



AMERICAN GOVERNMENT (Board Approved: 2-3-2025)

Course Description:

American Government introduces students to the origins, concepts, institutions, interactions, and policies of government in the United States, and has students analyze the role of individuals, groups, and nations in the modern world. The course will increase students' understanding of government and encourage students to become positive contributing members of their local, state, national, and global communities. Students will apply their knowledge through a Civic Action Project, allowing them to actively engage with real-world issues and practice civic responsibility. As a component of this course, students will be prepared for and take the state-mandated Government End of Course Exam, as well as fulfill the citizenship and constitution assessment requirements for high school graduation in the State of Missouri.

Grade Level: 11th Grade (Semester)

Unit Scope and Sequence

- Unit 1:** Citizenship & Social Movements
- Unit 2:** Political Participation & Elections
- Unit 3:** Foundations of Government
- Unit 4:** The Constitution
- Civic Action Project**
- Unit 5:** The Lawmaking Process
- Unit 6:** The Executive Branch
- Unit 7:** Law & the Courts
- Unit 8:** Federalism & the Missouri Constitution
- Unit 9:** Economics & the Budget
- Unit 10:** International Relations

Course Enduring Understandings:

- The power that democratic governments hold comes from the people.
- People, acting individually or in groups, have the ability to change government policies.
- The rights and privileges of citizenship come with certain duties, roles, and responsibilities.
- The United States Constitution is a document created out of the need for compromise, with the primary purpose of avoiding government tyranny.
- Policymaking happens in all three branches of government and on all levels of government.

Course Essential Questions:

- What should be the purpose of a government?
- How can engaged citizens shape their government?
- How easy should it be for the government to make policy?
- How does the creation and enforcement of policy impact different groups of people?
- How does the government choose to allocate resources between different groups?

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Unit 1: Citizenship & Social Movements

In this unit, students explore the rights, responsibilities, and obligations that define U.S. citizenship, while examining how different groups have fought for political, social, and economic equality. Students will investigate the global consensus on fundamental human rights and how various movements have worked to challenge injustices and bring about meaningful change. By studying these efforts, students will gain a deeper understanding of their own roles as citizens and reflect on how individuals can advocate for human rights and social justice in today's interconnected world.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• The media landscape can inform or distort citizens' understanding of the government's functioning in society. • Citizenship confers different privileges, obligations, and responsibilities. • The global community has agreed that all people should have the same fundamental rights. • Different groups of people use different strategies to seek political, social, and economic rights.	• How can someone tell if information in the media is reliable? • What duties, rights, and responsibilities do American citizens have? • What universal freedoms and protections should all people enjoy? • What can citizens do if human rights are not being respected?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Media Bias • Citizenship • Natural-Born Citizen • Naturalization • Civic Duty • Civic Responsibility • Rights of Citizens • Immigrant • Visa • Green Card • Lawful Permanent Resident • Undocumented Immigrant • Refugee • Universal Declaration of Human Rights • Social Movements • Civil Disobedience	• Evaluate the validity of information presented in the media, emphasizing point of view and bias. • Describe the different pathways for people to come to the United States to live and work. • Differentiate between civic duties, civic responsibilities, and rights of citizens. • Analyze changes in immigration activity and policy over time. • Develop compelling questions about immigration policy and present possible changes. • Develop and support an opinion about U.S. citizenship and immigration policy. • Evaluate the tactics employed over time by different social movements in their efforts to bring about social, political, or economic change.

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Unit 1: Citizenship & Social Movements

Missouri Learning Standards and National C3 Standards

Priority Standard: Distinguish the powers and responsibilities of citizens and institutions to address and solve problems. (9-12.GV.1.GS.B)

Supporting Standards:

- Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments. (9-12.GV.1.PC.B)
- 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. (9-12.GV.4.PC.C)
- Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society. (9-12.GV.3.PC.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.B)
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (D2.Civ.13.9-12)

Priority Standard: 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.CC.D)

Supporting Standard:

- 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.C)

Priority Standard: Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). (D4.2.9-12)

Supporting Standards:

- Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. (D2.Civ.5.9-12)
- Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. (D2.Civ.12.9-12)
- Analyze Historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. (D2.Civ.14.9-12)

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Unit 2: Political Participation & Elections

This unit examines the relationship between political ideologies, political parties, and election processes in shaping government policy and democratic participation. Students will explore how political parties function to influence governance, promote specific platforms, and win elections, while analyzing the role of campaigns and public opinion in determining election outcomes. Additionally, students will trace the expansion of voting rights and investigate how government policies have both enabled and restricted political participation for various groups over time. By studying the mechanics of election systems, students will develop a deeper understanding of how elections are influenced and why they turn out the way they do.

