

# Government

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This course offers a thorough understanding of the foundations of government and citizenship. It begins with the evolution and necessity of government before delving into the government of the United States in detail. Topics addressed include: the Constitution, the legislative, executive, and judicial branches of government, the separation of powers, civil liberties, citizenship and civil rights, voting and elections, political parties, special interest groups, and economic issues. Additionally, the role of state and local levels of government in the democratic process will be covered. The course concludes with an overview of foreign policy, how governments handle global issues in the world today, and a comparative study of politics in the contemporary world.

The course will incorporate various learning styles throughout, whereby students will enhance their reading, writing, discussion, and critical thinking skills through the use of individual and group projects, research activities, simulations, and cooperative learning activities.

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## ***Course Information:***

**Frequency & Duration:** Averaging 42 minutes; 5 days a week; full year

**Text:** Shea, D. M. (2009). *Magruder's American Government*. Boston, MA: Pearson.

**Content:** Chapter 1: Foundations of Government and Citizenship

**Duration:** September (2 weeks)

**Essential Question:**

What should governments do?

**Skills:**

- Cite and apply examples of rule of law to individual rights.
- Analyze the source, purpose and function of law.
- Compare and contrast various systems of government.
- Analyze why government is necessary, how they were first formed and their evolution.
- Interpret various theories of governments.
- Identify and analyze the principles and ideals of United States government.
- Evaluate and apply the principles and ideals of the United States government.
- Differentiate between citizen’s roles in a democracy versus an authoritarian government.
- Analyze rights and responsibilities of citizens in various governments around the world.

**Assessment:**

- Apply the rule of law to individual rights.
- Analyze the sources, purposes and function of law and how the rule of law protects the individual rights and promotes the common good.
- Describe various forms of government.
- Compare and contrast various forms of government.
- Explain why government is necessary.
- Describe the four theories as to how the state came to be.
- Analyze and apply the principles and ideals of United States government (liberty, freedom, democracy, justice, equality).
- Compare and contrast the rights and responsibilities of citizens in various contemporary governments.

**Resources:**

Textbook

**Standards:**

- 5.1.9.A. (U.A) Apply examples of the rule of law as related to individual rights and the common good.
- 5.1.C.A. (12.A) Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 5.1.9.B. Analyze the major arguments advanced for different systems of government.
- 5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. (Reference History Standards 8.3.9.D.)
- 5.1.C.B. (12.B) Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
- 5.1.9.C. (U.C) Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality
- 5.1.C.C. (12.C) Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality
- 5.2.9.A. (U.A; W.A; C.A) Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.
- 5.2.12.A. Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
- 5.3.9.J. Compare and contrast various systems of government.

**Anchors:**

- C.1.1.3.1 Analyze the development of historic and contemporary human and civil rights.
- C.1.1.3.2 Analyze the protection of civil and human rights by federal and state governments by explaining the sources, purposes, and scope of those rights.
- C.1.1.3.3 Evaluate how civil and human rights are exercised, protected, or curtailed by governments, individuals, or organizations.
- C.1.2.1.1 Compare and assess how various governments are organized and operate and assess citizen access to political participation within the various forms of government.
- C.1.2.2.2 Analyze the principles, ideals, and constitutional foundations that impact the actions of the contemporary Pennsylvania state and local governments.
- C.1.2.2.3 Apply arguments about the role of government to local, state, and national issues of governance.
- C.1.3.2.2 Analyze the effectiveness of election processes to support democratic ideals
- C.2.1.2.1 Explain the necessity of an educated citizenry in guiding decisions that support the ideals, roles, and functions of society.
- C.2.1.2.3 Evaluate the balance between individual freedoms and civic good.
- C.2.3.1.1 Draw conclusions about how civic principles impact society.
- C.2.3.1.3 Describe competing ideologies and explain their development and impact.
- C.2.3.2.1 Compare theories of government and their role in modern society.
- C.2.3.2.2 Recognize how public and private interests conflict and how they coordinate efforts in order to deal with issues.
- C.2.3.2.3 Assess the role of government in providing citizens with essential services.
- C.2.4.2.1 Analyze how expectations for individual, group, and corporate behavior are established and enforced in order to avoid or resolve conflict.
- C.2.4.2.2 Examine how participation in law-making and judicial processes avoids or resolves conflicts.

**Vocabulary:**

**Aristotle**- Greek philosopher; **Autocracy**- form of government in which a single person holds unlimited political power; **Citizen**- a member of a state or nation who owes allegiance to it by birth or naturalization and is entitled to full civil rights; **Compromise**- an adjustment of opposing principles or systems by modifying some aspect of each; **Confederation**- a joining of several groups for a common purpose; **Democracy**- a form of government in which the supreme authority rests with the people; **Dictatorship**- a form of government in which the leader has absolute power and authority; **Division of Powers**- (basic principle of federalism) the constitutional provisions by which governmental powers are divided on a geographic basis; **Executive Power**- the power to execute, enforce, and administer laws; **Federal Government**- a form of government in which powers are divided between a central government and several local governments; **Free Enterprise System**- an economic system characterized by private or corporate ownership of capital goods; **Government**- institution through which a society makes and enforces its public policies; **John Locke**- English philosopher who developed the social contract theory; **Judicial Power**- the power to interpret laws, to determine their meaning, and to settle the disputes that arise within the society; **Legislative Power**- the power to make laws and to frame public policies; **Legitimacy**- the belief of a people that the government has the right to make public policy; **Majority Rule**- in a democracy, the majority of the people will be right more often than they will be wrong, and will be right more often than will any one person or small group; **Oligarchy**- a form of government in which the power to rule is held by a small, usually self-appointed elite; **Parliamentary**- a form of government in which the executive branch is made up of the prime minister, or premier, and that official's cabinet; **Presidential Government**- a form of government in which the executive and legislative branches of the government are separate, independent, and coequal; **Public Policies**- all of those things a government decides to do; **Sovereign**- having supreme power within one's own territory; **Sovereignty**- utmost authority in decision making and in maintaining order of a state; **State**- a body of people living in a defined territory who have a government with the power to make and enforce law without the consent of a higher authority; **Thomas Hobbes**- English philosopher who developed the social contract theory; **Unitary Government**- a centralized government in which all government powers belong to a single, central agency.

**Content:** Chapter 2: Beginnings of American Government

**Duration:** September (2 weeks)

**Essential Question:**

How much power should a government have?

**Skill:**

- Cite and apply examples of rule of law to individual rights.
- Analyze the source, purpose and function of law.
- Analyze why government is necessary, how they were first formed and their evolution.
- Interpret various theories of governments.
- Identify and analyze the principles and ideals of United States government.
- Evaluate and apply the principles and ideals of the United States government.
- Compare and contrast ideals found in these documents.
- Analyze and assess rights of PA and U.S. citizens.
- Analyze print and media example to demonstrate the use of political symbols in the U.S. and PA.

**Assessment:**

- Given a scenario, students will be able to apply the rule of law to individual rights.
- Given a scenario, students will analyze the sources, purposes and function of law and how the rule of law protects the individual rights and promotes the common good.
- Compare and contrast various forms of government.
- Given a scenario, students will analyze why government is necessary.
- Describe the four theories as to how the state came to be.
- Find examples in historical documents that apply the practices of liberty, Freedom, Democracy, Justice, and Equality and apply these to modern practices.
- Using primary documents, students will compare and contrast basic principles found in this nation’s founding documents.
- Given various scenarios students will analyze and applies their rights as U.S. and PA citizens.

**Resources:**

Textbook,  
Articles of Confederation worksheet  
United States Constitution

**Standards:**

- 5.1.9.A. (U.A) Apply examples of the rule of law as related to individual rights and the common good.
- 5.1.C.A. (12.A) Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. (Reference History Standards 8.3.9.D.)
- 5.1.C.B. (12.B) Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
- 5.1.9.C. (U.C) Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality
- 5.1.C.C. (12.C) Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality
- 5.1.9.D (U.D.) Compare and contrast the basic principles and ideals found in significant documents: \*Declaration of Independence \*United States Constitution \*Bill of Rights

\*Pennsylvania Constitution.

5.1.C.E (12.E) Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.1.9.F (U.F; C.F) Analyze the role of political symbols play in civil disobedience and patriotic activities.

**Anchors:**

C.1.1.3.1 Analyze the development of historic and contemporary human and civil rights.

C.1.1.3.2 Analyze the protection of civil and human rights by federal and state governments by explaining the sources, purposes, and scope of those rights.

C.1.1.3.3 Evaluate how civil and human rights are exercised, protected, or curtailed by governments, individuals, or organizations.

C1.2.2.1 Appraise the principles and ideals expressed in historical documents and determine how they impact the actions of the contemporary U.S. government.

C.1.2.2.2 Analyze the principles, ideals, and constitutional foundations that impact the actions of the contemporary Pennsylvania state and local governments.

C.1.2.2.3 Apply arguments about the role of government to local, state, and national issues of governance.

C.1.3.1.1 Evaluate the structure of the government of the Commonwealth of Pennsylvania with the structure of the U.S. government and compare the process of amending the U.S Constitution.

C.2.1.2.1 Explain the necessity of an educated citizenry in guiding decisions that support the ideals, roles, and functions of society.

C.2.1.2.3 Evaluate the balance between individual freedoms and civic good.

C.2.3.1.1 Draw conclusions about how civic principles impact society.

C.2.3.1.2 Evaluate the impact of influential writings, speeches and other communications on society in the United States and the world.

C.2.3.1.3 Describe competing ideologies and explain their development and impact.

C.2.3.2.1 Compare theories of government and their role in modern society.

C.2.3.2.3 Assess the role of government in providing citizens with essential services.

C.2.4.1.1 Interpret the role of symbols, symbolic events, and individuals in civic discourse at the local, state and national levels.

C.2.4.1.2 Explain the various roles that political symbols, symbolic events, and individuals play in uniting groups and people in support of common causes.

C.2.4.2.1 Analyze how expectations for individual, group, and corporate behavior are established and enforced in order to avoid or resolve conflict.

C.2.4.2.2 Examine how participation in law-making and judicial processes avoids or resolves conflicts.

**Vocabulary:**

**Anti-Federalists**- those persons who opposed the ratification of the Constitution in 1787-1788; **Articles of Confederation**- plan of government adopted by the Continental Congress after the American Revolution; Established a "firm league of friendship" among the States but allowed few important powers to the central government; **Bicameral**- legislative body composed of two chambers; **Charter**- a city's basic law, its constitution; a written grant of

authority from the king; **Commerce and Slave Trade Compromise**- agreement during the Constitutional Convention protecting slave holders; denied Congress the power to tax the export of goods from any State, and, for 20 years, the power to act on the slave trade; **Confederation**- a joining of several groups for a common purpose; **Connecticut Compromise**- agreement during the Constitutional Convention that Congress should be composed of a Senate, in which States would be represented equally, and a House, in which representation would be based on a State's population; **Declaration of Independence**- declared the 13 colonies free from British rule; **Due Process**- government must act fairly and in accord with established rules in all that it does; **English Bill of Rights**- document written by Parliament and agreed on by William and Mary of England in 1689; designed to prevent abuse of power by English monarchs; forms the basis for much in American government and politics today; **Federalists**- those persons who supported the ratification of the Constitution in 1787-1788; **Framers**- group of delegates who drafted the United States Constitution at the Philadelphia Convention in 1787; **George Washington**- Presided over the Constitutional Convention and first President of the United States; **James Madison**- Father of the Constitution; **Limited Government**- basic principle of American government which states that government is restricted in what it may do, and each individual has rights that government cannot take away; **Magna Carta**- great charter forced upon King John of England by his barons in 1215; established that the power of the monarchy was not absolute and guaranteed trial by jury and due process of law to the nobility; **New Jersey Plan**- plan presented as an alternative to the Virginia Plan at the Constitutional Convention; called for a unicameral legislature in which each State would be equally represented; **Petition of Right**- document prepared by Parliament and signed by King Charles I of England in 1628; challenged the idea of the divine right of kings and declared that even the monarch was subject to the laws of the land; **Popular Sovereignty**- basic principle of the American system of government which asserts that the people are the source of any and all governmental power, and government can exist only with the consent of the governed; **Quorum**- least number of members who must be present for a legislative body to conduct business: majority; **Ratification**- formal approval, final consent to the effectiveness of a constitution, constitutional amendment, or treaty; **Representative Government**- system of government in which public policies are made by officials selected by the voters and held accountable in periodic elections; **Shays' Rebellion**- armed uprising that forced several State judges to close their courts; **Thomas Jefferson**- author of the Declaration of Independence; **Three-Fifths Compromise**- an agreement at the Constitutional Convention to count a slave as three-fifths of a person when determining the population of a State; **Unicameral**- legislative body with one chamber; **Veto**- chief executive's power to reject a bill passed by a legislature; **Virginia Plan**- plan presented by delegates from Virginia at the Constitutional Convention; called for a three-branch government with a bicameral legislature in which each State's membership would be determined by its population or its financial support for the central government

