



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Topics Constitutional Government/Economics Curriculum

Course Description: Government/Economics is a required course for seniors that covers United States and state government. Students use primary sources and tools of social sciences to learn about the historical foundations, structure of government, the government in action, and civics. Additionally, this course includes economics topics such as the nature of economics, demand and supply, and government and the economy.

Updated Scope and Sequence:

Timeframe	Unit	Instructional Topics
2-3 weeks	Historical	Topic 1: Types of Government Topic 2: Declaration of Independence Topic 3: Articles of Confederation Topic 4: Constitution
5-6 weeks	Branches	Topic 1: Legislative Branch Topic 2: Executive Branch Topic 3: Judicial Branch Topic 4: Civil Rights & Civil Liberties
2-3 weeks	Pol Party & Elections	Topic 1: Political Parties Topic 2: Interest Groups Topic 3: PACs and Super PACs Topic 4: Media Influence Topic 5: Public Opinion Topic 6: Elections
1-2 weeks	EOC Review	

Unit 1: Historical

Subject: Government

Grade: 12

Name of Unit: Historical

Length of Unit: 3 Weeks

Overview of Unit: The foundations of American government were shaped by western ideas which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence and Articles of Confederation, but a gradual shift in attitude based on social and political experiences. The compromises in the Constitution and debates created a federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.

Disciplinary Tools for unit:

- 9-12. GV.1.CC.E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.
- 9/12. GV.1.GS.E Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
- 9-12. GV.1.CC.B Explain connections between historical context and people's perspectives at the time.
- 9-12.GV.1.PC. A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12. GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.

Priority Key Concepts and Understandings for unit:

- 9-12. GV.3.GS.B Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.
- 9-12. GV.2.CC.C Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.

Supporting Key Concepts and Understandings in Engaging Experiences:

- 9-12. GV.2.CC.A Trace the evolution of government in the English colonies to explain American colonists' expectations for self-rule.
- 9-12. GV.2.CC.B Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.
- 9-12. GV.2.CC.D Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups, and societies.
- 9-12. GV.4.CC.C Explain the powers and responsibilities of citizens and institutions to address and solve problems.
- 9-12. GV.2.GS.C Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government.

Supporting Key Concepts and Understandings for Unit:

- 9-12. GV.3.CC.A Explain how the central debates of the Constitutional Convention were resolved.
- 9-12. GV.3.CC.B Explain how concerns over a strong central government were addressed to provide for ratification of the Constitution.
- 9-12. GV.2.GS.A Analyze how the codification of law impacted early civilizations and shaped enduring concepts government, law, and social order.
- 9-12. GV.2.GS.B Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purposes and legacy of the Declaration of Independence.
- 9-12. GV.3.GS.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.
- 9-12. GV.3.GS.D Describe and give examples of how the constitutional principle of checks and balances limits the power of government and leaders.
- 9-12. GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
- 9-12. GV.4.GS.B Explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.
- 9-12. GV.2.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles, and structures.
- 9-12. GV.3.EC.A Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.
- 9-12. GV.3.EC.B Analyze the changing roles of government in the economy throughout United States history.
- 9-12. GV.2.PC. A Analyze the varying perspectives of individuals and groups to explain emerging divisions and political philosophies as the United States was founded.

- 9-12.GV.3.PC. A Analyze the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.
- 9-12.GV.3.PC. B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.
- 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.

Essential Questions:

1. How do we differentiate types of government?
2. How did the Articles of Confederation and the Constitution reflect the ideals of the Declaration of Independence?
3. How did the Constitution address the weaknesses of the Article of Confederation?

Enduring Understanding/Big Ideas:

1. Types of government can be differentiated by source of power, how power is distributed, the duties/responsibilities of government, if government power is limited, and the role/participation of citizens in the political process.
2. The creation of a new government was based on the ideas of limited government based on the consent of the people. The Constitution is based on government principles of separated powers and checks and balances in a system of federalism to provide citizens with access to multiple levels of government to address grievances and secure liberty. The Constitution can be amended formally and informally allowing it to be adapted/applied to the times.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Autocracy Oligarchy Democracy Unitary Federal Confederation Communism Socialism Majority rule Direct Democracy Representative Government/Republic Sovereignty Government

	Capitalism Command Economy Magna Carta English Bill of Rights Unicameral Bicameral Popular Sovereignty Articles of Confederation Ratification Virginia Plan New Jersey Plan Connecticut/Great Compromise Three-Fifths Compromise Federalists Anti-Federalists Mayflower Compact Due Process of Law Reserved Powers/10 th Amendment Full Faith and Credit Bill of Rights Supremacy Clause Judicial Review Federalism Enumerated/Expressed Powers Checks and Balances Separated Powers Limited Government Preamble Privileges and Immunities Full Faith and Credit Concurrent Powers Necessary and Proper Clause/Implied powers
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Unwrapped Priority Standards:

