

# *Our American Democracy: Civics, Citizenship, and Government*

Social Studies Department  
East Stroudsburg Area School District

District and Department Mission Statements, Rationale for Implementation in Regards to Civics and Government Keystone State Examination, Course Goals, Textbooks, Course Outline, Recommended Instructional Time by Unit, Pennsylvania Standards for Civics and Government, History, and Economics Covered by *Our American Democracy: Civics, Citizenship, and Government* Course, Sample Enrichment Resources, and Course Curriculum

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**East Stroudsburg Area School District Mission Statement:**

East Stroudsburg Area School District, a diverse and rapidly growing community, nurtures within all students a commitment to excellence and life-long learning which prepares them to become creative, productive, and responsible citizens in a continually changing and challenging world.

**Department Mission Statement:**

The goals of the East Stroudsburg Area School District's Social Studies Department are to prepare students to be reasonable and productive citizens of the United States and of our continually changing and challenging global community. Through an integrated study of the social studies disciplines, students will acquire the necessary knowledge, skills, and attitudes to become lifelong learners. Social Studies provides content that students will use to understand political, social, historical, and economic issues and apply this knowledge and skill to make effective personal and public decisions. A standards-based Social Studies curriculum builds knowledge of specific discipline content, thinking skills, and fosters within students a commitment to democratic values and civic participation, which are all essential to becoming effective citizens of the United States and global community.

**Rationale:**

In order to prepare and educate our students to become active citizens of our United States democracy and to foster within these students an understanding of the history, people, and events, which shaped our government and society, a *Civics and Government* curriculum has been written to be implemented beginning in the Fall of the 2013-2014 Academic School Year. Through the successful implementation of *Civics and Government*, students will develop the necessary skills, acquire the essential knowledge, and actively participate as citizens of our United States democracy in preparation for the Keystone State Civics and Government Examination in 2017.

**Course Goals:**

Students will acquire the skills to participate, thrive, and succeed in Pennsylvania, the United States, and a growing Global Community as productive members of our democratic society through scholarship in civics, government, and economics. Students will understand the importance of their individual identities as part of the greater United States society. Students will be actively encouraged to embrace civic participation as citizens of the United States and the interconnected Global Community.

**Textbooks:**

Pellow, R., & Bukowski, G. (2010). *Pennsylvania pride*. Landsdale, PA: Penns Valley Publishers.

Remy, R.C., Patrick, J.J., Saffell, D.C., & Clayton, G.E. (2013). *Building citizenship: Civics and economics*. Columbus, OH: McGraw Hill Education.

**Course Outline and Recommended Instructional Time:**

**Unit I The Constitution and Foundations of Government**

Recommended Instructional Time: 10 to 12 Blocks

Students will be able to identify, evaluate, and analyze the purpose of government, the origins of government, and the power and forms of government. Students will be able to identify, evaluate, and analyze the development and history of the government of the United States, Federalism, and the Constitution of the United States of America.

**Unit II Political Behavior and Participation**

Recommended Instructional Time: 8 to 10 Blocks

Students will be able to identify, explain, and analyze political parties, elections and campaigns, political participation, voter behavior, public opinion and mass media, and interest groups. Students will be able to identify, explain, and analyze the significance and importance of linkage institutions in our democracy.

### **Unit III Institutions of the National Government**

Recommended Instructional Time: 12 to 15 Blocks

Students will be able identify, evaluate, and analyze the three interdependent branches of the Federal Government being the Legislative, Executive, and Judicial Branches. Students will be able to identify, evaluate, and analyze the structures and role of Congress, the role of the President and the Executive Branch, as well as the importance and significance of the federal courts, the Supreme Court, and the major decisions that have shaped our democracy.

### **Unit IV Civil Liberties and Civil Rights**

Recommended Instructional Time: 12 to 15 Blocks

Students will be able to define and explain civil liberties and civil rights and their historical significance in the development of the United States. Students will be able to identify, evaluate, and analyze the Constitutional Amendments of the United States and explain their impact on the citizens and history of the United States. Students will be able to explain the incorporation and expansion of the Bill of Rights to all citizens of the United States. Students will be able to explain and analyze the Amendments of the Bill of Rights as well as cite the Supreme Court Cases regarding the interpretation of these rights that have set historical precedents for the United States and its citizens.

### **Unit V Public Policy and Comparative Government and Economic Systems**

Recommended Instructional Time: 10 to 12 Blocks

Students will be able to define public policy, explain the development and implementation of public policy, and analyze the impact of public policy upon the citizens and democracy of the United States. Students will be able to identify, define, and explain the different government and economic systems and analyze their interdependent relationships with one another. Students will be able to compare and contrast these government and economic systems with that of the United States.

### **Unit VI State and Local Government**

Recommended Instructional Time: 10 to 12 Blocks

Students will be able to identify, evaluate, and analyze the structures and functions of state and local governments, their relationship and balance with each other as well as their relationship and balance with the federal government. Students will be able to identify, evaluate, and analyze the specific roles state and local governments play in the daily lives of citizens through public policy, community activism, education, and environmental issues.