**Content:** Chapter 3: The Constitution

**Duration:** October (3 weeks)

<b>Essential Question:</b>	<p>What is the right balance of power in good government?</p>
<b>Skill:</b>	<ul style="list-style-type: none"> <li>• Cite and apply examples of rule of law to individual rights.</li> <li>• Analyze the source, purpose and function of law.</li> <li>• Identify and analyze the principles and ideals of United States government.</li> <li>• Evaluate and apply the principles and ideals of the United States government.</li> <li>• Compare and contrast ideals found in these documents (Declaration of Independence, Constitution, Bill of Rights, PA Constitution).</li> <li>• Evaluate powers of state and national governments.</li> <li>• Analyze and assess rights of citizens in PA and the U.S.</li> <li>• Analyze the systems of checks and balances and examine the process of lawmaking in the United States.</li> <li>• Prove that the three branches of government have evolved in their power and authority over time.</li> <li>• Analyze the role of three levels of government in policy-making.</li> <li>• Explain the concept of judicial review and its use by the Supreme Court in interpreting the Constitution.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Apply the rule of law to individual rights.</li> <li>• Analyze the sources, purposes and function of law and how the rule of law protects the individual rights and promotes the common good.</li> <li>• Find examples in historical documents that apply the practices of liberty, freedom, democracy, justice, and equality and apply these to modern practices.</li> <li>• Using primary documents, students will compare and contrast basic principles found in this nation's founding documents.</li> <li>• Using primary documents students will analyze the powers of state and federal government.</li> <li>• Analyze and apply their rights as United States citizens.</li> <li>• Using the lawmaking process as an example, students will analyze the impacts of checks and balances.</li> <li>• Use historical examples of how the branches of government authority, or power, has changed over time.</li> <li>• Provide examples of the role of the three levels of government in the law making process.</li> <li>• Utilize Supreme Court cases to analyze the Supreme Court's use of judicial review in interpreting the Constitution.</li> </ul>
<b>Resources:</b>	<p>Textbook, Chapter                  Declaration of Independence                  United States Constitution</p>



**Standards:**

- 5.1.9.A. (U.A) Apply examples of the rule of law as related to individual rights and the common good.
- 5.1.C.A. (12.A) Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 5.1.9.C. (U.C) Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality
- 5.1.C.C. (12.C) Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality
- 5.1.9.D (U.D.) Compare and contrast the basic principles and ideals found in significant documents: \*Declaration of Independence \*United States Constitution \*Bill of Rights \*Pennsylvania Constitution.
- 5.1.C.D. (12.D) Evaluate state and federal powers based on significant documents and other critical sources \*Declaration of Independence \*United States Constitution \*Bill of Rights \*Pennsylvania Constitution.
- 5.1.C.E. (12.E) Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.3.9.A. (C.A) Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.12.A Analyze the changes in power and authority among the three branches of government over time.
- 5.3.9.B. (C.B.) Analyze the roles of local, state, and national governments in policymaking.
- 5.3.9.F. (C.F.) Explain the Supreme Court’s role in interpreting the U.S. Constitution  
\*Individual rights \*States’ rights \*Civil rights

**Anchors:**

- C.1.1.1.2 Analyze the role of the federal government in creating, approving, and implementing domestic policy.
- C.1.1.2.1 Analyze the role of the federal government in creating, approving, and implementing foreign policy.
- C.1.1.3.1 Analyze the development of historic and contemporary human and civil rights.
- C.1.1.3.2 Analyze the protection of civil and human rights by federal and state governments by explaining the sources, purposes, and scope of those rights.
- C.1.1.3.3 Evaluate how civil and human rights are exercised, protected, or curtailed by governments, individuals, or organizations.
- C.1.2.1.3 Compare the legal structure of various types of government and analyze the level of citizen participation in the development and enforcement of the laws of each type of government.
- C1.2.2.1 Appraise the principles and ideals expressed in historical documents and determine how they impact the actions of the contemporary U.S. government.
- C.1.2.2.2 Analyze the principles, ideals, and constitutional foundations that impact the actions of the contemporary Pennsylvania state and local governments.
- C.1.2.2.3 Apply arguments about the role of government to local, state, and national issues of governance.

C.1.3.1.1 Evaluate the structure of the government of the Commonwealth of Pennsylvania with the structure of the U.S. government and compare the process of amending the U.S. Constitution.

C.1.3.1.2 Analyze the specific duties of each branch of government at all levels of government and examine the process of checks and balance among the three branches of government.

C.1.3.1.3 Summarize the legislative process in the Pennsylvania General Assembly and U.S. Congress.

C.1.3.2.4 Analyze historic barriers to voting rights and analyze actions taken to expand suffrage at the state and national levels.

C.1.4.2.1 Analyze court decisions that affect the ideals, principles, and functions of government.

C.1.4.2.2. Analyze court decisions that support or weaken civil rights and liberties.

C.1.4.2.3. Analyze court decisions that demonstrate the concepts of judicial review and legal precedent.

C.2.1.2.1 Explain the necessity of an educated citizenry in guiding decisions that support the ideals, roles, and functions of society.

C.2.1.2.1. Analyze the societal and legal consequences of violating laws.

C.2.1.2.3 Evaluate the balance between individual freedoms and civic good.

C.2.3.1.1 Draw conclusions about how civic principles impact society.

C.2.3.1.2 Evaluate the impact of influential writings, speeches and other communications on society in the United States and the world.

C.2.3.2.1 Compare theories of government and their role in modern society.

C.2.3.2.3 Assess the role of government in providing citizens with essential services.

C.2.4.2.1 Analyze how expectations for individual, group, and corporate behavior are established and enforced in order to avoid or resolve conflict.

C.2.4.2.2 Examine how participation in law-making and judicial processes avoids or resolves conflicts.

### Vocabulary:

**Amendment**- a change in, or addition to, a constitution or law; bicameral-legislative body composed of two chambers; **Bill of Rights**- first ten amendments to the Constitution; **Block Grants**- one type of federal grants-in-aid for some particular but broadly defined area of public policy; **Cabinet**- presidential advisory body, traditionally made up of the heads of the executive departments and other officers; **Categorical Grants**- one type of federal grants-in-aid; made for some specific, closely defined, purpose; **Checks and Balances**- system of overlapping the powers of the legislative, executive, and judicial branches to permit each branch to check the actions of the others; **Concurrent Powers**- those powers that both the national government and the states possess and exercise; **Constitutionalism**- basic principle that government and those who govern must obey the law; the rule of law; **Delegated Powers**- those powers expressed, implied, or inherent; granted to the national government by the Constitution; **Division of Powers**- basic principle of federalism; the constitutional provisions by which government powers are divided on a geographic basis; **Electoral College**- group of persons chosen in each state and the District of Columbia every four years who make a formal selection of the President and Vice-President; **Exclusive Powers**- those powers that can be exercised by the national government alone; **Executive Agreement**- a pact made by the President directly

with the head of a foreign state; a binding international agreement with the force of law but which does not require Senate consent; **Executive Article**- Article II of the Constitution; establishes the presidency and gives the executive power of the federal government to the President; **Expressed Powers**- those delegated powers of the national government that are spelled out, expressly, in the Constitution; also called the "enumerated powers"; **Extradition**- the legal process by which a fugitive from justice in one state is returned to that state; **Federalism**- system of government in which a written constitution divides power between a central, or national, government and several regional governments; **Formal Amendment**- change or addition that becomes part of the written language of the Constitution itself through one of the four methods set forth in the Constitution; **Full Faith and Credit Clause**- Constitution's requirement that each state accept the public acts, records, and judicial proceedings of every other state; **Grants-in-Aid Programs**- grants of federal money or other resources to states, cities, counties, and other local units; **Implied Powers**- those delegated powers of the national government that are suggested by the expressed powers set out in the Constitution; those "necessary and proper" to carry out the expressed powers; **Inferior Courts**- the lower federal courts, beneath the Supreme Court; **Inherent Powers**- powers the Constitution is presumed to have delegated to the national government because it is the government of a sovereign state within the world community; **Interstate Compacts**- formal agreement entered into with the consent of Congress, between or among states, or between a state and a foreign state; **Judicial Review**- the power of a court to determine the constitutionality of a governmental action; **Limited Government**- basic principle of American government which states the government is restricted in what it may do, and each individual has rights that government cannot take away; **Popular Sovereignty**- basic principle of the American system of government which asserts that the people are the source of any and all governmental power, and government can exist only with the consent of the governed; **Privileges and Immunities Clause**- Constitution's stipulation that all citizens are entitled to certain "privileges and immunities," regardless of their state of residence; no state can draw unreasonable distinctions between its own residents and those persons who happen to live in other states; **Project Grants**- one type of federal grants-in-aid; made for specific projects to states, localities, and private agencies who apply for them; **Ratification**- formal approval, final consent to the effectiveness of a constitution, constitutional amendment, or treaty; **Reserved Powers**- those powers that the Constitution does not grant to the national government and does not deny to the states; **Rule of Law**- concept that government and its officers are always subject to the law; **Senatorial Courtesy**- custom that the Senate will not approve a presidential appointment opposed by a majority-party Senator from the state in which the appointee would serve; **Separation of Powers**- basic principle of the American system of government that the executive, legislative, and judicial powers are divided among three independent and coequal branches of government; **Supremacy Clause**- a provision of the U.S. Constitution that states that the Constitution, federal law, and treaties of the United States are the "supreme law of the land"; **Treaty**- formal agreement between two or more sovereign states; **Unconstitutional**- contrary to constitutional provision and so illegal, null and void, of no force and effect; **Veto**- chief executive's power to reject a bill passed by a legislature

**Content:** Chapter 4: The Legislative Branch

**Duration:** October/November (3 weeks)

<b>Essential Question:</b>	How should government meet the needs of its people?
<b>Skill:</b>	<ul style="list-style-type: none"> <li>• Cite and apply examples of rule of law to individual rights.</li> <li>• Evaluate powers of state and national government.</li> <li>• Identify strategies and evaluate how they are used to resolve conflicts.</li> <li>• Cite characteristics of political leadership and examples of civic responsibility.</li> <li>• Analyze the systems of checks and balances.</li> <li>• Examine the process of making laws.</li> <li>• Prove that the three branches in government have evolved in their power and authority over time.</li> <li>• Analyze the role of three levels of government in policy-making.</li> <li>• Compare and contrast the different elections processes for local, state and national offices.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Using primary documents, students will analyze the powers of state and federal governments.</li> <li>• Using examples of the policy-making process, analyze strategies used to resolve conflicts in society and government.</li> <li>• Analyze characteristics of political leadership and civic responsibilities.</li> <li>• Using the lawmaking process as an example, students will analyze the impacts of checks and balances.</li> <li>• Use historical examples of how the branches of government’s authority and power have changed over time.</li> <li>• Provide examples of the role of the three levels of government in the lawmaking process.</li> <li>• Using historical and modern-day examples analyze the electoral process at all three levels.</li> </ul>
<b>Resources:</b>	Textbook, Chapter Four C-Span U.S. Congress.org
<b>Standards:</b>	<p>5.1.9.A. (U.A) Apply examples of the rule of law as related to individual rights and the common good.</p> <p>5.1.C.D. (12.D) Evaluate state and federal powers based on significant documents and other critical sources. • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution.</p> <p>5.2.9.B. (U.B; W.B; C.B) Analyze strategies used to resolve conflicts in society and government.</p> <p>5.2.9.C. Examine political leadership and public service in a republican form of government.</p> <p>5.2.U.C. (C.C; 12.C) Examine political leadership and public service in a republican form of government.</p> <p>5.3.9.A. (C.A)Examine the process of checks and balances among the three branches of</p>

government, including the creation of law.

5.3.12.A. Analyze the changes in power and authority among the three branches of government over time.

5.3.9.B. (C.B) Analyze the roles of local, state, and national governments in policymaking.

5.3.9.E. (C.E) Compare and contrast the different election processes for local, state, and national offices.

**Anchors:**

C.1.1.2.1 Analyze the role of the federal government in creating, approving, and implementing foreign policy.

C.1.1.3.1 Analyze the development of historic and contemporary human and civil rights.

C.1.1.3.2 Analyze the protection of civil and human rights by federal and state governments by explaining the sources, purposes, and scope of those rights.

C.1.2.1.2 Analyze how power is transferred in various forms of government and the level of democracy indicated by the transfer of power in a government.

C.1.2.2.1 Appraise the principles and ideals expressed in historical documents and determine how they impact the actions of the contemporary U.S. government.

C.1.2.2.2 Analyze the principles, ideals, and constitutional foundations that impact the actions of the contemporary Pennsylvania state and local governments.

