

Grade, Subject (Course): 11th, Social Studies (Government & Economics)	
Unit: Foundations of Government	
Big Idea: The purpose of government and how it has developed in America.	Pacing: 2 Weeks
<p>PA Content Standards: <i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.1.12.B - Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. ● 5.1.12.E - Analyze and assess the rights of people as written in the PA Constitution and the US Constitution. ● 5.1.12.H - Analyze the competing positions held by the framers of the basic documents of (the) government of Pennsylvania and (the) United States. ● 5.3.12.K - Evaluate the strengths and weaknesses of various systems of government. <ul style="list-style-type: none"> ○ Autocracy ○ Democracy ○ Oligarchy ○ Republic 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● CC.8.5.12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ● CC.8.5.12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● CC.8.5.12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term throughout a text (e.g., how Madison defines faction in Federalist No. 10). ● CC.8.5.12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) to address a question or solve a problem. ● CC.8.5.12.H: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. ● CC.8.5.12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. ● CC.8.6.12.A: Write arguments focused on discipline-specific content that: <ul style="list-style-type: none"> ○ Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. ○ Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and

	<p>counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <ul style="list-style-type: none"> ○ Use words, phrases, and clauses as well as various syntaxes to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ Provide a concluding statement or section that follows from or supports the argument presented. <ul style="list-style-type: none"> ● CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <ul style="list-style-type: none"> ○ Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. ○ Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ○ Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ○ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. ○ Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
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	<ul style="list-style-type: none"> ● CC.8.6.11-12.C.: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● CC.8.6.11-12.E.: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● CC.8.6.11-12.F.: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● CC.8.6.11-12.G.: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● CC.8.6.11-12.H.: Draw evidence from informational texts to support analysis, reflection, and research. ● CC.8.6.11-12.I.: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How does the government get its power? ● How are the various philosophies of government structure used and applied in a democratic society? 	<p><u>Concepts/Understandings (Students Will Know That...):</u></p> <ul style="list-style-type: none"> ● The foundations of the American democratic system are based on the early history and philosophical experiences and history of our nation ● There are major differences between the federal, state, and local systems of government. ● The issues surrounding the creation and adoption of the current federal system. ● The separation of powers and federalism became key parts of the Constitution through checks and balances.

<p><u>Vocabulary:</u></p> <p>Philosophy of Gov./Purpose of Gov. democracy republic direct democracy inalienable rights</p> <p>Forms/Structures of Gov. unitary system parliamentary system presidential system confederate system federal system dictatorship</p> <p>Pre-Constitutional Era Articles of Confederation Shay's Rebellion</p> <p>Constitutional Principles popular sovereignty checks and balances separation of powers limited government judicial review</p> <p>Constitutional Convention / Ratification Constitutional Convention Anti-Federalists Federalists Federalist Papers New Jersey Plan Virginia Plan Bicameralism Three-Fifths Compromise Great Compromise Bill of Rights Reserved powers/10th Amendment Commerce Clause</p>	<p><u>Competencies/Skills (Students Will Be Able To...):</u></p> <ul style="list-style-type: none"> ● Discuss and demonstrate the basic concepts of democracy by providing specific examples from their own personal background ● Explain the major controversies of the Constitutional Convention and analyze how the compromises the Founders created continue to influence us today ● Assess the problems that arise in a federalist system by using historical and contemporary situations
<p><u>Authentic Assessments:</u></p> <p>Unit Exams</p> <p>Guided-Student practice</p> <p>Projects/tasks</p> <p>Constructed Responses</p> <p>Journaling</p> <p>Debate / Discussion</p> <p>Computer / in-class Simulations</p> <p>Internet Simulations</p>	<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.1.11.C: Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. ● 13.1.11.D: Evaluate school-based opportunities for career awareness and preparation ● 13.1.11.H: Review personal high school plans against current personal career goals and select postsecondary opportunities based upon personal career interests. ● 13.2.11.D: Analyze, revise, and apply an individualized career portfolio to the chosen career path. ● 13.3.11.A: Evaluate personal attitudes and work habits that support career retention and advancement. ● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace. ● 13.3.11.D: Develop a personal budget based on career choice.

