

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

11th Grade Integrated Social Studies
American Government and Economics

Grade: 11th

Date of Board Approval: 2012

PLANNED INSTRUCTION

Title of Planned Instruction:

Subject Area: American Government and Economics

Grade: 11

Level:

Course Description:

This course is designed to challenge students to identify, explain, and apply concepts and principles of American Government and Economics through history and in today's world. Students will explore the topics of America's political foundations, the Constitution, federalism, political behavior, the structure and powers of federal and local government, and comparative political systems. It also previews major economic principles that resonate throughout the basic principles of economics. Students will have the opportunity to explore the major economic systems, economic theory, business organizations, banking, taxation, Federal Reserve System, and Globalization and International Trade. The study of economics will spark interest in how the local, regional, national and global economic affects students' daily life. Their exposure to critical thinking and analytical analysis will provide a better understanding of global economics.

During the study and investigation of the topics listed above, students will use a variety of methods including cooperative learning, individual research, direct instruction, and group discussions. The class will integrate the use of technology to facilitate and assist each student's learning. Topics and content are aligned with the American Literature curriculum and taught together to explain the impact of American literature in the American government and economic system.

Time/Credit for the Course:

Full year

Curriculum Writing Committee:

Nicole Cosentino

Curriculum Map

Unit I: Comparative Governments

This unit introduces students to various forms of governments both historical and current governments in the world today. First the unit examines specific governments around the world and the structure of their branches, parties, and local governments. Finally the unit allows students to explore multiple governments around the world and compare them to the U.S.

Unit Topics:

Political and Economic systems

Samples include the following:

- The British Parliament
- Japan's constitutional monarchy
- Mexico's government
- The past and present Russia
- China, Communism and Taiwan

Unit II: America's Political Foundations:

The unit introduces students to the origins of American Government and the modern government. It analyzes the purposes and major forms of government and the concepts behind American democracy and explores the origins of the American governmental system from early development to the creation and adoption of the Constitution. The unit also describes the 6 basic principles of the Constitution and the amendment process. And finally, it outlines our federal system of government and the powers of government and cooperation among the States.

Topics:

Principles of Government

Origins of American Government

The Constitution

Federalism

Unit III: Political Behavior

The unit introduces students to the role American citizen's play in their government. The unit examines the nature, function, and evolution of the American two-party political system, as well as the effect of minor parties. It explores the history of voting rights, qualifications, voter turnout, and how people vote. The unit analyzes election and nomination processes and the role of money, polling and the mass media in elections. Finally, it examines interest groups and their influence on public policy.

Unit Topics:

Political Parties

Voting

Elections

Public Opinion

Interest Groups

Unit IV: The Legislative Branch

This unit introduces students to the origins, evolution, and modern operations of Congress. It explores the functions, structure, and membership of Congress as well as its expressed, implied, and non-legislative powers. Finally analyzes the committee system, and the legislative process itself.

Unit Topics:

Structure of Congress

Powers of Congress

The Legislative Process

State governments

Local governments

Pennsylvania government

Unit V: The Executive Branch

Unit four introduces students to the Presidency and the Federal Bureaucracy. The unit starts by examining the duties, qualifications, evolution, and election of the President. It continues by exploring the executive, diplomatic, military, legislative, and judicial powers of the President, and outlines the functions of the President's Cabinet. The unit explores the federal bureaucracy by examining the executive departments, independent agencies, and the civil service. It also analyzes how the Federal Government raises, borrows, and spends money. Finally it examines the evolution of executive policy making, foreign and defense policies, and military, economic and political alliances.

Unit Topics:

The President

The Cabinet

Independent agencies, regulatory commissions, and government corporations

Financing government

Foreign policy and national defense

Unit VI: The Judicial Branch

Unit five introduces students to the judicial system as well as the constitutional protections of civil rights and civil liberties. The unit starts by examining the structure and roles of the federal court system and the Supreme Court. Then it examines the importance of freedom of religion, speech, press, assembly, and petition. Finally the unit analyzes the concepts of due process of law, the rights to freedom and security of the person, the right to a fair trial, and constitutional limits on punishments for crime.

Unit Topics:

The federal court system

State governments

Local governments

Pennsylvania government

First amendment freedoms

Individual rights
Due process
Equal justice under law (14th Amendment)

UNIT VII-Debates

This unit begins with a review of the key components of a structured debate. The students will explore the detailed research process, creation of an argument, and questions to be utilized during the questioning rounds.

Unit Topics
Research skills
Oral presentation skills
Persuasive writing

Unit VIII- Service Learning

Economics:

UNIT I – Economic Concepts:

This unit begins with a discussion of the meaning and importance of economics. Important preliminary economic perspectives, which is how economists think about problems are considered. Every discussion that is made from getting up in the morning to going to bed and everything in between is an economic discussion. The ability to make a choice creates the marketplace that drives the economy of the world. Both production and allocation efficiency are defined and emphasized as desirable goals. This unit is concluded discussing how economic systems are different, concentrating on whom owns the factors of production and the method used to coordinate economic activity.

Unit Topics:
Scarcity
Economic Systems
Business Organizations

UNIT II - The Nature and Function of Product Markets:

Both demand and supply are defined and illustrated: determinants of demand and supply are listed and explained. The concept of equilibrium and the effects of changes in demand and supply on equilibrium price and quantity are explained and illustrated. The unit includes brief discussion of supply and demand factors in resource markets and the importance of the ceteris paribus assumption. The real application of the theories of demand and supply and elasticity of price in the marketplace will be explored. Finally, the affect of government's intervention and subsidies to manufactory on product price will be reviewed and discussed.

Unit Topics:
Demand
Supply

Price
Market Structures

UNIT III - Role of Government:

This unit looks at the legislative mandates given to government to pursue stabilization of the economy; it then explores the tools of government stabilization policy in terms of the aggregate demand. Next, some fiscal policy measures that automatically adjust government expenditures and tax revenue when the economy moves through the business cycle phases are examined. The problems, criticism, and complications of government's fiscal policy will be addressed. We will cover the nature and functions of money and then discuss the Federal Reserve System's definition of the money supply. Then, address the question of what "backs" money by looking at the value of money, money and prices, and the management of the money supply. The demand for money is then covered, and it is followed by an introduction and discussion of the money market.

Unit Topics:

The Federal Reserve
Monetary Policy
Banking and the Economy
Fiscal Policy
Foundations of the Federal Reserve

UNIT IV – International Trade and Globalization:

This unit introduces the students to the study of international trade by applying the principle of comparative advantage. According to this principle all countries can benefit from trading with one another because trade allows each country to specialize in doing what it does best. Furthermore, students will have the opportunity to analyze and explain how the international marketplace achieves these gains from trade or how the gains are distributed among various economic participants. With the tools learned in the previous units the students will assimilate the effects of international trade on a global economic system.

Unit Topics:

Absolute Advantage
Comparative Advantage
Barriers to trade
Financing and Trade Deficit

Materials & Resources

Primary Textbooks:

Economics Principles & Practices by Gary E. Clayton, PhD. Published by Glencoe McGraw- Hill, 2003.

American Government and Politics Today by Schmidt, Shelley, and Bardes, Published by Thompson and Wadsworth, 2007.

Supplemental Reading Materials:

American Government and Politics Today by Schmidt, Shelley, and Bardes, Published by Thompson and Wadsworth, 2007.

Economics by Example by David A. Anderson. Published by Worth Publishers, 2007

When Genius Failed by Roger Lowenstein. Published by Random House, 2001

Nickel and Dimed by Barbara Ehrenreich. Published by Henry Holt and Company, 2001

Saving Adam Smith by Jonathan B. Wight. Published by Prentice Hall, 2002.

The Naked Economist: Undressing The Dismal Science by Charles Wheelan. Published by WW Norton, 2003.

Principles of Economics by N. Gregory Mankiw . Published by South-Western, 2008.

Economics by Paul Krugman. Published by Worth, 2006.

University of California College Prep Web Course

<http://www.uccp.org/courses/APGovernmentPolitics/uccp%20prototype%20files/courses/tart.html>

Websites:

<http://www.reffonomics.com>

<https://www.cia.gov/library/publications/the-world-factbook/>

<http://www.federalreserveonline.org/>

<http://www.phil.frb.org/education/teachers/resources/fed-today/>

<http://www.ftc.gov/>

<http://www.cnbc.com/id/24033281/?photo=1>

<http://www.econedlink.org/>

www.copyright.gov/

www.uspto.gov/

<http://www.uccp.org/courses/APGovernmentPolitics/uccp%20prototype%20files/courses/tart.html>.
www.usdebtclock.org
www.house.gov
www.senate.gov
<http://www.uccp.org/courses/APGovernmentPolitics/uccp%20prototype%20files/courses/tart.html>
www.whitehouse.gov
www.270towin.com

Films:

The Fed Today – New York Federal Reserve Bank
Fedville – Philadelphia Federal Reserve Bank
The Eye of the Storm – St. Louis Federal Reserve Bank
Microeconomy: Third World Nations
Freakenomics
Is Wal-Mart really Good for America?
The Supreme Court
China Rising

Assessments:

The following assessments will be used throughout the curriculum:

(How will you determine that students have met a proficient/advanced level on the objective(s) of this unit/lesson?)

