

Course Title

IAA Civics and American Government



INNOVATIVE ARTS ACADEMY

Course Overview

Students leaving the course will have gained a new perspective on laws and explored the crucial roles of citizens, legislators, attorneys, and judges in preserving the system of justice. The course aims for students to better understand the criminal justice system to help create a more functional community. Students should also learn about laws in place to protect people from liabilities and wrongdoing.

Unit Title

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Unit 1: Foundations of American Government

Unit 2: The U.S. Constitution: Structure and Principles

Unit 3: Rights, Liberties, and Responsibilities

Unit 4: The Three Branches of Federal Government

Time Frame

4 Weeks

Time Frame

4 Weeks

Time Frame

4 Weeks

Time Frame

4 weeks



Focus of the Unit

Focus of the Unit

Focus of the Unit

Focus of the Unit

Exploring the philosophical underpinnings that influenced the creation of the U.S. government

Analyzing the design of the federal government and the principles intended to prevent the abuse of power

Examining the protections afforded by the Bill of Rights and subsequent amendments, and the corresponding duties of citizens in a democratic society

Detailing the specific roles, powers, and interactions of Congress, the Presidency, and the Supreme Court

Course Title

Civics and American Government



INNOVATIVE ARTS ACADEMY

Course Overview

Ideally, students leaving the course will have gained a new perspective on laws and explored the crucial roles of citizens, legislators, attorneys, and judges in preserving the system of justice¹⁰. The course aims for students to better understand the criminal justice system to help create a more functional community¹⁰. Students should also learn about laws in place to protect people from liabilities and wrongdoing.

Unit Title

Unit 5: Federalism: State and Local Government

Time Frame

4 Weeks

Federalism

National

- Declare war
- Maintain armed forces
- Regulate interstate and foreign trade
- Admit new states
- Establish post offices
- Set standard weights and measures
- Coin money
- Establish foreign policy
- Make all laws necessary and proper for carrying out delegated powers

Shared

- Maintain law and order
- Levy taxes
- Borrow money
- Charter banks
- Establish courts
- Provide for public welfare

State

- Establish and maintain schools
- Establish local governments
- Regulate business within the state
- Make marriage laws
- Provide for public safety
- Assume other powers not delegated to the national government or prohibited to the states



Unit Title

Unit 6: The Political System and Civic Participation

Time Frame

4 Weeks

Focus of the Unit

Understanding the nature of the political system, different forms of government, and how citizens interact with and influence this system beyond voting

Unit Title

Unit 7: The American Economic System

Time Frame

4 Weeks



Focus of the Unit

Exploring the basic principles of the American economic system, its relationship with the government, and how economic decisions impact society

Unit Title

Unit 8: Law, Justice, and Public Policy

Time Frame

4 Weeks



Focus of the Unit

Investigating the practical application of government power through the creation and enforcement of laws, the function of the judicial system, and the impact of specific areas of law and public policy on individuals and communities

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| Unit Title | Unit 1: Foundations of American Government |
| Time Frame | 4 Weeks |



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| | Essential Question(s) |
| | <p>What does the idea of equality mean for Americans today?¹ How do governments derive authority to control the exercise of rights, liberty, and freedom?</p> |

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| | Focus of the Unit |
| | <p>Exploring the philosophical underpinnings that influenced the creation of the U.S. government</p> |

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| Standards | <p>5.2.9.A - Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system. 5.1.9.B - Analyze the major arguments advanced for different systems of government.</p> |
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| Learning Targets |
| <p>I can identify and define the basic ideas on government from Thomas Hobbes and John Locke, including terms such as state of nature, natural rights, and sovereign.</p> |

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| Learning Targets |
| <p>I can be able to trace the development of the idea of the social contract from Hobbes and Locke.</p> |

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| Learning Targets |
| <p>I can explain the meaning and purposes of the basic ideas of government.</p> |

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| Learning Targets |
| <p>I can develop a strong understanding of the foundations of government and what it means to be "we the people"</p> |



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| Resources | Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle |
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Unit Title

Unit 2: The U.S. Constitution: Structure and Principles

Time Frame

4 Weeks



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Essential Question(s)



How does the U.S. government guarantee freedom to its citizens?