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Unit 2: Political Participation & Elections

Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Ideology is a consistent set of ideas about what policies the government should prioritize. • Political Parties are organizations that exist to nominate and support candidates with the goal of winning elections and gaining political power. • Voting rights have generally expanded to become more inclusive over time. However, some government policies hinder certain groups from exercising their voting rights. • The political and electoral institutions in the United States drastically influence election results at all levels of government. • Political campaigns attempt to persuade people in order to win elections.	• What role should the government play in regulating the social and economic lives of its people? • What roles/functions do political parties serve in a governmental system? • How have government policies over time expanded and hindered citizens' ability to vote? • Why do elections turn out the way they do?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Political Ideology ◦ Conservative ◦ Liberal ◦ Populist ◦ Libertarian • Political Party • Political Party Platform • Major Political Parties • Minor Political Parties / Third Parties • Public Office • Suffrage • Reapportionment • Redistricting • Gerrymandering • Primary Election • Caucus • General Election • Electoral College • Winner-Take-All System ◦ "Safe State/District" ◦ "Swing State/District" • Congressional Midterm Elections • Political Campaign	• Evaluate factors that shape public opinion on policy issues and candidates. • Compare election procedures at the federal and state level. • Analyze efforts over time to expand and limit political participation. • Create gerrymandered congressional district maps to analyze methods of gaining a partisan advantage in House elections. • Use Electoral College maps to describe patterns or trends in presidential elections and campaigns. • Develop and support an opinion about the efficacy of U.S. election procedures. • Evaluate factors of political ideology, political parties, campaigns, and election procedures to analyze election results.

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Unit 2: Political Participation & Elections

Missouri Learning Standards and National C3 Standards

Priority Standard: Evaluate factors that shape public opinion on elections and policy issues. (9-12.GV.4.PC.B)

Supporting Standards:

- 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.A)
- Evaluate the role and influence of contemporary political parties on government. (9-12.GV.4.GS.A)
- Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals. (9-12.GV.4.PC.A)
- Use appropriate deliberative processes in multiple settings. (D2.Civ.9.9-12)
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (D2.Civ.13.9-12)

Priority Standard: Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level. (9-12.GV.4.GS.C)

Supporting Standards:

- Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments. (9-12.GV.1.PC.B)
- Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government. (9-12.GV.3.G.A)
- Analyze state and federal electoral results to determine the influence of social, regional and demographic characteristics. (9-12.GV.4.G.A)
- Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. (D2.Civ.2.9-12)
- Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). (D4.2.9-12)

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Unit 3: Foundations of Government

In this unit, students will examine the core ideas and structures that shaped the development of government and economic systems throughout human history. They will explore how key philosophical ideas and earlier forms of governance influenced the founders of the United States in their efforts to create a new system of government. By analyzing historical texts and contexts, students will identify connections between past ideas and the foundational principles of modern government. This unit will also engage students in evaluating the strengths and weaknesses of different governmental and economic systems, encouraging them to compare and contrast their effectiveness in achieving the purposes of governance. Through this study, students will gain a deeper understanding of how historical influences continue to shape political and economic institutions today.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• There are many governmental and economic systems, each with their own strengths and weaknesses. • The ideas from Enlightenment philosophers influenced the way the founders designed the government of the United States. • Government systems that existed prior to the United States influenced the way the founders designed the government of the United States.	• What is the purpose of government? • How did historical ideas about government and economics influence the founders of the United States government?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Anarchy • Monarchy • Direct Democracy • Representative Democracy / Republic • Autocracy • Free Market / <i>Laissez-Faire</i> Economy • Command / Planned Economy • Mixed Economy • Capitalism • Communism • Socialism • Declaration of Independence • Unalienable Rights	• Evaluate the strengths and weaknesses of different types of government and economic systems. • Compare and contrast different government and economic systems. • Analyze historical government documents to explain connections among historical context and peoples' perspectives at the time. • Explain specific examples of how historical government systems and philosophers influenced the United States government.