Diagnostic:

- Homework assignments-graded
- Worksheets
- 3 ring binder
- Create graphic organizers
- Define terms

Formative:

- Cooperative Learning assignments
- Essays assignments
- Class discussions
- Student's participation in activities
- Service Learning projects

Summative:

- Section quizzes
- Chapter and Unit Tests
- Reading checks
- Unit Project
- Debates

- Common final assessment

Instructional Methods:

(How will you get students to meet the objective(s) of this unit/lesson?)

Direct Instruction

Cooperative Learning Groups

Guided Reading

Individual research and writing

Note taking

PowerPoint

DVD's

Guest Speakers

Group activities

Supplementary reading materials: Newspapers, magazines, periodicals, references works, and internet.

Periodicals:

- Business Week online
- Bloomberg.com
- Forbes.com
- PRWeb.com
- USAToday.com
- MercerHR.com

The following standards are found throughout the curriculum:

Standard: x **Common Core** x **State** **National**

The following common core standards are found throughout the curriculum:

Subject Area - 5: Civics and Government

Standard Area - 5.1: Principles and Documents of Government

Course - 5.1.C: CIVICS & GOVERNMENT

5.1. C.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

5.1. C.B: Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

5.1. C.C: Evaluate the application of the principles and ideals in contemporary civic life.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1. C.D: Evaluate state and federal powers based on significant documents and other critical sources.

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

5.1. C.E: Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.1. C.F: Analyze the role political symbols play in civil disobedience and patriotic activities.

8.3. C.A: Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy. (Reference Civics and Government Standard 5.4.12.E.)

8.3.C.B: Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence and the United States Constitution, Bill of Rights (Reference Civics and Government Standard 5.1.9.D.) Equality

8.3. C.C: Analyze the principles and ideals that shape United States government.

Liberty / Freedom

Democracy/Justice

Subject Area - 6: Economics

Standard Area – 6.1: Scarcity and Change

Grade Level – 6.1.12 Grade 12

6.1.12.A: Predict the long-term consequences of decisions made because of scarcity.

6.1.12.B: Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.

6.1.12.C: Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.

6.1.12.D: Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.

Anchor(s) or Adopted Anchor(s):

R.11.A.2 Demonstrate the ability to understand and interpret nonfiction text, including informational, e.g., textbooks, print media (magazines, brochures, etc.), editorials, public documents; autobiography; biography; and essay appropriate to grade level.

R.11.A.2.3 Make inferences, draw conclusions and make assertions based on text

R.11.A.2.3.1 Make inferences and draw conclusions based on information from text.

R.11.A.2.3.2 Cite evidence from text to support assertions

R.11.A.2.4 Identify main ideas and relevant details

R.11.A.2.4.1 Identify and/or interpret stated or implied main ideas and relevant supporting details from text.

R.11.A.2.5 Retell or summarize the main ideas and important details of text.

R.11.A.2.5.1 Summarize the main ideas and important details of text.

ISTE – 1 Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

ISTE - 2 Communications and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

ISTE – 3 Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

ISTE – 4 Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and research.

ISTE – 5 Digital Citizenship

Students understand human, cultural, and social issues related to technology and practice legal and ethic behavior.

ISTE – 6 Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Subject/Unit: Comparative Governments

Grade Level(s): 11th

Time Frame: 1 – 2 weeks

Standard: x Common Core x State National

State the Standard(s) Covered:

5.1.12. F: Evaluate the role of nationalism in uniting and dividing citizens.

5.3.12. B: Compare and contrast policy-making in various contemporary world governments.

5.3.12. I: Evaluate tax policies of various states and countries.

5.3.12. J: Evaluate critical issues in various contemporary governments.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
4. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading Standards for Literacy in History/Social Studies Grade 11- 12 Students:

Key Ideas and Details

1. 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.
2. 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.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

4. 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 over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Essential Content/Objectives:

(*What will students know/be able to do at the end of this unit/lesson?*)

1. Students will be able to compare the U.S. government to Great Britain's Parliament and Constitutional Monarchy.
2. Students will be able to describe Britain's judicial system.
3. Students will be able to compare the U.S. government to Japan's National Diet and Prime Minister.
4. Students will be able to compare the U.S. government to Mexico's similar three branch government.
5. Students will be able to describe the details of Russia's political history.
6. Students will be able to compare the U.S. government to Russia's government today.
7. Students will be able to compare the U.S. government to China's government today.
8. Students will be able to identify and describe various types of governments and compare them to the U.S. government.

Core Activities:

1. The instructor can lecture, lead discussions, provide notes, or bring in outside resources that lead to the essential content or objectives of the course.
2. Students can create a chart comparing the U.S. to the countries of Great Britain, Japan, Mexico, Russia, and China. The chart should compare the Legislative, Executive, and Judicial branches as well as the history, constitutions, and economic situations in each country. This activity should be continued during the duration of the unit.

3. Students can create a Venn diagram comparing the differences and similarities between Great Britain's unitary government and our federal system.
4. Students can create a tree map graphic organizer to record information about government and politics in Japan.
5. Students can create a time line depicting the important events in Mexico's history that have shaped the nation's political climate.
6. Students can choose a prominent Russian leader and create a brief biographical profile or resume. They should include the personal and political achievements.
7. Students can create a Venn diagram comparing and contrasting the different houses of the national legislatures in each of the countries discussed in the chapter.
8. Have students choose one country of their choice (besides Great Britain, Mexico, China, Russia, and Japan) to complete a research project on. Students should research the government of that country. Make sure they include a description of the structure of the executive, legislative, and judicial branches, the political history, a description of their party system, and how they structure their local government.

Extensions:

- Students can research and present the political system of an additional country not discussed in the unit. Students should include the Legislative, Executive, and Judicial structure in the country as well as the history, constitution, and economic situation.
- Students can scan newspapers or the internet for recent articles about one of the countries discussed in the chapter and report back to the class about their findings.

Correctives:

- Students can complete guided reading and review sheets if the instructor feels they are needed.
- Students can complete teacher generated worksheets or outlines to review sections.

Subject/Unit: Foundations of American Government

Grade Level(s): 11th

Time Frame: 2-3 weeks

Standard: ☒ Common Core ☒ State ☐ National

Adopted Anchors:

R.11.A.2 Demonstrate the ability to understand and interpret nonfiction text, including informational, e.g., textbooks, print media (magazines, brochures, etc.), editorials, public documents; autobiography; biography; and essay appropriate to grade level.

R.11.A.2.3 Make inferences, draw conclusions and make assertions based on text

R.11.A.2.3.1 Make inferences and draw conclusions based on information from text.

R.11.A.2.3.2 Cite evidence from text to support assertions

R.11.A.2.4 Identify main ideas and relevant details

R.11.A.2.4.1 Identify and/or interpret stated or implied main ideas and relevant supporting details from text.

R.11.A.2.5 Retell or summarize the main ideas and important details of text.

R.11.A.2.5.1 Summarize the main ideas and important details of text.

R.11.A.2.6 Analyze the uses and effects of word choices as they contribute to the advancement of the purposes of text.

R.11.A.2.6.1 Draw conclusions about the author's purposes in relation to word choices

State the Standard(s) Covered:

5.1.12. A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

5.1.12. B: Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

5.1.12. C: Evaluate the application of the principles and ideals in contemporary civic life.

Liberty / Freedom / Democracy / Justice / Equality

5.1.12. D: Evaluate state and federal powers based on significant documents and other Critical sources. Declaration of Independence, United States Constitution

Bill of Rights, Pennsylvania Constitution

5.2.12. A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.

5.2.12. B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

5.2.12. C: Evaluate political leadership and public service in a republican form of government.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading Standards for Literacy in History/Social Studies Grade 11- 12 Students:

Key Ideas and Details

1. 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.
2. 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.

Craft and Structure

4. 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 over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

5. Analyze in detail how a complex primary source is structured, including how key sentences, Paragraphs and larger portions of the text contribute to the whole.