Priority Standard: Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence. (9-12. GV.3.GS.B)	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to cite evidence from the Articles of Confederation and the US Constitution that incorporates the philosophies of natural rights (John Locke), the social contract, due process of law, and popular sovereignty.	3
	Remember
Students will draw conclusions about the extent to which each document allowed individuals and groups equal access to the ideals of equality represented in the Declaration of Independence.	3
	Analyze

Priority Standard: Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule. (9-12. GV.2.CC.C)	
Learning Targets	Webb's DOK Level
	Bloom's Level
The students will be able to show the impact of Greece, Rome, and the British Parliament on the creation of the US Constitution.	2
	Analyze
Students will identify principles and structures of government in the previous systems that inspired or became a part of the US Constitution.	2
	Understand

Topic 1: Types of Government

Engaging Experience 1

Title: Simulation

Suggested Length of Time: 1 day

Standards Addressed

Disciplinary Tools:

- 9-12. GV.1.CC.E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.
- 9/12. GV.1.GS.E Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.

Key Understandings and Concepts:

- 9-12. GV.2.CC.D Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups, and societies.
- 9-12. GV.4.CC.C Explain the powers and responsibilities of citizens and institutions to address and solve problems.

Detailed Description/Instructions: Students are given a variety of scenarios with a societal problem. Students will analyze the scenario and come up with a type of government that would be best suited to solve the problem.

Bloom's Levels: Analyze

Webb's DOK: 3

Modification: Brief background about different types of governments and create a t-chart or venn diagram comparing them. Then complete an activity in which students behave as the varying forms of government and determine which is best to solve their particular problem. Possibly limit to democratic, authoritarian & republican forms of government.

Engaging Experience 2

Title: Economics Systems Webquest

Suggested Length of Time: 1 day

Disciplinary Tools:

- 9-12. GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.

Key Understandings and Concepts:

- 9-12. GV.2.EC.A Analyze the impact of economics and economic theories on the formation of the United States governmental ideals, principles, and structures.

Detailed Description/Instructions: Students complete an economic webquest analyzing four types of economic systems.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Declaration of Independence

Engaging Experience 1

Title: Thomas Paine

Suggested Length of Time: 1 day

Standards Addressed

Disciplinary Tools:

- 9-12. GV.1.CC.B Explain connections between historical context and people's perspectives at the time.

Key Understandings and Concepts:

- 9-12. GV.2.CC.A Trace the evolution of government in the English colonies to explain American colonists' expectations for self-rule.
- 9-12. GV.2.CC.B Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.
- 9-12. GV.2.CC.C Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.

Detailed Description/Instructions: Students read excerpts from Common Sense to gain insight into the mindset of Colonists leading up to the Declaration of Independence through Paine's arguments/reasoning for declaring independence.

Bloom's Levels: Evaluate

Webb's DOK: 4

Topic 3: Articles of Confederation

Engaging Experience 1

Title: How the Constitution solved for the weaknesses of the Articles of Confederation

Suggested Length of Time: 15 minutes

Standards Addressed

Disciplinary Tools:

- 9-12.GV.1.PC. A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Key Understandings and Concepts:

- 9-12. GV.2.GS.C Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government.
- 9-12. GV.3.GS.B Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.

Detailed Description/Instructions: Students will be provided with a list of the weaknesses of the Articles (could be a teacher created list or could be quotes from the Articles that the students identify the problems) and asked to identify how the Constitution solved for each of those problems.

Bloom's Levels: Understand

Webb's DOK: 1

Modification: Complete activity as described with the teacher created list.

Topic 4: Constitution

Engaging Experience 1

Title: Comparing and Contrasting Federalist and Anti Federalist

Suggested Length of Time: 1 day

Standards Addressed

Disciplinary Tools:

- 9-12. GV.1.CC.B Explain connections between historical context and people's perspectives at the time.
- 9-12.GV.1.PC. A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Key Understandings and Concepts:

- 9-12. GV.2.CC.C Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.
- 9-12. GV.3.GS.B Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.

Detailed Description/Instructions: After taking notes over the Constitutional Convention and compromises students will be provided with excerpts of unlabeled Federalist and Anti-Federalist papers. Students will first identify what the argument in the excerpt is and then sort the arguments into Federalist and Anti-Federalist using a T-chart.

Possible extension: Students will find a current event that they think agrees or disagrees with one of the arguments identified.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product, or performance.)