C.1.2.2.3 Apply arguments about the role of government to local, state, and national issues of governance.

C.1.3.1.1 Evaluate the structure of the government of the Commonwealth of Pennsylvania with the structure of the U.S. government and compare the process of amending the Pennsylvania Constitution with the process of amending the U.S. Constitution.

C.1.3.1.2 Analyze the specific duties of each branch of government at all levels of government and examine the process of checks and balances among the three branches of government.

C.1.3.1.3 Summarize the legislative process in the Pennsylvania General Assembly and the U.S. Congress.

C.1.3.2.1 Describe and compare election processes in the United States and in Pennsylvania.

C.1.3.2.2 Analyze the effectiveness of election processes to support democratic ideals.

C.1.3.2.3 Evaluate influences on election processes and the actions taken to address them.

C.1.3.2.4 Analyze historic barriers to voting rights and analyze actions taken to expand suffrage at the state and national levels.

C.1.4.2.1 Analyze court decisions that affect the ideals, principles, and functions of government.

C.1.4.2.3 Analyze court decisions that demonstrate the concepts of judicial review and legal precedent.

C.2.1.1.1 Explain and assess the process by which individuals participate in political parties, campaigns, and elections.

C.2.1.1.2 Analyze civic rights, responsibilities, and duties of the individual in local, state, and national governments.

C.2.1.1.3 Describe citizenship and how it is obtained.

C.2.2.2.1 Evaluate the influence of funding and regulation of campaigns on the political process.

C.2.3.1.2 Evaluate the impact of influential writings, speeches, and other communications on

society in the United States and the world.

C.2.3.2.1 Compare theories of government and their role in modern society.

C.2.3.2.2 Recognize how public and private interests conflict and how they coordinate efforts in order to deal with issues

C.2.3.2.3 Assess the role of government in providing citizens with essential services.

C.2.4.1.1 Interpret the role of symbols, symbolic events, and individuals in civic discourse at the local, state, and national levels.

C.2.4.1.2 Explain the various roles that political symbols, symbolic events, and individuals play in uniting groups and people in support of common causes.

C.2.4.2.1 Analyze how expectations for individual, group, and corporate behavior are established and enforced in order to avoid or resolve conflict.

C.2.4.2.2 Examine how participation in law-making and judicial processes avoids or resolves conflicts.

**Acquit**- find not guilty of a charge; **Adjourn**- suspend, as in a session of Congress; **Apportioned**- distribute, as in seats in a legislative body; **Appropriate**- assign to a particular use; **At-Large**- election of an officeholder by the votes of an entire governmental unit rather than by the voters of a district or subdivision; **Bankruptcy**- legal proceeding by which a bankrupt person's assets are distributed among those to whom he/she owes debts; **Bill**- proposed law presented to a legislative body for consideration; **Censure**- issue a formal condemnation; **Cloture**- procedure that may be used to limit or end floor debate in a legislative body; **Commerce Power**- exclusive power of Congress to regulate interstate and foreign trade; **Committee Chair**- member who heads a standing committee in a legislative body; **Concurrent Resolution**- statement of position on an issue used by the House and Senate acting jointly-does not have the force of law and does not require the President's signature; **Conference Committee**- temporary joint committee created to reconcile any differences between the two houses' versions of a bill; **Consensus**- general agreement among various groups on fundamental matters; **Constituencies**- people and interests that an elected official represents; **Continuous Body**- governing body whose seats are never all up for election at the same time; **Convene**- to begin a new session of Congress; **Copyright**- exclusive, legal right of a person to reproduce, publish, and sell his/her own literary, musical, or artistic creations; **Deficit Financing**- practice of funding government by borrowing to make up the difference between government spending and revenue; **Delegates**- representatives; members of Congress who cast votes based on the wishes of their constituents; **Discharge Petition**- procedure enabling members to force a bill that has been pigeonholed in committee onto the floor for consideration; **Eminent Domain**- power of a government to take private property for public use; **Engrossed**- to print a bill in its final form; **Expressed Powers**- delegated powers of the national government that are spelled out in the Constitution-also called the "enumerated powers"; **Filibuster**- various tactics aimed at defeating a bill in a legislative body by preventing a final vote (U.S. Senate); **Floor Consideration**- process by which proposed laws are considered and acted upon by the full membership of the House or Senate; **Floor Leaders**- members of the House and Senate picked by their parties to carry out party decisions and steer legislative action to meet party goals; **Franking Privilege**- benefit allowing members of Congress or mail letters and other materials postage-free; **Gerrymandering**- drawing of electoral district lines to the advantage of a party or group; **Impeach**- to bring formal charges

## Vocabulary:

against a public official; **Implied Powers**- those "necessary and proper" to carry out the expressed powers; **Incumbent**- the current officeholder; **Inherent Powers**- powers the Constitution is presumed to have delegated to the national government; **Joint Committee**- legislative committee composed of members of both houses; **Joint Resolution**- proposal for action that has the force of law when passed; **Legal Tender**- any kind of money that a creditor must, by law, accept in payment for debts; **Liberal Constructionist**- one who argues a broad interpretation of the provisions of the Constitution; **Majority Leader**- floor leader of the party that holds the majority of seats in each house of Congress; **Minority Leader**- floor leader of the party that holds the minority of seats in each house of Congress; **Naturalization**- legal process by which citizens of one country become citizens of another; **Necessary and Proper Clause**- constitutional clause that gives Congress the power to make all laws "necessary and proper" for executing its powers; **Off-Year Elections**- congressional election that occurs between presidential election years; **Omnibus Measure**- bill that contains numerous issues and topics; **Oversight Function**- review by legislative committees of the policies and programs of the executive branch; **Partisans**- lawmaker who owes his/her first allegiance to his/her political party and votes according to the party line; **Party Caucus**- closed meeting of a party's House or Senate members; **Patent**- license issued to an inventor granting the exclusive right to manufacture, use, or sell his/her invention for a limited period of time; **Perjury**- act of lying under oath; **Pigeonholed**- expression describing how most bills introduced in each session of Congress are buried, put away, or never acted upon; **Pocket Veto**- type of veto a chief executive may use after a legislature has adjourned; **Politicos**- lawmaker who attempts to balance the basic elements of the trustee, delegate and partisan roles; **President of the Senate**- presiding officer of a senate; **President Pro Tempore**- member of the United States Senate or of the upper house of a state's legislature chosen to preside in the absence of the president of the Senate; **Prorogue**- adjourn, as in a legislative session; **Public Debt**- all of the money borrowed by the government and not yet repaid, plus the accrued interest on that money; **Quorum**- least number of members who must be present for a legislative body to conduct business, majority; **Reapportion**- redistribute, as in seats in a legislative body; **Recess**- time when both houses of Congress temporarily suspend business; **Resolution**- measure relating to the business of either house or expressing an opinion; does not have the force of law and does not require the President's signature; **Rider**- unpopular provision added to an important bill certain to pass so that it will "ride" through the legislative process; **Select Committee**- legislative committee created for a limited time and for some specific purpose; **Seniority Rule**- unwritten rule in both houses of Congress reserving the top posts in each chamber, particularly committee chairmanships, for members with the longest records of service; **Session**- period of time during which, each year, Congress assembles and conducts business; **Single-Member District**- electoral district from which one person is chosen by the voters for each elective office; **Speaker of the House**- presiding officer of the House of Representatives, chosen by and from the majority party in the House; **Special Session**- extraordinary session of a legislative body, called to deal with an emergency situation; **Standing Committee**- permanent committee in a legislative body to which bills of a specified subject matter are referred; **Strict Constructionist**- one who argues a narrow interpretation of the Constitution's provisions; **Subcommittee**- division of existing committee that is formed to address specific issues; **Subpoena**- order for a person to appear and to produce documents or other requested materials; **Successor**- person who inherits an office or title; **Tax**- charge levied by government

on persons or property to meet public needs; **Term**- two-year period of time during which Congress meets; **Territory**- part of the United States that is not admitted as a state and has its own government; **Trustees**- lawmaker who votes based on his/her conscience and judgment, not the views of his/her constituents; **Veto**- chief executive's power to reject a bill passed by a legislature, literally "I forbid"; **Whips**- assistants to the floor leaders in the House and Senate, responsible for monitoring and marshaling votes

**Content:** Chapter 5/6: The Executive Branch

**Duration:** November/December (3 weeks)

<b>Essential Question:</b>	What makes a good leader?
<b>Skill:</b>	<ul style="list-style-type: none"> <li>• Cite characteristics of political leadership and examples of civic responsibility.</li> <li>• Analyze the systems of checks and balances.</li> <li>• Analyze the role of three levels of government in policy-making.</li> <li>• Identify the role of government in policymaking within the executive branch of government.</li> <li>• Assess the role of government agencies in the regulatory process.</li> <li>• Explain foreign policy tools and how they're used to address current issues.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Using examples of the policy-making process, analyze strategies used to resolve conflicts in society and government.</li> <li>• Analyze characteristics of political leadership and civic responsibilities.</li> <li>• Using the lawmaking process as an example, students will analyze the impacts of checks and balances.</li> <li>• Citing examples in the political process and using the primary documents, explain the role of government agencies in policymaking.</li> <li>• Citing examples in the political process and using the primary documents, evaluate the role of government in the regulatory process.</li> <li>• Using historical and modern-day examples analyze the electoral process at all three levels.</li> <li>• Using current print and media examples analyze various foreign policy tools and how they are used.</li> </ul>
<b>Resources:</b>	Textbook Roles of the President worksheet Office of the Vice-President reading and worksheet Domestic Powers of the President activity Foreign Powers of the President activity Federal Bureaucracy worksheet Functions of the Cabinet activity Independent Agencies worksheet
<b>Standards:</b>	5.1.C.D. (12.D) Evaluate state and federal powers based on significant documents and other critical sources. • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution.



- 5.2.9.B. (U.B; W.B; C.B) Analyze strategies used to resolve conflicts in society and government.
- 5.2.9.C. Examine political leadership and public service in a republican form of government.
- 5.2.U.C. (C.C; 12.C) Examine political leadership and public service in a republican form of government.
- 5.3.9.A. (C.A) Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.12.A. Analyze the changes in power and authority among the three branches of government over time.
- 5.3.9.B. (C.B) Analyze the roles of local, state, and national governments in policymaking.
- 5.3.9.C. (C.C) Explain how government agencies create, amend and enforce policies in local, state, and national governments.
- 5.3.12.C. Evaluate how government agencies create, amend, and enforce regulations.
- 5.3.9.E. (C.E) Compare and contrast the different election processes for local, state, and national offices.
- 5.4.12.B. Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).

**Anchors:**

- C.1.1.1.3 Define the purposes and functions of governmental and nongovernmental organizations in implementing domestic policy.
- C.1.1.2.1 Analyze the role of the federal government in creating, approving, and implementing foreign policy.
- C.1.1.3.1 Analyze the development of historic and contemporary human and civil rights.
- C.1.1.3.2 Analyze the protection of civil and human rights by federal and state governments by explaining the sources, purposes, and scope of those rights.
- C.1.2.1.1 Compare and assess how various governments are organized and operate and assess citizen access to political participation within the various forms of government.
- C.1.2.1.2 Analyze how power is transferred in various forms of government and the level of democracy indicated by the transfer of power in a government.
- C.1.2.2.1 Appraise the principles and ideals expressed in historical documents and determine how they impact the actions of the contemporary U.S. government.
- C.1.2.2.2 Analyze the principles, ideals, and constitutional foundations that impact the actions of the contemporary Pennsylvania state and local governments.
- C.1.2.2.3 Apply arguments about the role of government to local, state, and national issues of governance.
- C.1.3.1.1 Evaluate the structure of the government of the Commonwealth of Pennsylvania with the structure of the U.S. government and compare the process of amending the Pennsylvania Constitution with the process of amending the U.S. Constitution.
- C.1.3.1.2 Analyze the specific duties of each branch of government at all levels of government and examine the process of checks and balances among the three branches of government.
- C.1.3.1.3 Summarize the legislative process in the Pennsylvania General Assembly and the U.S. Congress.
- C.1.3.2.1 Describe and compare election processes in the United States and in Pennsylvania.
- C.1.3.2.2 Analyze the effectiveness of election processes to support democratic ideals.
- C.1.3.2.3 Evaluate influences on election processes and the actions taken to address them.