6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

9. Integrate information from diverse sources, both primary and secondary, into a coherent Understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies

Grades 11–12

Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
 - a. 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.
 - b. 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.
 - c. Use words, phrases, and clauses as well as varied 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.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

8. Draw evidence from informational texts to support analysis, reflection, and research.

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

1. Students will be able to identify and describe the four characteristics of a State.
2. Students will be able to identify and describe the four origin theories of a State.
3. Students will be able to verbally and visually explain the geographic distribution of power in a unitary, federal, and confederate government.
4. Students will be able to understand the foundations of democracy.
5. Students will be able to explain the significance of the following landmark English documents: The Magna Carta, the Petition of Right, and the English Bill of Rights.
6. Students will be able to identify and analyze the steps that led to the increase in colonial unity.
7. Students will be able to identify and describe the structure of government under the Articles of Confederation.
8. Students will be able to explain why the weaknesses of the Articles led to problems in the States.
9. Students will be able to identify who the Framers of the Constitution were and how they organized the Constitutional Convention.
10. Students will be able to compare and contrast the Virginia Plan and the New Jersey Plan proposed at the Constitutional Convention.
11. Students will be able to identify and summarize the major compromises that the delegates proposed during the Constitutional Convention.
12. Students will be able to prepare arguments supporting or opposing the ratification of the Constitution as if they were Federalists or Anti-federalists.
13. Students will be able to explain the six basic principles of the Constitution.
14. Students will be able to diagram the four different ways that the Constitution can be amended.
15. Students will be able to outline the Bill of Rights and the following 17 amendments to the Constitution.
16. Students will be able to explain how; basic legislation, executive action, court decisions, party practices, and custom, have also added changes to the Constitution.
17. Students will be able to define federalism and explain why it was the form of government chosen by the Framers.
18. Students will be able to define and give examples of delegated powers.
19. Students will be able to define and give examples of concurrent powers.
20. Students will be able to define and give examples of reserved powers.
21. Students will be able to describe the supremacy clause in the Constitution and examine how the Constitution acts as the "Supreme Law of the Land."
22. Students will be able to identify and summarize the national government's obligations to the states.
23. Students will be able to describe the process of a territory becoming a U.S. State.
24. Students will be able to identify and explain the ways states work together in the Federal system. (...Such as interstate compacts, the Full Faith and Credit Clause, Extradition, and the Privileges and Immunities Clause.)

Core Activities:

1. The instructor can prepare and lead class lectures and or discussions that cover the essential content and objectives of the course.
2. Students can create a power point slide show identifying the four characteristics of a State/Nation. (Population, territory, sovereignty, and government) Each slide should include the characteristic, a picture to represent the characteristic, and a description of the characteristic.
3. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson01/lessonp.html> have students watch the video titled The Nature of Governments and create a list on the 6 purposes/functions of government, the 4 characteristics of a state and the 5 types of government identified on the video.
4. Students can describe the structure of the unitary, federal, and confederate government. After students have described the government, have them draw what each government would look like on a map. (Example: Federal would have a national government maybe shown by drawing a star with a circle around it, and individual states or provinces shown by drawing borders and individual capitals inside the borders.)
5. Students can compare the U.S. form of presidential government to the British Parliament. Students should focus on the relationship between Executive and Legislative Branches of government and how each branch is elected.
6. Students can go online and research quotes about democracy and link them to one of the 5 Basic Concepts of Democracy identified in Chapter 1-3
7. Students can list the three basic concepts of government that influenced government in the English colonies from chapter 2-1.
8. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson02/lessonp.html> and have students watch the video titled English Documents and Democracy. As students watch the video have them identify what English documents the Framers of the Constitution used in shaping our Constitution.
9. Have students read and complete the questions in the packet titled European Influences (pages 11-15) in the Prentice Hall Constitution Study Guide resource book.
10. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson02/lessonp.html> and have students watch the video titled Enlightenment Political Philosophies. Have students identify the three early political philosophers that influenced the creation of our government.
11. Students can create a timeline of what they believe are the 10 most influential events that led to the creation of our government from chapter 2-2, 2-3, and 2-4.
12. Students identify the author, influences, and parts of the Declaration of Independence.
13. Students will create a list of weaknesses of the Articles of Confederation.
14. Students will research Shays's rebellion online and write a newspaper article as if they were based in the time period of the rebellion. Students should pick a side and either defend Shays and his supporters actions or criticize them for their illegal actions.
15. Students will create a list of arguments from the Federalists and Anti-federalists.
16. Students will prepare a statement by either a Federalist or an Anti-federalist defending or opposing the Ratification of the Constitution.

17. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson05/lessonp.html> and have students watch the video titled Constitutional Principles. Have students identify the Basic Principles outlined in the Constitution.
18. Have students write a 1-2 page paper listing reasons why the Constitution has been described as a “Living Document”. Be sure that they discuss the Amendment process and other ways to change the Constitution.
19. Have students define the terms Delegated Powers, Reserved Powers, and Concurrent Powers. Make sure they can identify them as either National power, State Powers or Shared Powers.
20. Place a list of about 20 powers on the board that are held by different levels of government. (Examples: Delegated – Declare War, Reserved – Regulate Marriage, and Concurrent – Levy Taxes.) Have students Draw a Venn diagram in their notes, labeling one circle Delegated/National Powers, one circle Reserved/State powers and the overlapping section Concurrent/Shared Powers.
Give them time to work independently or with a partner to place the powers from the board into the correct areas on the Venn diagram.
21. Have students define the terms Expressed, Implied, and Inherent Powers. Then have students find an example for each.
22. Have students identify and explain Interstate Compacts, the Full Faith and Credit Clause, Extradition, and the Privileges and Immunities Clause.

Extensions:

- Students can identify a country that has become a functioning democracy within their lifetime. (Iraq would serve as a good example.) Students can research the political events that highlighted that country’s transition from dictatorship to democracy. Then construct a time line that includes those events and shows the length of time it took for the transition to occur.
- Students can write a “social contract” in which they express their feelings about what should be required of members of a political society, and what government should provide the people. They can start by creating a chart with two columns. In one column, list the responsibilities of the citizens in their proposed social contract. In the other column, have them list what they feel the government should be required to provide its citizens.
- Students will research a recent appointment of a federal judge by the President and the senate’s reaction to the appointment. Students should write a brief report on his or her background and how senators from the opposing party responded to the President’s nomination.
- Have students research and write a 2-3 page biography on a chosen Framers of the Constitution.

Correctives:

- Students can complete questions from the assessments in the text at the end of each chapter.
- Students can complete the guided reading and review and section quiz worksheets from the teacher resource pack.
- Students can complete teacher generated worksheets or outlines to review sections.

Subject/Unit: Political Behavior

Grade Level(s): 11th

Time Frame: 1-2 weeks

Standard: __x__ Common Core __x__ State ____ National

Anchor(s) or Adopted Anchor(s):

R.11.A.2 Demonstrate the ability to understand and interpret nonfiction text, including informational, e.g., textbooks, print media (magazines, brochures, etc.), editorials, public documents; autobiography; biography; and essay appropriate to grade level.

R.11.A.2.3 Make inferences, draw conclusions and make assertions based on text

R.11.A.2.3.1 Make inferences and draw conclusions based on information from text.

R.11.A.2.3.2 Cite evidence from text to support assertions

R.11.A.2.4 Identify main ideas and relevant details

R.11.A.2.4.1 Identify and/or interpret stated or implied main ideas and relevant supporting details from text.

R.11.A.2.5 Retell or summarize the main ideas and important details of text.

R.11.A.2.5.1 Summarize the main ideas and important details of text.

State the Standard(s) Covered:

5.2.12. A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.

5.2.12. C: Evaluate political leadership and public service in a republican form of government.

5.2.12. D: Evaluate and demonstrate what makes competent and responsible citizens.

5.3.12. D: Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

5.3.12. G: Evaluate the impact of interest groups in developing public policy.

5.3.12. H: Evaluate the role of mass media in setting public agenda and influencing political life.

5.4.12. D: Evaluate the role of mass media in world politics.

5.4.12. E: Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading Standards for Literacy in History/Social Studies Grade 11- 12 Students:

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies Grades 11–12

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. 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.

- b. 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.
- c. 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.
- d. 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.
- e. 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).

Research to Build and Present Knowledge

- 7. 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..
- 9. 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.
- 10. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 11. 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.

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

- 1. Students will be able to define political party and describe the major functions of political parties in the United States.
- 2. Students will be able to identify the reasons why the U.S. has a two-party system.
- 3. Students will be able to compare a two-party system to multiparty and one-party systems and be able to identify pros and cons of each.
- 4. Students will be able to describe party membership patterns in the United States.
- 5. Students will be able to identify and explain the origins of political parties in the United States.
- 6. Students will be able to describe the current era of divided government.
- 7. Students will be able to analyze the influence that minor parties have on the American political system and the two major parties.
- 8. Students will be able to compare the work of the three components of the Party.

9. Students will be able to analyze major factors that are leading to the weakened state of parties in the U.S.
10. Students will be able to define the terms electorate, suffrage, and disenfranchised.
11. Students will be able to identify the 5 major expansions of voter rights in the U.S.
12. Students will be able to identify current qualifications for voters in the U.S.
13. Students will be able to identify and explain other qualifications that have been placed on voters from different states and different times in America.
14. Students will be able to analyze how southern states were able to find ways around the 15th Amendment.
15. Students will be able to identify and explain disenfranchising tactics such as literacy tests, white primaries, and gerrymandering.
16. Students will be able to identify and explain the major provisions of the Civil Rights Acts of 1957, 1960, 1964, and the Voting Rights Act of 1965.
17. Students will be able to explain voter apathy and hypothesis reasons why many Americans who have the right to vote, choose not to participate.
18. Students will be able to analyze how the factors of age, education, income, and geography affect one's likeliness to vote or not.
19. Students will be able to compare people who are more likely to vote Republican to people who are more likely to vote Democratic, by looking at sociological and psychological factors, such as occupation, gender, and party identification.
20. Students will be able to identify and explain the five major nominating methods which are used in American politics.
21. Students will be able to compare and contrast the open primary from the closed primary.
22. Students will be able to describe the process of voting the in American political system, including types of ballots, state regulations, precincts and polling places, and straight-ticket and split-ticket voting.
23. Students will be able to explain the importance and impact of money on elections.
24. Students will be able to describe the various sources of funding for campaign spending.
25. Students will be able to describe the evolution of American public opinion, how it is measured, and the influence that the mass media has on public opinion.
26. Students will be able to describe the role of interest groups in influencing public policy and be able to compare interest groups to political parties.
27. Students will be able to identify the various types of interest groups and what affect the competition among interest groups has on the political process.
28. Students will be able to identify and describe the role of lobbyists and their relationship to interest groups.

