probable Cause Exclusionary Rule Bill of Attainder Ex Post Facto Law Grand Jury Indictment Double Jeopardy Bench Trial Subpoenaed Self-Incrimination Miranda Rule (Rights) Capital Punishment Treason Rational Basis Test</p>	
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			"Separate But Equal" Affirmative Action	
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Course: United States Civics Grade Level: 7 th		Time Frame: Two/Three Weeks		
Unit of Study: American Legal System				
Essential Questions: How are the rights of all U.S. citizens protected by law and the courts? How can the judiciary balance individual rights with the common good? To what extent has the judiciary protected the rights of privacy, security, and personal freedom? Why are there ongoing struggles for Civil Rights?				
Curriculum is aligned with: 6.1.12.A.4.a 6.1.12.A.4.d 6.1.12.A.6.a 6.1.12.A.13.b		6.1.12.A.14.a 6.1.12.A.14.b 6.1.12.A.14.c 6.1.8.A.3.g ELA-Literacy/RI/7/1/ ELA-Literacy/RI/7/3/	ELA-Literacy/RL/7/1/ ELA-Literacy/RL/7/2/ ELA-Literacy/RL/7/3/ ELA-Literacy/RL/7/6/ ELA-Literacy/RL/7/7/	
Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
Rights guaranteed in the Constitution are limited and that the 9 th Amendment to the Constitution helps protect individual rights. The federalist system has a distinct affect on individual rights. The Bill of Rights protects freedom of religion despite the added provision of separation of church and state. There are limits to the rights of free speech which includes specific limitations for the media and speech	Written responses to Open Ended Questions using R.A.C.E. Participation in classroom discussion(s) Students created portfolios End of Unit/Chapter Tests (Summative) Entrance/Exit Questions Teacher Observations with effective feedback throughout the learning process <u>Little Brother</u> Assessment	Mix-Pair-Share Think-Pair-Share Cooperative Learning Groups Teacher Generated Higher Order Questioning (Modeling) Student Generated Higher Order Questioning	Unconstitutional Unalienable Endowed Civil Liberties Civil Rights Assembly Petition Discrimination Due Process Clause Process of Incorporation Establishment Clause Free Exercise Clause Libel Slander Sedition Seditious Speech Parochial Obscenity Espionage	Pearson Foundation Series American Government Text Great Books Foundation- The Will of the People: Readings in American Democracy Great Books Foundation- We the People: Foundations of American Government Citizenship Simulations and Case Studies (Holt, Rinehart, and Winston) <u>Little Brother</u> -Novel http://www.icivics.org/

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<p>described as seditious or obscene.</p> <p>The Constitution guarantees the right for its citizens to assemble and petition.</p> <p>The 5th Amendment has guaranteed every American citizen the right of due process of law.</p> <p>The Constitution has included protections for those accused of committing crimes and has set limitations on the punishments for those who have been convicted of such crimes.</p> <p>The United States is a diverse society and despite Constitutional efforts still faces discrimination both historically and today.</p> <p>State and local courts apply different types of laws than federal courts.</p>	<p>Mock Trial Assessment</p> <p>Evaluation of Citizenship Case Studies Assessment (Formative)</p>		<p>Prior Restraint Shield Laws Symbolic Speech Right of Association Due Process (Procedural vs. Substantive) Search Warrant Probable Cause Exclusionary Rule Bill of Attainder Ex Post Facto Law Grand Jury Indictment Double Jeopardy Bench Trial Subpoenaed Self-Incrimination Miranda Rule (Rights) Capital Punishment Treason Rational Basis Test "Separate But Equal" Affirmative Action Parole Constitutional Law Administrative Law Common Law Equity Criminal Law Felony Misdemeanor Civil Law Jury Prosecutes Information Bench Trial Justices of the Peace Disorderly Conduct</p>	
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			Warrant Preliminary Hearing General Trial Courts Unified Court System	
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Course: United States Civics		Time Frame: Two Weeks		
Grade Level: 7th				
Unit of Study: Forms of Government and International Relations				
Essential Questions: How should we measure different governments? How should a government meet the specific needs of its people? How should the United States interact with other countries? How has American foreign policy changed over time? In what ways does the United States cooperate with other nations?				
Curriculum is aligned with: 6.1.8.A.2.a 6.1.8.A.2.b 6.1.12.D.6.b 6.1.12.A.8.c		6.1.12.A.15.b 6.1.12.A.15.e 6.1.12.D.15.b 6.1.12.D.15.c 6.1.12.D.15.d	ELA-Literacy/RI/7/1/ ELA-Literacy/RI/7/3/ ELA-Literacy/W/7/1/a/ ELA-Literacy/W/7/1/b/ ELA-Literacy/W/7/2/	
Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
<p>The foundations of the modern state were established by political theories in prevalent in ancient Athens, Rome, and feudal systems.</p> <p>Sovereign states in their infancy must follow a rigorous process in order to achieve legitimacy.</p> <p>Popular Sovereignty took root in the Europe during the Enlightenment.</p> <p>Fascism and Communism distorted the concept of Popular Sovereignty.</p> <p>There are certain factors that</p>	<p>Written responses to Open Ended Questions using R.A.C.E.</p> <p>Participation in classroom discussion(s)</p> <p>Students created portfolios</p> <p>End of Unit/Chapter Tests (Summative)</p> <p>Entrance/Exit Questions</p> <p>Teacher Observations with effective feedback throughout the learning process</p> <p>National Security Scenario Role-Play</p>	<p>Mix-Pair-Share</p> <p>Think-Pair-Share</p> <p>Cooperative Learning Groups</p> <p>Teacher Generated Higher Order Questioning (Modeling)</p> <p>Student Generated Higher Order Questioning</p>	<p>Plebeians</p> <p>Patricians</p> <p>Feudalism</p> <p>Sovereignty</p> <p>Legitimacy</p> <p>Divine right of kings</p> <p>Colonialism</p> <p>Mercantilism</p> <p>Enlightenment</p> <p>Revolution</p> <p>Encomienda</p> <p>Guerrilla Warfare</p> <p>Fascism</p> <p>Communism</p> <p>Totalitarianism</p> <p>Confederacy</p> <p>Soft-Liner</p> <p>Hard-Liner</p> <p>Democracy</p> <p>Democratization</p> <p>Democratic</p>	<p>Pearson Foundation Series American Government Text</p> <p>Great Books Foundation-The Will of the People: Readings in American Democracy</p> <p>Great Books Foundation-We the People: Foundations of American Government</p> <p>http://www.icivics.org/</p>