	<ul style="list-style-type: none"> ● 13.3.11.E: Evaluate time management strategies and their application to both personal and work situations. ● 13.3.11.G: Evaluate the impact of lifelong learning on career retention and advancement. ● 13.4.11.A: Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. ● 13.4.11.B: Analyze entrepreneurship as it relates to personal character traits.
<p>Resources:</p> <p><i>Constitution USA</i> (TV series)</p> <p>Sunnyland “Creating a Constitution” series (documentary)</p> <p>Articles of Confederation Congress Simulation</p> <p>Harvard University “Trolley Car” Dilemma</p> <p>Crash Course Government & Economics</p> <p>Voices of History (Bill of Rights Institute - Supreme Court Case DBQs)</p>	

Grade, Subject (Course): 11th, Social Studies (Government & Economics)	
Unit: Voting, Election Law, & Civic Participation	
Big Idea: The importance of being an informed citizen and being involved in the voting and election processes of your local, state, & national offices	Pacing: 3 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.1.12.M: Evaluate and analyze the importance of significant political speeches and writings in civic life. ● 5.3.12.D - Evaluate how independent government agencies create, amend, and enforce regulations. ● 5.3.12.E - Evaluate the roles of political parties in election campaigns. ● 5.3.12.F - Evaluate the elements of the election process. ● 5.3.12.G - Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights. ● 5.3.12.H - Evaluate the impact of interest groups on the political process. ● 5.3.12.I: Evaluate how and why government raises money to pay for its operations and services. ● 5.3.12.J - Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● CC.8.5.12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ● CC.8.5.12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● CC.8.5.12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term throughout a text (e.g., how Madison defines faction in Federalist No. 10). ● CC.8.5.12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) to address a question or solve a problem. ● CC.8.5.12.H: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. ● CC.8.5.12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. ● CC.8.6.12.A: Write arguments focused on discipline-specific content that: <ul style="list-style-type: none"> ○ Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. ○ Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. ○ Use words, phrases, and clauses as well as various syntaxes to link

	<p>the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ Provide a concluding statement or section that follows from or supports the argument presented. <ul style="list-style-type: none"> ● CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <ul style="list-style-type: none"> ○ Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ○ Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ○ Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. ○ Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). ● CC.8.6.11-12.C.: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. ● CC.8.6.11-12.E.: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to
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	<p>ongoing feedback, including new arguments or information.</p> <ul style="list-style-type: none"> ● CC.8.6.11-12.F.: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● CC.8.6.11-12.G.: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● CC.8.6.11-12.H.: Draw evidence from informational texts to support analysis, reflection, and research. ● CC.8.6.11-12.I.: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the value of participating in our democracy? ● Why is the political system of the United States so distinctive? ● What outside influences play a role in the American political system? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● The advantages and disadvantages of the two-party system in the US ● How to distinguish the structure of the American political system ● The diverse voter qualifications among the states and the pros and cons that accompany them. ● The role that interest groups play in American politics
<p>Vocabulary:</p> <p>Political Parties / Ideology: conservative liberal moderate third parties political socialization platform</p> <p>Voting: literacy tests/poll tax suffrage Nineteenth Amendment Fifteenth Amendment Twenty-Sixth Amendment electorate</p> <p>Elections: caucus closed primary <i>Citizens United v. FCC</i> electoral college Federal Election Commission general election gerrymandering incumbency Initiative referendum recall open primary political action committee (PAC) super PAC</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Draw conclusions about their own political beliefs through participating in ideology tests and discussions about ideology ● Assess the various components of the electoral process through analysis of elections (past/current) ● Explain the current controversies in elections such as election law, gerrymandering, campaign finance, and voter eligibility ● Investigate the voter registration process and becoming a participatory citizen