- C.1.3.2.4 Analyze historic barriers to voting rights and analyze actions taken to expand suffrage at the state and national levels.
- C.1.4.1.1 Assess the role of agencies at the local, state, and national levels in promoting the general welfare.
- C.1.4.2.1 Analyze court decisions that affect the ideals, principles, and functions of government.
- C.1.4.2.3 Analyze court decisions that demonstrate the concepts of judicial review and legal precedent.
- C.2.1.1.1 Explain and assess the process by which individuals participate in political parties, campaigns, and elections.
- C.2.1.1.2 Analyze civic rights, responsibilities, and duties of the individual in local, state, and national governments.
- C.2.1.1.3 Describe citizenship and how it is obtained.
- C.2.2.2.1 Evaluate the influence of funding and regulation of campaigns on the political process.
- C.2.3.1.2 Evaluate the impact of influential writings, speeches, and other communications on society in the United States and the world.
- C.2.3.2.1 Compare theories of government and their role in modern society.
- C.2.3.2.3 Assess the role of government in providing citizens with essential services.
- C.2.4.1.1 Interpret the role of symbols, symbolic events, and individuals in civic discourse at the local, state, and national levels.
- C.2.4.1.2 Explain the various roles that political symbols, symbolic events, and individuals play in uniting groups and people in support of common causes.
- C.2.4.2.1 Analyze how expectations for individual, group, and corporate behavior are established and enforced in order to avoid or resolve conflict.
- C.2.4.2.2 Examine how participation in law-making and judicial processes avoids or resolves conflicts.

### Vocabulary:

**Administration**- officials in the executive branch of a government and their policies and principles; **Amnesty**- blanket pardon offered to a group of law violators; **Attorney General**- head of the Department of Justice; **Balance the Ticket**- when a presidential candidate chooses a running mate who can strengthen his chance of being elected by virtue of certain ideological, geographic, racial, ethnic, gender, etc.; **Bureaucracy**- large complex, administrative structure that handles the everyday business of an organization; **Bureaucrat**- a person who works for a bureaucratic organization; **Chief Administrator**- term for the President as head of the administration of the federal government; **Chief Citizen**- term for the President as the representative of the people, working for the public interest; **Chief Diplomat**- term for the President as the main architect of foreign policy and spokesperson to other countries; **Chief Economist**- role of the President to take action in the economy when conditions dictate; **Chief Executive**- term for the President as vested with the executive power of the United States; **Chief Legislator**- term for the President as architect of public policy and the one who sets the agenda for Congress; **Chief of Party**- term for the President as the leader of his/her political party; **Chief of State**- term for the President as the ceremonial head of the United States, the symbol of all the people of the nation; **Civil Service**- those civilian employees who perform the administrative work of government; **Civilian**- nonmilitary; **Clemency**- mercy or

leniency granted to an offender by a chief executive; **Commander in Chief**- term for the President as commander of the nation's armed forces; **Commutation**- power to reduce the length of a sentence or fine for a crime; **Domestic Affairs**- all matters not directly connected to the realm of foreign affairs; **Draft**- conscription, or compulsory military service; **Executive Agreement**- pact made by the President directly with the head of a foreign state, binding international agreement with the force of law but does not require Senate consent; **Executive Departments**- often called the Cabinet departments, traditional units of federal administration; **Executive Office of the President**- organization of several agencies staffed by the President's closest advisors; **Executive Order**- directive, rule, or regulation issued by a chief executive or subordinates, based upon constitutional or statutory authority and having the force of law; **Executive Privilege**- President's power to refuse to disclose information; **Federal Budget**- detailed financial document containing estimates of federal income and spending during the coming fiscal year; **Fiscal Year**- the 12-month period used by a government and the business world for its record-keeping, budgeting, revenue collecting, and other financial management purposes; **Foreign Affairs**- a nation's relationships with other countries; **Government Corporations**- corporations with the executive branch subject to the President's direction and control, set up by Congress to carry out certain business-like activities; **Impeach**- to bring formal charges against a public official; **Independent Agencies**- additional agencies created by Congress located outside the Cabinet departments; **Independent Executive Agencies**- agencies headed by a single administrator with regional subunits, but lacking Cabinet status; **Independent Regulatory Commissions**- independent agencies created by Congress, designed to regulate important aspects of the nation's economy, largely beyond the reach of presidential control; **Line Agency**- an agency which performs the tasks for which the organization exists; **Line-Item Veto**- President's cancellation of specific dollar amounts from a congressional spending bill, instituted by a 1996 congressional act, but struck down by a 1998 Supreme Court decision; **Ordinance Power**- power of the President to issue executive orders; originates from the Constitution and acts of Congress; **Pardon**- release from the punishment or legal consequences of a crime, by the President or a governor; **Patronage**- practice of giving jobs to supporters and friends; **Persona Non Grata**- an unwelcome person; used to describe recalled diplomatic officials; **Pocket Veto**- type of veto a chief executive may use after a legislature has adjourned-when the chief executive does not sign or reject a bill within the time allowed to do so; **President Pro Tempore**- member of the United States Senate, or of the upper house of a state's legislature, chosen to preside in the absence of the president of the Senate; **Presidential Succession**- scheme by which a presidential vacancy is filled; **Recognition**- exclusive power of a President to legally recognize foreign states; **Reprieve**- official postponement of the executive of a sentence; **Secretary**- official in charge of a department of government; **Spoils System**- practice of giving offices and other favors of government to political supporters and friends; **Staff Agency**- agency that supports the chief executive and other administrators by offering advice and other assistance in the management of the organization; **Treaty**- formal agreement between two or more sovereign states; **Veto**- chief executive's power to reject a bill passed by a legislature

**Content:** Chapter 7: The Judicial Branch

**Duration:** January (2 weeks)

<b>Essential Question:</b>	How should we handle conflict?
<b>Skill:</b>	<ul style="list-style-type: none"> <li>• Identify conflict resolution strategies and evaluate how they are used to resolve conflicts.</li> <li>• Analyze the systems of checks and balances.</li> <li>• Examine the process of making laws.</li> <li>• Analyze the role of Supreme Court in policy-making.</li> <li>• Explain the concept of judicial review and its use by the Supreme Court in interpreting the Constitution.</li> <li>• Analyze the ruling and outcome of landmark Supreme Court cases.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Using the Constitution and the Bill of Rights, students will analyze the change in interpretation over time.</li> <li>• Using primary documents, students will analyze the powers of the state and federal government.</li> <li>• Using examples of the policy-making process, analyze strategies used to resolve conflicts in society and government.</li> <li>• Using historical examples, analyze how the authority of the branches of government and power have changed over time.</li> <li>• Provide examples of the role of the three levels of government in the law-making process.</li> <li>• Utilize Supreme Court cases to analyze the Supreme Court’s use of judicial review in interpreting the Constitution.</li> <li>• Analyze the ruling in Supreme Court cases to make connections on how they impact society.</li> </ul>
<b>Resources:</b>	<p>Textbook                      Landmark Supreme Court Cases                      Map of the United States                      Bill of Rights</p>
<b>Standards:</b>	<p>5.1.C.A. (12.A) Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.C.D. (12.D) Evaluate state and federal powers based on significant documents and other critical sources. • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution.</p> <p>5.2.9.B. (U.B; W.B; C.B) Analyze strategies used to resolve conflicts in society and government.</p> <p>5.2.9.C. Examine political leadership and public service in a republican form of government.</p> <p>5.2.U.C. (C.C; 12.C) Examine political leadership and public service in a republican form of government.</p> <p>5.3.9.A. (C.A)Examine the process of checks and balances among the three branches of government, including the creation of law.</p> <p>5.3.12.A. Analyze the changes in power and authority among the three branches of government</p>

over time.

5.3.9.B. (C.B) Analyze the roles of local, state, and national governments in policymaking.

5.3.9.F. (C.F) Explain the Supreme Court's role in interpreting the U.S. Constitution. • Individual rights • States' rights • Civil rights

5.3.U.F. (12.F) Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

**Anchors:**

C.1.1.1.2 Analyze the role of the federal government in creating, approving, and implementing domestic policy.

C.1.1.3.1 Analyze the development of historic and contemporary human and civil rights.

C.1.1.3.2 Analyze the protection of civil and human rights by federal and state governments by explaining the sources, purposes, and scope of those rights.

C.1.1.3.3 Evaluate how civil and human rights are exercised, protected, or curtailed by governments, individuals, or organizations.

C.1.2.2.1 Appraise the principles and ideals expressed in historical documents and determine how they impact the actions of the contemporary U.S. government.

C.1.2.2.2 Analyze the principles, ideals, and constitutional foundations that impact the actions of the contemporary Pennsylvania state and local governments.

C.1.3.1.1 Evaluate the structure of the government of the Commonwealth of Pennsylvania with the structure of the U.S. government and compare the process of amending the Pennsylvania Constitution with the process of amending the U.S. Constitution.

C.1.3.1.2 Analyze the specific duties of each branch of government at all levels of government and examine the process of checks and balances among the three branches of government.

C.1.3.2.2 Analyze the effectiveness of election processes to support democratic ideals.

C.1.4.2.1 Analyze court decisions that affect the ideals, principles, and functions of government.

C.1.4.2.2 Analyze court decisions that support or weaken civil rights and liberties.

C.2.1.1.1 Explain and assess the process by which individuals participate in political parties, campaigns, and elections.

C.2.1.1.2 Analyze civic rights, responsibilities, and duties of the individual in local, state, and national governments.

C.2.1.1.3 Describe citizenship and how it is obtained.

C.2.1.2.2 Analyze the societal and legal consequences of violating laws.

C.2.3.1.1 Draw conclusions about how civic principles impact society.

C.2.3.1.2 Evaluate the impact of influential writings, speeches, and other communications on society in the United States and the world.

C.2.3.1.3 Describe competing ideologies and explain their development and impact.

C.2.3.2.1 Compare theories of government and their role in modern society.

C.2.4.1.1 Interpret the role of symbols, symbolic events, and individuals in civic discourse at the local, state, and national levels.

C.2.4.1.2 Explain the various roles that political symbols, symbolic events, and individuals play in uniting groups and people in support of common causes.

C.2.4.2.1 Analyze how expectations for individual, group, and corporate behavior are established and enforced in order to avoid or resolve conflict.

**Vocabulary:**

**Appellate Jurisdiction**- authority of a court to review decisions of inferior courts; **Brief**- detailed written statements filed with the court before oral arguments are presented; **Certificate**- method of putting a case before the Supreme Court, used when lower court is not clear about the procedure or rule of law that should apply in a case and asks the Supreme Court to certify the answer to a specific question; **Civil Case**- case involving a noncriminal manner such as a contract dispute or a claim of patent infringement; **Civilian Tribunal**- court operating as part of the judicial branch, entirely separate from the military establishment; **Concurrent Jurisdiction**- power shared by federal and state courts to hear certain cases; **Concurring Opinion**- written explanation of the views of one or more judges who support a decision reached by a majority of the court, but wish to add/emphasize a point that was not made in the majority decision; **Court-Martial**- court composed of military personnel, for the trial of those accused of violating military law; **Criminal Case**- case in which a defendant is tried for committing a crime as defined by law; **Defendant**- in a civil suit, the person against whom a court action is brought by the plaintiff-in a criminal case, the person charged with the crime; **Dissenting Opinions**- written explanation of the views of one or more judges who disagree with a decision reached by a majority of the court; **Docket**- a court's list of cases to be heard; **Inferior Courts**- the lower federal courts, beneath the Supreme Court; **Judicial Activism**- judicial philosophy in which supporters believe that judges should interpret and apply provisions in the Constitution and in statute law in the light of ongoing changes in conditions and values; **Judicial Restraint**- judicial philosophy in which supporters believe that judges should decide cases based on the original intent of the Framers or those who enacted the statute involved in a case, or on precedent; **Judicial Review**- power of a court to determine the constitutionality of a government action; **Jurisdiction**- authority of a court to hear a case; **Majority Opinion**- officially called the Opinion of the Court-announces the Court's decision in a case and sets out the reasoning upon which it is based; **Original Jurisdiction**- power of a court to hear a case first, before any other court; **Plaintiff**- in civil law, the party who brings a suit or some other legal action against another in court; **Precedent**- court decision that stands as an example to be followed in future, similar cases; **Record**- a transcript of proceedings made in trial court; **Redress**- satisfaction of a claim payment; **Writ of Certiorari**- an order by a higher court directing a lower court to send up the record in a given case for review-from the Latin meaning "to be more certain"

**Content:** Chapter 8: Protecting Civil Liberties

**Duration:** January/February (3 weeks)

**Essential Question:**

How much power should the government have?

