

Catasauqua Area School District Planned Course of Study

Course Title: Civics and Government

Grade Level(s): 11th and 12th

Text: Magruder's American Government

Course Description

The course objectives center on the government's purpose, powers and form. Students will examine the parts of the United States Constitutional, federalism, the American political party system and citizen participation with an emphasis on voting and the electoral process. Additional topics include examining the impact of interest groups, political systems around the world and the structure of state and local government. Additional coursework will include the study of current events as it relates to world, national and local news and the influence of mass media. Many hands-on opportunities to experience government at work are part of this essential course for every educated world citizen. Students will have the opportunity to explore related careers in political science and government. This course will assist students in preparation for the PA Act 35 Assessment of Civics Knowledge and will meet the three pillars of a quality Civics education program that include knowledge, skills, and actions.

KNOWLEDGE - a fundamental understanding of the structure of government and the processes by which the government passes laws and makes policy.

SKILLS - the abilities necessary to participate as active and responsible citizens in our democracy.

ACTIONS – the activities of citizens that include but are not limited to voting, participating in community meetings, volunteering, communicating with elected and appointed officials, signing petitions

Essential Questions

- How do governments derive authority to control the exercise of rights, liberty, and freedom?
- Is liberty granted by power or power granted by liberty? How does the exercise of rights and responsibilities differ in various forms of governments?
- How do the workings of government vary based on authority?
- How do actions of citizens exercising their rights and responsibilities of freedom and liberty in one government impact citizens in other governments?

Competencies

1. **Analytic Thinking** - parts, break down complexity to useable information
2. **Critical Thinking** - “If-then”, rational, reasonable thinking, problem solving
3. **Strategic Thinking** - planning, what to do with the information
4. **Chronological Thinking** - Thinking across time and space (temporal)

Career Awareness, Career Education, & Focus on Employability Skills

Students will have the opportunity to explore related careers in political science and government. Additionally, employability skills will be reinforced regularly with students in the Civics and American Government course. Lesson plans will often incorporate employability skills where applicable and will include the following:

1. Problem Solving/Critical Thinking/Resolving problems/Demonstrating Creativity
2. Oral/Written Communication including clear and effective writing and speech
3. Collaboration/Listening to others/Working towards goals
4. Use of technology appropriately and efficiently to solve problems, complete tasks and accomplish goals
5. Use interpersonal skills to build positive relationships with others
6. Gain knowledge about economic, political and cultural issues
7. Establish classroom procedures that help to reinforce regular attendance and punctuality
8. Inspire students be lifelong learners and become civic minded and patriotic citizens

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Course Syllabus

Course Content	Tentative Time frame	Civic Pillars	State Standards
<p>UNIT 1: Foundations of American Government</p> <ul style="list-style-type: none"> ● Principles of Government ● Origins of American Government ● The Constitution <ul style="list-style-type: none"> ○ Preamble, Articles, Bill of Rights, 27 Amendments ● Federalism <ul style="list-style-type: none"> ○ National, State, Local Government ○ Concurrent Powers 	3 weeks	<p>Pillar 1: Knowledge Principles and Documents of Government</p> <p>Rights and Responsibilities</p> <p>How Government Works</p> <p>International Relationships</p> <p>Pillar 2: Skills Civil discussions</p> <p>Pillar 3: Actions Respecting Rule of Law</p> <p>Political Attentiveness</p> <p>Respecting those who serve in common good</p>	5.1.9.A 5.1.9.C 5.1.9.D 5.1.9.E 5.1.12. A 5.1.12..B 5.1.12.D 5.1.12. E 5.1.C.A 5.1.C.B. 5.1. C.D 5..1.C.E 5.1.U.A 5.1.U.C 5.3.9.A 5.3.9.C 5.3.9.D 5.3.12.A 5.3.C.E 5.3.C.F
<p>UNIT 2: The Legislative Branch</p> <ul style="list-style-type: none"> ● Congress/Powers of Congress/House/Senate <ul style="list-style-type: none"> ○ Expressed, Implied, Non Legislative Powers ● Congress at Work <ul style="list-style-type: none"> ○ Organization and Committees ● Capitol Hill and District of Columbia ● Congressional Leadership ● Demographics of Congressional Members ● Terms and Qualifications for House and Senate Members ● How a Bill Becomes A Law ● Financing Government <ul style="list-style-type: none"> ○ Spending and Borrowing 	3 weeks	<p>Pillar 1: Knowledge Principles and Documents of Government</p> <p>Rights and Responsibilities</p> <p>How Government Works</p> <p>Pillar 2: Skills Simulation Activities</p> <p>Civil Discussion & Debate</p> <p>Opportunities for students to participate in student council/school governance.</p> <p>Opportunities for debate/Debate Club to hone skills</p> <p>Pillar 3: Actions Acceptance of diversity</p> <p>Voting in elections</p> <p>Assuming responsibility for choices</p> <p>Respecting rule of law</p>	5.1.9.A 5.1.9.C 5.1.9.D 5.1.9.E 5.1.12. A 5.1.12..B 5.1.12.D 5.1.12. E 5.1.C.A 5.1.C.B. 5.1. C.D 5..1.C.E 5.1.U.A 5.1.U.C 5.2.C.A 5.2.U.C 5.3.9.A 5.3.9.C 5.3.9.D 5.3.12.A 5.3.C.E 5.3.C.F 5.4.9.A 5.4.9.B 5.3.12.J 5.3.C.B