### **Unit VII Pennsylvania from Colony to Commonwealth**

Recommended Instructional Time: 8 to 10 Blocks

Students will be able to explain the development of Pennsylvania from colony to Commonwealth and identify the key people and groups who contributed to the history of the Commonwealth of Pennsylvania. Students will be able to explain the structure of the government of the Commonwealth of Pennsylvania including the state legislative branch, state executive branch, state judicial branch, and the Constitution of Pennsylvania and the interdependent relationship of Pennsylvania to the government of the United States of America.

## Unit I. The Constitution and Foundations of Government

<p><b>Unit Title/Skill Set:</b> The Constitution and Foundations of Government</p>	<p><b>Course Time Prior to Keystone/PSSA:</b> 100% of time</p>
<p><b>Overview:</b> Students will be able to identify, evaluate, and analyze the purpose of government, the origins of government, and the power and forms of government.</p> <p>Students will be able to identify, evaluate, and analyze the development and history of the government of the United States, Federalism, and the Constitution of the United States of America.</p>	<p><b>ELL Differentiation: Language Arts</b>  <b>Speaking and Writing:</b> 1.1.11.A, 1.1.11.B, 1.1.11.C, 1.5.11.A, 1.5.11.B, 1.5.11.C, 1.5.11.D, 1.5.11.E, 1.5.11.F, 1.6.11.B  <b>Listening and Reading:</b> 1.1.11.A, 1.1.11.D, 1.2.11.A, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.6.11.A</p>

<p><b>Unit Essential Questions:</b></p> <p><b>Principles of Government-Why do people create Government?</b></p> <ul style="list-style-type: none"> <li>• What are the origins of government in history?</li> <li>• What types of power does government hold?</li> <li>• What are different forms of government?</li> </ul> <p><b>Beginnings of American Government-What shaped our American Constitution?</b></p> <ul style="list-style-type: none"> <li>• How was our Constitution developed and ratified?</li> <li>• What were the arguments of the Federalists and Anti-Federalists?</li> </ul> <p><b>The Constitution-Why is the Constitution essential to our Democracy?</b></p> <ul style="list-style-type: none"> <li>• What is the structure of our Constitution?</li> <li>• How is our Constitution Amended?</li> </ul> <p><b>Federalism-What is the proper balance of power in Federalism?</b></p> <ul style="list-style-type: none"> <li>• What are the differences between Federalism and Confederalism?</li> <li>• Explain the balance of power between state and national government in Federalism.</li> </ul>	<p><b>Enrichment:</b> Semester long reading-based research projects and presentations based on curriculum appropriate works of non-fiction and historical fiction such as</p> <ul style="list-style-type: none"> <li>• Betty Friedan’s <i>The Feminine Mystique</i></li> <li>• John Steinbeck’s <i>The Grapes of Wrath</i></li> <li>• Upton Sinclair’s <i>The Jungle</i></li> <li>• Arthur Miller’s <i>The Crucible</i></li> <li>• Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i></li> <li>• L. Frank Baum’s <i>The Wizard of Oz</i></li> <li>• F. Scott Fitzgerald’s <i>The Great Gatsby</i></li> <li>• Lorraine Hansbury’s <i>A Raisin in the Sun</i></li> <li>• Martin Luther King’s “Letter from Birmingham Jail”</li> </ul>
<p><b>PA &amp; National Content Standard(s):</b>                      5.1.9.A, 5.1.9.B, 5.1.9.C, 5.1.9.D, 5.1.9.E, 5.1.9.F, 5.1.12.A, 5.1.12.B, 5.1.12.C, 5.1.12.D, 5.1.12.E, 5.1.12.F, 5.2.9.A, 5.2.9.B, 5.2.9.C, 5.2.9.D, 5.2.12.A, 5.2.12.B, 5.2.12.C, 5.2.12.D</p>	<p><b>Remediation:</b> The text will be used as a remediation tool on a needed basis to ensure essential understanding of the core concepts.</p>
<p><b>Connecting to Common Core and Other Standards:</b>                      CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J, CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I</p>	<p><b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.</p>