**Skill:**

- Analyze the source, purpose and function of law.
- Identify and analyze the principles and ideals of U.S. Government.
- Evaluate and apply the principles and ideals of U.S. Government.
- Compare the contrast ideals found in these documents.
- Evaluate powers of state and national government.
- Analyze print and media examples to demonstrate the use of political symbols in civil disobedience and patriotic activities.
- Identify strategies and evaluate how they are used to resolve conflicts.
- Cite causes of conflicts in society.
- Summarize and critique ways to be a competent and responsible citizen.
- Explain the concept of judicial review and its uses by the Supreme Court in interpreting the constitution.
- Analyze the ruling and outcome of landmark U.S. Supreme Court cases.
- Explain the freedoms of the First Amendment and analyze it impact the role of mass media.
- Using Constitution and the Bill of Rights, students will analyze the change in interpretation over time.
- Find examples of these practices (liberty, freedom, democracy, justice, equality) in historical documents.
- Apply these examples found in historical documents and apply these to modern practices.
- Using primary documents, students will compare and contrast basic principles found in this nation’s founding documents.
- Using primary documents, students will analyze the powers of state and federal government.
- Using media and print examples, students will analyze political symbols and the role they play in civil disobedience and patriotic activities.
- Using examples of the policy-making process, analyze strategies used to resolve conflicts in society and government.
- Students will make connections between understanding what it means to become a competent and responsible citizens and putting this into practices.
- Utilize Supreme Court cases to analyze the Supreme Court’s use of judicial review in interpreting the Constitution.
- Analyze the ruling in Supreme Court cases to make connections on how they impact society.

**Assessment:**

**Resources:**

Textbook,  
Bill of Rights  
[www.icivics.org](http://www.icivics.org)

**Standards:**

5.1.C.A. (12.A) Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

5.1.9.C. (U.C) Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality

5.1.C.C. (12.C) Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality

5.1.9.D. (U.D) Compare and contrast the basic principles and ideals found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution

5.1.C.D. (12.D) Evaluate state and federal powers based on significant documents and other critical sources. • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution

5.1.9.F. (U.F; C.F.) Analyze the role political symbols play in civil disobedience and patriotic activities

5.2.9.B. (U.B; W.B; C.B) Analyze strategies used to resolve conflicts in society and government.

5.2.12.B. Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

5.2.U.D. (W.D; C.D; 12.D) Evaluate and demonstrate what makes competent and responsible citizens

5.3.9.F. (C.F) Explain the Supreme Court's role in interpreting the U.S. Constitution. • Individual rights • States' rights • Civil rights

5.3.U.F. (12.F) Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

5.3.9.H. Evaluate the importance of freedom of the press and the political influence of mass media

**Anchors:**

C.1.1.1.2 Analyze the role of the federal government in creating, approving, and implementing domestic policy.

C.1.1.3.1 Analyze the development of historic and contemporary human and civil rights.

C.1.1.3.2 Analyze the protection of civil and human rights by federal and state governments by explaining the sources, purposes, and scope of those rights.

C.1.1.3.3 Evaluate how civil and human rights are exercised, protected, or curtailed by governments, individuals, or organizations.

C.1.2.1.3 Compare the legal structure of various types of government and analyze the level of citizen participation in the development and enforcement of the laws of each type of government.

C.1.2.2.1 Appraise the principles and ideals expressed in historical documents and determine how they impact the actions of the contemporary U.S. government.

C.1.2.2.2 Analyze the principles, ideals, and constitutional foundations that impact the actions



of the contemporary Pennsylvania state and local governments.

C.1.2.2.3 Apply arguments about the role of government to local, state, and national issues of governance.

C.1.3.1.1 Evaluate the structure of the government of the Commonwealth of Pennsylvania with the structure of the U.S. government and compare the process of amending the Pennsylvania Constitution with the process of amending the U.S. Constitution.

C.1.3.1.2 Analyze the specific duties of each branch of government at all levels of government and examine the process of checks and balances among the three branches of government.

C.1.3.2.2 Analyze the effectiveness of election processes to support democratic ideals.

C.1.3.2.3 Evaluate influences on election processes and the actions taken to address them.

C.1.4.2.1 Analyze court decisions that affect the ideals, principles, and functions of government.

C.1.4.2.2 Analyze court decisions that support or weaken civil rights and liberties.

C.2.1.1.1 Explain and assess the process by which individuals participate in political parties, campaigns, and elections.

C.2.1.2.1 Explain the necessity of an educated citizenry in guiding decisions that support the ideals, roles, and functions of society.

C.2.1.2.2 Analyze the societal and legal consequences of violating laws. C.2.1.2.3 Evaluate the balance between individual freedoms and civic good.

C.2.3.1.1 Draw conclusions about how civic principles impact society.

C.2.3.1.2 Evaluate the impact of influential writings, speeches, and other communications on society in the United States and the world.

C.2.4.1.1 Interpret the role of symbols, symbolic events, and individuals in civic discourse at the local, state, and national levels.

C.2.4.1.2 Explain the various roles that political symbols, symbolic events, and individuals play in uniting groups and people in support of common causes.

C.2.4.2.1 Analyze how expectations for individual, group, and corporate behavior are established and enforced in order to avoid or resolve conflict. C.2.4.2.2 Examine how participation in law-making and judicial processes avoids or resolves conflicts.

## Vocabulary:

**Alien**- a foreign-born resident, or noncitizen; **Assemble**- to gather with one another to express views on public matters; **Bail**- sum, of money that the accused may be required to post as a guarantee that he/she will appear in court at the proper time; **Bench Trial**- a trial in which the judge alone hears the case; **Bill of Attainder**- a legislative act that inflicts punishment without a court trial; **Bill of Rights**- the first ten amendments to the Constitution; **Capital Punishment**- the death penalty; **Civil Disobedience**- form of protest in which people deliberately but non-violently violate a law, as a means of expressing their opposition to a law or public policy; **Civil Liberties**- the guarantees of the safety of persons, opinions, and property from the arbitrary acts of government; **Civil Rights**- term used for those positive acts of government that seek to make constitutional guarantees a reality for all people; **Content Neutral**- the government may not regulate assemblies on the basis on what might be said; **Discrimination**- bias, unfairness; **Double Jeopardy**- part of the 5th Amendment which says that no person can be put in jeopardy of life or limb twice; **Due Process**- the government must act fairly and in accord with established rules in all that it does; **Due Process Clause**- part of the 14th Amendment which

guarantees that no state deny basic rights to its people; **Eminent Domain**- power of the government to take private property for public use; **Establishment Clause**- separates church and state; **Ex Post Facto Law**- a law applied to an act committed before its passage; **Exclusionary Rule**- evidence gained as the result of an illegal act by police cannot be used against the person from whom it was seized; **Free Exercise Clause**- the second part of the constitutional guarantee of religious freedom, which guarantees to each person the right to believe whatever he/she chooses to believe in matters of religion; **Grand Jury**- the formal device by which a person can be accused of a serious crime; **Indictment**- a formal complaint before a grand jury which charges the accused with one or more crimes; **Information**- a formal charge filed by a prosecutor without the action of a grand jury; **Injunction**- a court order that forces or limits the performance of some act by a private individual or by a public official; **Involuntary Servitude**- forced labor; **Libel**- false and malicious use of printed words; **Miranda Rule**- the constitutional rights which police must read to a suspect before questioning can occur; **Parochial**- church-related; **Petition**- a citizen's right to bring his/her view to the attention of public officials by such means as written petitions, letters, lobbying, and marches; **Picketing**- patrolling of a business site by workers who are on strike; **Police Power**- the authority of each State to act to protect and promote the public health, safety, morals, and general welfare of its people; **Presentment**- a formal accusation on it brought by the grand jury on its own motion, rather than that of the prosecutor; **Preventive Detention**- law which allows federal judges to order that an accused felon be held, without bail, when there is good reason to believe that he/she will commit another serious crime before jail; **Prior Restraint**- the government cannot curb ideas before they are expressed; **Probable Cause**- reasonable grounds, a reasonable suspicion of crime; **Procedural Due Process**- the government must employ fair procedures and methods; **Process of Incorporation**- the process of incorporating, or including, most of the guarantees in the Bill of Rights into the 14th Amendment's Due Process Clause; **Right of Association**- the right to associate with others to promote political, economic, and other social causes; **Search Warrant**- a court order authorizing a search; **Sedition**- the crime of attempting to overthrow the government by force, or to disrupt its lawful activities by violent acts; **Seditious Speech**- the advocating, or urging, of an attempt to overthrow the government by force, or to disrupt its lawful activities with violence; **Shield Laws**- law which gives reporters some protection against having to disclose their sources or reveal other confidential information in legal proceedings; **Slander**- false and malicious use of spoken words; **Substantive Due Process**- the government must create fair policies and laws; **Symbolic speech**-expression by conduct; **Treason**- betrayal of one's country; **Writ of Habeas Corpus**- a court order which prevents unjust arrests and imprisonments; **Writs of Assistance**- blanket search warrant with which British custom officials had invaded private homes to search for smuggled goods

**Content:** Chapter 9: Citizenship and Civil Rights

**Duration:** February (2 weeks)

<b>Essential Question:</b>	<p>What are the challenges of diversity?</p>
<b>Skill:</b>	<ul style="list-style-type: none"> <li>• Analyze the purpose, source and function of law.</li> <li>• Identify and analyze the principles and ideals of United States government.</li> <li>• Evaluate and apply the principles and ideals of the United States government.</li> <li>• Compare and contrast ideals found in these documents (Declaration of Independence, Constitution, Bill of Rights, PA Constitution).</li> <li>• Analyze and assess the rights of U.S. and P.A. citizens.</li> <li>• Summarize critique ways to be a competent and responsible citizen.</li> <li>• Explain the concept of judicial review and its use by the Supreme Court in interpreting the Constitution.</li> <li>• Analyze the ruling and outcome of landmark Supreme Court cases.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Using the Constitution and the Bill of Rights, students will analyze the change in interpretation over time.</li> <li>• Find examples of these practices (liberty, freedom, democracy, justice, equality) in historical documents.</li> <li>• Apply these examples found in historical documents and apply these to modern practices.</li> <li>• Using primary documents, students will compare and contrast basic principles found in this nation’s founding documents.</li> <li>• Given various scenarios, students will analyze and apply their rights as U.S. and P.A. citizens.</li> <li>• Students will make the connections between understanding what it means to become a competent and responsible citizens and putting this into practice.</li> <li>• Utilize Supreme Court cases to analyze the Supreme Court’s use of judicial review in interpreting the Constitution.</li> <li>• Analyze the ruling in Supreme Court cases to make connections on how they impact society.</li> </ul>
<b>Resources:</b>	<p>Textbook Primary Sources</p>

**Standards:**

- 5.1.C.A. (12.A) Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.\
- 5.1.9.C. (U.C) Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality
- 5.1.C.C. (12.C) Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality
- 5.1.9.D. (U.D) Compare and contrast the basic principles and ideals found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution
- 5.1.C.E. (12.E) Analyze and assess the rights of people as written in the PA Constitution and the US Constitution
- 5.2.U.D. (W.D; C.D; 12.D) Evaluate and demonstrate what makes competent and responsible citizens.
- 5.3.9.F. (C.F) Explain the Supreme Court's role in interpreting the U.S. Constitution. • Individual rights • States' rights • Civil rights
- 5.3.U.F. (12.F) Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

**Anchors:**

- C.1.1.3.1 Analyze the development of historic and contemporary human and civil rights.
- C.1.1.3.2 Analyze the protection of civil and human rights by federal and state governments by explaining the sources, purposes, and scope of those rights. C.1.1.3.3 Evaluate how civil and human rights are exercised, protected, or curtailed by governments, individuals, or organizations.
- C.1.2.1.3 Compare the legal structure of various types of government and analyze the level of citizen participation in the development and enforcement of the laws of each type of government.
- C.1.2.2.1 Appraise the principles and ideals expressed in historical documents and determine how they impact the actions of the contemporary U.S. government.
- C.1.2.2.2 Analyze the principles, ideals, and constitutional foundations that impact the actions of the contemporary Pennsylvania state and local governments.
- C.1.2.2.3 Apply arguments about the role of government to local, state, and national issues of governance.
- C.1.3.1.1 Evaluate the structure of the government of the Commonwealth of Pennsylvania with the structure of the U.S. government and compare the process of amending the Pennsylvania Constitution with the process of amending the U.S. Constitution.
- C.1.3.1.2 Analyze the specific duties of each branch of government at all levels of government and examine the process of checks and balances among the three branches of government.
- C.1.3.2.2 Analyze the effectiveness of election processes to support democratic ideals.
- C.1.3.2.3 Evaluate influences on election processes and the actions taken to address them.
- C.1.3.2.4 Analyze historic barriers to voting rights and analyze actions taken to expand suffrage at the state and national levels.
- C.1.4.2.1 Analyze court decisions that affect the ideals, principles, and functions of government.
- C.1.4.2.2 Analyze court decisions that support or weaken civil rights and liberties.

C.2.1.2.1 Explain the necessity of an educated citizenry in guiding decisions that support the ideals, roles, and functions of society

C.2.1.2.3 Evaluate the balance between individual freedoms and civic good.

C.2.3.1.1 Draw conclusions about how civic principles impact society.

C.2.3.1.2 Evaluate the impact of influential writings, speeches, and other communications on society in the United States and the world.

C.2.3.2.3 Assess the role of government in providing citizens with essential services.