Standards Addressed

Disciplinary Tools:

- 9-12. GV.1.CC.C: Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.
- 9-12. GV.1.CC.D: Using an inquiry lens, develop compelling questions about government, determine helpful resources, and consider multiple points of views represented in the resources.

Students will do research into current events and identify a contemporary problem in America. They will use their notes/text about the original Constitutional Convention and subsequent amendments to write a proposed Constitutional amendment.

Option 1: Have students create a visual about their proposed amendment including evidence and arguments for why it is needed and how it will help solve the problem they identified. Student can engage in a gallery walk and provide feedback in support or opposition to the proposed amendments. In the end the class will vote, and each amendment will need $\frac{3}{4}$ of the class support to pass.

Option 2: Students will write speeches about their proposed amendment that include evidence and arguments for why it is needed and how it will help solve the problem they identified. After their speech their classmates will ask questions to provide feedback. In the end the class will vote, and each amendment will need $\frac{3}{4}$ of the class support to pass.

***If there are two classes you could have them swap amendments to vote to mirror the national proposal and state ratification*

Modification: Complete option 1. Provide a teacher created list of problems to choose from. Students will create a poster about their proposed amendment.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Types of Government	Simulations	Students are given a variety of scenarios with a societal problem. Students will analyze the scenario and come up with a type of government that would be best suited to solve the problem.	1 Day
Types of Government	Economic Systems Webquest	Students complete an economic webquest analyzing four types of economic systems.	60 minutes
Declaration of Independence	Thomas Paine	Students read excerpts from Common Sense to gain insight into the mindset of Colonists leading up to the Declaration of Independence through Paine's arguments/reasoning for declaring independence.	60 minutes
Articles of Confederation	Solving for Weaknesses	Students will be provided with a list of the weaknesses of the Articles (could be a teacher created list or could be quotes from the Articles that the students identify the problems) and asked to identify how the Constitution solved for each of those problems.	15 minutes
Constitution	Comparing and Contrasting Federalist and Anti Federalist	After taking notes over the Constitutional Convention and compromises students will be provided with excerpts of unlabeled Federalist and Anti-Federalist papers. Students will first identify what the argument in the excerpt is and then sort the arguments into Federalist and Anti-Federalist using a T-chart. Possible extension: Students will find a current event that they think agrees or disagrees with one of the arguments identified.	1 Day

Unit 2: Branches of Government

Subject: Government

Grade: 12

Name of Unit: Branches of Government

Length of Unit: 5 weeks

Overview of Unit: Students will understand the function of the Legislative Branch and Article 1 of the Constitution. They will understand the basic law-making process and what it takes to be a member of Congress. Students will understand the function of the Executive Branch and Article 2 of the Constitution. They will understand the roles of the President, bureaucracy and how the President is chosen by the people. Students will understand the function of the Judicial Branch and Article 3 of the Constitution. They will understand Judicial Review and the role of the Supreme Court.

Disciplinary Tools for unit:

- 9-12. GV.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
- 9-12.GV.1. G. A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.
- 9-12. GV.1.CC.E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to solve the problem.
- 9-12. GV.1.CC.A Create and use tools to analyze a chronological sequence of events related to a study of the government.
- 9-12. GV.1.CC.D Using an inquiry lens, develop compelling questions about government, determine helpful resources, and consider multiple points of view represented in the resources.

Primary Concepts and Understandings for Unit:

- 9-12. GV.4.GS.B Explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.
- 9-12. GV.4.CC.A Trace the changing power relationships between branches of the United States government over time.
- 9-12. GV.3.GS.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.
- 9-12. GV.3.CC.C Trace the significant changes in the role, powers, and size of the three branches of government over time.
- 9-12. GV.4.CC.B Analyze changing ideals regarding an "active judiciary," an "active legislature" and an "active executive branch" in United States' government over time.

Supporting Concepts and Understandings in Engaging Experiences

- 9-12. GV.3.CC.A Explain how the central debates of the Constitutional Convention were resolved.
- 9-12. GV.4.CC.C Explain the powers and responsibilities of citizens and institutions to address and solve problems.
- 9-12. GV.4.GS.A Evaluate the role and influence of contemporary political parties on government.
- 9-12. GV.4.GS.C Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level.
- 9-12.GV.4. G. A Analyze state and federal electoral results to determine the influence of social, regional, and demographic characteristics.
- 9-12.GV.3.PC. B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.
- 9-12.GV.4.PC. B Evaluate factors that shape public opinion on elections and policy issues.
- 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.