		<p>Political attentiveness</p> <p>Government service – local, state, and national</p> <p>Respecting those who serve the common good</p>	
<p>UNIT 3: The Executive Branch</p> <ul style="list-style-type: none"> ● The Presidency/Presidential Powers and Roles ● The Electoral College ● The Presidential Primary and Campaign Timeline ● Terms and Qualifications ● The Vice President <ul style="list-style-type: none"> ○ Qualifications, terms, responsibilities ○ 25th Amendment ○ Presidential Succession 	<p>3 weeks</p>	<p>Pillar 1: Knowledge Rights and Responsibilities</p> <p>How Government Works</p> <p>International Relationships</p> <p>Pillar 2: Skills Simulation Activities</p> <p>Civil Discussion & Debate</p> <p>Opportunities for Debate/Debate Club to hone skills</p> <p>Pillar 3: Actions Voting in elections</p> <p>Assuming responsibility for choices</p> <p>Respecting rule of law</p> <p>Political attentiveness</p> <p>Government service – national</p> <p>Respecting those who serve the common good</p>	<p>5.1.9.A 5.1.9.D 5.1.12.A 5.1.12.C 5.1.12.D 5.2.C.B 5.2.12.C 5.2.U.A 5.2.U.C 5.3.9.D 5.3.12.A 5.3.12.D 5.3.12.E 5.3.C.B 5.3.C.C 5.3.C.E. 5.3.C.G 5.4.9.A 5.4.9.B 5.4.9.D</p>
<p>UNIT 4: The Judicial Branch</p> <ul style="list-style-type: none"> ● The Federal Court/The Supreme Court ● Civil and Criminal Law ● Landmark Court Cases 	<p>2 weeks</p>	<p>Pillar 1: Knowledge Principles and Documents of Government</p> <p>Rights and Responsibilities</p> <p>How Government Works</p> <p>Pillar 2: Skills Simulation Activities</p> <p>Civil Discussion & Debate</p> <p>Pillar 3: Actions Acceptance of diversity</p> <p>Involvement in the community</p> <p>Respecting rule of law</p> <p>Respecting those who serve the common good</p>	<p>5.1.9.A 5.1.12.D 5.1.12.A 5.1.12.D 5.1.C.A. 5.1.C.D. 5.1.C.E. 5.2.W.B. 5.3.9.A 5.3.9.C 5.3.9.F 5.3.12.A 5.3.12.F</p>
<p>UNIT 5: Government at Work</p> <ul style="list-style-type: none"> ● The Federal Bureaucracy 	<p>2 weeks</p>	<p>Pillar 1: Knowledge Principles and Documents of Government</p> <p>Rights and Responsibilities</p>	<p>5.1.9.D 5.2.12.C 5.2.U.C 5.3.12.J 5.3.C.B</p>

<ul style="list-style-type: none"> ● Foreign Policy and National Defense ● Checks and Balances ● Presidential Cabinet & Advisors 		<p>How Government Works</p> <p>International Relationships</p> <p>Pillar 2: Skills Simulation Activities</p> <p>Pillar 3: Actions Involvement in the community</p> <p>Respecting rule of law</p> <p>Political attentiveness</p> <p>Government service – local, state, and national</p> <p>Respecting those who serve the common good</p>	<p>5.3.C.C 5.4.9.A 5.4.9.B 5.4.9.C</p>
<p>UNIT 6: Comparative Political Systems</p> <ul style="list-style-type: none"> ● Government Power <ul style="list-style-type: none"> ○ Democracy, Dictatorship, Oligarchy, ● Executive/Legislative Relationship <ul style="list-style-type: none"> ○ Parliamentary, Presidential ● Structure of Government <ul style="list-style-type: none"> ○ Unitary, Federal, Confederacy 	<p>2 weeks</p>	<p>Pillar 1: Knowledge Rights and Responsibilities</p> <p>How Government Works</p> <p>International Relationships</p> <p>Pillar 2: Skills Simulation Activities</p> <p>Civil Discussion & Debate</p>	<p>5.1.9.A 5.2.C.A 5.2.U.A. 5.2.W.A. 5.3.12.B 5.3.12.J 5.4.9.C</p>
<p>UNIT 7: Political Behavior: Government By The People</p> <ul style="list-style-type: none"> ● Political Parties and Platforms <ul style="list-style-type: none"> ○ Major and Minor Political Parties ● Voting Requirements and Voter Behavior ● The Electoral Process ● Mass Media/Public Opinion/Interest Groups <ul style="list-style-type: none"> ○ Campaign Commercials ○ Impact of televised political debates ● Gerrymandering ● The U.S. Census ● Political Campaign Operations ● Influence of Political Action Committees ● Political Spectrum Student Survey <ul style="list-style-type: none"> ○ Liberal, Moderate and Conservative 	<p>2.5 weeks</p>	<p>Pillar 1: Knowledge Rights and Responsibilities</p> <p>How Government Works</p> <p>Pillar 2: Skills Simulation Activities Civil Discussion & Debate opportunities for Debate/Debate Club to hone skills</p> <p>Pillar 3: Actions Acceptance of diversity</p> <p>Involvement in the community</p> <p>Voting in elections Assuming responsibility for choices</p> <p>Respecting rule of law</p> <p>Political attentiveness Government service – local, state, and national</p> <p>Respecting those who serve the common good</p>	<p>5.1.9.C 5.1.12.C 5.1.C.C 5.1.C.E. 5.1.U.C 5.2.12.D 5.2.U.C 5.1.U.D 5.3.9.D 5.3.9.F 5.3.9.G 5.3.12.E 5.3.12.D 5.3.12.E 5.3.12.G 5.3.12.H 5.3.12.J 5.3.C.D 5.3.C.E 5.3.C.G 5.3.C.H</p>