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Unit 3: Foundations of Government

Missouri Learning Standards and National C3 Standards

Priority Standard: Explain connections among historical context and peoples' perspectives at the time. (9-12.GV.1.CC.B)

Supporting Standards:

- Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created. (9-12.GV.1.PC.A)
- Analyze how the codification of law impacted early civilizations and shaped enduring concepts government, law, and social order. (9-12.GV.2.GS.A)
- Trace the evolution of government in the English colonies to explain colonists' expectations for self-rule. (9-12.GV.2.CC.A)
- Analyze how geography of North America influenced the governmental systems which developed there. (9-12.GV.2.G.A)
- Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals. (9-12.GV.2.CC.B)
- Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. (D2.Civ.8.9-12)
- Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. (D3.1.9-12)
- Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). (D4.2.9-12)

Priority Standard: Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups and societies. (9-12.GV.2.CC.D)

Supporting Standard:

- Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. (D2.Civ.3.9-12)

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Unit 4: The Constitution

This unit focuses on the creation and impact of the U.S. Constitution, emphasizing how it was shaped by compromise and designed to create a limited government that balances liberty and order. Students will investigate the weaknesses of the Articles of Confederation and how the Constitution addressed those shortcomings. They will explore the debates between Federalists and Anti-Federalists during the ratification process, examining differing views on preventing tyranny and distributing power. Through the study of the three branches of government and the system of checks and balances, students will understand how the Constitution limits governmental power and protects citizens' rights. They will also analyze the Bill of Rights, which attempts to balance individual liberties and societal order, and explore how constitutional amendments aim to ensure equal protection for all. By the end of the unit, students will have a deeper understanding of how the Constitution has evolved over time, its role in shaping power struggles between federal and state governments, and how its principles continue to influence debates over rights and governance today.

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Unit 4: The Constitution

Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
• The United States Constitution is a document created out of compromise. • The United States Constitution creates a limited government. • The United States Constitution seeks to find an ideal balance between the values of liberty and order.	• How can a government prevent tyranny? • Why did the U.S. Constitution lead to Civil War within its first century? • What is the proper balance of power between the federal and state governments? • Is it necessary for a government to list rights that its people possess?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Articles of Confederation • U.S. Constitution • Great Compromise • Bicameral Legislature • Three-Fifths Compromise • Federalists • Anti-Federalists • Federalism • Separation of Powers • Legislative Branch ◦ Congress ■ Create laws ■ U.S. House of Representatives • Current Speaker of the House ■ U.S. Senate • Executive Branch ◦ President ■ Enforce laws ■ Current President • Judicial Branch ◦ Supreme Court ■ Interpret laws ■ Current Chief Justice • Checks and Balances • Constitutional Amendments • Bill of Rights • Due Process • Equal Protection	• Describe the strengths and weaknesses of the Articles of Confederation to explain its failure. • Evaluate how the Constitution attempted to resolve the weaknesses of the Articles of Confederation. • Contrast the positions of Federalists and Anti-Federalists during the constitutional ratification period. • Describe the functions of the three branches of government. • Describe how the Constitution distributes power among the levels and branches of government. • Describe and give examples of how the constitutional principle of checks and balances limits the power of government and leaders. • Analyze how the Bill of Rights attempts to balance the values of liberty and order. • Explain how the constitutional amendments attempt to provide equal protection from all levels of government. • Explain how the U.S. Constitution establishes governmental powers and protections for citizens that change over time and are still contested.

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Unit 4: The Constitution

Missouri Learning Standards and National C3 Standards

Priority Standard: Using a government lens, describe how people’s perspectives shaped the sources/artifacts they created. (9-12.GV.1.PC.A)

Supporting Standards:

- Explain connections among historical context and peoples’ perspectives at the time. (9-12.GV.1.CC.B)
- Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purpose and legacy of the Declaration of Independence. (9-12.GV.2.GS.B)
- Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government. (9-12.GV.2.GS.C)
- Analyze the varying perspectives of individuals and groups to explain emerging divisions and political philosophies as the United States was founded. (9-12.GV.2.PC.A)
- Analyze the relationship between the geography of the original 13 colonies on the formation of United States government. (9-12.GV.1.G.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.3.GS.B)
- Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution. (9-12.GV.3.EC.A)

Priority Standard: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. (D2.Civ.4.9-12)

Supporting Standards:

- 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)
- Explain how concerns over a strong central government were addressed to provide for the ratification of the Constitution. (9-12.GV.3.CC.B)
- 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.A)
- 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.D)
- Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. (D2.Civ.1.9-12)

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

Supporting Standards:

- 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.E)
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (D2.Civ.13.9-12)

AMERICAN GOVERNMENT Civic Action Project

The Citizen Action Project is a semester-long community service initiative designed to foster active citizenship and give students the opportunity to contribute meaningfully to their community. Each student is required to complete 8 hours of documented service with an approved service organization, to contribute to the common good. The project encourages students to select service opportunities that are both challenging and rewarding. Through this project, students not only complete a course requirement but also engage in a key responsibility of U.S. citizenship.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- I can directly contribute to improving my community. - I can effectively collaborate with professionals to achieve a community goal.	How does citizen action contribute to the common good?
<i>Students must know:</i>	<i>Students must be able to:</i>
- The common good - Community service	- Identify, research, and contact a community organization that promotes the common good. - Address a local need by taking action that contributes to a community organization's mission. - Present reflections on how their action contributed to the common good.