Supporting Concepts and Understandings for Unit:

- 9-12. GV.3.CC.D Analyze the changing relationship between state and federal governmental power.
- 9-12. GV.3.GS.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.
- 9-12. GV.3.GS.D Describe and give examples of how the constitutional principle of checks and balances limits the power of government and leaders.
- 9-12. GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
- 9-12. GV.3.GS.F Compare the structure and functions of local, state, and federal governments.
- 9-12. GV.3.EC.B Analyze the changing roles of government in the economy throughout United States history.
- 9-12. GV.4.EC.A Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.
- 9-12.GV.3.PC. A Analyze the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.

Essential Questions:

1. How has the role, powers, and size of the three branches of government changed over time?
2. How has the relationship between state and federal governmental power changed over time?
3. What are the powers and responsibilities of citizens and institutions to address and solve problems?

Enduring Understanding/Big Ideas:

1. Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.
2. Describe and give example so how the constitutional principle of checks and balances limits the power of government and leaders.
3. Compare the structure and functions of local, state, and federal governments.
4. Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Bill Law Quorum Gerrymander Congress Census Bicameral Reapportionment Redistricting Whip Incumbent Filibuster Expressed power Implied power Federalism Bureaucracy Cabinet Foreign policy Independent agency Regulatory commission Pardon Treaty Diplomacy

	State of the Union Veto War Powers Act Judicial review Judicial Activism v. Restraint Structure of the Courts Bill of Rights Brown v. Board Plessy v. Ferguson Marbury v. Madison McCulloch v. Maryland Miranda v. Arizona 14th Amendment 15th Amendment 17th Amendment 19th Amendment 24th Amendment 26th Amendment Due process Rights v Responsibilities Civil rights v Civil liberties Electoral College 12th Amendment 22nd Amendment 25th Amendment How leaders are selected/elected for each branch
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Unwrapped Priority Standards:

Priority Standard: 9-12. GV.4.GS.B Explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to identify their civic responsibilities and civic duties. They will be able to explain how those responsibilities and duties affect their local region, their state, and their federal government.	2
	Identify

Priority Standard: 9-12. GV.4.CC.A Trace the changing power relationships between branches of the United States government over time.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to identify how history has shifted the power of the legislative, executive, and judicial branches.	3
	Identify
Students will also be able to explain how the roles of the three branches of government have changed overtime.	3
	Explain

Priority Standard: 9-12. GV.3.GS.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.

Learning Targets	Webb's DOK Level
	Bloom's Level
As a process, students will be able to identify the roles, responsibilities, and powers of the three branches.	3
	Identify

As a process, students will be able to explain how each branch functions.	3
	Explain
As a process, students will be able to apply concepts to show how the three branches of government interact with one another.	3
	Apply

Priority Standard: 9-12. GV.3.CC.C Trace the significant changes in the role, powers, and size of the three branches of government over time.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to identify how the power of the legislative, executive, and judicial branches has shifted and changed over time.	3
	Evaluate
Students will use primary and secondary sources to draw conclusions about how the roles of the three branches of government have increased or changed over time.	3
	Evaluate

Priority Standard: 9-12. GV.4.CC.B Analyze changing ideals regarding an “active judiciary,” an “active legislature” and an “active executive branch” in United States’ government over time.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define judicial activism and judicial restraint and be able to cite examples of both.	3
	Understand
Students will be able to develop logical arguments to support judicial activism and judicial restraint.	3
	Evaluate

Topic 1: Legislative Branch

Engaging Experience 1

Title: Expressed and Implied Powers Gallery Walk

Suggested Length of Time: 1 day

Standards Addressed

Disciplinary Tools:

- 9-12. GV.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.

Key Understandings and Concepts:

- 9-12.GV.3.PC. B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.
- 9-12. GV.3.GS.C **Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.**
- 9-12. GV.3.CC.C Trace the significant changes in the role, powers, and size of the three branches of government over time
- 9-12. GV.4.CC.A Trace the changing power relationships between branches of the United States government over time.
- 9-12. GV.4.CC.B Analyze changing ideals regarding an “active judiciary,” an “active legislature” and an “active executive branch” in United States’ government over time.

Detailed Description/Instructions: Following direct instruction about the Elastic Clause of the Constitution and Expressed vs Implied powers students will take part in a gallery walk. Students will have a paper with various Expressed Powers on it. As they walk around the room students will look at different acts or activities of Congress (Implied Powers) and categorize each with the appropriate Expressed Power.

Bloom’s Levels: Apply

Webb’s DOK: 2

Complete this activity as described. Modify list of acts as needed.

Topic 2: Executive Branch

Engaging Experience 1

Title: Electoral College Debate – Should the Electoral College Continue?

Suggested Length of Time: 1 day

Standards Addressed

Disciplinary Tools:

- 9-12.GV.1. G. A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.