<p>Unit 8 Career Exploration</p> <ul style="list-style-type: none"> • Types of Careers in Politics and Government <ul style="list-style-type: none"> ◦ Qualifications and Skill Sets 	<p>1 week</p>	<p>Pillar 1: Knowledge Rights and Responsibilities How Government Works</p> <p>Pillar 2: Skills Various Clubs and Organizations Simulation Activities</p> <p>Pillar 3: Actions Involvement in the community Government service – local, state, and national Respecting those who serve the common good</p>	<p>5.2.12.D 5.2.U.D. 5.3.12.G 5.3.12.H</p>

<h3 style="text-align: center;">Teaching Strategies Utilized</h3>		
<p>Formative Assessment Summative Assessment Thinking Skills & Strategies Modeling Direct Instruction Flipped Classroom</p>	<p>Student-Centered Instruction Differentiated Instruction Instructional Technology Cooperative Learning Independent and Group Research Problem Based Learning</p>	<p>Jigsaw Reading Activities Narrative Essays Expository Writing Persuasive Writing Think Pair Share Instructional Graphics</p>

Catasauqua Area School District
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Grade Level: 11th and 12th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p>Principles of Government/Origins of Government (Unit 1):</p> <p>The student will be able to:</p> <p>Describe the four basic characteristics of a state.</p> <p>Outline the four most influential theories of the origin of the state.</p> <p>Compare dictatorships and democracy.</p> <p>Describe differences between presidential and parliamentary systems.</p> <p>Analyze how the operation of American Government illustrates the basic concepts of democracy</p> <p>Constitution (Unit 1):</p> <p>Analyze the cooperation between states, states and national government per the constitution.</p> <p>Examine the six basic principles that drive the constitution.</p> <p>Analyze checks and balances</p> <p>Explain Federalism and the Constitution</p> <p>Examine the Bill of Rights</p> <p>Discuss formal/informal changes to the constitution</p>	<p>Mastery of all objectives</p>	<p>Pre-reading, during reading, after reading strategies & activities.</p> <p>Graded activities & homework assignments</p> <p>Class discussion/Active listening/Lecture</p> <p>Small group work</p> <p>Diagram Content</p> <p>Group Debate</p> <p>Vocabulary</p> <p>Reading and Note taking</p> <p>Primary Source Reading(Silent & Group)</p> <p>Interactive Timeline</p> <p>Oral Presentation</p> <p>Video Segment activities and discussion questions</p> <p>Picture Identification and Analysis</p> <p>Chart Powers of Gov't. expressed, implied, inherent</p> <p>Online self assessment</p>	<p>Multiple Choice Quizzes</p> <p>Tests</p> <p>Essay Writing</p> <p>Homework</p> <p>Projects w/ use of rubric</p> <p>Oral Presentations</p>	<p>5.1.9.A 5.1.9.C 5.1.9.D 5.1.9.E 5.1.12. A 5.1.12..B 5.1.12.D 5.1.12. E 5.1.C.A 5.1.C.B. 5.1. C.D 5..1.C.E 5.1.U.A 5.1.U.C 5.3.9.A 5.3.9.C 5.3.9.D 5.3.12.A 5.3.C.E 5.3.C.F</p>

Resources/Materials

Textbook - Savvas/Magruder's American Government
 Primary Source Documents (ex. U.S. Constitution)
 Graphic Organizers
 Notes/Google Slide Presentation
 American Government Essential Questions Video
 Webquests/Government Online Interactivities
 Essential Questions Journal
 Guided Reading (core, reading comprehension, skills, review)
 Assessment Rubrics
 Online Student Self-tests
 Document Based Assessment

Discovery Video Streaming Segments
Section Focus Questions
Quick Study Guides
Media Sources (online & print)
Additional resources utilizing technology
- EdPuzzle Flip Grid, Peardeck, Kahoot, Flipped Videos (Savvas)
Periodicals: The New York Times Upfront Magazine (bi-monthly subscription)
Nearpod
Discussion Boards including Padlet
Interviews/Videos (Primary Sources)