<b>Assessment Anchors &amp; Eligible Content</b>	<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills)	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Instructional Activities</b>	<b>Assessments</b>
5.9.1.A 5.1.9.B 5.1.9.C 5.1.9.D 5.1.9.E 5.1.9.F 5.1.12.A 5.1.12.B 5.1.12.C 5.1.12.D 5.1.12.E 5.1.12.F 5.2.9.A 5.2.9.B 5.2.9.C 5.2.9.D 5.2.12.A 5.2.12.B 5.2.12.C 5.2.12.D	<b>Principles of Government</b> <ul style="list-style-type: none"> <li>• Government and its Purpose</li> <li>• Origins of Government</li> <li>• Power and Forms of Government</li> <li>• Legislative, Executive, and Judicial Branches</li> <li>• Participation</li> </ul>	<b>Principles of Government</b> <ul style="list-style-type: none"> <li>• Define government and the basic powers every government holds</li> <li>• Describe the purpose of government in the United States and other countries</li> <li>• Classify government according to three sets of characteristics</li> <li>• Define systems of government based on who can participate</li> <li>• Identify different ways that power can be distributed, geographically and within a state</li> <li>• Describe a government by the distribution of power between the executive branch and legislative branch</li> <li>• Explain the elements of democracy</li> </ul>	<b>Principles of Government</b> <ul style="list-style-type: none"> <li>• Government</li> <li>• Nation-state</li> <li>• Politics</li> <li>• Sovereignty</li> <li>• Divine right</li> <li>• Social contract</li> <li>• Elite</li> <li>• Unitary government</li> <li>• Federal government</li> <li>• Confederation</li> <li>• Parliamentary government</li> <li>• Presidential government</li> <li>• Monarchy</li> <li>• Dictatorship</li> <li>• Democracy</li> </ul>	<u>Building Citizenship: Civics and Economics</u> Textbook  Supplementary Materials  Teacher developed notes DVD support Primary and secondary source readings Maps, charts, graphs <u>Resources available on departmental page</u>	Varied formative, summative, diagnostic, and/or benchmark assessments  Shared assessments from collegial sharing  Projects  Formal and creative writings  Refer to department resources for common questions, assignments,

	<p><b>Beginnings of American Government</b></p> <ul style="list-style-type: none"> <li>• English Influence and Early Traditions</li> <li>• Important Documents Magna Carta, Petition of Right</li> <li>• Continental Congress</li> <li>• Declaration of Independence</li> <li>• John Locke and Thomas Jefferson</li> <li>• Articles of Confederation</li> <li>• Creation and Ratification of the Constitution</li> <li>• Virginia Plan, New Jersey Plan, Great Compromise</li> <li>• Three-Fifths</li> </ul>	<p><b>Beginnings of American Government</b></p> <ul style="list-style-type: none"> <li>• Explain the significance of the three landmark English documents the Magna Carta, The Petition of Right, and the English Bill of Rights</li> <li>• Describe the three types of colonies that the English established in the American colonies</li> <li>• Explain how Britain’s colonial policies contributed to the growth of self-government in the colonies</li> <li>• Identify the major steps that led to growing feelings of colonial unity</li> <li>• Compare and Contrast the First and Second Continental Congresses</li> <li>• Analyze the ideas in the Declaration of Independence</li> <li>• Summarize the common features of the first State Constitutions</li> <li>• Describe the structure of government set up under the Articles of Confederation</li> <li>• Explain why the weaknesses of the Articles led to a critical period for the country in the 1780s</li> </ul>	<p><b>Beginnings of American Government</b></p> <ul style="list-style-type: none"> <li>• Charter</li> <li>• Bicameral</li> <li>• Unicameral</li> <li>• Boycott</li> <li>• Constitution</li> <li>• Articles of Confederation</li> <li>• Republic</li> <li>• Ratification</li> <li>• Federalists</li> <li>• Anti-Federalists</li> </ul>		<p>activities, and rubrics</p>
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	Compromise	<ul style="list-style-type: none"><li>• Describe how a growing need for a stronger National Government led to plans for a Constitutional Convention</li><li>• Identify the Framers of the Constitution and discuss how they organize the Philadelphia Convention</li><li>• Compare and Contrast the Virginia Plan and the New Jersey Plan</li><li>• Summarize the major compromises of the Convention</li><li>• Identify the opposing sides for ratification and describe the major arguments for and against the proposed Constitution</li><li>• Describe the inauguration of the new government of the United States of America</li></ul>			
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	<p><b>The Constitution</b></p> <ul style="list-style-type: none"> <li>• Federalists and Anti-Federalists</li> <li>• Popular Sovereignty</li> <li>• Separation of Powers</li> <li>• Checks and Balances</li> <li>• Limited Government</li> <li>• Structure of the Constitution</li> <li>• Amendment Process</li> </ul>	<p><b>The Constitution</b></p> <ul style="list-style-type: none"> <li>• Explain the basic outline of the Constitution</li> <li>• Analyze six basic principles of the structure of the US government: popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism</li> <li>• Identify the four different ways the Constitution may be formally changed</li> <li>• Explain how the formal amendment process illustrates the principles of federalism and popular sovereignty</li> <li>• Explain that several amendments have been proposed but not ratified.</li> <li>• Explain the importance of the Twenty-Seven Amendments</li> <li>• Identify how basic legislation has added to our understanding of the Constitution</li> <li>• Describe ways in which the executive and judicial branches have interpreted the Constitution.</li> <li>• Analyze the role of party practices and custom in interpreting the Constitution</li> </ul>	<p><b>The Constitution</b></p> <ul style="list-style-type: none"> <li>• Popular Sovereignty</li> <li>• Separation of Powers</li> <li>• Checks and Balances</li> <li>• Federalism</li> <li>• Amendment</li> <li>• Bill of Rights</li> <li>• Lame duck</li> </ul>		
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	<p><b>Federalism</b></p> <ul style="list-style-type: none"> <li>• National Supremacy</li> <li>• <i>McCulloch v. Maryland</i></li> <li>• The Civil War</li> <li>• The Commerce Clause</li> <li>• The Incorporation of the Bill of Rights</li> <li>• Federalism in Government Today</li> </ul>	<p><b>Federalism</b></p> <ul style="list-style-type: none"> <li>• Define federalism</li> <li>• Identify powers delegated to and denied to the National Government, and powers reserved for and denied to the States</li> <li>• Explain the difference between exclusive and concurrent powers</li> <li>• Examine the Constitution as the “supreme law of the land”</li> <li>• Summarize the obligations that the Constitution places on the National Government with regard to the States</li> <li>• Explain the process for admitting new states to the Union</li> <li>• Examine the many and growing areas of cooperative federalism</li> <li>• Explain why states make interstate compacts</li> <li>• Describe the purpose of the Full Faith and Credit Clause</li> <li>• Describe the Extradition Clause and explain its purpose</li> <li>• Explain the purpose of the Privileges and Immunities Clause</li> </ul>	<p><b>Federalism</b></p> <ul style="list-style-type: none"> <li>• Delegated powers</li> <li>• Implied powers</li> <li>• Elastic Clause</li> <li>• Inherent Powers</li> <li>• Reserved powers</li> <li>• Concurrent powers</li> <li>• Prohibited powers</li> <li>• Full Faith and Credit Clause</li> <li>• Extradition</li> <li>• Grants-in-aid</li> <li>• Categorical Grants</li> <li>• Block Grants</li> <li>• Revenue sharing</li> <li>• Mandate</li> <li>• Expressed powers</li> <li>• Enumerated</li> </ul>		
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## Unit II. Political Behavior and Participation