Key Understandings and Concepts:

- 9-12. GV.3.CC.A Explain how the central debates of the Constitutional Convention were resolved.
- 9-12. GV.4.GS.A Evaluate the role and influence of contemporary political parties on government.
- 9-12. GV.4.GS.B Explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.
- 9-12. GV.4.GS.C Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level.
- 9-12.GV.4. G. A Analyze state and federal electoral results to determine the influence of social, regional, and demographic characteristics.
- 9-12.GV.4.PC. B Evaluate factors that shape public opinion on elections and policy issues.
- 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.

Detailed Description/Instructions: After reading about the recent election history and the Electoral College students will answer questions. Second students will develop their own opinion on how the electoral college should work or if it should be abolished. Finally, students will be divided into 2 or more groups to debate how we should elect the President of the U.S. in the future.

Bloom's Levels: Evaluate

Webb's DOK: 4

Review history of why the electoral college was established by the founding fathers. Identify pros & cons of eliminating the electoral college.

Topic 3: Judicial Branch

Engaging Experience 1

Title: Analyzing Judicial Philosophies

Suggested Length of Time: 1 day

Standards Addressed

Disciplinary Tools:

- 9-12. GV.1.CC.E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to solve the problem.

Key Understandings and Concepts:

- 9-12. GV.3.CC.C Trace the significant changes in the role, powers, and size of the three branches of government over time
- 9-12. GV.4.CC.B Analyze changing ideals regarding an “active judiciary,” an “active legislature” and an “active executive branch” in United States’ government over time.

Detailed Description/Instructions: Students will be given a variety of court case summaries. They will need to identify what the Constitutional basis is for each court case. Then, they will be given the court’s decision in each case and will need to analyze what judicial philosophy (activist or restraint/textual) the judges used.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Review important court cases using iCivics. Annotate & discuss. Students will then choose a court case and make a powerpoint presentation that includes the background of the case, the constitutional issue, the court’s decision, and their opinion as to whether the court made the correct decision.

Topic 4: Civil Rights and Civil Liberties

Engaging Experience 1

Title: Identifying a Problem

Suggested Length of Time: 2 days

Standards Addressed

Disciplinary Tools:

- 9-12. GV.1.CC.A Create and use tools to analyze a chronological sequence of events related to a study of the government.
- 9-12. GV.1.CC.D Using an inquiry lens, develop compelling questions about government, determine helpful resources, and consider multiple points of view represented in the resources.

Key Understandings and Concepts:

- 9-12. GV.4.CC.C Explain the powers and responsibilities of citizens and institutions to address and solve problems.
- 9-12. GV.4.GS.B Explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.

Detailed Description/Instructions: Students will identify a problem that the U.S. currently faces.

As a class discuss/brainstorm what problems the U.S. is facing currently. This could also be done as an individual current event activity.

Students/groups will then choose a problem and conduct additional research to answer the following questions:

- How did the problem start? What or who is causing the problem?
- Who is affected or harmed by the problem?
- Who is benefitting from the problem?
- What has been done to try and solve the problem before? Why didn't those completely solve the problem?
- Does this problem involve a Constitutional violation?

Students will use this research to formulate a problem statement, then create a presentation that makes an argument supported by evidence that this is a problem that individuals, groups, and/or the government needs to solve.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product, or performance.)

Solving Problems: Interest Group Pitch

Students will (individually or in groups) take on the role of a new interest group. They will identify and conduct research on what problem their interest group is seeking to solve, then identify how each of the three branches can help solve the problem.

Part 1: Identifying the problem.

As a class discuss/brainstorm what problems the U.S. is facing currently. This could also be done as an individual current event activity.

Students/groups will then choose a problem and conduct additional research to answer the following questions:

- How did the problem start? What or who is causing the problem?
- Who is affected or harmed by the problem?
- Who is benefitting from the problem?
- What has been done to try and solve the problem before? Why didn't those completely solve the problem?

Students will use this research to formulate a problem statement.

Part 2: Legislative branch solutions

Using their notes/previous activities/textbooks or other resources to identify 3 different ways the legislative branch can help solve this problem. You can allow all 3 solutions to be legislation or can required some to be non-legislative powers. Explain how each will help solve the problem, and why it is the best way to solve the problem.

Part 3: Executive branch solutions

Using their notes/previous activities/textbooks or other resources to identify 3 different ways the executive branch can help solve this problem. You can allow all 3 solutions to be actions of the President or can required some to be the bureaucracy. Explain how each will help solve the problem, and why it is the best way to solve the problem.

Part 4: Judicial branch solutions

Students will use their problem research to identify if their problem has a Constitutional basis.

