

Grade level: 12

Course Title: Advanced Government

Topic/Concept: The American System

Time Allotment: 15 days

Unit Sequence: 1

Major Concepts to be learned:

- Understand the impact of the demographic profile in the United States
- Describe how our political values are expressed in our form of government
- Analyze how democracy in a diverse country is characterized
- Identify and evaluate forms and purposes of types of governments

Expected Skills to be demonstrated:

- Analyze the responsiveness of government and Define identity politics
- Identify how the learning the political culture
- List the Core Values of political culture and Analyze the Core Values and their importance to political culture
- Evaluate political participation with the American System
- Identify and evaluate forms and purposes of types of governments
- Debates on immigration concerns and minimum wage effects

PA Standards/Anchors:

Eligible Content:

5.1.12.A 5.2.12.C
5.1.12.C 5.3.12.B
5.1.12.F 5.3.12.J
5.2.12.A

- Evaluate the demographic profile within the United States
- Assess the importance of political culture
- Identify the core values within democracy
- Evaluate types of governments world-wide

Instructional Strategies:

Assessments:

Lecture Debates
Group discussion Written work
Evaluating

- Test
- Homework
- Test Essay
- Participation
- Debates

Grade level: 12

Course Title: Advanced Government

Topic/Concept: Public Opinion

Time Allotment: 15 days

Unit Sequence: 2

Major Concepts to be learned:

- purpose of public opinion in politics
- types of public opinion polls and their purposes
- how polls are constructed and the “polling pitfalls”
- political socialization shapes the formation of public opinion in politics
- agents of political socialization

Expected Skills to be demonstrated:

- Explain and describe the purpose of public opinion in politics
- Identify the different types of public opinion polls and their purposes
- Examine how polls are constructed and the “polling pitfalls” of them
- Determine how political socialization shapes the formation of public opinion in politics
- List the agents of political socialization and how they affect opinion polls
- Debate on AI and Chat Gpt

PA Standards/Anchors:

Eligible Content:

5.1.12.B 5.1.12. C
5.3.12.G 5.2.12. D
5.3.12.J 5.3.12. J

- Examine what public opinion polls’ purposes and how they are used in politics
- Create a public opinion poll and examine the problems associated with respondents
- Explore how people acquire opinions that relate to government and politics

Instructional Strategies:

Assessments:

Lecture Debates
Group discussion Written work
Evaluating

- Test
- Homework
- Test Essay
- Participation
- Debates

Grade level: 12

Course Title: Advanced Government

Topic/Concept: The Media

Time Allotment: 15 days

Unit Sequence: 3

Major Concepts to be learned:

- Evaluate how the media impacts our government and democracy
- Access the relationship between the media and politicians
- Consider the bias of the media
- Atomization of the Media

Expected Skills to be demonstrated:

- Analyze the symbiotic and adversarial relationship between the media and politicians
- Compare and Contrast the relationship of different Presidents with the media (radio, print and TV)
- Determine whether there should be more balanced press coverage between the three branches
- Evaluate how much Americans have the right to know
- Identify the reason for commercial and political bias
- Identify and discuss the consequences of commercial and political bias
- Evaluate the responsiveness of the media
- Describe how the media's purpose has shifted (atomization of the media)
- Debate: Social Media Impact in Politics

PA Standards/Anchors:

Eligible Content:

5.4.12.D 5.3.12. J
5.3.12.J
5.3.12.H
5.3.12.D

- Evaluate the concentration and dominance of media
- Access the relationship between the media and the President
- Access the relationship between the media and Congress
- Discuss the political and commercial bias of the media

Instructional Strategies:

Assessments:

Lecture Debates
Group discussion Written work
Evaluating Charting

- Test
- Homework
- Test Essay
- Participation
- Debates

Grade level: 12

Course Title: Advanced Government

Topic/Concept: Political Parties

Time Allotment: 15 days

Unit Sequence: 4

Major Concepts to be learned:

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| <ul style="list-style-type: none">Assess why political parties existEvaluate the importance of political partiesAnalyze the decline and resurgence of political parties (party coalitions, realignments)Identify the factors that distinguish the political partiesIdentify the characteristics of party identification, political spectrum | <ul style="list-style-type: none">3rd parties: roles, effects, purposeVoting Reforms: Ranked-Choice Voting vs Fusion VotingAnalyze Federalist Papers #10 |
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Expected Skills to be demonstrated:

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| <ul style="list-style-type: none">Distinguish between the two major parties and minor party characteristicsEvaluate the fragmented nature of American political partiesIdentify the first major parties in the United States and how they have evolvedInterpret the impact of the political machine on the development of parties.Evaluate how the rise of independents, progressive reforms, the Great Depression, the media and a disinterest in politics by the general public lead to the decline of parties.Evaluate the major party realignments in the 1930's and the minor realignments in recent decades that have led to the resurgence of political partiesAssess how background, socio-economics factors, and culture impact party identification | <ul style="list-style-type: none">Identify the characteristics of moderate partiesEvaluate the functions of political parties |
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PA Standards/Anchors:

Eligible Content:

5.1.12.C	5.2.12.C
5.2.12.D	5.3.12.D
5.3.12.E	5.3.12.F
5.3.12.J	

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| <ul style="list-style-type: none">Analyze the characteristics and fragmentation of American political parties.Evaluate the rise of American political partiesDiscuss the important functions of partiesAnalyze the decline of political parties and the erosion of popular supportAssess the resurgence of American political partiesEvaluate party identification in the United States |
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Instructional Strategies:

Assessments:

Lecture	Debates
Group discussion	Written work
Evaluating	

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| <ul style="list-style-type: none">TestHomeworkTest EssayParticipationDebates |
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Grade level: 12

Course Title: Advanced Government

Topic/Concept: Voting

Time Allotment: 15 days

Unit Sequence: 5

Major Concepts to be learned:

- Voting Amemndments
- Paradox of Voting
- Types of Ballots
- Voter ID Laws
- Shelby v Holder

Expected Skills to be demonstrated:

- Analyze the importance and impact of the voting amendments in the U.S. Constitution through the evolution of suffrage in our country
- Summarize the Paradox of Voting on determining election turn-out
- Identify the different types of election ballots
- Debate on Voter ID laws- the benefits and drawbacks to them
- Analyze the Supreme Court Case- Shelby v Holder and its impact on Voter ID laws with individual states

PA Standards/Anchors:

Eligible Content:

5.1.12 A 5.2.12 D
5.1.12 C 5.3.12 E
5.1.12 E 5.3.12 F
5.3.12. J

- Voting amendments in the Constitution
- Court Case- Shelby v Holder with respect to Voter ID laws

Instructional Strategies:

Assessments:

Lecture Debates
Group discussion Written work
Evaluating Cooperative Groups

- Test
- Homework
- Test Essay
- Participation
- Debates

Grade level: 12

Course Title: Advanced Government

Topic/Concept: Elections

Time Allotment: 15 days

Unit Sequence: 6

Major Concepts to be learned:

- Analyze why voting is important to democracy and why, despite its importance, so few vote.
- Examine political elections and campaigns to see how they effect the leaders and policies.
- Examine the responsive of government to those who do vote.

Expected Skills to be demonstrated:

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| <ul style="list-style-type: none">• Identify the early voting limits on blacks, women, and immigrants• Explain the impact of the Voting Rights Act and Redistricting on voting rights• Debate whether felons should have the right to vote• Analyze the impact of Progressive Reforms on voting• Determine regular voters by class, age, income and region• Analyze the reforms of the presidential primaries | <ul style="list-style-type: none">• Discuss the impact of presidential debates• Evaluate the pros and cons the electoral college• Offer reforms for the electoral college• Examine the results of the 2000 election• Analyze the role the media and negative campaigning |
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PA Standards/Anchors:

Eligible Content:

5.1.12 A	5.2.12 D
5.1.12 C	5.3.12 E
5.1.12 E	5.3.12 D
5.3.12.J	

- Examine early voting limitsAssess the impact of voting legislation and reforms
- Analyze by state the voting rights of felons
- Examine the political activism of the 19th century that expanded voting
- Assess who votes and voter turnoutExamine presidential primaries
- Analyze presidential conventionsEvaluate the process of the general election
- Analyze the electoral college system

Instructional Strategies:

Assessments:

Lecture	Debates
Group discussion	Written work
Evaluating	

- Test
- Homework
- Test Essay
- Participation

Grade level: 12

Course Title: Advanced Government

Topic/Concept: Interest Groups

Time Allotment: 15 days

Unit Sequence: 7

Major Concepts to be learned:

- What interest groups are and their functions
- Understand what a lobbyist is and what they do
- Formation of interest groups
- Public vs Private interest groups