Core Activities:

1. The instructor can prepare and lead class lectures and or discussions that cover the essential content and objectives of the course.
2. As a homework assignment, students can research on-line, the origin of the donkey and the elephant as the political symbols for our two political parties.

3. Have students look in the text book, on-line, in a dictionary, and in other government text books for definitions of political parties and have them compare the definitions by identifying similarities.
4. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson10/lessonp.html> and have students watch the video titled The Functions of Parties in America. Have students identify the five basic functions of political parties according to the video.
5. Students can identify and explain the four major reasons the U.S. has a two-party system.
6. Students can identify a democracy other than the U.S. that has a multi-party system and identify what advantages and disadvantages this system has compared to the U.S. two-party system.
7. Students can create a graphic organizer showing the four major eras in the history of the American party system and the critical elections that signaled the beginning of each era. Be sure that students high light the time frame of party domination, what party was in control, major presidents of the era, and critical events that were dealt with during the era.
8. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson09/lessonp.html> and have students watch the video titled Political Party Eras. After the video, have students reflect on their graphic organizer and the eras that were discussed in the video.
9. Have students identify and define the four types of minor parties in the United States from pages 132-133.
10. Have students go to <http://www.politics1.com/parties.htm> and look through the list of political parties in the United States. Have students pick two parties from the list and identify what type of minor party it is, when it became a political party, what its major platform is, and any major candidates or leaders it has had.
11. Students can create a Venn diagram to compare major and minor parties
12. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson09/lessonp.html> and have students watch the video titled Third Parties. After the video, have students reflect what they have learned about third parties from their research and class discussion.
13. Students can create a graphic organizer identifying the four basic elements of the National Party. Be sure students include the name of the element, what function it serves, and when it occurs or its term length.
14. Students can go on-line and create a power point slide for each of the three components of the party. Each slide should include the name of the component, a description and a visual to represent the component. (Example: The party in government, “The party’s officeholders”, and have a picture of a politician.)
15. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson10/lessonp.html> and have students watch the video titled Organization of Parties. After the video, have students reflect what they have learned about party machinery and the components of the party from their research and class discussion.
16. Students can define the terms suffrage, franchise, and electorate.

17. Post the following question on the board - “What has happened to the size of the American electorate?” Allow students to answer the question and guide them to explain why the size of the electorate has grown. If students are having trouble proposing answers, ask them who originally had the right to vote in the United States, and how that has changed.
18. Have students create a five power point slides identifying the five major expansions in voting rights. Each slide should include the time period or year, what amendment(s) or act(s) provided for the change, and who gained the right to vote as a result of the change.
19. Have students identify the three universal State requirements for voting.
20. Have students identify and describe the voter registration process and purpose.
21. Have students discuss other voter qualifications that have been required of voters from time to time.
22. Find some pictures of gerrymandered districts around the United States. Describe to students that state legislatures draw new district lines so they are often draw based on partisan decision making. Try to get a picture of North Carolina’s 12th District.
23. From the previous activity, have students identify which of the criteria for drawing a legal district is being violated in each picture that was shown.
24. In class go to <http://www.redistrictinggame.org/index.php?pg=resourceguide> on the smart board and choose one of the “missions” and ask a volunteer to try and redistrict on the smart board. Make sure you have explained all the requirements of a legal district. Also make sure you have played around with this website before you try it in front of class.
25. Have students create a time line identifying and explaining the Civil Rights Acts of 1957, 1960, 1964, and the Voting Rights Act of 1965.
26. Have students create two lists of reasons why people choose not to vote and why people can’t vote.
27. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson12/lessonp.html> and have students watch the video titled Demographics. During the video have students create a list of factors that affects ones likely to vote.
28. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson11/lessonp.html> and have students watch the video titled Factors that affect Party Identification. After the video, have students reflect what they have learned about how sociological factors affect voter behavior.
29. Have students define party identification, straight-ticket voting, and split-ticket voting.
30. Have students define the term nomination.
31. Have students identify and explain the five ways nominations are made in the U.S.
32. Discuss the evolution of the National Convention and how it has declined in importance with the rise of the Primary.
33. Have students create a list of the requirements the federal government has placed on the states to conduct elections.
34. Lead a discussion of why Election Day is the Tuesday after the first Monday in November.
35. Ask students if they have ever gone to vote with parents or grandparents and ask them to share their experience with the rest of the class.

36. Have students identify and explain the concepts of absentee voting, the coattail effect, and the relationship between a precinct and a polling place.
37. Have students compare the major features of the office-group ballot and the party-column ballot. Make sure they recognize what psychological affect each ballot has on straight-ticket and split-ticket voting.
38. Have students identify the difference between Hard Money and Soft Money in relationship to campaign financing. Then have them identify how the Federal Election Campaign Act (FECA) and the Bipartisan Campaign Reform Act (BCRA) have changed the rules when it comes to funding campaigns.
39. Have students draw and label both the linear and 2 dimensional political spectrums. Then have them take an online political ideology quiz to help them identify where they fall on the spectrum.
40. Have students identify what and how factors influence their political ideology.
41. Students or the teacher can bring in public opinion polls found in a newspaper or on the internet. The poll should be critiqued on its questions and responses.
42. Have students brainstorm a list of places they learn about presidential or congressional candidates. Discuss with them that the mass media has changed the way the public learns about political candidates. Also discuss the media's impact on politics itself.
43. Have students compare a definition of an interest group to a definition of a political party and discuss the differences.

Extensions:

- Students can draw a political cartoon in which they comment on the situation in which minor parties are discouraged from running.
- Students can look for issues in their local papers in which there is public disagreement and prepare a discussion question for class.
- Students can select a country in the world where people are still struggling to achieve the right to choose their leaders. Students can read about the country and write a brief report on the struggle.
- Students should keep track of news stories about money spent on election campaigns.
- Students can create posters urging students to educate themselves about public issues.

Correctives:

- Students can complete guided reading and review sheets if the instructor feels they are needed.
- Students can complete teacher generated worksheets or outlines to review sections.
- Students may complete the assessments at the end of each chapter in the text.

Subject/Unit: The Legislative Branch

Grade Level(s): 11th

Time Frame: 2-3 weeks

Standard: ☒ Common Core ☒ State ☐ National

Anchor(s) or Adopted Anchor(s):

R.11.A.2 Demonstrate the ability to understand and interpret nonfiction text, including informational, e.g., textbooks, print media (magazines, brochures, etc.), editorials, public documents; autobiography; biography; and essay appropriate to grade level.

R.11.A.2.3 Make inferences, draw conclusions and make assertions based on text

R.11.A.2.3.1 Make inferences and draw conclusions based on information from text.

R.11.A.2.3.2 Cite evidence from text to support assertions

R.11.A.2.4 Identify main ideas and relevant details

R.11.A.2.4.1 Identify and/or interpret stated or implied main ideas and relevant supporting details from text.

R.11.A.2.5 Retell or summarize the main ideas and important details of text.

R.11.A.2.5.1 Summarize the main ideas and important details of text.

State the Standard(s) Covered:

5.2.12. C: Evaluate political leadership and public service in a republican form of government.

5.3.12. A: Analyze the changes in power and authority among the three branches of government over time.

5.3.12. D: Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

5. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
6. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
7. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

8. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing
Text Types and Purposes*

3. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
4. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading Standards for Literacy in History/Social Studies Grade 11- 12 Students:

Key Ideas and Details

1. 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.

Craft and Structure

4. 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 over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Writing Standards for Literacy in History/Social Studies

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

1. Students will be able to define the term bicameral and explain the historical, practical, and theoretical reasons why the framers designed our legislative branch with two chambers.
2. Students will be able to describe the relationship between a term and a session of congress and identify what term and session of congress the body is currently in.
3. Students will be able to identify the major features of both houses of congress including the size, term length, basis of representation, and qualifications.
4. Students will be able to define apportioned and reapportion and explain their relevance to the House of Representatives.