Missouri Learning Standards and National C3 Standards
Priority Standard: Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. (D4.7.9-12) Supporting Standards: - 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.C) - Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. (D4.6.9-12) - Apply civic virtues and democratic principles when working with others. (D2.Civ.7.9-12)

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Unit 5: The Lawmaking Process

In this unit, students will explore the complexities of representation within a democracy and examine the lawmaking process established by the Constitution. Through an analysis of the distinct roles and responsibilities of the two houses of Congress, students will investigate how these bodies function and interact to create legislation. Students will also analyze the challenges and opportunities faced by congressional members as they strive to address societal needs, considering the influence of various interest groups and the implications of public opinion on policy-making. This unit will encourage students to assess the effectiveness of Congress in representing the American people and to reflect on the balance between the need for careful deliberation and the demand for responsive governance. Ultimately, students will gain a deeper understanding of how laws are made and the factors that shape public policy in the United States.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- There are different views about what representation means and looks like in a representative democracy. - The Constitution creates a lawmaking process that is intentionally slow and deliberate to avoid tyranny.	- How accurately does Congress represent the American people? - How are laws created? - How easy should it be to make and change policy? - Why does public policy not always reflect the public opinion of the majority?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Legislative Branch - Representation - Qualifications to run for Congress - Congressional Terms of Office - Speaker of the House - Senate Majority Leader - Lawmaking Process - Congressional Committee - Bill versus Law - Veto - Interest Group - Political Action Committee - Lobbying	- Describe the unique roles and responsibilities of the two houses of Congress to determine how they function and interact. - Create a diagram to illustrate the process a bill follows before becoming a law. - Analyze the causes and consequences of the deliberate nature of lawmaking. - Analyze the challenges and opportunities faced by members of Congress when trying to address a societal need. - Explain why majority public opinion is not always the driving force for making policy.

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Unit 5: The Lawmaking Process

Missouri Learning Standards and National C3 Standards

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

Supporting Standards:

- Evaluate the role and influence of contemporary political parties on government. (9-12.GV.4.GS.A)
- Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals. (9-12.GV.4.PC.A)
- Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. (D2.Civ.1.9-12)

Priority Standard: 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.E)

Supporting Standards:

- Create and use tools to analyze a chronological sequence of related events that relate to government. (9-12.GV.1.CC.A)
- Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society. (9-12.GV.1.GS.A)
- 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.D)
- Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. (D2.Civ.11.9-12)
- Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). (D4.2.9-12)

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Unit 6: The Executive Branch

In this unit, students will explore the intricate dynamics of the Executive Branch, emphasizing the critical roles of both the presidency and the federal bureaucracy. While the presidency is often viewed as the face of executive power, this unit highlights how the bureaucracy is essential for implementing and enforcing laws. Students will analyze the unique functions of the President, while also examining how the federal bureaucracy operates to carry out these directives. Additionally, they will investigate the relationship between the President and the media, considering how this interaction influences public perception and presidential power. By exploring the balance of power between the presidency and the bureaucracy, along with the mechanisms of congressional oversight, students will gain a comprehensive understanding of how these components work together to shape public policy and address societal needs. This unit ultimately aims to illuminate the complexities of governance within the Executive Branch and the importance of accountability and effectiveness in federal administration.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- The Presidency is an office that is strong in some areas and weak in others. - The Constitution places limitations on the power of the President to avoid tyranny, yet the Executive Branch's authority has expanded over time.	- How easy should it be to make and change policy? - How are laws carried out? - In a republic, how much power should a single person hold? - Does the President receive an accurate amount of credit and blame from the American people?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Executive Branch - President - George Washington - Vice President - Qualifications to run for President & Vice President - Presidential Terms of Office - Federal Bureaucracy - Congressional Oversight of the Bureaucracy - Executive Order - Commander in Chief - The White House - The Media	- Analyze the unique powers and roles of the President and the federal bureaucracy to determine how they function and interact. - Analyze laws and processes to determine how the President and federal bureaucracy affect public policy. - Analyze how the relationship between the President and the media creates challenges and opportunities that influence presidential power.