Interdisciplinary Relationships & 21st Century Skills

Interdisciplinary Relationships:

Answering Document Based Questions
Writing a Comparative Essay
Oral presentations and Multimedia presentations (supporting a political candidate)
Document Based Questioning
Guided Reading and Review/skilled reading
Document-based & online research writing of political candidates and political parties
Paraphrasing of Current Event topic
Class Debate on contemporary Topics
Guided questioning and silent review
Participating in class discussions
Drawing inferences and conclusions
Information Recall
Pre-writing, Drafting, and Revising

21st Century Skills:

Access and Evaluate Information - Use and manage information

Information Literacy: Assess information efficiently (time) and effectively (sources). Evaluate information critically and competently
Use information accurately and creatively for the issue or problem at hand. Manage the flow of information from a wide variety of sources .
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Flexibility and Adaptability

Adapt to varied roles, job responsibilities, schedules, and contexts
Work effectively in a climate of ambiguity and changing priorities
Incorporate feedback effectively
Deal positively with praise, setbacks, and criticism
Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Communication and Collaboration

Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)
Utilize multiple media and technologies, and know how to judge their effectiveness a priority as well as assess their impact
Communicate effectively in diverse environments (including multi-lingual)
Collaborate with others
Demonstrate ability to work effectively and respectfully with diverse teams

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<p>Congress/Powers/House/Senate (Unit 2)</p> <p><i>The student will be able to:</i> Examine the qualifications of members of The U.S. House and Senate.</p> <p>Analyze the importance of terms/sessions of Congress.</p> <p>Explain the committee process in Congress.</p> <p>Describe the lawmaking process in both houses of Congress.</p> <p>Contrast the roles of the Speaker of the House with the President of the Senate.</p> <p>Determine the purposes for which Congress was granted each of its expressed powers</p> <p>Define and explain how the filibuster is used in the U.S. Senate.</p> <p>Analyze the demographics of Congress and how the results influence outcomes.</p>	<p>Mastery of all objectives</p>	<p>Pre-reading, during reading, after reading strategies & activities.</p> <p>Graded activities & homework assignments</p> <p>Class discussion/Active listening/Lecture</p> <p>Small group work</p> <p>Diagram Content</p> <p>Group Debate</p> <p>Vocabulary</p> <p>Reading and Note taking</p> <p>Primary Source Reading (Silent & Group)</p> <p>Interactive Timeline</p> <p>Oral Presentation</p> <p>Video Segment activities and discussion questions</p> <p>Students write a letter to a friend explaining congress its organization and function.</p> <p>Towing the line. Students research current news articles that support elected officials voting in favor of party supported initiatives.</p> <p>Government in pictures Students identify pictures that exemplifies government activities and services</p> <p>How a bill becomes a law concept map.</p>	<p>Multiple Choice Quizzes</p> <p>Tests</p> <p>Essay Writing</p> <p>Homework</p> <p>Projects w/ use of rubric</p> <p>Oral Presentations</p>	<p>5.1.9.A 5.1.9.C 5.1.9.D 5.1.9.E 5.1.12. A 5.1.12..B 5.1.12.D 5.1.12. E 5.1.C.A 5.1.C.B. 5.1. C.D 5..1.C.E 5.1.U.A 5.1.U.C 5.2.C.A 5.2.U.C 5.3.9.A 5.3.9.C 5.3.9.D 5.3.12.A 5.3.C.E 5.3.C.F 5.4.9.A 5.4.9.B 5.3.12.J 5.3.C.B</p>

Resources/Materials

Textbook - Savvas/Magruder’s American Government
 Primary Source Documents (ex. U.S. Constitution)
 Graphic Organizers
 Notes - Presentation
 American Government Essential Questions Video
 Webquests/Government Online interactivities
 Essential Questions Journal
 Worksheets (core, reading comprehension, skills)
 Assessment Rubrics
 Online student self-tests
 Document Based Assessment

Discovery Video Streaming segments
Section Focus Questions
Quick Study Guides
Media Sources (online & print)
Political Cartoons
Additional Resources Utilizing Technology
 - EdPuzzle Flip Grid, Peardeck, Kahoot, Flipped Videos (Savvas)
Periodicals: The New York Times Upfront Magazine (bi-monthly subscription)
Nearpod
Discussion Boards including Padlet
Interviews/Videos (Primary Sources)

Interdisciplinary Relationships & 21st Century Skills

Interdisciplinary Relationships:

Answering Document based questions
Writing a Comparative Essay
Oral presentations and Multimedia presentations (supporting a political candidate)
Document Based Questioning
Guided Reading and Review/Skilled Reading
Document-based & Online Research Writing of Political Candidates and Political Parties
Paraphrasing of Current Event Topic
Class Debate on Contemporary Topic
Guided Questioning and Silent Review
Paragraph Shrinking
Participating in Class Discussions
Drawing Inferences and Conclusions
Information Recall
Pre-writing, Drafting, and Revising

21st Century Skills:

Civic Literacy

Participate effectively in civic life through knowing how to stay informed and understanding governmental processes
Exercise the rights and obligations of citizenship at local, state, national, and global levels
Understand the local and global implications of civic decisions