Expected Skills to be demonstrated:

- Analyze the purpose and functions that interest groups serve in our government
- Describe the collective action problem theory on the formation of interest groups
- Compare and contrast private interest groups and public interest groups
- Determine what lobbyist are and their functions within our federal government and lawmaking
- Write a research paper on a specific lobbyist/group
- Evaluate the activities of the presidential conventions
- Analyze campaign strategies in the general election

PA Standards/Anchors:

Eligible Content:

5.3.12 G
5.1.12 E
5.2.12 D
5.3.12.J

5.3.12 C

- What interest groups are
- Formation of interest groups
- The Collective Action Problem
- Lobbyist- functions/roles
- Research of a lobbyist

Instructional Strategies:

Assessments:

Lecture
Group discussion
Evaluating

Debates
Written work

- Test
- Homework
- Test Essay
- Participation
- Debate

Grade level: 12

Course Title: Advanced Government

Topic/Concept: Constitution/Federalism

Time Allotment: 15 days

Unit Sequence: 8

Major Concepts to be learned:

- Understand the details and the politics between the choice of federalism
- Describe how the distribution of power between the national government and the states has changed over time
- Identify the sources of cooperation and conflict with federalism
- Evaluate the role of people within federalism
- Evaluate the Evolution of the Federalism: Dual, Fiscal Federalism, and Devolution

Expected Skills to be demonstrated:

- List the difference between and Federal and Unitary system
- Chart the reasons of the Founders for the Federal system in the US
- Evaluate how the choice for Federalism aided both the Federalist and the Anti-federalists
- Evaluate the importance of the Supremacy Clause
- Identify the characteristics of Dueling and Cooperative Federalism
- Evaluate the areas of conflict with Federalism (US v Lopez)

PA Standards/Anchors:

Eligible Content:

5.1.12 A	5.1.12 D
5.1.12 B	5.2.12 D
5.1.12 C	5.3.12 A
5.3.12.J	5.3.12 F

- Evaluate the difference between a Federal and Unitary system
- Discuss the reasons for the choice of a Federal system in the US
- Assess the arguments against Federalism
- Analyze the Dueling and Cooperative Federalism
- Evaluate the conflicts created because of Federalism

Instructional Strategies:

Assessments:

Lecture	Research
Charting	Evaluating
Summarizing	Debate

- Test
- Homework
- Test Essay
- Participation
- Debate

Grade level: 12

Course Title: Advanced Government

Topic/Concept: The Founding Fathers of the US Constitution Research

Time Allotment: 10-15 days

Unit Sequence: 9

Major Concepts to be learned:

- Gain an insight into some of our Founders
- Conduct research on a Founding Father
- Understand the political views of our Founders

Expected Skills to be demonstrated:

- Compare and Contrast the Founders
- Assess the ability of the Founders to lead today's government
- Evaluate each Founder in terms of Moral Philosophy
- Research a Founding Father
- Presentation

PA Standards/Anchors:

Eligible Content:

5.1.12 A	5.1.12 D	5.3.12 A
5.1.12 B	5.1.12 E	
5.1.12 C	5.2.12 C	
5.3.12.J	5.3.12 F	

- Evaluate the political views of varies Founders
- Analyze the political impact of each Founder
- Analyze the historical impact of each Founder
- Write a Research Paper on an individual Founding Father and present

Instructional Strategies:

Assessments:

Group discussion
Research
Summarizing
Evaluating

- Research--Essay
- Participation
- Presentation

Grade level: 12

Course Title: Advanced Government

Topic/Concept: Congress

Time Allotment: 20-25 days

Unit Sequence: 10

Major Concepts to be learned:

- Understand the composition of Congress
- Evaluate how Congress gets elected
- Understand how Congress is organized and how they carry out their Constitutional duties as granted in Article
- Access Congresses relationship with the other branches

Expected Skills to be demonstrated:

- Research Constitutional qualifications, length of service, term limits and Constitutional duties outlined in Article I
- Evaluate reapportionment, redistricting, and gerrymandering
- Evaluate the responsiveness of Congress to democracy and dealings with the other branches.
- Access the advantages and disadvantages of the tenure of Congress
- Access whether members of Congress act under delegate, trustee, politico, or conscience models of representation
- Determine the use of congressional media and money on campaigns
- Evaluate the advantages of the incumbency including casework, franking, media, fundraising, pork-barrel funding, name recognition, and use of staff
- Access the progression of congressional organization through the use of congressional committees and House and Senate leadership positions and how they have impacted policy, the President, and democracy
- Determine the role of committee action, scheduling, rules, filibuster, debate, conference committee, and presidential action on the lawmaking process.
- Understand how Congress handles the business of legislating, budget making, oversight, constituency service, party caucus work, and campaign related activities on a daily basis.