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Unit 6: The Executive Branch

Missouri Learning Standards and National C3 Standards

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

Supporting Standards:

- 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.D)
- Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. (D2.Civ.11.9-12)

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

Supporting Standards:

- Trace significant changes in the role, powers, and size of the three branches of government over time. (9-12.GV.3.CC.C)
- 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.D)
- Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals. (9-12.GV.4.PC.A)
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (D2.Civ.13.9-12)
- Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. (D2.Civ.1.9-12)

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Unit 7: Law & the Courts

In this unit, students will explore the essential functions of the judicial branch, focusing on how courts not only establish the facts of a case but also ensure the law is correctly applied throughout legal proceedings. They will analyze the significance of landmark Supreme Court decisions, examining how court rulings have influenced civil rights and civil liberties over time, and their lasting impact on individuals and communities. Students will also investigate the judicial nomination and confirmation processes, tracing their recent history to understand how these mechanisms shape the political landscape of the courts. Additionally, the unit highlights how the relationship between the courts and the other two branches affects policy-making and the interpretation of laws. By the end of the unit, students will be able to assess the various roles courts play in society and the ongoing debates surrounding judicial philosophy and law interpretation. This in-depth exploration will equip students with a nuanced understanding of the judiciary's crucial role in promoting justice and sustaining democratic principles in the United States.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Supreme court decisions have important impacts on groups and individuals over time. - There are two types of courts in the United States. One establishes facts, while the other ensures the law was followed throughout the process of a case.	- How easy should it be to make and change policy? - How are laws interpreted? - What different roles do courts have?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Judicial Branch - United States Supreme Court - State Supreme Courts - Judicial Terms of Office - Judicial Philosophy - Precedent - John Marshall - Judicial Review - Jurisdiction - Trial Court - Appellate Court - Civil Case - Criminal Case - Jury - Judicial Opinion - Missouri Nonpartisan Court Plan - Civil Liberties - Civil Rights - Due Process	- Explain how judicial nomination and confirmation processes have impacted the politics of the courts. - Analyze the unique roles, responsibilities, and structure of the judicial branch to determine how it interacts with other branches of the government to determine policy. - Evaluate the different systems used by the federal government and Missouri government to select judges. - Analyze the causes and consequences of specific landmark Supreme Court decisions. - Analyze the challenges and opportunities faced by groups involved in landmark Supreme Court decisions.

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Unit 7: Law & the Courts

Missouri Learning Standards and National C3 Standards

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

Supporting Standards:

- Trace significant changes in the role, powers, and size of the three branches of government over time. (9-12.GV.3.CC.C)
- 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.D)
- Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). (D4.2.9-12)

Priority Standard: Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. (D2.Civ.11.9-12)

Supporting Standards:

- Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. (D2.Civ.1.9-12)

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

Supporting Standards:

- Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society. (9-12.GV.1.GS.A)
- Use appropriate deliberative processes in multiple settings. (D2.Civ.9.9-12)
- Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. (D2.Civ.12.9-12)
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (D2.Civ.13.9-12)
- Analyze Historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. (D2.Civ.14.9-12)

AMERICAN GOVERNMENT

Unit 8: Federalism & the Missouri Constitution

In this unit, students will explore the distinct yet overlapping powers and responsibilities of state and federal governments, with a focus on Missouri's governance. They will examine the roles of Missouri's statewide elected officials and understand how citizens can directly influence state and local policy. By comparing the structure and functions of Missouri's government with those of the federal government, students will gain an insight into the similarities and differences between levels of government in a federal system. This unit will enhance students' understanding of how government operates in Missouri, equipping them to engage meaningfully in civic matters that affect their communities.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
State and federal governments have different but sometimes overlapping powers and responsibilities.	- How should power be divided between the federal government and state governments? - How is Missouri's government similar and different from the federal government?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Federalism - Missouri General Assembly - Governor - Missouri Supreme Court - Ballot Initiative - Referendum	- Compare the structure and functions of the federal government and Missouri's government. - Describe the roles and responsibilities of Missouri's statewide elected officials. - Explain how citizens can directly impact policy on the state level.