Work Independently

Monitor, define, prioritize, and complete tasks without direct oversight
Be self-directed learners

Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Demonstrate initiative to advance skill levels towards a professional level

Productivity and Accountability

Emphasize deep understanding rather than shallow knowledge
Engage students with the real-world data, tools, and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems
Allow for multiple measures of mastery

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<p>The Presidency/Presidential Powers (Unit 3)</p> <p><i>The student will be able to:</i></p> <p>Describe the many roles of the President including: executive power, diplomatic process, military powers, legislative and judicial powers.</p> <p>Outline the guidelines for presidential qualifications and compensation.</p> <p>State the provisions of Presidential succession, and how presidential disability is determined</p> <p>Describe the status of the Vice President</p> <p>Describe the electoral college and its criticisms.</p> <p>Examine the scope of presidential powers and the ongoing debate concerning those powers.</p>	<p>Mastery of all objectives</p>	<p>Pre-reading, during reading, after reading strategies & activities.</p> <p>Graded activities & homework assignments</p> <p>Class discussion/Active listening/Lecture</p> <p>Small group work</p> <p>Diagram Content</p> <p>Group Debate</p> <p>Vocabulary</p> <p>Reading and Note taking</p> <p>Primary Source Reading(Silent & Group)</p> <p>Presidential Election Process TimeLine</p> <p>Oral Presentation/election central. Select a presidential candidate to support and</p> <p>Video Segment activities and discussion questions</p> <p>Rate the Presidents Top best and top worst and provide research to support opinion</p>	<p>Multiple Choice Quizzes</p> <p>Tests</p> <p>Essay Writing</p> <p>Homework</p> <p>Projects w/ use of rubric</p> <p>Oral Presentations</p>	<p>5.1.9.A 5.1.9.D 5.1.12.A 5.1.12.C 5.1.12.D 5.2.C.B 5.2.12.C 5.2.U.A 5.2.U.C 5.3.9.D 5.3.12.A 5.3.12.D 5.3.12.E 5.3.C.B 5.3.C.C</p>

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 Media sources (online & print)
 Political Cartoons

Interdisciplinary Relationships & 21st Century Skills

Interdisciplinary Relationships:

Answering Document based questions

Writing a Comparative Essay

Oral presentations and Multimedia presentations (supporting a political candidate)

Document Based Questioning

Guided Reading and Review/skilled reading

Document-based & online research writing of political candidates and political parties

Paraphrasing of current event topic

Class Debate on contemporary topic

Guided questioning and silent review

Paragraph shrinking

Participating in class discussions

Drawing inferences and conclusions

Information recall

Pre-writing, Drafting, and Revising

Additional resources utilizing technology

- EdPuzzle Flip Grid, Peardeck, Kahoot, Flipped Videos (Savvas)

Periodicals: The New York Times Upfront Magazine (bi-monthly subscription)

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Discussion Boards including Padlet

Interviews/Videos (Primary Sources)

21st Century Skills

Productivity and Accountability

Emphasize deep understanding rather than shallow knowledge

Engage students with the real-world data, tools, and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems

Allow for multiple measures of mastery

Civic Literacy

Participate effectively in civic life through knowing how to stay informed and understanding governmental processes

Exercise the rights and obligations of citizenship at local, state, national, and global levels

Understand the local and global implications of civic decisions

Information Literacy

Use information accurately and creatively for the issue or problem at hand

Manage the flow of information from a wide variety of sources

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

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<p>The Federal Court/The Supreme Court (Unit 4)</p> <p><i>The student will be able to:</i></p> <p>Demonstrate an understanding of the role of the Supreme Court.</p> <p>Explain why the Constitution created a national judiciary, and describe its structure.</p> <p>Identify the criteria that determine whether a case is under the jurisdiction of a federal court, and compare the types of federal court jurisdiction.</p> <p>Outline the process for appointing federal court judges.</p> <p>Examine the roles of federal court officers</p>	<p>Mastery of all objectives</p>	<p>Pre-reading, during reading, after reading strategies & activities.</p> <p>Graded activities & homework assignments</p> <p>Class discussion/Active listening/Lecture</p> <p>Small group work</p> <p>Diagram Content</p> <p>Group Debate</p> <p>Vocabulary</p> <p>Reading and Note taking</p> <p>Primary Source Reading(Silent & Group)</p> <p>Interactive Timeline</p> <p>Oral Presentation</p> <p>Video Segment activities and discussion questions</p> <p>Online Web Scavenger Hunt</p>	<p>Multiple Choice Quizzes</p> <p>Tests</p> <p>Essay Writing</p> <p>Homework</p> <p>Projects w/ use of rubric</p> <p>Oral Presentations</p>	<p>5.1.9.A</p> <p>5.1.12.D</p> <p>5.1.12.A</p> <p>5.1.12.D</p> <p>5.1.C.A.</p> <p>5.1.C.D.</p> <p>5.1.C.E.</p> <p>5.2.W.B.</p> <p>5.3.9.A</p> <p>5.3.9.C</p> <p>5.3.9.F</p> <p>5.3.12.A</p> <p>5.3.12.F</p>
Resources/Materials				
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Political Cartoons