Focus of the Unit



Analyzing the design of the federal government and the principles intended to prevent the abuse of power.

Standards

CC.8.5 - Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
5.4.9.B- Explain why and how different foreign policy tools are used to advance a nation & self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).

Learning Targets

I can explain the basic structure of the Constitution.

Learning Targets

I can describe the main ideals that were put in the document to run and oversee the United States government

Learning Targets

I can identify the rights, liberties, and responsibilities of U.S. citizens.

Learning Targets

I can develop a strong understanding of the US Constitution and also identify the rights and responsibilities of its citizens.



Resources

Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle

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| Unit Title | Unit 3: Rights, Liberties, and Responsibilities |
| Time Frame | 4 Weeks |



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| | Essential Question(s) |
| | How does the U.S. government guarantee freedom to its citizens? How does the exercise of rights and responsibilities differ in various forms of governments? |

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| | Focus of the Unit |
| | Examining the protections afforded by the Bill of Rights and subsequent amendments, and the corresponding duties of citizens in a democratic society |

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| Standards | <p>5.1.9.C - Analyze the principles and ideals that shape United States government. Liberty / Freedom Democracy Justice Equality</p> <p>5.1.9.D - Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution</p> |
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| Learning Targets |
| I can identify the three branches of government (Legislative, Executive, Judicial) and their major responsibilities. |

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| Learning Targets |
| I can compare and contrast the three branches of government. |

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| Learning Targets |
| I can identify the different institutions that carry out each of the three branches. |

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| Learning Targets |
| I can develop a strong understanding of the three branches of the US Government and how they work in the daily setting of our country. |



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| Resources | Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle |
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| Unit Title | Unit 4: The Three Branches of Federal Government |
| Time Frame | 4 Weeks |

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|  | Essential Question(s) |
| | What are the main responsibilities of each of the three branches of government? How do the workings of government vary based on authority? |

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|  | Focus of the Unit |
| | Detailing the specific roles, powers, and interactions of Congress, the Presidency, and the Supreme Court |

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| Standards | 5.3.9.A - Examine the process of checks and balances among the three branches of government, including the creation of law. 5.3.9.B - Analyze the roles of local, state, and national governments in policy-making. |
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| Learning Targets |
| I can explain the source and nature of state and local governmental power. |

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| Learning Targets |
| I can distinguish reserved powers from federal powers and identify types of powers held at the state or local level. |

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| Learning Targets |
| I can explain the differences and similarities between state and local governments |

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| Learning Targets |
| I can develop a strong understanding of the roles and responsibilities of state and local government. |



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| Resources | Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle |
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| Unit Title | Unit 5: Federalism: State and Local Government |
| Time Frame | 4 Weeks |



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|  | Essential Question(s) |
| | How do states work together with other states and with the national government in our federal system? What might be the benefits of different levels of government cooperating in times of a crisis? |

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|  | Focus of the Unit |
| | Exploring the division of powers between different levels of government and the function of state and local systems |

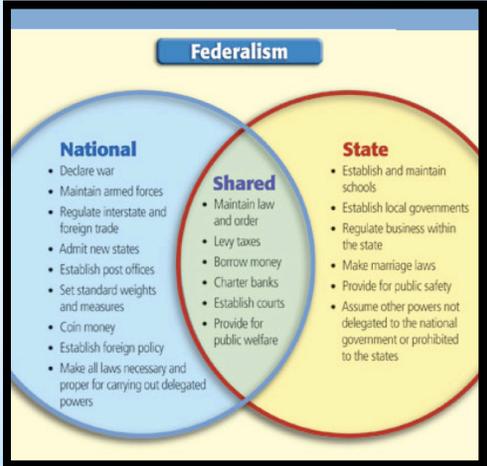
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| Standards | <p>5.3.9.C - Explain how government agencies create, amend and enforce policies in local, state, and national governments.</p> <p>5.3.9.D - Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.</p> |
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| Learning Targets |
| I can explain what a political system is. |