<p>Precinct</p> <ul style="list-style-type: none"> lobbyists direct primaries straight-ticket voting split-ticket voting winner-take-all partisan/nonpartisan proportional representation apportionment/malapportionment 	
<p><u>Authentic Assessments:</u></p> <p>Unit Exams</p> <p>Guided-Student practice</p> <p>Projects/tasks</p> <p>Constructed Responses</p> <p>Journaling</p> <p>Debate / Discussion</p> <p>Computer / in-class Simulations</p> <p>The Elizabethtown High School Mock Election (2-year election cycle)</p> <p>Internet Simulations</p>	<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.1.11.C: Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. ● 13.1.11.D: Evaluate school-based opportunities for career awareness and preparation ● 13.1.11.H: Review personal high school plans against current personal career goals and select postsecondary opportunities based upon personal career interests. ● 13.2.11.D: Analyze, revise, and apply an individualized career portfolio to the chosen career path. ● 13.3.11.A: Evaluate personal attitudes and work habits that support career retention and advancement. ● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace. ● 13.3.11.D: Develop a personal budget based on career choice. ● 13.3.11.E: Evaluate time management strategies and their application to both personal and work situations. ● 13.3.11.G: Evaluate the impact of lifelong learning on career retention and advancement. ● 13.4.11.A: Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. ● 13.4.11.B: Analyze entrepreneurship as it relates to personal character traits.

Resources:

[The Redistricting Game](#)

[Living Room Candidate](#)

Electoral Dysfunction (documentary)

“[Big Sky, Big Money](#)” (*Frontline* - PBS)

Mock Election Simulation (Every Other Year Only)

[Crash Course Government & Economics](#)

[Voices of History](#) (Bill of Rights Institute - Supreme Court Case DBQs)

Grade, Subject (Course): 11th, Social Studies (Government & Economics)	
Unit: Government Structures (Branches of Government)	
Big Idea: The impact of government institutions on our lives.	Pacing: 3 weeks
<p>PA Content Standards: <i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.1.12.I - Analyze historical examples of the importance of the rule of law explaining the sources, purposes, and functions of law. ● 5.1.12.L - Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life. <ul style="list-style-type: none"> ○ Civil rights ○ Commerce ○ Judicial review ○ Federal supremacy ● 5.2.12.A - Evaluate an individual’s civic rights, responsibilities, and duties in various governments. ● 5.3.12.A - Analyze and evaluate the structure, organization, and operation of the local, state, and national governments including domestic and national policy-making. ● 5.3.12.B - Analyze the responsibilities and powers of the national government ● 5.3.12.C - Evaluate the process of how a bill becomes law on (the) federal, state, and local levels. ● 5.3.12.E - Evaluate the role of political parties in election campaigns. ● 5.3.12.G - Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights. ● 5.3.12.H - Evaluate the impact of interest groups on the political process. ● 5.3.12.I - Evaluate how and why government raises money to pay for its operations and services. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● CC.8.5.12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ● CC.8.5.12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● CC.8.5.12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term throughout a text (e.g., how Madison defines faction in Federalist No. 10). ● CC.8.5.12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) to address a question or solve a problem. ● CC.8.5.12.H: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. ● CC.8.5.12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. ● CC.8.6.12.A: Write arguments focused on discipline-specific content that: <ul style="list-style-type: none"> ○ Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. ○ Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates

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<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How is American public policy formed? ● What are the different roles and responsibilities of each branch of government? ● How do the three branches of government check and balance each other? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● The structure and function of the United States Congress. ● The formal process by which a bill becomes a law. ● The functions that party affiliation plays in the organization of Congress. ● The nature and extent of Presidential power in regards to diplomatic, military, legislative, and judicial powers. ● The role of the Supreme Court as the nation’s highest court and the significance of the power of judicial review.
<p>Vocabulary:</p> <p>Legislative: bicameral filibuster cloture committees majority leader pork-barrel spending Speaker of the House resolution</p> <p>Judiciary: judicial activism vs. restraint confirmation process briefs civil law criminal law majority, concurring, and dissenting, opinions Supreme Court</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Assess the major structural components of the Legislative Branch and how these components affect the lawmaking process through analysis of modern-day examples ● Connect the Constitutional view of the US Presidency to the modern-day incarnation of the Presidency and whether or not it is helpful to democracy today through developing a logical argument ● Critique how the Judicial branch affects our everyday lives and demonstrate how it changes over time by citing specific historical and modern-day examples