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Guided questioning and silent review

Paragraph shrinking

Participating in class discussions

Drawing inferences and conclusions

Information recall

Pre-writing, Drafting, and Revising

21st Century Skills:

Interact Effectively with others

Know when it is appropriate to listen and when to speak

Students Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

Respect cultural differences and work effectively with people from a range of social and cultural backgrounds

Respond open-mindedly to different ideas and values

Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Civic Literacy

Participate effectively in civic life through knowing how to stay informed and understanding governmental processes

Exercise the rights and obligations of citizenship at local, state, national, and global levels

Understand the local and global implications of civic decisions

Critical Thinking and Problem Solving

Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make judgments and decisions Effectively analyze and evaluate evidence, arguments, claims, and beliefs

Analyze and evaluate major alternative points of view

Synthesize and make connections between information and arguments

Interpret information and draw conclusions based on the best analysis

Reflect critically on learning experiences and processes

Catasauqua Area School District
Course Title: Civics & Government
Grade Level: 11th and 12th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p>Government at Work/The Federal Bureaucracy (Unit 5)</p> <p><i>The student will be able to:</i></p> <p>Examine the ways the Federal Government meets the definition of a bureaucracy</p> <p>Identify the titles given to administrative units (departments and independent agencies)</p> <p>Describe the operation of civil service today Explain the power to tax, types of taxes, reasons for levying taxes.</p> <p>Identify the major sources of nontax revenue for the United States.</p> <p>Determine the purpose of Current borrowing.</p> <p>Determine what the Federal Government does with the revenue it collects.</p> <p>Identify/explain the Federal Budget.</p> <p>Foreign Policy/National Defense (Unit 5)</p> <p>Explain why the United States must have a policy for its relationship with the rest of the world.</p> <p>Describe what makes up a nation's foreign policy and official responsibility.</p> <p>Describe the role of the secretary of state and the state department.</p> <p>Describe the role of secretary of defense and the department of defense.</p>	<p>Mastery of all objectives</p>	<p>Pre-reading, during reading, after reading strategies & activities. (china vs. U.S. Military spending)</p> <p>Graded activities & homework assignments</p> <p>Class discussion/Active listening/Lecture</p> <p>Small group work</p> <p>Diagram Content</p> <p>Group Debate</p> <p>Vocabulary</p> <p>Reading and Note taking</p> <p>Primary Source Reading(Silent & Group) Many hats of the president</p> <p>Interactive Timeline</p> <p>Oral Presentation</p> <p>Video Segment activities and discussion questions</p> <p>Role play civil service job interview</p> <p>Federal taxes and budget trends pie chart and graphs</p> <p>Students examine clothing or other personal items to determine which were made in the U.S. or in other nations</p>	<p>Multiple Choice Quizzes</p> <p>Tests</p> <p>Essay Writing</p> <p>Homework</p> <p>Projects w/ use of rubric</p> <p>Oral Presentations</p>	<p>5.1.9.D 5.2.12.C 5.2.U.C 5.3.12.J 5.3.C.B 5.3.C.C 5.4.9.A 5.4.9.B 5.4.9.C</p>
Resources/Materials				
<p>Textbook Savvas/Magruder's American Government Primary Source Documents (ex. U.S. Constitution) Graphic Organizers Notes/Google Slide Presentation American Government Essential Questions Video Webquests/Government Online interactivities Essential Questions Journal Worksheets (core, reading comprehension, skills) Assessment Rubrics Online student self-tests Document Based Assessment</p>				

Discovery Video Streaming segments
Section Focus Questions
Quick Study Guides
Media sources (online & print)
Political Cartoons
Additional resources utilizing technology

- EdPuzzle Flip Grid, Peardeck, Kahoot, Flipped Videos (Savvas)

Periodicals: The New York Times Upfront Magazine (bi-monthly subscription)
Nearpod
Discussion Boards including Padlet
Interviews/Videos (Primary Sources)

Interdisciplinary Relationships & 21st Century Skills

Interdisciplinary Relationships:

Answering document based questions
Writing a comparative essay
Oral presentations and multimedia presentations (supporting a political candidate)
Document based questioning
Guided Reading and Review/skilled reading
Document-based & online research writing of political candidates and political parties
Paraphrasing of current event topic
Class Debate on contemporary topic
Guided questioning and silent review
Paragraph shrinking
Participating in class discussions
Drawing inferences and conclusions
Information recall
Pre-writing, Drafting, and Revising

21st Century Skills:

Civic Literacy

Participate effectively in civic life through knowing how to stay informed and understanding governmental processes
Exercise the rights and obligations of citizenship at local, state, national, and global levels
Understand the local and global implications of civic decisions

Communication and Collaboration

Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)
Utilize multiple media and technologies, and know how to judge their effectiveness a priority as well as assess their impact
Communicate effectively in diverse environments (including multi-lingual)
Collaborate with others
Demonstrate ability to work effectively and respectfully with diverse teams