- If the problem DOES have a Constitutional basis, then the students will identify what law/action of the Executive is violating the Constitution and write a short brief arguing why the Supreme Court should overturn that law/action of the Executive.
- If the problem DOES NOT have a Constitutional basis, then the students will write a persuasive paragraph using evidence for why the Judicial branch is not able to help solve the problem.

Student will create a pitch/presentation trying to lobby the government to enact your solutions.

Modify to only 1 way the legislative & executive branch could address the problem. Determine whether the judicial branch could be a part of the solution, and explain why or why not.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Legislative Branch	Expressed and Implied Powers Gallery Walk	Following direct instruction about the Elastic Clause of the Constitution and Expressed vs Implied powers students will take part in a gallery walk. Students will have a paper with various Expressed Powers on it. As they walk around the room students will look at different acts or activities of Congress (Implied Powers) and categorize each with the appropriate Expressed Power.	1 Day
Executive Branch	Should the Electoral College Continue?	After reading about the recent election history and the Electoral College students will answer questions. Second students will develop their own opinion on how the electoral college should work or if it should be abolished. Finally, students will be divided into 2 or more groups to debate how we should elect the President of the U.S. in the future.	1 day
Judicial Branch	Analyzing Judicial Philosophies	Students will be given a variety of court case summaries. They will need to identify what the Constitutional basis is for each court case. Then, they will be given the court's decision in each case and will need to analyze what judicial philosophy (activist or restraint/textual) the judges used.	1 day
Civil Rights and Civil Liberties	Identifying a Problem	Students will identify a problem that the U.S. currently faces. As a class discuss/brainstorm what problems the U.S. is facing currently. Students/groups will then choose a problem and conduct additional research to answer questions. Students will use this research to formulate a problem statement, then create a presentation that makes an argument supported by evidence that this is a problem that individuals, groups, and/or the government needs to solve.	2 days

Unit 3: Political Parties & Elections

Subject: Government

Grade: 12

Name of Unit: Political Parties and Elections

Length of Unit: 3 Weeks

Overview of Unit: Students will analyze the development of their own political ideology, their opinions on contemporary political issues, and the role of political parties and elections to help them express their political beliefs.

Disciplinary Tools for unit:

- 9-12.GV.1.PC. B Examine the origins and impact of social structures and stratification on societies and relationships between peoples and government.
- 9-12. GV.1.CC.A Create tools to analyze a chronological sequence of events related to study of government.
- 9-12. GV.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies and aspect of government to a contemporary issue.
- 9-12. GV.1.CC.E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12. GV.1.CC.D Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources.
- 9-12.GV.1. G. A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.

Key Concepts and Understandings for unit:

- 9-12. GV.4.GS.A Evaluate the role and influence of contemporary political parties on government.
- 9-12.GV.4.PC. A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.

Supporting Concepts and Understandings in Engaging Experiences

- 9-12. GV.4.CC.C Explain the powers and responsibilities of citizens and institutions to address and solve problems.
- 9-12.GV.4. G. A Analyze state and federal electoral results to determine the influence of social, regional, and demographic characteristics.
- 9-12.GV.3.PC. A Analyze the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.

- 9-12.GV.3.PC. B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.
- 9-12.GV.4.PC. B Evaluate factors that shape public opinion on elections and policy issues.
- 9-12. GV.4.GS.B Explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.

Supporting Concepts and Understandings for Unit

- 9-12. GV.4.EC.A Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.
- 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.

Essential Questions:

1. How do linkage institutions connect citizens and government?

Enduring Understanding/Big Ideas:

1. Explain how political parties, interest groups, and the media reflect diverse perspectives and are influenced by individuals.
2. Evaluate factors that shape public opinion on elections and policy issues.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Interest Group Third Parties Media Public Opinion Political Socialization Political Party Winner-Take-All Direct v. Indirect (Grassroots) Lobbying Incumbent Republicans Democrats Open Primary Closed Primary Caucus PACs v Super PACs

	Federal Elections Commission Primary Election General Election National Convention Party Platform Electoral College
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Unwrapped Priority Standards:

Priority Standard: 9-12. GV.4.GS.A Evaluate the role and influence of contemporary political parties on government.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to identify the role that political parties play in government.	3
	Identify
Students will assess the role of political parties on elections, the operation of congress, and their influence on public opinion.	3
	Analyze

Priority Standard: 9-12.GV.4.PC. A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will compare and contrast the purpose and function of political parties and interest groups, noting the opportunities for individuals to participate in each.	3
	Apply
Students will explain how various political parties and interest groups represent a wide range of beliefs, concerns, and issues.	3
	Analyze

Topic 1: Political Parties

Engaging Experience 1

Title: Comparing party platforms

Suggested Length of Time: 2 days

Standards Addressed

Disciplinary Tools:

- 9-12.GV.1.PC. B Examine the origins and impact of social structures and stratification on societies and relationships between peoples and government.