<p>Executive: cabinet executive privilege impeachment lame duck veto pocket veto Twenty-fifth Amendment Twenty-second Amendment executive order executive agreement</p>	<p>U.S. Court of Appeals district courts judicial review</p> <ul style="list-style-type: none"> ● Formulate a picture of how the three branches of government connect and how this interconnected nature affects the creation of public policy by explaining political examples in terms of concepts
<p><u>Authentic Assessments:</u></p> <p>Unit Exams</p> <p>Guided-Student practice</p> <p>Projects/tasks</p> <p>Constructed Responses</p> <p>Journaling</p> <p>Debate / Discussion</p> <p>Computer / in-class simulations</p> <p>Internet Simulations</p>	<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.1.11.C: Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. ● 13.1.11.D: Evaluate school-based opportunities for career awareness and preparation ● 13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: <ul style="list-style-type: none"> ○ Employment ● 13.1.11.H: Review personal high school plans against current personal career goals and select postsecondary opportunities based on personal career interests. ● 13.2.11.D: Analyze, revise, and apply an individualized career portfolio to your chosen career path. ● 13.3.11.A: Evaluate personal attitudes and work habits that support career retention and advancement. ● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace. ● 13.3.11.D: Develop a personal budget based on career choice. ● 13.3.11.E: Evaluate time management strategies and their application to both personal and work situations. ● 13.3.11.G: Evaluate the impact of lifelong learning on career retention and advancement. ● 13.4.11.A: Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. ● 13.4.11.B: Analyze entrepreneurship as it relates to personal character traits.

Resources:

Congress: www.centerforcongress.org, [Obama's Deal](#) (*Frontline* - PBS),

President: *President and the Media* (film), <http://annenbergclassroom.org>,

Judiciary: <http://annenbergclassroom.org>, Supreme Court Memo Activity,

[Crash Course Government & Economics](#)

[Voices of History](#) (Bill of Rights Institute - Supreme Court Case DBQs)

Grade, Subject (Course): 11th, Social Studies (Government & Economics)	
Unit: Constitutional Law	
Big Idea: The US Constitution guarantees civil liberties and personal freedoms, but with some reasonable limitations.	Pacing: 3 weeks
<p>PA Content Standards: <i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.1.12.I - Analyze historical examples of the importance of the rule of law explaining the sources, purposes, and functions of law. ● 5.1.12.L - Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life. <ul style="list-style-type: none"> ○ Civil rights ○ Commerce ○ Judicial review ○ Federal supremacy ● 5.2.12.A - Evaluate an individual’s civic rights, responsibilities, and duties in various governments. ● 5.3.12.A - Analyze and evaluate the structure, organization, and operation of the local, state, and national governments including domestic and national policy-making. ● 5.3.12.B - Analyze the responsibilities and powers of the national government. ● 5.3.12.C - Evaluate the process of how a bill becomes law on (the) federal, state, and local levels. ● 5.3.12.E - Evaluate the roles of political parties in election campaigns. ● 5.3.12.G - Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights. ● 5.3.12.H - Evaluate the impact of interest groups on the political process. ● 5.3.12.I - Evaluate how and why the government raises money to pay for its operations and services. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● CC.8.5.12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ● CC.8.5.12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● CC.8.5.12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term throughout a text (e.g., how Madison defines faction in Federalist No. 10). ● CC.8.5.12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) to address a question or solve a problem. ● CC.8.5.12.H: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. ● CC.8.5.12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. ● CC.8.6.12.A: Write arguments focused on discipline-specific content that: <ul style="list-style-type: none"> ○ Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. ○ Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