C.2.4.2.1 Analyze how expectations for individual, group, and corporate behavior are established and enforced in order to avoid or resolve conflict. C.2.4.2.2 Examine how participation in law-making and judicial processes avoids or resolves conflicts.

**Affirmative Action**- a policy that requires most employers take positive steps to remedy the effects of past discriminations; **Assimilation**- the process by which people of one culture merge into, or become part of, another culture; **Citizen**- a member of a state or nation who owes allegiance to it by birth or naturalization and is entitled to full civil rights; **De Facto** segregation-segregation even if no law requires it; **De Jure Segregation**- segregation by law, with legal sanction; **Denaturalization**- the process through which naturalized citizens may involuntarily lose their citizenship; **Deportation**- legal process in which aliens are legally required to leave the United States; **Expatriation**- legal process by which a loss of citizenship occurs; **Heterogeneous**- of another or different race, family, or kind; **Immigrants**- those people legally admitted as permanent residents of a country; **Integration**- the process of bringing a group into equal membership in society; **Jim Crow Law**- a law that separates people on the basis of race, aimed primarily at African Americans; **Jus Sanguinis**- the law of blood, which determines citizenship based on one's parents' citizenship; **Jus Soli**- the law of soil, which determines citizenship based on where a person is born; **Naturalization**- the legal process by which citizens of one country become citizens of another; **Quota**- a rule requiring certain numbers of jobs or promotions for members of certain groups; **Refugee**- one who leaves his/her homeland to seek protection from war, persecution, or some other danger; **Reservations**- public land set aside by a government for use by Native American tribes; **Reverse Discrimination**- discrimination against the majority group; **Separate-but-Equal Doctrine**- a constitutional basis for laws that separate one group from another on the basis of race

## Vocabulary:

**Content:** Chapter 10: Government by the People

**Duration:** March (3 weeks)

<b>Essential Question:</b>	<p>What is the role of people in the government?</p>
<b>Skill:</b>	<ul style="list-style-type: none"> <li>• Analyze rights and responsibilities of citizens in various governments around the world.</li> <li>• Identify strategies and evaluate how they are used to resolve conflicts.</li> <li>• Cite causes of conflict in society.</li> <li>• Cite characteristics of political leadership and examples of civic responsibility.</li> <li>• Analyze ways citizen participation in politics for both individual and public good.</li> <li>• Summarize and critique ways to be a competent and responsible citizen.</li> <li>• Identify various means through which citizens participate in choosing their leaders.</li> <li>• Analyze how political party, interest groups and mass media impact the political process.</li> <li>• Compare and contrast the various forms of elections.</li> <li>• Assess the electoral process in the U.S. including the Electoral College.</li> <li>• Identify and analyze the influence of interests groups in the political process.</li> <li>• Analyze the impact of interest groups in developing public policy.</li> <li>• Explain the freedoms of the First Amendment and analyze how it has impacted the role of mass media.</li> <li>• Cite examples of mass media influencing politics.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Compare and contrast the rights and responsibilities of citizens in various contemporary governments.</li> <li>• Analyze characteristics of political leadership and civic responsibilities.</li> <li>• Using examples of the policy-making process, analyze strategies used to resolve conflicts in society and government.</li> <li>• Draw conclusions about what causes conflicts in society.</li> <li>• Given various examples, students will analyze ways citizens participate in the political process.</li> <li>• Students will make the connection between understanding what it means to become a competent and responsible citizen and putting this concept into practice.</li> <li>• Cite examples of how citizens participate in choosing their leaders through political parties, campaigns and elections.</li> <li>• Using print and media examples, students will connect how political parties, interest groups and mass media impact politics and public policy.</li> <li>• Using historical and modern-day examples, analyze the electoral process at all three levels.</li> <li>• Critique the Electoral College process.</li> <li>• Debate the pros and cons of the electoral process.</li> <li>• Assess the impact of Political Action Committees and lobbyists have on the political process.</li> <li>• Using modern-day examples to illustrate the impact the policy-making process.</li> <li>• Using modern-day examples, students will analyze the impact of mass media in the political process.</li> <li>• Use these examples to analyze media’s influence on the political process.</li> </ul>

<b>Resources:</b>	<p>Textbook          Voting Registration          Literacy Test Activity  <a href="http://www.opensecrets.org">www.opensecrets.org</a></p>
<b>Standards:</b>	<p>5.2.12.A. Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.          5.2.9.C. Examine political leadership and public service in a republican form of government.          5.2.U.C. (C.C; 12.C) Examine political leadership and public service in a republican form of government.          5.2.9.D. Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.          5.2.U.D. (W.D; C.D; 12.D) Evaluate and demonstrate what makes competent and responsible citizens.          5.3.9.D. Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.          5.3.U.D. (C.D; 12.D) Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.          5.3.9.E. (C.E) Compare and contrast the different election processes for local, state, and national offices          5.3.12.E. Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.          5.3.9.G. (C.G) Analyze the influence of interest groups in the political process          5.3.12.G. Evaluate the impact of interest groups in developing public policy.          5.3.9.H. Evaluate the importance of freedom of the press and the political influence of mass media.          5.3.C.H. (12.H) Evaluate the role of mass media in setting public agenda and influencing political life.</p> <p><b>Anchors:</b>          C.1.1.1.3 Define the purposes and functions of governmental and nongovernmental organizations in implementing domestic policy.          C.1.1.1.4 Analyze how the opinions and beliefs of various groups influence policy making at the federal, state, and local levels.          C.1.2.1.1 Compare and assess how various governments are organized and operate and assess citizen access to political participation within the various forms of government.          C.1.2.1.2 Analyze how power is transferred in various forms of government and the level of democracy indicated by the transfer of power in a government.          C.1.2.1.4 Evaluate how governments and political figures use media to promote their policies.          C.1.3.2.1 Describe and compare election processes in the United States and in Pennsylvania.          C.1.3.2.2 Analyze the effectiveness of election processes to support democratic ideals.          C.1.3.2.3 Evaluate influences on election processes and the actions taken to address them.          C.1.3.2.4 Analyze historic barriers to voting rights and analyze actions taken to expand suffrage at the state and national levels.          C.1.4.1.1 Assess the role of agencies at the local, state, and national levels in promoting the</p>

general welfare.

C.2.1.1.1 Explain and assess the process by which individuals participate in political parties, campaigns, and elections.

C.2.1.1.2 Analyze civic rights, responsibilities, and duties of the individual in local, state, and national governments.

C.2.1.1.3 Describe citizenship and how it is obtained.

C.2.1.2.1 Explain the necessity of an educated citizenry in guiding decisions that support the ideals, roles, and functions of society.

C.2.1.2.2 Analyze the societal and legal consequences of violating laws.

C.2.1.2.3 Evaluate the balance between individual freedoms and civic good.

C.2.2.1.1 Explain and assess how political parties participate in the political process.

C.2.2.1.2 Analyze activities that interest groups employ to affect the political process.

C.2.2.2.1 Evaluate the influence of funding and regulation of campaigns on the political process.

C.2.2.2.2 Assess the role of various community organizations and the methods they use in pursuit of their interests and the interests of their members.

C.2.2.2.3 Draw conclusions regarding the purpose and effectiveness of political parties, interest groups, and other organizations in using the political process to influence change.

C.2.2.2.4 Assess the role of the media and emerging technologies in the political process.

C.2.3.1.1 Draw conclusions about how civic principles impact society.

C.2.3.2.2 Recognize how public and private interests conflict and how they coordinate efforts in order to deal with issues

## Vocabulary:

**Absentee Voting**- provisions made for those unable to get to their regular polling places on election day; **Amicus Curiae Brief**- legal Latin term meaning "friend of the court," a document that consists of written arguments presented to a court in support of one side in a dispute; **Ballot**- the device voters use to register a choice in an election; **Ballot Fatigue**- the phenomenon by which voters cast fewer votes for offices listed toward the bottom of the ballot; **Coattail Effect**- the effect of a strong candidate running for an office at the top of a ballot helping to attract voters to other candidates on the party's ticket; **Disenfranchised**- denied the right to vote; **Electorate**- all of the people entitled to vote in a given election; **Franchise**- the right to vote; **Gender Gap**- measurable differences between the partisan choices of men and women today; **Gerrymandering**- the drawing of electoral district lines to the advantage of a party or group; **Grass-Roots Pressures**- pressures on public officials from members of an interest group or the people at large; **Independents**- a term used to describe people who have no party affiliation; **Injunction**- a court order that forces or limits the performance of some act by a private individual or by a public official; **Interest Group**- private organizations whose members share certain views and work to shape public policy; **Labor Union**- an organization of workers who share the same type of job, or who work in the same industry, and press for government policies that will benefit their members; **Literacy**- a person's ability to read or write; **Lobbying**- activities by which group pressures are brought to bear on legislators, the legislative process, and all aspects of the public-policy-making process; **Mandate**- the instructions or commands a constituency gives to its elected officials; **Mass Media**- those means of communication that reach large audiences, especially television, radio, printed publications, and the Internet; **Medium**- a means of communication, something that



transmits information; **Off-Year Elections**- congressional election that occurs between presidential election years; **Opinion Leaders**- any person who, for any reason, has an unusually strong influence on the views of others; **Party Identification**- loyalty of people to a political party; **Peer Group**- people with whom one regularly associates; **Political Efficacy**- one's own influence or effectiveness on politics; **Political Socialization**- the process by which people gain their political attitudes and opinions; **Poll Books**- list of all registered voters in each precinct; **Poll Tax**- a special tax, demanded by States, as a condition of voting; **Polling Place**- the place where the voters who live in a certain precinct go to vote; **Precinct**- the smallest unit of election administration, a voting district; **Preclearance**- mandated by the Voting Rights Act of 1965, the prior approval by the Justice Department of changes to or new election laws by certain States; **Public Affairs**- those events and issues that concern the people at large; **Public Agenda**- the public issues on which the people's attention is focused; **Public Opinion**- the complex collection of the opinions of many different people, the sum of all their views; **Public Opinion Polls**- device that attempts to collect information by asking people questions; **Public Policy**- all of the many goals that a government that a government pursues in all of the many areas of human affairs in which it is involved; **Purging**- process of reviewing lists of registered voters and removing the names of those no longer eligible to vote; **Quota Sample**- a sample deliberately constructed to reflect several of the major characteristics of a given population; **Random Sample**- a certain number of randomly selected people who live in a certain number of randomly selected places; **Registration**- a procedure of voter identification intended to prevent fraudulent voting; **Sample**- a representative slice of the public; **Sound Bite**- short, sharply focused report that can be aired in 30 or 45 seconds; **Split-Ticket Voting**- voting for candidates of different parties for different offices at the same election; **Straight-Ticket Voting**- the practice of voting for candidates of only one party in an election; **Straw Vote**-poll that seeks to read the public's mind by asking the same question of a large number of people; **Suffrage**- the right to vote; **Trade Association**- interest group within the business community; **Transients**- person living in a State for only a short time, without legal residence; **Universe**- a term used in polling that refers to the whole population that the poll aims to measure

**Content:** Chapter 11: Elections

**Duration:** March/April (2 weeks)

<p><b>Essential Question:</b></p>	<p>Who gets elected?</p>
<p><b>Skill:</b></p>	<ul style="list-style-type: none"> <li>• Analyze why government is necessary, how they were first formed and their evolution.</li> <li>• Interpret various theories of governments.</li> <li>• Identify and analyze the principles and ideals of United States government.</li> <li>• Evaluate and apply the principles and ideals of the United States government.</li> <li>• Analyze print and media examples to demonstrate the use of political symbols in patriotic activities.</li> <li>• Differentiate between citizen’s roles in a democracy versus an authoritarian government.</li> <li>• Analyze rights and responsibilities of citizens in various governments around the world.</li> <li>• Identify strategies and evaluate how they are used to resolve conflicts.</li> <li>• Cite characteristics of political leadership and examples of civic responsibility.</li> <li>• Analyze ways citizen participation in politics for both individual and public good.</li> <li>• Summarize and critique ways to be a competent and responsible citizen.</li> <li>• Identify various means through which citizens participate in choosing their leaders.</li> <li>• Analyze how political party, interest groups and mass media impact the political process.</li> <li>• Compare and contrast the various forms of elections.</li> <li>• Assess the electoral process in the U.S. including the Electoral college.</li> <li>• Identify and analyze the influence of interests groups in the political process.</li> <li>• Analyze the impact of interest groups in developing public policy.</li> <li>• Explain the freedoms of the First Amendment and analyze how it has impacted the role of mass media.</li> <li>• Cite examples of mass media influencing politics.</li> <li>• Compare and contrast various systems of government.</li> </ul>
<p><b>Assessment:</b></p>	<ul style="list-style-type: none"> <li>• Using media and print examples, students will analyze political symbols and the role they play in patriotic activities.</li> <li>• Analyze and apply the principles and ideals of United States government (liberty, freedom, democracy, justice, equality).</li> <li>• Analyze characteristics of political leadership and civic responsibilities.</li> <li>• Given various examples, students will analyze ways citizens participate in the political process.</li> <li>• Cite examples of how citizens participate in choosing their leaders through political parties, campaigns and elections.</li> <li>• Using print and media examples, students will connect how political parties, interest groups and mass media impact politics and public policy.</li> <li>• Explain the Electoral College process.</li> <li>• Debate the pros and cons of the electoral process.</li> <li>• Assess the impact of Political Action Committees and lobbyists have on the political process.</li> <li>• Using modern-day examples, students will analyze the impact of mass media in the political process.</li> </ul>

**Resources:**

Textbook  
Pew.com  
Newspaper

**Standards:**

5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. (Reference History Standards 8.3.9.D.)  
5.1.9.C. (U.C) Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality  
5.1.C.C. (12.C) Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality  
5.1.9.F. (U.F; C.F.) Analyze the role political symbols play in civil disobedience and patriotic activities  
5.2.9.A. (U.A; W.A; C.A) Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.  
5.2.12.A. Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.  
5.2.9.C. Examine political leadership and public service in a republican form of government.  
5.2.U.C. (C.C; 12.C) Examine political leadership and public service in a republican form of government.  
5.2.9.D. Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.  
5.2.U.D. (W.D; C.D; 12.D) Evaluate and demonstrate what makes competent and responsible citizens.  
5.3.9.D. Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.  
5.3.U.D. (C.D; 12.D) Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.  
5.3.9.E. (C.E) Compare and contrast the different election processes for local, state, and national offices  
5.3.12.E. Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.  
5.3.9.G. (C.G) Analyze the influence of interest groups in the political process  
5.3.9.H. Evaluate the importance of freedom of the press and the political influence of mass media.  
5.3.C.H. (12.H) Evaluate the role of mass media in setting public agenda and influencing political life.  
5.3.9.J. Compare and contrast various systems of government.