Critical Thinking and Problem Solving

Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
Make judgments and decisions Effectively analyze and evaluate evidence, arguments, claims, and beliefs
Analyze and evaluate major alternative points of view
Synthesize and make connections between information and arguments
Interpret information and draw conclusions based on the best analysis
Reflect critically on learning experiences and processes

Catasauqua Area School District
Course Title: Civics & Government
Grade Level: 11th and 12th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p>Comparative Political Systems & Federalism (Unit 6)</p> <p><i>The student will be able to:</i></p> <p>Define federalism and explain why the framers chose this system of government</p> <p>Identify the powers delegated/denied to the National Government</p> <p>Define expressed and implied powers</p> <p>Examine the ways the Federal Government meets the definition of a bureaucracy</p> <p>Identify the titles given to administrative units (departments and independent agencies)</p> <p>Describe the operation of civil service today</p> <p>Explain the power to tax, types of taxes, reasons for levying taxes.</p> <p>Identify the major sources of nontax revenue for the United States.</p> <p>Determine the purpose of current borrowing.</p> <p>Determine what the Federal Government does with the revenue it collects.</p> <p>Identify/explain the Federal Budget.</p> <p>Foreign Policy/National Defense (Unit 6)</p> <p>Explain why the United States must have a policy for its relationship with the rest of the world.</p> <p>Describe what makes up a nation's foreign policy and official responsibility.</p> <p>Describe the role of the secretary of state and the state department.</p> <p>Describe the role of secretary of defense and the department of defense.</p> <p>Examine the role of state and local government as it relates to Federalism.</p>	<p>Mastery of all objectives</p>	<p>Pre-reading, during reading, after reading strategies & activities. (china vs. U.S. Military spending)</p> <p>Graded activities & homework assignments</p> <p>Class discussion/Active listening/Lecture</p> <p>Small group work</p> <p>Diagram Content</p> <p>Group Debate</p> <p>Vocabulary</p> <p>Reading and Note taking</p> <p>Primary Source Reading(Silent & Group)</p> <p>Many hats of the president</p> <p>Interactive Timeline</p> <p>Oral Presentation</p> <p>Video segment activities and discussion questions</p> <p>Role play civil service job interview</p> <p>Federal taxes and budget trends pie chart and graphs</p> <p>Students examine clothing or other personal items to determine which were made in the U.S. or in other nations</p> <p>Field trip to Catasauqua Borough Municipal Building</p> <p>Meeting/Interview with Mayor and Borough Manager.</p>	<p>Multiple Choice Quizzes</p> <p>Tests</p> <p>Essay Writing</p> <p>Homework</p> <p>Projects w/ use of rubric</p> <p>Oral Presentations</p>	<p>5.1.9.A</p> <p>5.2.C.A</p> <p>5.2.U.A.</p> <p>5.2.W.A.</p> <p>5.3.12.B</p> <p>5.3.12.J</p> <p>5.4.9.C</p>

Resources/Materials

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Essential Questions Journal
Worksheets (core, reading comprehension, skills)
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21st Century Skills:

Civic Literacy

Participate effectively in civic life through knowing how to stay informed and understanding governmental processes
Exercise the rights and obligations of citizenship at local, state, national, and global levels
Understand the local and global implications of civic decisions

Productivity and Accountability

Focus on 21st century skills, content knowledge, and expertise
Build understanding across and among key subjects as well as 21st century interdisciplinary themes
Emphasize deep understanding rather than shallow knowledge
Engage students with the real-world data, tools, and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems
Allow for multiple measures of mastery

Solve Problems

Solve different kinds of non-familiar problems in both conventional and innovative ways
Identify and ask significant questions that clarify various points of view and lead to better solutions

Catasauqua Area School District
Course Title: Civics & Government
Grade Level: 11th and 12th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p>Political Parties (Unit 7)</p> <p><i>The students will be able to:</i></p> <p>Define political parties</p> <p>Identify the functions of political parties.</p> <p>Explain why the United States has a two-party system.</p> <p>Describe the nature of party membership.</p> <p>Identify the types of minor parties that have been active in American politics.</p> <p>Understand why minor parties are important even though they seldom elect national candidates.</p> <p>Voter and Voter Behavior (Unit 7)</p> <p>Determine what the constitution currently says about the right to vote.</p> <p>Determine who may vote in the United States.</p> <p>Examine the effects of civil rights on qualifications for voters.</p> <p>Discuss the scope of the nonvoter problem in the United States.</p> <p>Examine reasons why people do not vote.</p> <p>Examine what factors determine how a person will vote.</p> <p>Determine how party identification affects voter behavior.</p> <p>The Electoral Process (Unit 2)</p> <p>Determine the importance of the nominating process and national conventions and direct primaries.</p> <p>Understand what a ballot is and its many forms.</p> <p>Examine money and campaigning and problems it creates.</p>	<p>Mastery of all objectives</p>	<p>Pre-reading, during reading, after reading strategies & activities.</p> <p>Graded activities & homework assignments</p> <p>Class discussion/Active listening/Lecture</p> <p>Small group work</p> <p>Diagram Content</p> <p>Group Debate</p> <p>Vocabulary</p> <p>Reading and Note taking</p> <p>Primary Source Reading(Silent & Group)</p> <p>Interactive TimeLine</p> <p>Oral Presentation</p> <p>Video Segment activities and discussion questions</p> <p>Use media resources to locate examples of political parties.</p> <p>Students create campaign posters or political cartoons that deal with the two party system.</p> <p>Role Play “extending the school year” develops party affiliations.</p> <p>Critical Thinking read and discuss “Identifying Political Roots and Attitudes”</p> <p>List three major current issues and have students associate a major party with each. Have students vote, either on party line or issue.</p> <p>Students keep a one week journal annotating party occurrences in the news.</p>	<p>Multiple Choice Quizzes</p> <p>Tests</p> <p>Essay Writing</p> <p>Homework</p> <p>Projects w/ use of rubric</p> <p>Oral Presentations</p>	<p>5.1.9.C 5.1.12.C 5.1.C.C 5.1.C.E. 5.1.U.C 5.2.12.D 5.2.U.C 5.1.U.D 5.3.9.D 5.3.9.F 5.3.9.G 5.3.12.E 5.3.12.D 5.3.12.E 5.3.12.G</p>