Missouri Learning Standards and National C3 Standards
Priority Standard: Compare the structure and functions of federal, state, and local government. (9-12.GV.3.GS.F) Supporting Standards: - Trace the changing relationship between state and federal governmental power. (9-12.GV.3.CC.D) - Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level. (9-12.GV.4.GS.C) - Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. (D2.Civ.1.9-12)

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Unit 9: Economics & the Budget

In this unit, students will analyze economic policy-making, focusing on the challenges legislatures face in making decisions about taxation and spending, and the Federal Reserve makes about the money supply. They will analyze how modern economies are a blend of both command and free market systems, exploring the political hurdles that arise when developing fiscal policies. Students will learn about the role of the Federal Reserve in implementing monetary policy to manage unemployment and inflation, thereby fostering stable economic growth. By the end of the unit, students will have a nuanced understanding of the interplay between government action, economic systems, and the diverse political ideologies that shape approaches to economic growth in the United States.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Legislatures face challenges when making decisions about taxing and spending. - The Federal Reserve uses monetary policy to limit the unemployment rate and control inflation to encourage steady economic growth.	- Why does the government need to tax its citizens? - How do differing political ideologies want the United States to pursue economic growth? - How does the Federal Reserve try to aid economic growth in the United States?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Economic Systems - Traditional Economy - Free Market Economy - Command Economy - Mixed Economy - Fiscal Policy - Revenue - Progressive Tax / Graduated Tax - Income Tax - Regressive Tax - Sales Tax - Flat Tax - Budget Surplus - Budget Deficit - The National Debt - Discretionary Spending - Mandatory Spending - Monetary Policy - Inflation - Unemployment - The Money Supply - Interest Rates - Federal Reserve Bank	- Analyze the degree to which modern economic systems incorporate command and free market features. - Describe the political challenges governments face when making fiscal policy. - Explain how monetary policy can be used to limit the impact of an economic downturn or sustain economic growth. - Analyze costs, benefits, and externalities of economic decisions on society as a whole, individuals, and government.

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Unit 9: Economics & the Budget

Missouri Learning Standards and National C3 Standards

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

Supporting Standards:

- Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments. (9-12.GV.1.PC.B)
- Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures. (9-12.GV.2.EC.A)
- Analyze the changing roles of government in the economy throughout United States history. (9-12.GV.3.EC.B)
- Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good. (9-12.GV.4.EC.A)
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (D2.Civ.13.9-12)
- Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. (D2.Eco.1.9-12)
- Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes. (D2.Eco.7.9-12)
- Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. (D2.Eco.8.9-12)
- Evaluate the selection of monetary and fiscal policies in a variety of economic conditions. (D2.Eco.12.9-12)
- Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). (D4.2.9-12)

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Unit 10: International Relations

In this unit, students will explore the intricate dynamics of international relations, focusing on how nations with differing perspectives and end goals interact on the global stage. They will analyze the complexities of U.S. foreign policy decisions, examining both the intended and unintended consequences these choices have on global relations. Students will assess the role of international organizations in shaping global interactions and addressing modern international issues. By evaluating various perspectives on international relations, they will develop a critical understanding of how different forms of power are utilized to influence other actors. By the end of the unit, students will be equipped to discuss the challenges and opportunities presented by international cooperation and the multifaceted approaches that govern interactions between nations, fostering a deeper awareness of the global community's complexities and the impact of diplomatic actions.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Nations interact with each other starting with differing perspectives and end goals. • U.S. foreign policy decisions have intended and unintended consequences. • International organizations play an integral role in shaping and supplementing global relations.	• How involved should the U.S. or other governments be in the affairs of foreign governments? • How can different perspectives on international relations influence the way governments interact with each other? • How do groups engaged in international relations use different types of power to influence other actors?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Isolationism • Internationalism • National Interest • Economic Power • Military Power • Cultural Power • Intergovernmental Organizations • Nongovernmental Organizations	• Explain how groups and institutions use different types of power to influence other actors in international relations. • Evaluate differing perspectives on the proper goals and methods used in conducting international relations. • Describe the challenges and opportunities faced by intergovernmental organizations and nongovernmental organizations when trying to address problems in international relations.

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Unit 10: International Relations

Missouri Learning Standards and National C3 Standards

Priority Standard: 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.E)

Supporting Standards:

- Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. (D2.Civ.3.9-12)
- Critique relationships among governments, civil societies, and economic markets. (D2.Civ.6.9-12)
- Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. (D2.Civ.10.9-12)
- Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. (D2.Civ.11.9-12)
- Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. (D2.Civ.12.9-12)
- Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. (D4.6.9-12)