	<ul style="list-style-type: none"> ○ Use words, phrases, and clauses as well as various syntaxes to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ Provide a concluding statement or section that follows from or supports the argument presented. ● CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <ul style="list-style-type: none"> ○ Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ○ Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ○ Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. ○ Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). ● CC.8.6.11-12.C.: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. ● CC.8.6.11-12.E.: Use technology, including the Internet, to produce,
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	<p>publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <ul style="list-style-type: none"> ● CC.8.6.11-12.F.: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● CC.8.6.11-12.G.: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● CC.8.6.11-12.H.: Draw evidence from informational texts to support analysis, reflection, and research. ● CC.8.6.11-12.I.: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 		
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the relationship between personal liberty and government? ● How does the Constitution guarantee equality before the law? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● There are guaranteed fundamental rights under the Constitution and Bill of Rights and how those rights impact the lives of US citizens ● The landmark Supreme Court cases that are essential to understanding the Constitutional rights of US citizens ● Not all rights are clearly defined and the role of Courts is to help define how society will understand and apply these new freedoms 		
<p>Vocabulary:</p> <table border="0"> <tr> <td data-bbox="107 1040 470 1468"> <p>Civil Rights/Civil Liberties civil rights Civil War Amendments affirmative action Establishment Clause Free Exercise Clause freedom of expression Clear and Present Danger Test symbolic speech freedom of the press freedom of assembly right to bear arms</p> </td> <td data-bbox="590 1040 1010 1500"> <p>Rights of the Accused due process/Incorporation Doctrine exclusionary rule Miranda Rights self-incrimination grand jury double jeopardy eminent domain speedy/public trial cruel and unusual punishment bail reasonable expectation of privacy unenumerated rights</p> </td> </tr> </table>	<p>Civil Rights/Civil Liberties civil rights Civil War Amendments affirmative action Establishment Clause Free Exercise Clause freedom of expression Clear and Present Danger Test symbolic speech freedom of the press freedom of assembly right to bear arms</p>	<p>Rights of the Accused due process/Incorporation Doctrine exclusionary rule Miranda Rights self-incrimination grand jury double jeopardy eminent domain speedy/public trial cruel and unusual punishment bail reasonable expectation of privacy unenumerated rights</p>	<p>Competencies/Skills (SWBAT...)</p> <ul style="list-style-type: none"> ● Compare and contrast different types of law through analysis of case studies ● Make connections between the past and present through examination/analysis/synthesis of constitutional amendments ● Connect the legal concepts of the rights of the accused to potential scenarios in everyday life. ● Analyze significant Supreme Court decisions and conclude how these cases continue to influence American society today
<p>Civil Rights/Civil Liberties civil rights Civil War Amendments affirmative action Establishment Clause Free Exercise Clause freedom of expression Clear and Present Danger Test symbolic speech freedom of the press freedom of assembly right to bear arms</p>	<p>Rights of the Accused due process/Incorporation Doctrine exclusionary rule Miranda Rights self-incrimination grand jury double jeopardy eminent domain speedy/public trial cruel and unusual punishment bail reasonable expectation of privacy unenumerated rights</p>		