PA Standards/Anchors:

Eligible Content:

5.2.12- C
5.3.12- A, C, D, E, F, G, J

- Evaluate who makes up the current Congress
- Access the constituencies of Congress
- Evaluate Congress as a representative body
- Analyze Congressional campaigns
- Determine the advantages of incumbency
- Evaluate the evolution of congressional organization & contemporary leadership
- Evaluate the process of a bill becomes a law
- Review how Congress goes about their day to day job

Instructional Strategies:

Assessments:

Lecture	Group discussion	Evaluating
Written work	Note Taking	Debating
Summarizing	Outlining	

- Test
- Homework
- Participation
- Essay
- Debate

Grade level: 12

Course Title: Advanced Government

Topic/Concept: The Presidency

Time Allotment: 15-20 days

Unit Sequence: 11

Major Concepts to be learned:

- Understand presidential power and presidential weakness as written in Article II
- Evaluate how the President is elected
- Understand how the Executive Branch is organized and how the constitutional duties are carried out as granted in Article II
- Access the President's relationship with the other branches

Expected Skills to be demonstrated:

- Analyze the eligibility, experience, pay and perks.
- Evaluate the tenure and succession of the presidency through Article II, 12th Amendment, 25th Amendment, and the Presidential Succession Act
- Evaluate the Founder's expectations of the Presidency and the expansion of presidential power throughout history
- Compare the growth of presidential power versus Congressional power
- Determine presidential leadership through the roles of Head of State, Chief Executive, Fiscal Leader, Legislative Leader Party Leaders
- Compare and contrast the use of the Cabinet, EOP, and the Office of the VP by various presidents
- Access how modern presidents persuading officials, Congress, and the public
- Draw and explain the Iron Triangle as respect to Federal Bureaucracy and the formation of public policy/laws are carried out
- Select and research a specific executive department- explore the history of the cabinet, roles of the cabinet and a specific event/Secretary.

PA Standards/Anchors:

Eligible Content:

5:3.12 A, C, D, E, F, J
5:2.12 C
5.1.12. A, B, C, D

- Examine the presidents term of service
- Access the growth of the presidency through the examination of many presidencies
- Access presidential leadership
- Evaluate the presidential staff
- Evaluate the Federal Bureacracy as part of the Iron Triangle
- Research an executive department and its transformation over our history

Instructional Strategies:

Assessments:

Lecture	Group Discussion
Research	Written work
Summarizing	Note Taking
Evaluating	research

- Test
- Homework
- Participation
- Research Paper Presentation

Grade level: 12

Course Title: Advanced Government

Topic/Concept: The Judiciary

Time Allotment: 15 days

Unit Sequence: 12

Major Concepts to be learned:

- Access the structure and Constitutional backing the Courts as provide by Article III
- Analyze the constitutionality of various cases from the Civil War Era to modern times
- Access the Court's relationship with the other branches

Expected Skills to be demonstrated:

- Determine the jurisdiction of the various courts within the court system
- Analyze the selection process of various presidents (including current selections) to the Court and the impact of the selection on policy
- Determine the constitutional duties and tenure of judges
- Evaluate various Supreme Court decisions in regard to constitutionality, restrain, activism, stare decisis, and the ability to make new law
- Analyze and discuss current cases that the Court has agreed to hear during its current and term and evaluate the constitutionality of each case
- Analyze the importance of civil right protection through the courts
- Evaluate how the Court's responsive and impact on policy

PA Standards/Anchors:

Eligible Content:

5:3.12 A, C, D, F, J
5:2.12 C, D
5.1.12. A, B, C, D, E

- Review the structure of the federal court system- Article III
- Review the selection process of judges
- Evaluate how the Court interprets various statutes
- Evaluate the Court through the use of Judicial Review

Instructional Strategies:

Assessments:

Lecture	Group discussion
Research	Note Taking
Summarizing	Evaluating
Specific Reading	Debate

- Test
- Homework
- Participation
- Debate