5. Students will be able to identify and explain the major features of the Reapportionment Act of 1929.
6. Students will be able to describe the how Congressional districts relate to the House of Representatives and the single-member district election arrangement.
7. Students will be able to define and explain gerrymandering.
8. Students will be able to identify and provide examples of the distinct powers and differences of each house of Congress.
9. Students will be able to describe the Senates structure as a continuous body and list purposes of this arrangement.
10. Students will be able to identify the predominant characteristics of a typical Congressman.
11. Students will be able to differentiate between the multiple ways in which Congressmen view their role to their constituents; including trustee, partisan, and delegate.
12. Students will be able to define oversight function and site an example of Congress exercising its power of oversight.
13. Students will be able to list the benefits of being a Congressman including salary and discuss the purpose of these benefits.
14. Students will be able to compare strict versus liberal constructionists view of how the Constitution should be interpreted and what role the National government should have compared to the States.
15. Students will be able to identify and explain the multiple powers of Congress including taxation, borrowing, commerce, the power to declare war, etc.
16. Students will be able to defend the argument that the elastic clause is a good name for the necessary and proper clause.
17. Students will be able to identify and explain the non-legislative powers of Congress including impeachment and election safeguards.
18. Students will be able to describe the events of the first days of a new term of Congress and identify what procedures must be completed by each house.
19. Students will be able to analyze the comparison of Congressional Committees to filters in the legislative process.
20. Students will be able to identify and explain the various types of committees in Congress.
21. Students will be able to identify and explain the options that a committee has when it receives a bill.
22. Students will be able to compare the House Rules Committee and Joint Conference Committees to normal standard committees.
23. Students will be able to diagram and analyze the legislative process in Congress, including details such as filibusters, cloture, conference committees, and Presidential options.

Core Activities:

1. The instructor can lecture, lead discussions, provide notes, or bring in outside resources that lead to the essential content or objectives of the course.
2. Have students define the term bicameral and identify the historical, practical, and theoretical reasons why the framers created a bicameral legislature.
3. Find pictures of the Capital building, the House chamber, and the Senate chamber. Discuss with students that this is where Congress meets in Washington D.C. and that

each house meets independently in their own chamber. Revisit the definition of bicameral and discuss with students how it affects the legislative process.

4. Have students define the terms term and session and explain how they relate to each other.
5. Have students create a chart that compares the characteristics of the House to those of the Senate. Be sure they include the categories of Size, Term length, qualifications, and basis of representation.
6. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson16/lessonp.html> and have students watch the video titled Composition of the House. Then go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson17/lessonp.html> and have students watch the video titled Composition of the Senate. During the video have students create a list of the unique powers that each House has in Congress.
7. Have students define the terms apportioned and reapportionment. Then have students identify the 4 major provisions of the Reapportionment Act of 1929. Make sure they understand that based on the change of a state's population, measured by the census, compared to the other states, and may result in that state gaining or losing some seats in Congress.
8. Have students create a pie graph on Microsoft Excel illustrating the percentage of votes held by each of the top ten represented states and then the bottom 40 collectively. Then have students choose 8 random states. For each of the 8 states, have students research the number of constituents per representative and plot this data, again using Microsoft Excel, into a bar graph.
9. Revisit the topic of Gerrymandering discussed in Unit 2. This time you may want to discuss *Wesberry v. Sanders*, 1964, which deals with a Georgia district that was under-represented in Congress.
10. Have students define the term Continuous body and then explain it to the class by dividing them up into thirds and discussing when each third would be up for reelection.
11. Go online and look for the current demographics of Congress. Have students choose one category such as gender or religion and have them use Microsoft Excel to create graphs illustrating the demographics of both the House and the Senate similar to the graphs on page 280.
12. Students can write a fictional resume for a member of Congress based on information researched during the demographics assignment.
13. Students can write a position paper starting with the statement: *The first priority of members of Congress should be...*
14. Have students create a graphic organizer identifying the 5 major roles of a Congressman.
15. Have students list the compensation that Congressmen and women receive.
16. Have students identify and explain the various federal taxes that Congress is permitted to levy.
17. Have students define deficit financing and public debt. Explain to them the relationship between the two. Go to www.usdebtclock.org and point out some of the major figures shown on the site. Make sure you familiarize yourself with the site before you show the students.

18. Have students define the commerce power and describe how this clause has expanded the power of the National Government. Find a case study for *Gibbons v. Ogden*, 1824 and have students read through the details of the case and answer questions about the case.
19. Have students identify the currency and bankruptcy powers.
20. Have students read pages 301 to 302 or a selected reading on the War Powers Resolution of 1973 and have them write a paragraph starting with “The War Powers Resolution of 1973 has acted as a check of Presidential power by giving Congress the power to.....”
21. Have students identify and explain the other expressed powers of Congress.
(Naturalization, postal powers, copyrights and patents, weights and measures, eminent domain, and judicial powers.)
 - a. Have students go to the State Department’s web site and list the requirements for Naturalization.
 - b. Have students go the U.S. copyright office website; www.copyright.gov/ and research the cost and steps of getting a copyright.
 - c. Have students go to the U.S. patent and trademark office website; www.uspto.gov/ and identify the steps in getting an idea patented.
 - d. Have students Google a recent eminent domain case and give a description of what happened.
22. Students can create a flow chart to show the events and order of the impeachment process.
23. Have students identify and explain the unique election and impeachment powers that each house of congress has.
24. Have students identify what fractions of the Senate/Congress are needed to approve presidential appointments, treaties, and impeachments.
25. Simulate the opening day of a new term of Congress by splitting the class in half by dividing your room down the middle. Each side/party is required to select party leaders. Then both parties must fill in committee vacancies. Finally when both groups are finished, they need to notify the President (you) that they are prepared for a State of the Union address.
26. Have students go to www.house.gov and www.senate.gov and research the leaders of each house of Congress. They should include the title of the officer, a description of the offices role, the name of the current officer, and a picture and list of previous experience in politics of the officer.
27. Students should define standing, joint, conference, and select committee.
28. Have students go to www.house.gov and www.senate.gov again and research a congressional committee. Make sure they include the name of the committee, what jurisdiction it has and any current or resent legislation is has dealt with.
29. Have students create a photo story showing the legislative process of how a bill becomes a law. Students can work in groups to write a narrative of the legislative process and find pictures on the internet which correspond to their narrative. When all the groups are finished, watch the movies and have the class vote on which movie they thought gave the best explanation of the legislative process.
30. If you do not have the time or resources for students to create a photo story, they could just create a power point slide show with pictures and a written description of each of the steps of the legislative process.

Extensions:

- Students can find a recent news account of a vote cast by one of the members of Pennsylvania's congressional delegation. Then write a brief report on the bill and the way the congressman voted.
- Students can find articles on recent Congressional actions in newspapers or on the internet. Have students summarize the key facts about the article, identify the specific congressional power involved in each piece of legislation, and determine whether the power is expressed or implied.
- Students can create circle or bar graphs to illustrate the number of bills that are written and submitted, make it out of committee, make through one house, and make it through both houses.
- Students can look for news reports for examples of a bill that died in Congress and a bill that passed through Congress but was vetoed by the President.

Correctives:

- Students can complete guided reading and review sheets if the instructor feels they are needed.
- Students can complete teacher generated worksheets or outlines to review sections.
- Students can complete the chapter assessments available at the end of each chapter in the text.

Subject/Unit: The Executive Branch

Grade Level(s): 11th

Time Frame: 2-3 weeks

Standard: x Common Core x State National

Anchor(s) or Adopted Anchor(s):

R.11.A.2 Demonstrate the ability to understand and interpret nonfiction text, including informational, e.g., textbooks, print media (magazines, brochures, etc.), editorials, public documents; autobiography; biography; and essay appropriate to grade level.

R.11.A.2.3 Make inferences, draw conclusions and make assertions based on text

R.11.A.2.3.1 Make inferences and draw conclusions based on information from text.

R.11.A.2.3.2 Cite evidence from text to support assertions

R.11.A.2.4 Identify main ideas and relevant details

R.11.A.2.4.1 Identify and/or interpret stated or implied main ideas and relevant supporting details from text.

R.11.A.2.5 Retell or summarize the main ideas and important details of text.

R.11.A.2.5.1 Summarize the main ideas and important details of text.

State the Standard(s) Covered:

5.2.12. C: Evaluate political leadership and public service in a republican form of government.

5.3.12. A: Analyze the changes in power and authority among the three branches of government over time.

5.3.12. C: Evaluate how government agencies create, amend, and enforce regulations.

5.3.12. E: Evaluate the fairness and effectiveness of the United States electoral processes, including the Electoral College.

5.3.12. H: Evaluate the role of mass media in setting public agenda and influencing political life.

5.3.12. I: Evaluate tax policies of various states and countries.

5.4.12. B: Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, and treaties).

5.4.12. C: Evaluate the effectiveness of international organizations, both governmental and non-governmental.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
7. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

10. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Range of Reading and Level of Text Complexity

1. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing Text Types and Purposes*

2. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
4. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading Standards for Literacy in History/Social Studies Grade 11- 12 Students:

Key Ideas and Details

1. 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.
2. 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.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertainty

Craft and Structure

4. 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 over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Writing Standards for Literacy in History/Social Studies Grades 11–12

Production and Distribution of Writing

5. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
7. 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.

Research to Build and Present Knowledge

8. 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.