<p><b>Unit Title/Skill Set:</b> Political Behavior and Participation</p>	<p><b>Course Time Prior to Keystone/PSSA:</b> 100% of time</p>
<p><b>Overview:</b> Students will be able to identify, explain, and analyze political parties, elections and campaigns, political participation, voter behavior, public opinion and mass media, and interest groups.</p> <p>Students will be able to identify, explain, and analyze the significance and importance of linkage institutions in our democracy.</p>	<p><b>ELL Differentiation: Language Arts</b></p> <p><b>Speaking and Writing:</b> 1.1.11.A, 1.1.11.B, 1.1.11.C, 1.5.11.A, 1.5.11.B, 1.5.11.C, 1.5.11.D, 1.5.11.E, 1.5.11.F, 1.6.11.B</p> <p><b>Listening and Reading:</b> 1.1.11.A, 1.1.11.D, 1.2.11.A, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.6.11.A</p>

**Unit Essential Questions:**

**Political Parties-What are characteristics of the two political parties of the United States?**

- In what ways should people participate in public affairs?
- What are the historical eras of political parties in the United States?
- Does the two party system help or harm democracy?

**Elections and Campaigns-Why are elections essential to our American democracy?**

- How are elections and campaigns organized, financed, and implemented?
- How are elections reflective of Federalism?
- How fair and effective is the electoral process?

**Political Participation and Voter Behavior-What defines our American electorate?**

- Why do voters act as they do?
- How have voting rights expanded since the signing of the Constitution?

**Public Opinion and Mass Media-What are the linkage institutions of American democracy?**

- What is the place of the media and public opinion in democracy?
- How can the media influence public opinion?

**Interest Groups-How do interest groups influence public policy and opinion?**

- What are the types of interest groups?
- How do interest groups influence the different levels and branches of government?

**Enrichment:** Semester long reading-based research projects and presentations based on curriculum appropriate works of non-fiction and historical fiction such as

- Jeffrey Toobin’s *The Nine: Inside the Secret World of the Supreme Court*
- Niccolo Machiavelli’s *The Prince*
- Alexis de Tocqueville’s *Democracy in America*
- Chris Matthews’ *Hardball: How Politics is Played Told by One Who Knows the Game*
- *The Federalist Papers*
- Cornell West’s *Race Matters*

<p><b>PA &amp; National Content Standard(s):</b> 5.2.9.A, 5.2.9.B, 5.2.9.C, 5.2.9.D, 5.2.12.A, 5.2.12.B, 5.2.12.C, 5.2.12.D, 5.3.9.A, 5.3.9.B, 5.3.9.C, 5.3.9.D, 5.3.9.E, 5.3.9.F, 5.3.9.G, 5.3.9.H, 5.3.9.I, 5.3.9.J, 5.3.12.A, 5.3.12.B, 5.3.12.C, 5.3.12.D, 5.3.12.E, 5.3.12.F, 5.3.12.G, 5.3.12.H, 5.3.12.I, 5.3.12.J, 5.4.9.D, 5.4.12.D</p>	<p><b>Remediation:</b> The text will be used as a remediation tool on a needed basis to ensure essential understanding of the core concepts.</p>
<p><b>Connecting to Common Core and Other Standards:</b>                  CC8.5.9-10.A, CC8.5.9-10.B, CC8.5.9-10.C, CC8.5.9.D, CC8.5.9-10.E, CC8.5.9-10.F, CC8.5.9-10.G, CC8.5.9-10.H, CC8.5.9-10.I, CC8.5.9-10.J, CC.8.6.9-10.A, CC8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I</p>	<p><b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.</p>



Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
5.2.9.A 5.2.9.B 5.2.9.C 5.2.9.D 5.2.12.A 5.2.12.B 5.2.12.C 5.2.12.D 5.3.9.A 5.3.9.B 5.3.9.C 5.3.9.D 5.3.9.E 5.3.9.F 5.3.9.G 5.3.9.H 5.3.9.I 5.3.9.J	<p><b>Political Parties</b></p> <ul style="list-style-type: none"> <li>• Party systems and party roles</li> <li>• Roles of Parties</li> <li>• Influence of Parties in the United States</li> <li>• The Party and Government</li> <li>• America’s Two Party System</li> <li>• Party Era’s of American History</li> <li>• The First Party System</li> <li>• The First Democratic Party</li> <li>• The Republican Era</li> <li>• The Second Democratic Era</li> <li>• The Era of Divided Government</li> <li>• Minor Parties</li> </ul>	<p><b>Political Parties</b></p> <ul style="list-style-type: none"> <li>• Define political party</li> <li>• Describe functions of political parties</li> <li>• Explain the two-party system</li> <li>• Understand multiparty systems and one-party systems</li> <li>• Understand origins of political parties in the United States</li> <li>• Identify and describe major periods of the parties</li> <li>• Identify the types of minor parties in the US</li> <li>• Explain why minor parties are important</li> <li>• Understand why major parties have decentralized structure</li> </ul>	<p><b>Political Parties</b></p> <ul style="list-style-type: none"> <li>• Political party</li> <li>• One-party system</li> <li>• Two-party system</li> <li>• Proportional representation</li> <li>• Multiparty system</li> <li>• Coalition</li> <li>• Independent</li> <li>• Grassroots</li> <li>• Patronage</li> <li>• Winner-take-all</li> <li>• Consensus</li> <li>• Single-member-district</li> <li>• Split ticket</li> <li>• Economic protest party</li> <li>• Splinter party</li> <li>• Ideological party</li> <li>• Single-issue party</li> </ul>	<p><u>Building Citizenship: Civics and Economics</u> Textbook</p> <p>Supplementary Materials</p> <p>Teacher developed notes</p> <p>DVD support</p> <p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> <p><u>Resources available on departmental page</u></p>	<p>Varied formative, summative, diagnostic, and/or benchmark assessments</p> <p>Shared assessments from collegial sharing</p> <p>Projects</p> <p>Formal and creative writings</p> <p>Refer to department resources for common</p>

	<ul style="list-style-type: none"> <li>• Influence of Minor Parties</li> </ul> <p><b>Elections and Campaigns</b></p> <ul style="list-style-type: none"> <li>• The Electoral Process and Elections</li> <li>• Types of Elections</li> <li>• Campaigns</li> <li>• Campaign Financing</li> <li>• Sources of Funds</li> <li>• Reform Laws</li> <li>• Loopholes and Concerns</li> </ul>	<p><b>Elections and Campaigns</b></p> <ul style="list-style-type: none"> <li>• Describe the national party machinery and party organization at state and local levels</li> <li>• Explain why the nominating process is a critical first step in the election process</li> <li>• Describe the self-announcement, the caucus, and the convention</li> <li>• Discuss the direct primary</li> <li>• Understand why some candidates use the petition as a nominating device</li> <li>• Analyze the administration of elections as a part of democracy</li> <li>• Define the role of precincts and polling places in elections</li> <li>• Describe the various ways voters can cast their ballots</li> <li>• Outline the role voting devices play in the election process</li> <li>• Explain issues raised by campaign spending</li> <li>• Describe the various sources of funding for campaign spending</li> <li>• Examine federal laws that regulate</li> </ul>	<p><b>Elections and Campaigns</b></p> <ul style="list-style-type: none"> <li>• Precinct</li> <li>• Nomination</li> <li>• Direct primary</li> <li>• General election</li> <li>• Closed primary</li> <li>• Australian ballot</li> <li>• Cross-over vote</li> <li>• Open primary</li> <li>• Caucus</li> <li>• Blanket primary</li> <li>• Runoff primary</li> <li>• Dark horse candidate</li> <li>• Platform</li> <li>• Keynote address</li> <li>• Incumbent</li> <li>• Coattail effect</li> <li>• Political action committee</li> <li>• Soft money</li> </ul>		<p>questions, assignments, activities, and rubrics</p>
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	<p><b>Political Participation and Voter Behavior</b></p> <ul style="list-style-type: none"> <li>• Political Participation</li> <li>• Political Socialization</li> <li>• Voting Rights and Eligibility</li> <li>• Political Efficacy</li> <li>• Barriers to Voting</li> <li>• Factors Influencing Voting</li> </ul>	<p>campaign finance</p> <ul style="list-style-type: none"> <li>• Outline the role of the Federal Election Commission in enforcing campaign finance laws</li> <li>• Distinguish between hard money and soft money</li> <li>• Explain the term public opinion</li> </ul> <p><b>Political Participation and Voter Behavior</b></p> <ul style="list-style-type: none"> <li>• Summarize the history of voting rights in the US</li> <li>• Identify and explain constitutional restrictions on the states' power to set voting qualifications</li> <li>• Identify universal qualifications for voting in the US</li> <li>• Explain the other requirements that states use or have used as voting qualifications</li> <li>• Describe tactics used to deny African Americans the right to vote despite the 15<sup>th</sup> Amendment</li> <li>• Understand the significance of the civil rights laws enacted in 1957, 1960, and 1964</li> <li>• Analyze the provisions and effects of the</li> </ul>	<p><b>Political Participation and Voter Behavior</b></p> <ul style="list-style-type: none"> <li>• Electorate</li> <li>• Activist</li> <li>• Political socialization</li> <li>• Citizen</li> <li>• Civics</li> <li>• Suffrage</li> <li>• Poll tax</li> <li>• Grandfather clause</li> <li>• Literacy test</li> <li>• Political efficacy</li> <li>• Absentee ballot</li> <li>• Party Identification</li> </ul>		
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	<p><b>Public Opinion and Mass Media</b></p> <ul style="list-style-type: none"> <li>• Political Ideologies</li> <li>• Forming and Measuring Public Opinion</li> <li>• Mass Media</li> <li>• Government Regulations of Media</li> <li>• Political Influence of the</li> </ul>	<p>Voting Rights Act of 1965</p> <ul style="list-style-type: none"> <li>• Examine the problem of nonvoting in the US</li> <li>• Identify people who typically do not vote</li> <li>• Explain behavior of those who vote and those who do not</li> <li>• Understand the sociological and psychological factors that affect voting and voter behavior</li> <li>• Define and explain political efficacy</li> </ul> <p><b>Public Opinion and Mass Media</b></p> <ul style="list-style-type: none"> <li>• Define and explain political socialization</li> <li>• Explain the methods used to measure public opinion and polling</li> <li>• Examine the role of mass media</li> <li>• Explain how mass media influences politics</li> <li>• Understand the factors that limit the influence of media</li> </ul>	<p><b>Public Opinion and Mass Media</b></p> <ul style="list-style-type: none"> <li>• Ideology</li> <li>• Liberal</li> <li>• Conservative</li> <li>• Moderate</li> <li>• Radical</li> <li>• Reactionary</li> <li>• Public opinion</li> <li>• Straw poll</li> <li>• Sample</li> <li>• Mass media</li> <li>• Prior restraint</li> </ul>		
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### Unit III. Institutions of the National Government