Key Understandings and Concepts:

- 9-12. GV.4.CC.C Explain the powers and responsibilities of citizens and institutions to address and solve problems.
- 9-12. GV.4.GS.A Evaluate the role and influence of contemporary political parties on government.
- 9-12.GV.3.PC. A Analyze the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.
- 9-12.GV.4.PC. A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.

Detailed Description/Instructions: Students will be provided with the Democratic and Republican party platforms. They will be given a chart listing the topics and find quotes in both party platforms that demonstrate the party's beliefs. The list could be taken from a Pew Research/Gallup poll of topics Americans are most worried about or could be generated by the students and what they care about most. For each topic students should find 1-2 quotes in each platform. Finally, in a class discussion or individually students will compare and contrast the beliefs.

Possible extension: Students can choose a third party and find that platform and compare that to the main two parties.

Possible extension: Students can find current events about the legislative and executive branch that reflect the political party beliefs.

Bloom's Levels: Analyze

Webb's DOK: 3

Narrow to 4-5 topics and identify how the parties differ on each issue. Students will create their own political party and write a party platform using the topics discussed and create a presentation for their party.

Topic 2: Interest Groups

Engaging Experience 1

Title: Interest Group Investigation

Suggested Length of Time: One Day

Standards Addressed

Disciplinary Tools:

- 9-12. GV.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies and aspect of government to a contemporary issue.
- 9-12. GV.1.CC.D Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources.

Key Understandings and Concepts:

- 9-12.GV.4.PC. A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.

Detailed Description/Instructions: Students will research and analyze the role of a specific interest group in the political process. There are four thought questions that can be used for any interest group. An example is provided below.

Directions: Use the Association of Zoos and Aquariums website (www.aza.org) to answer the following series of questions regarding the role of a specific organization in the political process.

Thought Questions 1: Read through the Strategic Plan in the About Us section and explain what the purpose of the AZA is. Theorize why it is necessary for the AZA to work along with the government (and foreign governments) to accomplish its goals.

Thought Question 2: Navigate through the AZA Services (Government Affairs section) to try to find all of the federal agencies that the AZA is associated with. List them below. For each one, summarize why the AZA needs to work with that agency.

Thought Question 3: In the About Us section navigate to find the Government Affairs committee and summarize the role of the committee.

Thought Question 4: Find some of the Conservation Legislation in the Government Affairs Section of AZA Services. Explain three pieces of Legislation that the AZA has helped lobby for.

Bloom's Levels: Analyze

Webb's DOK: 3

Go through the process of the 4 thought questions together as a class. Students will then choose an interest group and complete 1-2 thought questions independently.

Topic 3: PACs and Super PACs

Engaging Experience 1

Title: Does Money Matter in Political Campaigns?

Suggested Length of Time: 2-3 Blocks

Standards Addressed

Disciplinary Tools:

- 9-12. GV.1.CC.E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.

Key Understandings and Concepts:

- 9-12. GV.4.GS.A Evaluate the role and influence of contemporary political parties on government.
- 9-12.GV.4. G. A Analyze state and federal electoral results to determine the influence of social, regional, and demographic characteristics.
- 9-12.GV.3.PC. B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.

Detailed Description/Instructions: Does money matter in political campaigns? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing perspectives.

Bloom's Levels: Analyze

Webb's DOK: 3

Complete iCivics activity about money in politics

Topic 4: Media Influence

Engaging Experience 1

Title: Case Study of a Campaign: Political Commercials

Suggested Length of Time: One day

Standards Addressed

Disciplinary Tools:

- 9-12. GV.1.CC.A Create tools to analyze a chronological sequence of events related to study of government.

Key Understandings and Concepts:

- 9-12. GV.4.GS.A Evaluate the role and influence of contemporary political parties on government.
- 9-12.GV.4.PC. A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.

Detailed Description/Instructions:

Overview: Presidential ads are a product of the culture of the time when they were made and are inspired by domestic and world events. But these commercials do not merely reflect the general culture. They can also influence culture. Often, political ads will become as newsworthy as the actual campaign. Your task is to assess the degree to which campaign ads constitute media events that contribute to culture as much as they draw upon it.

Objective: Students will examine a single campaign to gain an understanding of how television ads reflect and address the concerns of the voting public. Furthermore, students will assess the extent to which the U.S. presidential campaign has become an event that influences our culture and history as well as being influenced by them.