**Anchors:**

C.1.1.3.1 Analyze the development of historic and contemporary human and civil rights.  
C.1.1.3.2 Analyze the protection of civil and human rights by federal and state governments by explaining the sources, purposes, and scope of those rights. C.1.1.3.3 Evaluate how civil and human rights are exercised, protected, or curtailed by governments, individuals, or organizations.  
C.1.2.1.1 Compare and assess how various governments are organized and operate and assess citizen access to political participation within the various forms of government.

- C.1.2.1.2 Analyze how power is transferred in various forms of government and the level of democracy indicated by the transfer of power in a government.
- C.1.2.2.2 Analyze the principles, ideals, and constitutional foundations that impact the actions of the contemporary Pennsylvania state and local governments.
- C.1.2.2.3 Apply arguments about the role of government to local, state, and national issues of governance.
- C.1.3.2.1 Describe and compare election processes in the United States and in Pennsylvania.
- C.1.3.2.2 Analyze the effectiveness of election processes to support democratic ideals.
- C.1.3.2.3 Evaluate influences on election processes and the actions taken to address them.
- C.1.3.2.4 Analyze historic barriers to voting rights and analyze actions taken to expand suffrage at the state and national levels.
- C.2.1.1.1 Explain and assess the process by which individuals participate in political parties, campaigns, and elections.
- C.2.1.1.2 Analyze civic rights, responsibilities, and duties of the individual in local, state, and national governments.
- C.2.1.1.3 Describe citizenship and how it is obtained.
- C.2.1.2.1 Explain the necessity of an educated citizenry in guiding decisions that support the ideals, roles, and functions of society.
- C.2.1.2.2 Analyze the societal and legal consequences of violating laws. C.2.1.2.3 Evaluate the balance between individual freedoms and civic good.
- C.2.2.1.1 Explain and assess how political parties participate in the political process.
- C.2.2.1.2 Analyze activities that interest groups employ to affect the political process.
- C.2.2.2.1 Evaluate the influence of funding and regulation of campaigns on the political process.
- C.2.2.2.2 Assess the role of various community organizations and the methods they use in pursuit of their interests and the interests of their members. C.2.2.2.3 Draw conclusions regarding the purpose and effectiveness of political parties, interest groups, and other organizations in using the political process to influence change.
- C.2.2.2.4 Assess the role of the media and emerging technologies in the political process.
- C.2.3.1.1 Draw conclusions about how civic principles impact society.
- C.2.3.1.3 Describe competing ideologies and explain their development and impact.

### Vocabulary:

**Battleground States**-states in which the outcome of an election is too close to call and either candidate could win; **Bipartisan**-supported by two parties; **Blanket Primary**-voting process in which voters receive a long ballot containing the names of all contenders, regardless of party, and can vote whenever they choose; **Caucus**-as a nominating device, a group of like-minded people who meet to select the candidates they will support in an upcoming election; **Closed Primary**-a party nominating election in which only declared party members can vote; **Coalition**-a temporary alliance of several groups who come together to form a working majority and so to control a government; **Consensus**-a general agreement among various groups; **Direct Primary**-an election held within a party to pick that party's candidates for the general election; **District Plan**-proposal for choosing presidential electors by which two electors would be selected in each state according to the statewide popular vote and the other electors would be selected separately in each of the state's congressional districts; **Federal Election Commission (FEC)**-administers all federal law dealing with campaign finance; **general elections**-the regularly scheduled election at which voters make a final selection of officeholders; **Hard Money**-campaign money that is subject to regulations by the FEC; **Ideological Parties**-parties based on a particular set of beliefs, a comprehensive view of social, economic, and political matters; **Keynote Address**-speech given at a party convention to set the tone for the convention and the campaign to come; **National Popular Vote Plan**-proposal for electing the President whereby each state's election laws would provide for all of the state's electoral votes to be awarded to the winner of the national popular vote;

**nomination**-process of candidate selection in an electoral system; **Nonpartisan Elections**-election in which candidates are not identified by party labels; **Open Primary**-a party-nominating election in which any qualified voter can take part; **Partisanship**-government action based on firm allegiance to a political party; **Platform**-a political party's formal statement of basic principles, stands on major issues, and objectives; **Plurality**-in an election, the number of votes that the leading candidate obtains over the next highest candidate; **Political Action Committees (PACs)**-the political extension of special interest groups which have a major stake in public policy; **Political Party**-a group of persons who seek to control government through the winning of elections and the holding of public office; **Political Spectrum**-the range of political views; **Precinct**-the smallest unit of election administration, a voting district; **Presidential Primary**-an election in which the party's voters choose state party organization's delegates to their party's national convention, and/or express a preference for their party's presidential nomination; **Proportional Plan**-proposal by which each presidential candidate would receive the same share of a state's electoral vote as he/she received in the state's popular vote; **Proportional Representation**-rule applied in Democratic primaries whereby any candidate who wins at least 15 percent of the votes gets the number of state Democratic convention delegates based on his/her share of that primary vote; **Runoff Primary**-primary in which the top two vote-getters in the first direct primary face one another; **Single-Issue Parties**-parties that concentrate on only one public policy matter; **Single-Member Districts**-electoral district from which one person is chosen by the voters for each elected office; **Soft Money**-money given to state and local party organizations for voting-related activities; **Splinter Parties**-parties that have split away from one of the major parties; **Subsidy**-a grant of money, usually from a government; **Super PAC**-independent political action committees, unaffiliated with any political party; **Swing Voters**-members of the electorate who have not made up their minds at the start of a campaign and are open to persuasion by either side; **ward**-a unit into which cities are often divided for the election of city council members; **Winner-Take-All**-an almost obsolete system whereby a presidential aspirant won the preference in a primary automatically won all the delegates chosen in the primary

**Content:** Chapter 12: Government and the Economy      **Duration:** April (3 weeks)

**Essential Question:**

What is the proper role of government in the economy?

**Skill:**

- Evaluate powers of state and national government.
- Differentiate between citizens roles in a democracy versus in an authoritarian government.
- Analyze rights and responsibilities of citizens in various governments around the world.
- Summarize and critique ways to be a competent and responsible citizen.
- Analyze the system of checks and balances.
- Examine the process of making laws.
- Analyze policy-making in various governments around the world.
- Identify the role of government in policy-making on all three levels of government.
- Assess the role of government agencies in the regulatory process.
- Explain why taxes are necessary and the various types of taxes.
- Explain tax policies of various states and countries.
- Compare and contrast various systems of government.
- Analyze opportunity cost and how it influences government policies.

<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• List and explain various examples of taxes and how they are allocated.</li> <li>• Compare and contrast tax policies of states and countries.</li> <li>• Using examples current systems of government, analyze their similarities and differences.</li> </ul>
<b>Resources:</b>	<p>Textbook Internet Primary Sources</p>
<b>Standards:</b>	<p>5.1.C.D. (12.D) Evaluate state and federal powers based on significant documents and other critical sources. • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution.</p> <p>5.2.9.A. (U.A; W.A; C.A) Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.</p> <p>5.2.12.A. Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments</p> <p>5.2.U.D. (W.D; C.D; 12.D) Evaluate and demonstrate what makes competent and responsible citizens.</p> <p>5.3.9.A. (C.A)Examine the process of checks and balances among the three branches of government, including the creation of law.</p> <p>5.3.12.B. Compare and contrast policymaking in various contemporary world governments.</p> <p>5.3.9.C. (C.C)Explain how government agencies create, amend and enforce policies in local, state, and national governments.</p> <p>5.3.12.C. Evaluate how government agencies create, amend, and enforce regulations.</p> <p>5.3.9.I. (C.I) Explain various types of taxes and their purposes.</p> <p>5.3.12.I. Evaluate tax policies of various states and countries.</p> <p>5.3.9.J. Compare and contrast various systems of government.</p> <p>6.1.C.C. Explain the opportunity cost associated with government policies.</p> <p><b>Anchors:</b></p> <p>C.1.1.1.1 Assess the social and economic impact of various forms of revenue collection and government spending.</p> <p>C.1.1.3.1 Analyze the development of historic and contemporary human and civil rights.</p> <p>C.1.1.3.2 Analyze the protection of civil and human rights by federal and state governments by explaining the sources, purposes, and scope of those rights. C.1.1.3.3 Evaluate how civil and human rights are exercised, protected, or curtailed by governments, individuals, or organizations.</p> <p>C.1.2.1.1 Compare and assess how various governments are organized and operate and assess citizen access to political participation within the various forms of government.</p> <p>C.1.2.2.1 Appraise the principles and ideals expressed in historical documents and determine how they impact the actions of the contemporary U.S. government.</p> <p>C.1.2.2.2 Analyze the principles, ideals, and constitutional foundations that impact the actions of the contemporary Pennsylvania state and local governments.</p>

- C.1.3.1.1 Evaluate the structure of the government of the Commonwealth of Pennsylvania with the structure of the U.S. government and compare the process of amending the Pennsylvania Constitution with the process of amending the U.S. Constitution.
- C.1.3.1.2 Analyze the specific duties of each branch of government at all levels of government and examine the process of checks and balances among the three branches of government.
- C.1.3.1.3 Summarize the legislative process in the Pennsylvania General Assembly and the U.S. Congress.
- C.1.3.2.2 Analyze the effectiveness of election processes to support democratic ideals.
- C.1.4.1.1 Assess the role of agencies at the local, state, and national levels in promoting the general welfare.
- C.1.4.2.1 Analyze court decisions that affect the ideals, principles, and functions of government.
- C.1.4.2.3 Analyze court decisions that demonstrate the concepts of judicial review and legal precedent.
- C.2.1.1.2 Analyze civic rights, responsibilities, and duties of the individual in local, state, and national governments.
- C.2.1.2.3 Evaluate the balance between individual freedoms and civic good.
- C.2.2.2.5 Analyze how economic interests influence public policy.
- C.2.3.1.2 Evaluate the impact of influential writings, speeches, and other communications on society in the United States and the world.
- C.2.3.1.3 Describe competing ideologies and explain their development and impact.
- C.2.3.2.1 Compare theories of government and their role in modern society.