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

1. Students will be able to identify and explain the various roles of the President.
2. Students will be able to identify the qualifications, term, and roles of the President.
3. Students will be able to describe the function, origin and evolution of the 22nd Amendment.
4. Students will be able to explain Presidential succession and the responsibilities of the Vice President.
5. Students will understand the function of the Electoral College today.
6. Students will be able to describe flaws in the Electoral College and identify alternative plans.
7. Students will be able to identify and explain factors leading to the increased power of the President.
8. Students will summarize and give examples of the President's appointment powers.
9. Students will be able to describe and give examples of the President's roles as commander in chief and treaty maker.
10. Students will be able to describe the President's role as chief legislator.
11. Students will be able to define the term veto and discuss its varied use by presidents.
12. Students will be able to describe and give examples of the President's major judicial powers.
13. Students will be able to identify and explain the major elements of the federal bureaucracy.
14. Students will explain the duties of the White House Office, the National Security Council, and the additional agencies that assist the President.
15. Students will be able to list and describe the executive departments.
16. Students will be able to explain how cabinet members are selected.

17. Students will be able to describe the basic functions, histories, and responsibilities of the current cabinet departments.
18. Students will be able to compare the various types of federal agencies including, regulatory, independent, and government corporations.
19. Students will be able to explain the purpose and power to tax.
20. Students will be able to list non-tax sources of government revenue.
21. Students will be able to analyze federal budget and spending tendencies.
22. Students will be able to compare and contrast isolationism and internationalism.
23. Students will be able to explain the roles and responsibilities of the Department of State and the Department of Defense.
24. Students will identify foreign and defense agencies.

Core Activities:

1. The instructor can lecture, lead discussions, provide notes, or bring in outside resources that lead to understanding of the essential content or objectives of the course.
2. Students can create a chart comparing the President's qualifications to Congress's qualifications.
3. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson20/lessonp.html> and have students watch the videos titled Express Roles and Traditional Roles and Special Powers. After the video, have students list the roles and powers of the President.
4. Students can list compensation that the president receives.
5. Have students identify and describe the 22nd Amendment. Be sure students understand the origin of the 2 term tradition set by Washington. Also make sure students know that Roosevelt was the only President who was elected to more than two terms.
6. Students can create a flowchart illustrating the steps of presidential succession. Also have them identify the 25th Amendment which outlines presidential succession and presidential disability.
7. Students can create a time line showing the history of the framer's plan for selecting a President.
8. Have students look at an Electoral College map of the U.S. and identify how many states a president would need in order to win the Electoral College. Go to www.270towin.com and show students the results of some historical elections.
9. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson15/lessonp.html> and have students watch the video titled The Electoral College. After the video, review the main features of the Electoral College.
10. Have students identify and describe the 12th Amendment. Make sure they compare the original version of the Electoral College to the version created after the 12th Amendment.
11. Student can create a calendar illustrating the important dates leading up to and after a Presidential election.
12. Students can create a chart listing the alternative plans to the Electoral College. Use the chart to list pros and cons of each plan. Then write a brief paragraph explaining which plan you think is best.

13. Cooperative groups can be assigned a specific executive power of the President and must make a list of examples demonstrating the power's use.
14. If you are short on time have students look at Article II of the Constitution. Have them identify the formal constitutional powers of the President.
15. Have students define the characteristics of a Bureaucracy.
16. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson24/lessonp.html> and have students watch the video titled Organization of the Federal Bureaucracy. After the video, review the main features of the Federal Bureaucracy.
17. Have students identify the meaning of the names of government agencies.
18. Diagram the hierarchy of the Federal Bureaucracy.
19. Students can complete a double web organizer comparing staff and line agencies.
20. Students can work in groups to match different traits of each of the executive departments. The teacher needs to make four puzzle pieces for each department and cut them so they will match with the other pieces describing the department.
21. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson25/lessonp.html> and have students watch the videos titled The Origin of the Cabinet and The Modern Cabinet. After the videos, review the main features of the Cabinet.
22. Have students pick an executive department to research. They must list the name of the department, the secretary, the year it originated, what jurisdiction they have, what agencies it oversees, and any recent activity of the department.
23. Students can imagine being a member of a federal agency and work with other students to list items that would be in their budget.
24. Before class, look up some of the resumes/backgrounds of the current executive departments and put them on a paper or the board without the name of the secretary. Have students hypothesis which executive department the secretary is head of?
25. Have students create a graphic organizer identifying, describing, and giving examples of Independent Executive Agencies, Independent Regulatory Commissions, or Government Corporations.
26. Have students identify the types of taxes that raise revenue for the Government.
27. Have students create a list of things they think the federal government spends money on.
28. Discuss with students the transition of the U.S. from isolationism to internationalism.
29. Have students go to the U.S. State department's website and identify what services the department provides for citizens. Also, have students go to the U.S. Defense department's website and identify the structure of the department.
30. Have students go on-line and research the CIA, Homeland Security, NASA, and the Selective Service System.
31. Have students create a graphic organizer listing the major alliances that the U.S. is involved in, that they are with, and what is the purpose of the alliance.

Extensions:

- During an election year or a year leading up to an election, students can bring in news articles about the campaign, the nomination, and the election process.
- Students can look for news articles of actions taken by the president and put them into one of the eight roles of the President.

- Using the information in the text, students can create a time line illustrating the major events of the United States' effort to resist Soviet expansion after World War II.

Correctives:

- Students can complete guided reading and review sheets if the instructor feels they are needed.
- Students can complete teacher generated worksheets or outlines to review sections.

Subject/Unit: Debates and Service Learning

Grade Level(s): 11th

Time Frame: 5 weeks

Standard: X Common Core X State National

Anchor(s) or Adopted Anchor(s):

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing and speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determined technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Ingrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author

Range of reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards for Literacy in History/Social Studies Grade 11

1. 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.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

College and Career Readiness Anchor Standards for Writing

Text Types and Purpose

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning clearly and relevant and sufficient.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. Use technology, including the Internet, to produce and publish writing and interact and collaborate with others.

Writing Standards for Literacy in History/Social Studies Grade 12

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

Production and distribution of Writing

6. 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.

Range of Writing

10. 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.

Geography Assessment Anchors:

- 7.1.12.A** Use geographic tools to analyze information about the interaction between people, places, and the environment.

- 7.3.12.A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities and political activities.

PA State Standards:

Economic

6.1.12.A Evaluate the strengths and weaknesses of traditional, command, and market economies.

6.1.12.B Analyze the impact of traditional, command and market economies on the united states economy.

6.1.12C Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.

6.3.12.B Evaluate the economic reasoning behind a choice.

6.3.12.C Evaluate the allocation of resources used to produce goods and services.

6.5.12.B Evaluate how changes in education, incentives, technology and capital investment alters productivity.

1. Brainstorm Poverty trends in America
2. Select the most pressing issue to conduct action research
3. Students will create and implement an action research project that includes the following:
 - a. Explain why this research is important in America.
 - b. Research and synthesize data surrounding the topic justifying your topic selection.
 - c. Create strict guidelines for your action project (Sample project: School-wide drive to support Joplin school system in the aftermath of the tornados)
 - d. Develop an oral presentation that includes background, economic data to support project, process utilized to complete project, and project results
 - e. Draft letters to the appropriate parties requesting donations, volunteers, or supplies. Also, letters to any other key component in the project. (Sample: letters to the administration, Joplin School District, classroom teachers, and students in both locations)

LITERATURE REVIEW

- a. Explain what other scientists/educators report about the problem selected to analyze
 - a. Identify relevant literature that may be reviewed in the course of research.
 - b. Explain the importance of the chosen sources.

METHODOLOGY

- a. Explain the project course of action you determined to be the most effective in addressing the project.
- b. What kind of methods/materials is required and how do you plan to acquire those materials?

RESULTS

- a. Describe the proposed outcome of the project.

CONCLUSION

- a. Reflect on the problem selected, process utilized, and final outcome to determine areas of success and areas for improvement.

Subject/Unit: Economic Concepts

Grade Level(s): 11th

Time Frame: 2 weeks

Standard: X Common Core X State National

Anchor(s) or Adopted Anchor(s):

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

01. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing and speaking to support conclusions drawn from the text.
02. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
03. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

04. Interpret words and phrases as they are used in a text, including determined technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
05. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
06. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

07. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
08. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
09. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author

Range of reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards for Literacy in History/Social Studies Grade 11

01. 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.
06. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
08. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

College and Career Readiness Anchor Standards for Writing

Text Types and Purpose

01. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning clearly and relevant and sufficient.

Production and Distribution of Writing

04. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
06. Use technology, including the Internet, to produce and publish writing and interact and collaborate with others.

Writing Standards for Literacy in History/Social Studies Grade 12

Text Types and Purposes

01. Write arguments focused on discipline-specific content.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

Production and distribution of Writing

06. 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.

Range of Writing

10. 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.

Geography Assessment Anchors:

- 7.1.12.A** Use geographic tools to analyze information about the interaction between people, places, and the environment.

7.3.12.A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities and political activities.

PA State Standards:

Economic

6.1.12.A Evaluate the strengths and weaknesses of traditional, command, and market economies.

6.1.12.B Analyze the impact of traditional, command and market economies on the united states economy.

6.1.12C Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.

6.3.12.B Evaluate the economic reasoning behind a choice.

6.3.12.C Evaluate the allocation of resources used to produce goods and services.

6.5.12.B Evaluate how changes in education, incentives, technology and capital investment alters productivity.