<p>Mass Media/Public Opinion/Interest Groups (Unit 7)</p> <p>Define public opinion.</p> <p>Outline major factors that shape public opinion.</p> <p>Explain how public opinion is measured, and reasons for measuring it.</p> <p>Outline the major forms of mass media, and impact on politics.</p> <p>Explain what interest groups are.</p> <p>Identify the positive and negative influences of Interest groups in American politics.</p> <p>Compare the relationship between interest groups and public opinion.</p> <p>Describe how interest groups apply pressure on policy making.</p>				
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Paraphrasing of current event topic
Class Debate on contemporary topic
Guided questioning and silent review
Paragraph shrinking

Participating in class discussions
Drawing inferences and conclusions
Information recall
Pre-writing, Drafting, and Revising
Categorize, classify materials, data, figures based on characteristics
Compare/contrast figures or data
Organize & order data from a survey
Interpret data from graph

21st Century Skills:

Civic Literacy

Participate effectively in civic life through knowing how to stay informed and understanding governmental processes
Exercise the rights and obligations of citizenship at local, state, national, and global levels
Understand the local and global implications of civic decisions

Access and Evaluate Information

Access information efficiently (time) and effectively (sources)
Evaluate information critically and competently

Use and Manage Information

Use information accurately and creatively for the issue or problem at hand
Manage the flow of information from a wide variety of sources
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information Media Literacy

Analyze Media

Understand both how and why media messages are constructed, and for what purposes
Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

Catasauqua Area School District
Course Title: Civics & Government
Grade Level: 11th and 12th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p>Career Awareness in Political Science (Unit 8)</p> <p>Problem solve and use critical thinking skills to resolving problems/demonstrating creativity</p> <p>Use oral/written communication skills including clear and effective writing and speech</p> <p>Collaborate/Listen to others/work towards group goals</p> <p>Use technology appropriately and efficiently to solve problems, complete tasks and accomplish goals</p> <p>Use interpersonal skills to build positive relationships with others</p> <p>Gain knowledge about economic, political and cultural issues</p> <p>Establish classroom procedures that help to reinforce regular attendance and punctuality</p> <p>Inspire students to be lifelong learners and become civic minded and patriotic citizens</p>	<p>Mastery of all objectives</p>	<p>Use of Nepris as it relates to government related careers -activity sheets -micro lessons</p> <p>Nepris Videos including topics that coincide with:</p> <ol style="list-style-type: none"> 1. Justice of the Peace 2. What it is like working in government 3. law <p>In person guest speakers including county government administrators and county executives.</p> <p>In person guest speakers including PA State Representatives and Catasauqua Mayor.</p> <p>Student exploration for related jobs using career exploration technology tools/online resources.</p>	<p>Projects with use of rubric.</p>	<p>5.2.12.D 5.2.U.D. 5.3.12.G 5.3.12.H</p>
Resources/Materials				
<p>Various internet resources Career speakers Nepris</p>				
Interdisciplinary Relationships & 21st Century Skills				
<p>Interdisciplinary Relationships: Use of technology and research skills for career exploration activity, written and oral communication skills, interpersonal and interview skills English Language Arts - reinforce research and analytical skills.</p> <p>21st Century Skills: Civic Literacy Participate effectively in civic life through knowing how to stay informed and understanding governmental processes Exercise the rights and obligations of citizenship at local, state, national, and global levels Understand the local and global implications of civic decisions</p> <p>Access and Evaluate Information Access information efficiently (time) and effectively (sources) Evaluate information critically and competently</p>				

Use and Manage Information

Use information accurately and creatively for the issue or problem at hand

Manage the flow of information from a wide variety of sources

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Additional 21st Century Standards

Focus on 21st century skills, content knowledge, and expertise

Build understanding across and among key subjects as well as 21st century interdisciplinary themes

Emphasize deep understanding rather than shallow knowledge

Engage students with the real-world data, tools, and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems

Allow for multiple measures of mastery