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| Learning Targets |
| I can understand how political systems reflect belief in a government that represents the people, protects individual rights, and helps determine the common good in a democracy |

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| Learning Targets |
| I can construct a well thought out response answering how the political system has played out in multiple forms in the United States on the national, state, and local levels |

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| Learning Targets |
| I can develop a strong understanding of the different levels of the political system and how they interact in different times. |



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| Resources | Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle |
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| Unit Title | Unit 6: The Political System and Civic Participation |
| Time Frame | 4 Weeks |



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| | Essential Question(s) |
| | <p>What might be the benefits of different levels of government cooperating in times of a crisis? How does the exercise of rights and responsibilities differ in various forms of governments?</p> |

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| | Focus of the Unit |
| | <p>Understanding the nature of the political system, different forms of government, and how citizens interact with and influence this system beyond voting</p> |

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| Standards | <p>5.2.9.B - Analyze strategies used to resolve conflicts in society and government.</p> <p>5.2.9.C - Examine political leadership and public service in a republican form of government.</p> |
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| Learning Targets |
| <p>I can understand the roles and responsibilities of citizens.</p> |

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| Learning Targets |
| <p>I can explain how governments establish order, provide security and create laws to manage conflict.</p> |

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| Learning Targets |
| <p>I can make connections between citizenship, family, law, school, and community</p> |

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| Learning Targets |
| <p>I can develop a strong understanding of the role citizenship plays in the different aspects of American society.</p> |



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| Resources | Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle |
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| Unit Title | Unit 7: The American Economic System |
| Time Frame | 4 Weeks |



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|  | Essential Question(s) |
| | (What resources should be used? Who acquires the product? How is it distributed? What should be produced in a world with limited resources?) |

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|  | Focus of the Unit |
| | Exploring the basic principles of the American economic system, its relationship with the government, and how economic decisions impact society |

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| Standards | 5.4.9.B - Analyze citizens' roles in the political process toward the attainment of goals for individual and public good. 5.2.9.D Explain why and how different foreign policy tools are used to advance a nation & self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties). |
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| Learning Targets |
| I can explain what the American economic system is. |

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| Learning Targets |
| I can understand how goods and services play a major role in shaping and shifting the economic system in American society. |

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| Learning Targets |
| I can explain how the American economic system benefits and deters the people of the country. |

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| Learning Targets |
| I can develop a strong understanding of the role of goods and services in the American Economy |



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| Resources | Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle |
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| Unit Title | Unit 8: Law, Justice, and Public Policy |
| Time Frame | 4 Weeks |



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| | Essential Question(s) |
| | Do you think that the government has the right to make and enforce laws that affect family life?6 As a society can we better understand the criminal justice system to create a more functional community? |

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| | Focus of the Unit |
| | Investigating the practical application of government power through the creation and enforcement of laws, the function of the judicial system, and the impact of specific areas of law and public policy on individuals and communities |

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| Standards | <p>5.4.9.C - Identify the role of international organizations.</p> <p>5.4.9.D- Analyze the various mass media outlets and their influence on global issues.</p> <p>5.4.9.E - Identify the politics of interest groups (e.g. business and labor organizations, ethnic and religious organizations) on foreign policy.</p> |
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| Learning Targets |
| I can explain how governments establish order, provide security and create laws to manage conflict. |

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| Learning Targets |
| I can explore the crucial roles and duties of citizens, legislators, attorneys, and judges who work to preserve and strengthen our system of justice. |

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| Learning Targets |
| I can examine contracts and their elements, distinguishing written and oral contracts, and discussing illegal contracts. |

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| Learning Targets |
| I can describe how government programs provide benefits (economic, health, educational). |



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| Resources | Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle |
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