<p>zone of privacy</p>	
<p><u>Authentic Assessments:</u> Unit Exams Guided-Student practice Projects/tasks Constructed Responses Journaling Debate / Discussion Computer / in-class Simulations Internet Simulations</p>	<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.1.11.C: Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. ● 13.1.11.D: Evaluate school-based opportunities for career awareness and preparation ● 13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: <ul style="list-style-type: none"> ○ Employment ● 13.1.11.H: Review personal high school plans against current personal career goals and select postsecondary opportunities based on personal career interests. ● 13.2.11.D: Analyze, revise, and apply an individualized career portfolio to your chosen career path. ● 13.3.11.A: Evaluate personal attitudes and work habits that support career retention and advancement. ● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace. ● 13.3.11.D: Develop a personal budget based on career choice. ● 13.3.11.E: Evaluate time management strategies and their application to both personal and work situations. ● 13.3.11.G: Evaluate the impact of lifelong learning on career retention and advancement. ● 13.4.11.A: Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. ● 13.4.11.B: Analyze entrepreneurship as it relates to personal character traits.
<p><u>Resources:</u></p> <p>http://annenbergclassroom.org (multi-video series on a variety of topics)</p> <p>http://streetlaw.org/en/home (street law lessons and case law)</p> <p>https://www.billofrightsintstitute.org (lessons, activities, case law)</p> <p>Crash Course Government & Economics</p> <p>Voices of History (Bill of Rights Institute - Supreme Court Case DBQs)</p>	

Grade, Subject, Course: 11th, Social Studies (Government & Economics)	
Unit: Microeconomics	
Big Idea: The impact of economic systems and the government's role in the marketplace.	Pacing: 2.5 weeks
<p>PA Content Standards:</p> <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.1.12B - Analyze the impact of traditional, command, and market economies on the United States economy. ● 6.2.12K: Analyze the impact of media on the decision-making of consumers, producers, and policymakers. ● 6.2.12E - Predict how changes in supply and demand affect equilibrium price and quantity sold. ● 6.2.12F - Identify and analyze forces that can change the price. <ul style="list-style-type: none"> ○ Government actions ○ Weather conditions ○ International events ● 6.2.12H - Evaluate the economic roles of governments. <ul style="list-style-type: none"> ○ Macroeconomics (e.g., tariffs and quotas, exchange rates, trade ○ Other economic goals (e.g., balance) environmental protection, ○ Microeconomics (e.g., price competition) controls, monopolies, cartels) ● 6.3.12A - Analyze actions taken as a result of scarcity issues in the regional, national and international economies. ● 6.3.12B - Evaluate the economic reasoning behind a choice. ● 6.3.12C - Evaluate the allocation of resources used to produce goods and services. ● 6.3.12E - Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations. ● 6.5.12C - Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation. ● 6.5.12D - Analyze the role of profits and losses in the allocation of resources in a market economy. ● 6.5.12F - Assess the impact of entrepreneurs on the economy. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● CC.8.5.12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ● CC.8.5.12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● CC.8.5.12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term throughout a text (e.g., how Madison defines faction in Federalist No. 10). ● CC.8.5.12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) to address a question or solve a problem. ● CC.8.5.12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. ● CC.8.5.12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. ● CC.8.6.12.A: Write arguments focused on discipline-specific content that: <ul style="list-style-type: none"> ○ Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. ○ Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. ○ Use words, phrases, and clauses as well as various syntax to link the major

	<p>sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ Provide a concluding statement or section that follows from or supports the argument presented. <ul style="list-style-type: none"> ● CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <ul style="list-style-type: none"> ○ Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ○ Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ○ Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. ○ Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). ● CC.8.6.11-12.C.: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. ● CC.8.6.11-12.E.: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● CC.8.6.11-12.F.: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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	<ul style="list-style-type: none"> ● CC.8.6.11-12.G.: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● CC.8.6.11-12.H.: Draw evidence from informational texts to support analysis, reflection, and research. ● CC.8.6.11-12.I.: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How are basic economic problems solved? ● What impacts do microeconomic principles have on the individual? ● How are everyday economic concepts visually represented? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● The basic economic problems that economists seek to address through wants, needs, scarcity, and opportunity cost ● How principles of microeconomics relate to real life. ● How the laws of supply and demand illustrate the real-world interactions of everyday economic activity ● The competing economic theories and how those theories aim to solve the problem of scarcity
<p>Vocabulary:</p> <p>wants needs scarcity opportunity cost factors of production Production Possibilities Frontier Law of Supply Law of Demand price equilibrium shortages/surpluses trade marginal analysis Law of Diminishing Marginal Returns Law of Diminishing Marginal Utility</p> <p>free market economies/capitalism command economies Adam Smith Karl Marx Laissez-Faire “Invisible Hand” mixed economy</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Evaluate the factors of production and how they affect economies ● Differentiate the positives and negatives in both free enterprise and command economies ● Create a graphic representation of the laws of supply and demand and synthesize what makes these concepts work in everyday life