<p><b>Unit Title/Skill Set:</b> Institutions of National Government</p>	<p><b>Course Time Prior to Keystone/PSSA:</b> 100% of time</p>
<p><b>Overview:</b> Students will be able identify, evaluate, and analyze the three interdependent branches of the Federal Government being the Legislative, Executive, and Judicial Branches.</p> <p>The students will be able to identify, evaluate, and analyze the structures and role of Congress, the role of the President and the Executive Branch, as well as the importance and significance of the federal courts, the Supreme Court, and the major decisions that have shaped our democracy.</p>	<p><b>ELL Differentiation: Language Arts</b></p> <p><b>Speaking and Writing:</b> 1.1.11.A, 1.1.11.B, 1.1.11.C, 1.5.11.A, 1.5.11.B, 1.5.11.C, 1.5.11.D, 1.5.11.E, 1.5.11.F, 1.6.11.B</p> <p><b>Listening and Reading:</b> 1.1.11.A, 1.1.11.D, 1.2.11.A, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.6.11.A</p>

<p><b>Unit Essential Questions:</b></p> <p><b>The Legislative Branch – What makes an effective Congress?</b></p> <ul style="list-style-type: none"> <li>• Whose views should members of Congress represent when voting?</li> <li>• What should be the limits on the powers of Congress?</li> <li>• Can and should the lawmaking process be improved?</li> </ul> <p><b>The Executive Branch- What makes a strong executive branch?</b></p> <ul style="list-style-type: none"> <li>• Does the current electoral process result in the best candidates for President?</li> <li>• How much power should the President have?</li> <li>• Does the federal bureaucracy result in good government?</li> <li>• How should the federal budget reflect Americans’ priorities?</li> <li>• How should the Unites States interact with other countries?</li> </ul> <p><b>The Judicial Branch – What should be the role of the judicial branch?</b></p> <ul style="list-style-type: none"> <li>• Does the structure of the federal court system allow it to effectively administer justice?</li> <li>• How can the judiciary balance individual rights with the common good?</li> <li>• To what extent has the judiciary protected the rights of privacy, security and personal freedom?</li> <li>• What are the ongoing struggles for civil rights?</li> </ul>	<p><b>Enrichment:</b> Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:</p> <ul style="list-style-type: none"> <li>• Carl Bernstein and Bob Woodward’s <i>All the President’s Men</i></li> <li>• Doris Kearns Goodwin’s <i>Team of Rivals</i></li> <li>• David McCullough’s <i>John Adams</i></li> <li>• David McCullough’s <i>Truman</i></li> <li>• George McGovern’s <i>Abraham Lincoln</i></li> <li>• Ronald Reagan’s <i>The Reagan Diaries</i></li> <li>• George Washington’s Farewell Address</li> </ul>
<p><b>PA &amp; National Content Standard(s):</b> <a href="#">5.3.9.A</a>, <a href="#">5.3.9.B</a>, <a href="#">5.3.9.C</a>, <a href="#">5.3.9.D</a>, <a href="#">5.3.9.E</a>, <a href="#">5.3.9.F</a>, <a href="#">5.3.9.G</a>, <a href="#">5.3.9.H</a>, <a href="#">5.3.9.I</a>, <a href="#">5.3.9.J</a>, <a href="#">5.3.12.A</a>, <a href="#">5.3.12.B</a>, <a href="#">5.3.12.C</a>, <a href="#">5.3.12.D</a>, <a href="#">5.3.12.E</a>, <a href="#">5.3.12.F</a>, <a href="#">5.3.12.G</a>, <a href="#">5.3.12.H</a>, <a href="#">5.3.12.I</a>, <a href="#">5.3.12.J</a>, <a href="#">5.4.9.A</a>, <a href="#">5.4.9.B</a>, <a href="#">5.4.9.C</a>, <a href="#">5.4.9.D</a>, <a href="#">5.4.9.E</a>, <a href="#">5.4.12.A</a>, <a href="#">5.4.12.B</a>, <a href="#">5.4.12.C</a>, <a href="#">5.4.12.D</a>, <a href="#">5.4.12.E</a></p>	<p><b>Remediation:</b> The text will be used as a remediation tool on a needed basis to ensure essential understanding of the core concepts.</p>