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<p>lead a country to becoming democratic.</p> <p>Foreign policy is all of the actions that a country takes in dealing with other countries.</p> <p>There are a myriad of factors that help formulate a countries foreign policy.</p> <p>The Department of Defense, Department of Homeland Security and the Office of the Director of National Intelligence all contribute to the nation's security in different fashions.</p> <p>The United States signs treaties, distributes foreign aid, and forms alliances (both economical and for security reasons) that help it cooperate with other countries.</p>			<p>Consolidation Genocide Failed States Coalition Ministers Shadow Cabinet Domestic Affairs Foreign Affairs Isolationism Foreign Policy Right of Legation Ambassador Secretary of State Diplomatic Immunity Passport Visa Department of Defense Civilian Armed Forces/Military Joint Chiefs of Staff National Security Terrorism Department of Homeland Security C.I.A./F.B.I. D.E.A./N.S.A. Marshall Plan Collective Security Deterrence Cold War Containment Détente Foreign Aid NATO United Nations Security Council Regional Security Alliance</p>	
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Course: United States Civics Grade Level: 7th		Time Frame: Three Weeks		
Unit of Study: State and Local Government				
Essential Questions: What is the right balance of local, state, and federal government? How much power should state government have? How local should government be? How can I participate in my local government?				
Curriculum is aligned with: 6.1.12.A.14.e 6.1.12.A.14.g 6.1.12.B.14.a 6.1.12.C.14.b 6.1.12.D.14.e		ELA-Literacy/RI/7/1/ ELA-Literacy/RI/7/3/ ELA-Literacy/W/7/1/a/ ELA-Literacy/W/7/1/b/ ELA-Literacy/W/7/2/	ELA-Literacy/W/7/2/c/ ELA-Literacy/W/7/2/d/ ELA-Literacy/W/7/2/e/ ELA-Literacy/W/7/2/f/	
Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
Like the Federal government, states are bound by constitutions which have basic principles and terminology that are consistent from state to state. State constitutions must follow a specific format in order to be modified. The legislative branch of each state is its legislature which can be labeled as the general assembly, legislative	Written responses to Open Ended Questions using R.A.C.E. Participation in classroom discussion(s) Students created portfolios End of Unit/Chapter Tests (Summative) Entrance/Exit Questions Teacher Observations with effective feedback throughout	Mix-Pair-Share Think-Pair-Share Cooperative Learning Groups Teacher Generated Higher Order Questioning (Modeling) Student Generated Higher Order Questioning	Charters Fundamental Law Revisions Initiative Statutory Law Police Power Constituent Power Presiding (officer) Referendum Petition Recall Item Veto County Townships Tribal Governments Municipality	Pearson Foundation Series American Government Text Great Books Foundation- The Will of the People: Readings in American Democracy Great Books Foundation- We the People: Foundations of American Government http://www.icivics.org/

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<p>assembly, or general court.</p> <p>State governors have specific powers, and duties, and limitations that outline the office.</p> <p>Local governments can be broken down into counties, towns, and townships, all of which have differing structures and functions.</p> <p>American cities and metropolitan areas are classified as either urban or rural.</p> <p>City governments serve the needs of its residents in differing fashions.</p> <p>State and local governments provide vital services that its citizens utilize on a daily basis.</p> <p>State and local governments raise revenue for services rendered through principled taxation on its citizens.</p>	<p>the learning process</p> <p>The College Project Research Paper</p>		<p>Trustee Special Districts Board of Education Incorporation Mayor-Council Government Commission Government Council-Manager Government Zoning Metropolitan Areas Rural Areas Medicaid Welfare Entitlement Sound Taxation Sales Tax Regressive Tax Income Tax Progressive Tax Property Tax Inheritance Tax Estate Tax Business Tax State Budget</p>	
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