<p><u>Authentic Assessments:</u></p> <p>Unit Exams Guided-Student practice Projects/tasks Constructed Responses Journaling Debate / Discussion Computer / in-class simulations Internet Simulations</p>	<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.1.11.C: Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. ● 13.1.11.D: Evaluate school-based opportunities for career awareness and preparation ● 13.1.11.H: Review personal high school plans against current personal career goals and select postsecondary opportunities based upon personal career interests. ● 13.2.11.D: Analyze, revise, and apply an individualized career portfolio to the chosen career path. ● 13.3.11.A: Evaluate personal attitudes and work habits that support career retention and advancement. ● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace. ● 13.3.11.D: Develop a personal budget based on career choice. ● 13.3.11.E: Evaluate time management strategies and their application to both personal and work situations. ● 13.3.11.G: Evaluate the impact of lifelong learning on career retention and advancement. ● 13.4.11.A: Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. ● 13.4.11.B: Analyze entrepreneurship as it relates to personal character traits.
<p><u>Resources:</u></p> <p><i>Freakonomics</i> (documentary)</p> <p>Stossel in the Classroom “Price Gouging”</p> <p>Jacob Clifford's YouTube series</p> <p>Economics Crash Course</p>	

Grade, Subject, Course: 11th, Social Studies (Government & Economics)	
Unit: Macroeconomics	
Big Idea: Government and Federal Reserve policy choices influence the economy towards maximum employment and output.	Pacing: 2.5 weeks
<p>PA Content Standards:</p> <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.1.12.A - Evaluate the strengths and weaknesses of traditional, command, and market economies. ● 6.1.12.C - Assess the strength of the regional, national, and/or international economy and compare it to another period based on economic indicators. ● 6.1.12.D - Describe historical examples of expansion, recession, and depression internationally. ● 6.2.12.C - Analyze policies designed to raise or lower interest rates and how the Federal Reserve Board influences interest rates. ● 6.2.12.D - Evaluate changes in economic institutions over time (e.g., stock markets, non-government organizations). ● 6.2.12.G - Evaluate types of tax systems. <ul style="list-style-type: none"> ○ Progressive ○ Proportional ○ Regressive ● 6.2.12.I - Evaluate government decisions to provide public goods. ● 6.2.12.J - Evaluate the social, political, and economic changes in tax policy using cost/benefit analysis. ● 6.3.12.D - Evaluate regional, national, or international economic decisions using marginal analysis. ● 6.3.12.F - Evaluate in terms of marginal analysis how incentives influence the decisions of consumers, producers, and policymakers. ● 6.4.12.G - Evaluate characteristics and distribution of international economic activities. <ul style="list-style-type: none"> ○ Primary – extractive industries (i.e., farming, fishing, forestry, mining) ○ Secondary – materials processing industries (i.e., manufacturing) ○ Tertiary – service industries (e.g., retailing, 	<p>PA Common Core Standards (for History and Social Studies):</p> <p>Reading:</p> <ul style="list-style-type: none"> ● CC.8.5.12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● CC.8.5.12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ● CC.8.5.12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● CC.8.5.12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term throughout a text (e.g., how Madison defines faction in Federalist No. 10). ● CC.8.5.12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) to address a question or solve a problem. ● CC.8.5.12.H: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. ● CC.8.5.12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. <p>Writing:</p> <ul style="list-style-type: none"> ● CC.8.6.12.A: Write arguments focused on discipline-specific content that: <ul style="list-style-type: none"> ○ Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. ○ Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