<p><b>Connecting to Common Core and Other Standards:</b>                  CC8.5.9-10.A, CC8.5.9-10.B, CC8.5.9-10.C, CC8.5.9-10.D, CC8.5.9-10.E, CC8.5.9-10.F, CC8.5.9-10.G, CC8.5.9-10.H, CC8.5.9-10.I, CC8.5.9-10.J, CC.8.6.9-10.A, CC8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I</p>	<p><b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.</p>

<b>Assessment Anchors &amp; Eligible Content</b>	<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills)	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Instructional Activities</b>	<b>Assessments</b>
<a href="#">5.3.9.A</a> <a href="#">5.3.9.B</a> <a href="#">5.3.9.C</a> <a href="#">5.3.9.D</a> <a href="#">5.3.9.E</a> <a href="#">5.3.9.F</a> <a href="#">5.3.9.G</a> <a href="#">5.3.9.H</a> <a href="#">5.3.9.I</a> <a href="#">5.3.9.J</a> <a href="#">5.3.12.A</a> <a href="#">5.3.12.B</a> <a href="#">5.3.12.C</a> <a href="#">5.3.12.D</a> <a href="#">5.3.12.E</a> <a href="#">5.3.12.F</a> <a href="#">5.3.12.G</a> <a href="#">5.3.12.H</a> <a href="#">5.3.12.I</a> <a href="#">5.3.12.J</a> <a href="#">5.4.9.A</a> <a href="#">5.4.9.B</a> <a href="#">5.4.9.C</a> <a href="#">5.4.9.D</a>	<p><b>The Legislative Branch</b></p> <ul style="list-style-type: none"> <li>Legislative Branch</li> <li>Structures and hierarchies of Congress</li> <li>The Two Houses of Congress (Bicameral system)</li> <li>The Committee System</li> <li>Powers of Congress</li> <li>Legislative Powers and limits</li> <li>Expressed, Implied and Lawmaking Powers</li> <li>Contested Powers and Limits</li> </ul>	<p><b>The Legislative Branch</b></p> <ul style="list-style-type: none"> <li>Analyze the structure and function of Congress</li> <li>Identify the different legislative roles of the House of Representatives and the Senate.</li> <li>Compare and contrast the electoral structure of the House of Representatives and the Senate.</li> <li>Classify the Congressional hierarchy through leadership positions and committee chairmanships</li> <li>Evaluate the function and significance of congressional committees</li> <li>Describe the difference between expressed, implied and lawmaking powers</li> <li>Identify Non-legislative powers and the limits placed on Congressional authority</li> <li>Identify and explain the requirements for running for Congressional Office</li> <li>Explain the difference between</li> </ul>	<p><b>The Legislative Branch</b></p> <ul style="list-style-type: none"> <li>House of Representatives</li> <li>Senate</li> <li>Expressed powers</li> <li>Enumerated Powers</li> <li>Implied Powers</li> <li>Elastic Clause</li> <li>Regulate</li> <li>Writ of habeas corpus</li> <li>Bill of Attainder</li> <li>Ex Post Facto Law</li> <li>Franking Privilege</li> <li>Lobbyist</li> </ul>	<p><u>Building Citizenship: Civics and Economics</u> Textbook</p> <p>Supplementary Materials</p> <p>Teacher developed notes DVD support Primary and secondary source readings Maps, charts, graphs</p> <p><u>Resources available on departmental page</u></p>	<ul style="list-style-type: none"> <li>Varied formative, summative, diagnostic, and/or benchmark assessments</li> <li>Shared assessments from collegial sharing</li> <li>Projects</li> <li>Formal and creative writings</li> <li>Refer to department resources for</li> </ul>