Essential Content/Objectives:

1. Explain the fundamental economic problems.
2. Analysis the three basic economic questions every society must decide.
3. Explain the relationship among scarcity, value, utility, and wealth.
4. Understand the circular flow of economic activity.
5. Analyze trade-offs and opportunity costs.
6. Explain decision-making strategies.
7. Understand the characteristics of economic systems.
8. Describe the basic economic goals and the effect of social benefit.
9. Understanding the advantages and disadvantages of business organizations.
10. Understand the effect of government in the marketplace.

Core Activities:

1. Students will be able to complete all of the following measurable objectives:
2. Recognize the Factors of Production
3. Discuss the concept of Trade-Off and Opportunity Cost
4. Illustrate the Production Possibilities Curve
5. Critique the Circular flow Chart
6. Organize the goods and services according to the Factor and Product Market

Extensions:

- Students will compare the Factors of Production
- Students will evaluate economic reasoning.
- Students will compare the allocations of resources.
- Students will evaluate the strengths and weakness of economic systems.
- Students will analyze the Scope of Economics.
- Students will critique the implication of government involvement.

Correctives:

- Students will keep a notebook.
- Students will keep a vocabulary list in the notebook.
- Students will work in groups to complete class assignments.
- Students will work on current economic events.
- Students will create their own products and marketing campaign.
- Students will participate in the lemonade stand game on the internet.

Subject/Unit: The Nature and Function of the Product Market

Grade Level(s): 11th

Time Frame: 4-5 weeks

Standard: X Common Core X State X National

Anchor(s) or Adopted Anchor(s):

Mathematics Assessment Anchors

- M11.A.2** Understanding the meaning of operations, use operations and understand how they relate to each other.
- M11.C.3.1** Find the distance and/or midpoint between 2 points on a number line or on a coordinate plane (formula provided on a reference sheet)
- M11.D.2.1** Solve compound inequalities and/or graph their solution sets on a number line (include absolute value inequalities).
- M11.D.3.2** Apply the formula for the slope of a line to solve the problem.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

01. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing and speaking to support conclusions drawn from the text.
02. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
03. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

04. Interpret words and phrases as they are used in a text, including determined technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
05. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
06. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- 07. Ingrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 08. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 09. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author take.

Range of reading and Level of Text Complexity

- 10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards for Literacy in History/Social Studies Grade 11

- 01. 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.
- 06. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 08. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

College and Career Readiness Anchor Standards for Writing

Text Types and Purpose

- 01. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning clearly and relevant and sufficient.

Production and Distribution of Writing

- 04. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 06. Use technology, including the Internet, to produce and publish writing and interact and collaborate with others.

Writing Standards for Literacy in History/Social Studies Grade 12

Text Types and Purposes

- 01. Write arguments focused on discipline-specific content.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

Production and distribution of Writing

06. 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.

Range of Writing

10. 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.

Geography Assessment Anchors;

- 7.1.12.B** Assess how physical changes to a region may have global impact.

- 7.2.12.B** Analyze the significance of physical processes in shaping the character of places and regions.

PA State Standards:

Economic

- 6.1.12.A** Evaluate the strengths and weaknesses of traditional, command, and market economies.

- 6.1.12.B** Analyze the impact of traditional, command and market economies on the united states economy.

- 6.1.12C** Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.

- 6.2.12.A** Analyze the flow of products, resources and money in a mixed economy.

- 6.2.12.B** Evaluate the operation of noncompetitive markets.

- 6.2.12.K** Analyze the impact of media on decision-making of consumers, producers and policymakers.

- 6.5.12.A** Analyze the factors influencing wages.

- 6.5.12.C** Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership or corporation.

Essential Content/Objectives:

- Describe and illustrate the concept of demand and supply.
- Compare how demand and utility are related.
- Evaluate what causes the change in quantity of demand and supply.
- Analyze the factors that cause a change in demand and supply.
- Assess the factors that determine elasticity.
- Categorize the four key measures of cost.
- Understand the key elements of revenue.
- Collect information and analyze how the marketplace sets price.
- Understand the three types of markets and how the consumer is affected.
- Formulate a working model of a purely competitive market.
- Analyze allocation of scarcity as it relates to pricing.
- Compare price ceiling and floors.
- Explain the characteristics of pure competition, monopoly, and monopolistic competition.
- Assess the behavior and characteristics of the oligopolies.
- Critique the federal regulatory agencies and their impact on the economy.

Core Activities:

- Students will be able to complete all of the following measurable objectives:
- Label the Supply and Demand Graph
- Summarize the relationship of the curve shifting and/or movement
- Show floors and ceilings on a supply and demand graph
- Explain perfect competition
- Interpret elasticity

Extensions:

- Students will define demand and supply.
- Students will evaluate the differences between demand and supply.
- Students will illustrate both the demand and supply curve.
- Students will evaluate the movement and shifting of the demand and supply curve.
- Students will analyze the application of the demand and supply schedule and curve in real situations.
- Students will critique the effects of fix prices in the marketplace.
- Student will evaluate government's involvement in pricing and subsidizing specific industries.

Correctives:

- Students will keep a vocabulary list in the notebook.
- Students will work in groups to complete class assignments.
- Students will work on current economic events.
- Students will create their own schedules and graphs showing an understanding of supply and demand movement and shifting.
- Students will participate in the pricing game.

Subject/Unit: The Role of Government/Unit III

Grade Level(s): 11th

Time Frame: 3 weeks

Standard: X Common Core X State X National

Anchor(s) or Adopted Anchor(s):

Mathematics Assessment Anchors

M11.A.1 Simplify expressions using the order of operations to solve problems (any rational numbers may be used).

M11.B.1 Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and process of measurement.

M11.D.3 Analyze change in various contexts.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

01. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing and speaking to support conclusions drawn from the text.
02. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
03. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

04. Interpret words and phrases as they are used in a text, including determined technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
05. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
06. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

07. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

08. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

09. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author take.

Range of reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards for Literacy in History/Social Studies Grade 11

01. 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.

06. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

08. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

College and Career Readiness Anchor Standards for Writing

Text Types and Purpose

01. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning clearly and relevant and sufficient.

Production and Distribution of Writing

04. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

06. Use technology, including the Internet, to produce and publish writing and interact and collaborate with others.

Writing Standards for Literacy in History/Social Studies Grade 12

Text Types and Purposes

01. Write arguments focused on discipline-specific content.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Production and distribution of Writing

06. 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.

Range of Writing

10. 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.

PA State Standards:

Economic

- 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.F** Identify and analyze forces that can change prices. Government actions, weather conditions, and international events.
- 6.2.12.G** Evaluate types of tax systems: Progressive, Proportional and 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.

Essential Content/Objectives:

1. Assess the development of the labor movement from the late 1700's.
2. Analyze the affect of the Great Depression on the labor movement.
3. Evaluate why unions are still important today but declining.
4. Compare the different types of unions.
5. Assess the different methods used to resolve labor and management problems.
6. Categorize the four major classifications of labor.
7. Assess the three different approaches to wage determination.
8. Compare and evaluate the discrepancy in pay between men and women.
9. Assess the "Glass Ceiling" theory.
10. Evaluate the impact of taxes on the economy.
11. List three criteria for effective taxes.
12. Recognize the two primary principles of taxation and tax classification.
13. Explain how state and local governments collect taxes and revenues.
14. Interpret paycheck deductions.
15. Analyze the advantages and disadvantages of the value-added tax.
16. Calculate the future of tax reform as it pertains to individual income.
17. Compare government expenditures during the 1930 – 1960's and 1970'-1990's.
18. Evaluate how the government spending affects the economy.
19. Identify the major categories of state and local spending.
20. Assess the federal debt.
21. Define entitlement.
22. Define the function of money.
23. Identify four major types and characteristics of money.
24. Formulate and understanding of the development of banking.
25. Cite examples of the different types of currency.
26. Formulate a system of saving for future expenses.

27. Analyze how banks and lending institutions are able to provide loans.
28. Evaluate the impact of the Federal Reserve System on the economy.
29. Illustrate the function of The United States Treasury Department.

Core Activities:

- Students will be able to complete all of the following measurable objectives:
- Describe the Antitrust Laws
- Summarize the division of labor
- Examine the effects of Unions on the American Workforce
- Write a diagram illustrating the relationship between wages and labor
- Evaluate the trends in the economy
- Analyze the role of the Federal Reserve System

Extensions:

- Students will define key terms.
- Students will evaluate the attitudes of the courts as it relates to the labor movement.
- Students will illustrate the effect of collective bargaining.
- Students will analyze the local budget.
- Students will critique the concept of minimum wage.
- Student will analyze the statistic information provide by the Bureau of Labor.
- Student will evaluate how consumers are effect by sales tax and who benefit from the revenue collected.

Correctives:

- Students will keep a notebook.
- Students will keep a vocabulary list in the notebook.
- Students will work in groups to complete class assignments.
- Students will work on current economic events.
- Students will create their own school budget and analyze revenue and expenditures as it applies to managing a school district.
- Students will participate in a government budget debate.

Subject/Unit: International Trade and Globalization

Grade Level(s): 11th

Time Frame: 3 weeks

Standard: X Common Core X State X National

Anchor(s) or Adopted Anchor(s):

Mathematics Assessment Anchors

M11.E.1 Formula or answer questions that can be addressed with data and/or organize, display, interpret or analyze data.