<p>wholesaling, finance, real estate, travel and tourism, transportation)</p> <ul style="list-style-type: none"> ● 6.5.12.A - Analyze the factors influencing wages. <ul style="list-style-type: none"> ○ Demand for goods and services produced ○ Labor unions ○ Productivity ○ Education/skills ● 6.5.12.G - Analyze the risks and returns of various investments. <ul style="list-style-type: none"> ○ Stocks ○ Bonds ○ Mutual funds ○ Savings bonds ○ Retirement savings (e.g., Individual Retirement Account (IRA), Keogh, 401K) ○ Savings accounts (e.g., passbook, certificate of deposit) ● 6.5.12.H - Evaluate benefits and costs of changes in interest rates for individuals and society. 	<ul style="list-style-type: none"> ○ Use words, phrases, and clauses as well as various syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ Provide a concluding statement or section that follows from or supports the argument presented. <ul style="list-style-type: none"> ● CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <ul style="list-style-type: none"> ○ Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ○ Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ○ Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. ○ Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). ● CC.8.6.11-12.C.: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. ● CC.8.6.11-12.E.: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● CC.8.6.11-12.F.: Conduct short as well as more sustained research projects to
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	<p>answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> ● CC.8.6.11-12.G.: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● CC.8.6.11-12.H.: Draw evidence from informational texts to support analysis, reflection, and research. ● CC.8.6.11-12.I.: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do various economic theories aim to solve market failures? ● How can economic indexes be applied to analyze specific domestic economic problems? ● What is the purpose of fiscal and monetary policy? ● What is the purpose of taxation? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● The differences between Keynesian and Classical economics ● How economic health is measured ● How the policy choices of the Federal Reserve influence the overall economic health of the nation ● How fiscal policies influence the economic health of the nation ● How taxation impacts institutions and average people
<p>Vocabulary: Keynesian Economics, Classical Economics, Gross Domestic Product, economic growth, Consumer Price Index, inflation, stagflation, unemployment, Cost of Living Adjustment, recession, fiscal policy, entitlement spending, discretionary spending, deficit, debt, monetary policy, Federal Reserve System, taxation: regressive, proportional, progressive, tariffs, supply-side fiscal policy</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Compare and contrast Keynesian and Classical economics and cite examples ● Critique the state of the economy using economic measures ● Demonstrate an understanding of how monetary policy works and the tools that are used by government institutions ● Apply how the actions of the Federal Reserve relate to everyday economic health ● Evaluate the tools of fiscal policy ● Investigate how tax policy works and analyze its effect on the economy

<p><u>Assessments:</u></p> <p>Unit Exams</p> <p>Guided-Student practice</p> <p>Projects/tasks</p> <p>Constructed Responses</p> <p>Journaling</p> <p>Debate / Discussion</p> <p>Computer / in-class simulations</p> <p>Internet Simulations</p>	<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.1.11.C: Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. ● 13.1.11.D: Evaluate school-based opportunities for career awareness and preparation ● 13.1.11.H: Review personal high school plans against current personal career goals and select postsecondary opportunities based upon personal career interests. ● 13.2.11.D: Analyze, revise, and apply an individualized career portfolio to the chosen career path. ● 13.3.11.A: Evaluate personal attitudes and work habits that support career retention and advancement. ● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace. ● 13.3.11.D: Develop a personal budget based on career choice. ● 13.3.11.E: Evaluate time management strategies and their application to both personal and work situations. ● 13.3.11.G: Evaluate the impact of lifelong learning on career retention and advancement. ● 13.4.11.A: Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. ● 13.4.11.B: Analyze entrepreneurship as it relates to personal character traits.
<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● The Federal Budget Challenge ● <i>Money for Nothing: Inside the Federal Reserve</i> (documentary) ● https://apps.irs.gov/app/understandingTaxes/ (tax tutorials, activities, forms) ● Being the Fed Chair ● Jacob Clifford Youtube series ● Economics Crash Course ● Council for Economic Education Lessons/Resources ● Fiscal Ship 	