**Capitalism**- economic system in which individuals are free to own the means of production and maximize profits; **Collectivization**- collective or state ownership of the means of production; **Command Economies**- system in which government bureaucrats plan and direct most economic activity; **Communism**- an ideology which calls for the collective, or state, ownership of land and other productive property; **Continuing Resolution**- a measure that allows agencies to continue working based on the previous year's appropriations; **Controllable Spending**- an amount decided upon by Congress and the President to determine how much will be spent each year on many individual government expenditures; **Customs Duty**- a tax laid on goods brought into the United States from abroad; **Deficit**- the yearly shortfall between revenue and spending; **Deflation**- a general decrease in prices; **Demand-side Economics**- theory that the higher employment that results from government borrowing will produce higher tax revenues; **Discount Rate**- rate of interest a bank must pay when it borrows money from a Federal Reserve Bank; **Entitlements**- a benefit that federal law says must be paid to all those who meet the eligibility requirements; **Estate Tax**- a levy imposed on the assets of one who dies; **Excise Tax**- a tax laid on the manufacture, sale, or consumption of goods and/or the performance of services; **Fiscal Policy**- the various means the government uses to raise and spend money; **Free Enterprise System**- an economic system characterized by private or corporate ownership of capital goods; **Free Market**- a market in which buyers and sellers are free to buy and sell as they wish; **Gift Tax**- a tax on a gift by a living person; **Globalization**- economic interdependence among nations of the world; **Gross Domestic Product**- the total amount of goods and services produced in a country each year; **Import Quota**- a limit put on the amount of a commodity that can be imported into a country; **Inflation**- a general increase in prices throughout the economy; **Inheritance Tax**- a tax levied on the beneficiary's share of an estate; **interest**- a charge for borrowed money; **Laissez-Faire Theory**- a theory which suggest that government should play a very limited role in society; **Monetary Policy**- a process through which the government can influence the nation's economy through changes in the money supply and availability of credit; **Monopoly**- a firm that is the only source of a product or service; **Open Market Operations**- the processes by which the Federal Reserve buys or sells government securities from and to the nation's banks in order to alter the money supply;

## Vocabulary:

**Payroll Tax**- a tax imposed on nearly all employers and their employees, and on self-employed persons; **Privatization**- the process of returning national enterprises to private ownership; **Progressive Tax**- a type of tax proportionate to income; **Protectionism**- the practice of national governments trying to control imports to protect native industries from foreign competition; **Public Debt**- all of the money borrowed by the government and not yet repaid, plus the accrued interest on that money; **Recession**- an absence of economic growth; **Regressive Tax**- a tax levied at a flat rate, without regard to the level of a taxpayer's income or ability to pay; **Reserve Requirement**- the amount of money the Federal Reserve determines banks must keep in reserve with one of the Federal Reserve Banks; **Socialism**- a philosophy based on the idea that the benefits of economic activity should be fairly distributed; **Supply-Side Economics**- the assumption that tax cuts increase the supply of money in private hands and stimulate the economy; **Surplus**- more income than spending; **Tariff**- a tax on imported goods; **Trade Embargo**- a ban on trade with a particular country or particular countries; **Uncontrollable Spending**- spending that Congress and the President have no power to change directly

**Content:** Chapter 13: State and Local Government

**Duration:** May (3 weeks)

<b>Essential Question:</b>	What should government do?
<b>Skill:</b>	<ul style="list-style-type: none"> <li>• Cite and apply examples of rule of law to individual rights.</li> <li>• Analyze the source, purpose and function of law.</li> <li>• Evaluate and apply the principles and ideals of United States government.</li> <li>• Compare and contrast ideals found in these documents.</li> <li>• Evaluate powers of state and national government</li> <li>• Define federalism and show how it applies to U.S. and P.A. constitution’s co-existence</li> <li>• Analyze and assess the rights of U.S. and P.A. citizens.</li> <li>• Cite characteristics of political leadership and examples of civic responsibility.</li> <li>• Analyze the role of three levels of government in policy-making.</li> <li>• Identify the role of government in policymaking on all three levels of government.</li> <li>• Assess the role government agencies in the regulatory process.</li> <li>• Identify various means through which citizens participate in choosing their leaders.</li> <li>• Compare and contrast the different election processes for local, state and national offices.</li> <li>• Explain why taxes are necessary and various types of taxes.</li> <li>• Explain tax policies of various states and countries.</li> <li>• Analyze opportunity cost and how it influences government policies.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Apply the rule of law to individual rights within Pennsylvania.</li> <li>• Analyze the sources, purposes and function of law and how the rule of law protects the individual rights and promotes the common good.</li> <li>• Using primary documents students will compare and contrast basic principles found in the United States Constitution and Pennsylvania Constitution.</li> <li>• Using primary documents, students will analyze the powers of state and federal</li> </ul>



**Resources:**

- government.
- Using primary documents, students will cite examples of federalism and how the constitutions co-exist.
- Analyze and apply their rights as U.S. and P.A. citizens.
- Given various examples, identify opportunity cost.

Textbook  
 Pennsylvania State Constitutions

**Standards:**

- 5.1.9.A. (U.A) Apply examples of the rule of law as related to individual rights and the common good.
- 5.1.C.A. (12.A) Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 5.1.C.C. (12.C) Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality.
- 5.1.9.D. (U.D) Compare and contrast the basic principles and ideals found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution
- 5.1.C.D. (12.D) Evaluate state and federal powers based on significant documents and other critical sources. • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution
- 5.1.9.E. Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.
- 5.1.C.E. (12.E) Analyze and assess the rights of people as written in the PA Constitution and the US Constitution
- 5.2.9.C. Examine political leadership and public service in a republican form of government.
- 5.2.U.C. (C.C; 12.C) Examine political leadership and public service in a republican form of government.
- 5.3.9.B. (C.B) Analyze the roles of local, state, and national governments in policymaking.
- 5.3.9.C. (C.C) Explain how government agencies create, amend and enforce policies in local, state, and national governments.
- 5.3.12.C. Evaluate how government agencies create, amend, and enforce regulations.
- 5.3.9.D. Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.E. (C.E) Compare and contrast the different election processes for local, state, and national offices
- 5.3.9.I. (C.I) Explain various types of taxes and their purposes.
- 5.3.12.I. Evaluate tax policies of various states and countries.
- 6.1.C.C. Explain the opportunity cost associated with government policies.

**Anchors:**

- C.1.1.1.1 Assess the social and economic impact of various forms of revenue collection and government spending.
- C.1.1.1.3 Define the purposes and functions of governmental and nongovernmental organizations in implementing domestic policy.
- C.1.1.2.1 Analyze the role of the federal government in creating, approving, and implementing foreign policy.
- C.1.1.3.1 Analyze the development of historic and contemporary human and civil rights.

- C.1.1.3.2 Analyze the protection of civil and human rights by federal and state governments by explaining the sources, purposes, and scope of those rights.
- C.1.1.3.3 Evaluate how civil and human rights are exercised, protected, or curtailed by governments, individuals, or organizations.
- C.1.2.1.1 Compare and assess how various governments are organized and operate and assess citizen access to political participation within the various forms of government.
- C.1.2.1.2 Analyze how power is transferred in various forms of government and the level of democracy indicated by the transfer of power in a government.
- C.1.2.2.1 Appraise the principles and ideals expressed in historical documents and determine how they impact the actions of the contemporary U.S. government.
- C.1.2.2.2 Analyze the principles, ideals, and constitutional foundations that impact the actions of the contemporary Pennsylvania state and local governments
- C.1.2.2.3 Apply arguments about the role of government to local, state, and national issues of governance.
- C.1.3.1.1 Evaluate the structure of the government of the Commonwealth of Pennsylvania with the structure of the U.S. government and compare the process of amending the Pennsylvania Constitution with the process of amending the U.S. Constitution.
- C.1.3.2.1 Describe and compare election processes in the United States and in Pennsylvania.
- C.1.3.2.2 Analyze the effectiveness of election processes to support democratic ideals.
- C.1.3.2.3 Evaluate influences on election processes and the actions taken to address them.
- C.1.3.2.4 Analyze historic barriers to voting rights and analyze actions taken to expand suffrage at the state and national levels.
- C.1.4.1.1 Assess the role of agencies at the local, state, and national levels in promoting the general welfare.
- C.1.4.1.2 Compare the duties of the governor's cabinet with the president's cabinet.
- C.2.1.1.1 Explain and assess the process by which individuals participate in political parties, campaigns, and elections.
- C.2.1.1.2 Analyze civic rights, responsibilities, and duties of the individual in local, state, and national governments.
- C.2.1.1.3 Describe citizenship and how it is obtained.
- C.2.1.2.1 Explain the necessity of an educated citizenry in guiding decisions that support the ideals, roles, and functions of society.
- C.2.1.2.3 Evaluate the balance between individual freedoms and civic good.
- C.2.2.2.5 Analyze how economic interests influence public policy.
- C.2.3.1.1 Draw conclusions about how civic principles impact society.
- C.2.3.1.2 Evaluate the impact of influential writings, speeches, and other communications on society in the United States and the world.
- C.2.3.2.1 Compare theories of government and their role in modern society.
- C.2.3.2.3 Assess the role of government in providing citizens with essential services.
- C.2.4.1.1 Interpret the role of symbols, symbolic events, and individuals in civic discourse at the local, state, and national levels.
- C.2.4.1.2 Explain the various roles that political symbols, symbolic events, and individuals play in uniting groups and people in support of common causes.
- C.2.4.2.1 Analyze how expectations for individual, group, and corporate behavior are established and enforced in order to avoid or resolve conflict.
- C.2.4.2.2 Examine how participation in law-making and judicial processes avoids or resolves conflicts.

**Vocabulary:**

**Appellate Jurisdiction**- the authority of a court to review decisions of inferior courts; **Assessment**- the process of determining the value of property to be taxed; **Bench Trial**- a trial in which the judge alone hears the case; **Budget**- a financial plan for the use of money, personnel, and property; **Charter**- a city's basic law, its constitution; **Civil Law**- the portion of the law relating to human conduct, to disputes between private parties, and to disputes between private parties and government not covered by criminal law; **Clemency**- mercy or leniency granted to an offender by a chief executive; **Common Law**- an unwritten law made by a judge that has developed over centuries from those generally accepted ideas of right and wrong that have gained judicial recognition; **Commutation**- the power to reduce the length of a sentence or fine for a crime; **Constituent Power**- the non-legislative power of Constitution-making and the constitutional amendment process **Contract**- a legally binding agreement in which one party agrees to do something with or for another party; **Council**- manager government-a modification of the mayor-council government; **County**- a major unit of local government in most states; **Criminal Law**- the portion of the law that defines public wrongs and provides for their punishment; **Felony**- a serious crime which may be punished by a heavy fine and/or imprisonment or even death; **Fundamental Laws**- laws of basic and lasting importance which may not be easily changed; **Income Tax**- a tax levied on the income of individuals and/or corporations; **Incorporation**- the process by which a state establishes a city as a legal territory; **Information**- a formal charge filed by a prosecutor without the action of a grand jury; **Initiative**- a process in which a certain number of qualified voters sign petitions in favor of a proposed statute or constitutional amendment, which then goes directly to the ballot; **Item Veto**- a governor may veto one or more items in a bill without rejecting the entire measure; **Jury**- a body of persons selected according to law who hear evidence and decide questions of fact in a court case; **Justice of the Peace**- a judge who stands on the lowest level of the state judicial system and presides over justice courts; **Limited Government**- basic principle of American government which states that government is restricted in what it may do, and each individual has rights that government cannot take away; **Magistrate**- a justice who handles minor civil complaints and misdemeanor cases that arise in an urban setting; **Mayor-Council Government**- the oldest and most widely used type of city government, an elected mayor as the chief executive and an elected council as its legislative body; **Medicaid**- a program administered by the state to provide medical insurance to low-income families; **Metropolitan Area**- a city and the area around it; **Misdemeanor**- a lesser offense, punishable by a small fine and/or a short jail term; **Municipality**- an urban political unit within a township that usually exists as a separate government entity; **Pardon**- release from the punishment or legal consequences of a crime, by the President or a governor; **Parole**- the release of a prisoner short of the complete term of the original sentence; **Police Power**- the authority of each state to act to protect and promote the public health, safety, morals, and general welfare of its people; **Popular Sovereignty**- basic principle of the American system of government which asserts that the people are the source of any and all government power, and government can exist only with the consent of the governed; **Precedent**- court decision that stands as an example to be followed in future, similar cases; **Preliminary Hearing**- the first step in a major criminal prosecution where the judge decides if the evidence is enough to hold the person for action by the grand jury or the prosecutor; **Property Tax**- a tax levied on real and personal property; **Recall**- a petition procedure by which voters may remove an elected official from office before the completion of his/her regular term; **Referendum**- a process by which a legislative measure

is referred to the state's voters for final approval or rejection; **Reprieve**- an official postponement of the execution of a sentence; **Sales Tax**- a tax placed on the sale of various commodities, paid by the purchaser; **Special District**- an independent unit created to perform one or more related governmental functions at the local level; **Statutory Law**- a law passed by the legislature; **Strong-Mayor Government**- a type of government in which the mayor heads the city's administration; **Tort**- a wrongful act that involves injury to one's person, property, or reputation in a situation not covered by the terms of a contract; **Township**- a subdivision of a country; **Warrant**- a court order authorizing, or making legal, some official action, such as a search or an arrest; **Weak-Mayor Government**- a type of government in which the mayor shares his/her executive duties with other elected officials; **Welfare**- cash assistance to the poor; **Zoning**- the practice of dividing a city into a number of districts and regulating the uses to which property in each of them may be put