M11.E.3 Understand and/or apply basic concepts of probability or outcomes.

M11.E.4. Develop and evaluate inferences and predications or draw conclusions based on data or data displays.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

01. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing and speaking to support conclusions drawn from the text.
02. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
03. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

04. Interpret words and phrases as they are used in a text, including determined technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
05. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
06. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

07. Ingrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

08. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

09. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards for Literacy in History/Social Studies Grade 11

01. 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.

06. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

08. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

College and Career Readiness Anchor Standards for Writing

Text Types and Purpose

01. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning clearly and relevant and sufficient.

Production and Distribution of Writing

04. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

06. Use technology, including the Internet, to produce and publish writing and interact and collaborate with others.

Writing Standards for Literacy in History/Social Studies Grade 12

Text Types and Purposes

01. Write arguments focused on discipline-specific content.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Production and Distribution of Writing

06. 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.

Range of Writing

10. 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.

Geography Assessment Anchors:

7.4.12.A Analyze the global effects of changes in the physical systems.

7.4.12.B Analyze the global effects of human activity on the physical systems.

PA State Standards:

Economic

6.2.12.H Evaluate the economic roles of government.

6.2.12.L Analyze how policies and international events may change exchange rates.

6.3.12.A Analyze actions taken as a result of scarcity issues in the regional, national and international economies.

6.3.12.D Evaluate regional, national or international economic decisions using marginal analysis..

6.4.12.B Analyze the relationship between trade, competition and Productivity.

6.5.12.F Evaluate how trade is influenced by comparative advantage and opportunity costs.

6.4.12.G Evaluate characteristics and distribution of international economic activities.

Essential Content/Objectives:

1. Describe the concept of Comparative Advantage and International trade.
2. Compare how countries develop trade policies
3. Evaluate the gains from international trade.
4. Analyze the impact of tariffs and/or quotes.
5. Assess the effects of economic systems.
6. Categorize the types of government.
7. Understand the effects of physical geography on productivity
8. Collect information and analyze how the marketplace establishes guidelines.
9. Analyze the effects of culture on global trade.
10. Explain the characteristics of a cartel.
11. Assess the behavior and characteristics of the black mark
12. Critique the federal regulatory agencies and their impact on globalization.

Core Activities:

1. Students will define key terms.
2. Students will analysis cultural differences and how it relates to trade.
3. Students will illustrate the effect of government.
4. Students will analyze the global economy.
5. Students will critique currency exchange.

Correctives:

- Students will keep a notebook.
- Students will keep a vocabulary list in the notebook.
- Students will work in groups to complete class assignments.
- Students will work on current economic events.
- Students will participate in a International trade activity

Subject/Unit: The Judicial Branch

Grade Level(s): 11th

Time Frame: 2 weeks

Standard: x Common Core x State National

Anchor(s) or Adopted Anchor(s):

R.11.A.2 Demonstrate the ability to understand and interpret nonfiction text, including informational, e.g., textbooks, print media (magazines, brochures, etc.), editorials, public documents; autobiography; biography; and essay appropriate to grade level.

R.11.A.2.3 Make inferences, draw conclusions and make assertions based on text

R.11.A.2.3.1 Make inferences and draw conclusions based on information from text.

R.11.A.2.3.2 Cite evidence from text to support assertions

R.11.A.2.4 Identify main ideas and relevant details

R.11.A.2.4.1 Identify and/or interpret stated or implied main ideas and relevant supporting details from text.

R.11.A.2.5 Retell or summarize the main ideas and important details of text.

R.11.A.2.5.1 Summarize the main ideas and important details of text.

State the Standard(s) Covered:

5.1.12. E: Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.2.12. B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

5.3.12. A: Analyze the changes in power and authority among the three branches of government over time.

5.3.12. F: Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

College and Career Readiness Anchor Standards for Reading
Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading Standards for Literacy in History/Social Studies Grade 11- 12 Students:

Key Ideas and Details

1. 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.
2. 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.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

4. 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 over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Writing Standards for Literacy in History/Social Studies Grades 11–12

Research to Build and Present Knowledge

4. 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..
5. 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.
6. Draw evidence from informational texts to support analysis, reflection, and research.

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

1. Students will be able to describe the origin and structure of the National judiciary.
2. Students will be able to identify the criteria that determine a cases jurisdiction.
3. Students will be able to outline the selection process for federal judges.
4. Students will be able to identify and describe the roles carries out by federal court officers.
5. Students will be able to outline the structure and jurisdiction of the federal district courts.
6. Students will be able to describe the structure and jurisdiction of the federal courts of appeals.
7. Students will be able to outline the structure and jurisdiction of the two other constitutional courts.
8. Students will be able to define and give examples of the concept of judicial review.
9. Students will be able to describe how cases reach the Supreme Court.
10. Students will be able to summarize how the Court operates.
11. Students will be able to explain how Americans' commitment to freedom led to the creation of a Bill of Rights.
12. Students will be able to identify and describe the free exercise clause and the establishment clause of the First Amendment.
13. Students will be able to summarize how the Supreme Court has limited seditious speech and obscenity.
14. Students will be able to explain the Constitution's guarantees of assembly and petition.
15. Students will be able to identify and explain due process of law as set out in the 5th and 14th Amendments.
16. Students will be able to outline Supreme Court decisions dealing with the rights of the accused.
17. Students will be able to outline the history of the Court's decisions on capital punishment.
18. Students will be able to explain the importance of the Equal Protection Clause.
19. Students will be able to identify and describe issues surrounding affirmative action.
20. Students will be able to identify the questions surrounding American citizenship.

Core Activities:

1. The instructor can lecture, lead discussions, provide notes, or bring in outside resources that lead to the essential content or objectives of the course.
2. Go to <http://www.uccp.org/courses/APGovernmentPolitics/course%20files/multimedia/lesson28/lessonp.html> and have students watch the video titled Constitutional and Legislative Courts. After the video, ask students what they learned about the U.S. Court System.
3. Students can create a pyramid chart that illustrates the different levels of the federal court system.
4. Have students read and complete the questions in the packet titled Judicial Review (pages 55-58) in the Prentice Hall Constitution Study Guide resource book.
5. Have students outline the appointment and approval process for a Supreme Court Justice. Then have them research a recent Supreme Court justice nomination.
6. Students can list examples of court cases they have heard of or can imagine. The class can then place them into two categories on the board; federal or local.
7. Students can create a chart showing the appointment, term, and pay of federal judges.
8. Have students read and complete the questions in the packet titled First Amendment Freedoms (pages 59-62) in the Prentice Hall Constitution Study Guide resource book.
9. Have students read and complete the questions in the packet titled Rights of the Accused (pages 63-66) in the Prentice Hall Constitution Study Guide resource book.
10. Have students read and complete the questions in the packet titled Civil Rights (pages 67-70) in the Prentice Hall Constitution Study Guide resource book.
11. Have students read and complete the questions in the packet titled Recurring Constitutional Issues (pages 71-75) in the Prentice Hall Constitution Study Guide resource book.
12. As a class read through the You Are the Judge case studies from the Prentice Hall Constitution Study Guide, on pages 20, 37, 53, and 76.
13. Generate a list of important Supreme Court cases for students to do research on. Have students create a power point presentation about their case. They should include; the background about the case, the path of the case through the courts, the parties involved in the case, the constitutional issue of the cases, and the court's decision. Students can present their cases to the class when finished.
14. Students can choose one of the 1st Amendment rights discussed in the section and create a collage using magazines or other pictures.
15. Students can create a time line charting the development of the rights of the accused. They should include Act, Amendments, and court decisions that have extended the rights of the accused.
16. Students can research the number of states that participate in the death penalty and create a pie chart or bar graph to display their data. They can then survey students and teachers to see what the general opinion is on the death penalty and create a visual display of this data as well.
17. Student can research and present information on a major civil rights event such as the Greensboro sit-in, Rosa Parks and the bus boycott, the Murder of Emmett Till, or the Life of Martin Luther King. Be sure students discuss how this affected the Civil Rights Movement.

Extensions:

- Students can construct a time line illustrating when each of the current Supreme Court Justices were appointed to the bench. Students can then make another time line showing the Presidents that were in office during the appointments of the Justices. The teacher should point out the correlation between the political views of the Justices and the Presidents that appointed them.
- Students can research freedom of speech on the internet and list what types of internet “speech” many people think should be regulated.

Correctives:

- Students can complete guided reading and review sheets if the instructor feels they are needed.
- Students can complete teacher generated worksheets or outlines to review sections.

Instructional Methods:

(How will you get students to meet the objective(s) of this unit/lesson?)

Direct Instruction

Cooperative Learning Groups

Guided Reading

Individual research and writing

Note taking

Materials and Resources

Text Magruder’s American Government

Teacher Resource pack Magruder’s American Government

University of California College Prep Web Course

[http://www.uccp.org/courses/APGovernmentPolitics/uccp%20prototype%20files/coursestart.htm](http://www.uccp.org/courses/APGovernmentPolitics/uccp%20prototype%20files/coursestart.html)

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www.oyez.org