Bloom's Levels: Analyze

Webb's DOK: 3

Students will examine political ads from different decades. Discuss why the ads are a product of the time period. Students will go to stations from each decade with links to different ads. Students will write their observations on a sticky note at each station.

Topic 5: Public Opinion

Engaging Experience 1

Title: Student generated political poll

Suggested Length of Time: 2 days

Standards Addressed

Disciplinary Tools:

- 9-12. GV.1.CC.D Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of view represented in the resources.

Key Understandings and Concepts:

- 9-12.GV.4.PC. B Evaluate factors that shape public opinion on elections and policy issues.

Detailed Description/Instructions: Students create a 15-question political poll with topics relevant to the current political climate and foreshadow issues candidates will campaign on for upcoming elections. Students will have a minimum of 25 respondents and provide demographic data and results of their polls.

Bloom's Levels: Apply

Webb's DOK: 2

Modify to 10 questions.

Topic 6: Elections

Engaging Experience 1

Title: Am I going to Vote

Suggested Length of Time: 2 days

Standards Addressed

Disciplinary Tools:

- 9-12.GV.1. G. A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.
- 9-12. GV.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.

Key Understandings and Concepts:

- 9-12. GV.4.GS.A Evaluate the role and influence of contemporary political parties on government.
- 9-12. GV.4.GS.B Explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.
- 9-12.GV.4.PC. A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.

Detailed Description/Instructions:

This inquiry leads students through an investigation of youth voting practices. By investigating the compelling question of whether they will vote, students consider the ways in which the voting habits of youth (citizens who are 18–29 years old) provide a unique opportunity to reflect on their own voting preferences. In investigating the issues behind youth voting, students evaluate their interests to determine whether they will vote in the next election.

Bloom's Levels: Understand

Webb's DOK: 1

Students will complete the political compass activity or the isidewith activity to reflect on their own values. Complete the cast your vote activity on icivics.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product, or performance.)

Disciplinary tools:

- 9-12. GV.1.CC.B: Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.
- 9-12. GV.1.CC.E: Analyze the causes and consequences of a specific issue tied to the government as well as the challenges and opportunities faced by those trying to solve the problem.

***This scenario can be done with actual candidates in an election year, or have the students choose ideal/dream candidates if it is not an election year.*

Students will conduct a mock election. Through the process of the election students will campaign for a candidate in class. Students will research information based on the Topics of the Unit to include in the candidate's description and platform presented in class. Topics include looking at Political Parties, Interest Groups, and PACs that would support their candidate. Opinion Polls will be used to direct the platform of the candidate. Finally, the students will go through a simulated election process to determine a winner for the class.

Using the political parties they created in the unit, students will create a candidate to run from their party. Identify which interest groups support their candidates. Use poll results from earlier activity to create a political ad for their candidate.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Political Parties	Comparing Party Platforms	Students will be provided with the Democratic and Republican party platforms. They will be given a chart listing the topics and find quotes in both party platforms that demonstrate the party's beliefs. The list could be taken from a Pew Research/Gallup poll of topics Americans are most worried about or could be generated by the students and what they care about most. For each topic students should find 1-2 quotes in each platform. Finally, in a class discussion or individually students will compare and contrast the beliefs.	2 days
Interest Group	Interest Group Investigation	Students will research and analyze the role of a specific interest group in the political process. There are four thought questions that can be used for any interest group.	1 Day
PACs and Super PACs	Does Money Matter in Political Campaigns?	Does money matter in political campaigns? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing perspectives.	2 days
Media Influence	Case Study of a Campaign: Political Commercials	Presidential ads are a product of the culture of the time when they were made and are inspired by domestic and world events. But these commercials do not merely reflect the general culture. They can also influence culture. Often, political ads will become as newsworthy as the actual campaign. Your task is to assess the degree to which campaign ads constitute media events that contribute to culture as much as they draw upon it.	1 Day

Public Opinion	Student generated political poll	Students create a 15-question political poll with topics relevant to the current political climate and foreshadow issues candidates will campaign on for upcoming elections. Students will have a minimum of 25 respondents and provide demographic data and results of their polls.	2 Days
Elections	Am I going to Vote	This inquiry leads students through an investigation of youth voting practices. By investigating the compelling question of whether they will vote, students consider the ways in which the voting habits of youth (citizens who are 18–29 years old) provide a unique opportunity to reflect on their own voting preferences. In investigating the issues behind youth voting, students evaluate their interests to determine whether they will vote in the next election.	2 Days

This curriculum is written using the Missouri Department of Elementary and Secondary Education’s Missouri Learning Standards for High School Government updated May 2019.

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.