<p><a href="#">5.4.9.E</a>  <a href="#">5.4.12.A</a>  <a href="#">5.4.12.B</a>  <a href="#">5.4.12.C</a>  <a href="#">5.4.12.D</a>  <a href="#">5.4.12.E</a></p>	<ul style="list-style-type: none"> <li>• How Congress functions</li> <li>• Law making process</li> </ul>	<p>Congressional Staffs and Agencies in Congress</p> <ul style="list-style-type: none"> <li>• Describe the process of making laws</li> <li>• Analyze the effect of legal caseloads on Congress</li> <li>• Identify and evaluate the various levels of public assistance available to local and state governments.</li> <li>• Classify and explain the various types of bills</li> <li>• Describe the role of action committees in the bill process</li> <li>• Explain the procedure of the Congressional voting process</li> <li>• Analyze the role of Congressional vetoes</li> </ul>	<ul style="list-style-type: none"> <li>• Pork-barrel project</li> <li>• Committees</li> <li>• Filibuster</li> <li>• Cloture</li> <li>• Standing vote</li> <li>• Roll-call vote</li> <li>• Pocket veto</li> </ul>		<p>common questions, assignments, activities, and rubrics</p>
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	<p><b>The Executive Branch</b></p> <ul style="list-style-type: none"> <li>• The structure and function of the Executive Branch</li> <li>• The roles of the President and Vice President</li> <li>• The President’s designated Constitutional Powers</li> <li>• Enacting Foreign Policy</li> <li>• The Executive Branch and its relationship to the American citizen as well as the media</li> </ul>	<p><b>The Executive Branch</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast the constitutional roles of the President and Vice President</li> <li>• Identify and list the presidential succession</li> <li>• Explain the significance and function of executive orders</li> <li>• Analyze the president’s role in creating and enacting foreign policy</li> <li>• Evaluate the President’s constitutional ability to enact foreign policy through treaties and executive agreements</li> <li>• Describe and discuss the significance of foreign service appointments</li> <li>• Analyze the role of the ambassador as facilitator of the president’s foreign policy</li> <li>• Explain the president’s role in designation of foreign aid</li> <li>• Identify the various White House Offices</li> <li>• Explain and analyze the structure and function of the White House Offices</li> <li>• Identify the Presidential Cabinet positions</li> <li>• Evaluate the role of each of the Presidential Cabinet positions as they relate to the President and other branches of government</li> <li>• Explain the basic structure of the federal</li> </ul>	<p><b>The Executive Branch</b></p> <ul style="list-style-type: none"> <li>• Electors</li> <li>• Executive Order</li> <li>• Pardon</li> <li>• Reprieve</li> <li>• Amnesty</li> <li>• Ambassadors</li> <li>• Foreign Policy</li> <li>• National Security</li> <li>• Treaties</li> <li>• Executive Agreement</li> <li>• Cabinet</li> <li>• Federal Bureaucracy</li> <li>• Executive Agencies</li> <li>• Government Corporations</li> <li>• Regulatory Commissions</li> <li>• Political Appointees</li> </ul>		
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	<p><b>The Judicial Branch</b></p> <ul style="list-style-type: none"> <li>• The Judicial Branch’s structure and function</li> <li>• Federal Courts and their daily processes</li> <li>• The Federal Court System as it relates to the Judicial Branch</li> <li>• The Supreme Court and its role in the federal system</li> <li>• Supreme Court structures and functions</li> <li>• Supreme Court landmark cases</li> </ul>	<p>bureaucracy</p> <ul style="list-style-type: none"> <li>• Analyze the federal bureaucracy as it relates to state and local governments</li> </ul> <p><b>The Judicial Branch</b></p> <ul style="list-style-type: none"> <li>• Analyze the Judicial Branch as it relates to the other branches of the federal government</li> <li>• Analyze the national and local significance of the Federal Court System</li> <li>• Analyze and explain the three tiers of the federal court system including district/trial courts, appellate/circuit courts, and the Supreme Court</li> <li>• Describe and discuss limitations indicated by jurisdiction</li> <li>• Explain the constitutional and governmental role of the Supreme Court</li> <li>• Identify the exclusive powers of the Supreme Court</li> <li>• Explain the limits of the Supreme Court and the historical challenges to these limits</li> <li>• Identify the historic cases of the Supreme Court</li> <li>• Compare and Contrast judicial precedents vs. judicial reversals</li> <li>• Analyze the process of rendering opinions and setting judicial precedents</li> </ul>	<p><b>The Judicial Branch</b></p> <ul style="list-style-type: none"> <li>• Dual Court System</li> <li>• Jurisdiction</li> <li>• Ruling</li> <li>• Opinion</li> <li>• Precedent</li> <li>• Stare Decisis</li> <li>• Subpoena</li> <li>• Judicial Review</li> <li>• Docket</li> <li>• Caseload</li> <li>• Brief</li> </ul>		
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## Unit IV Civil Liberties and Civil Rights

<p><b>Unit Title/Skill Set:</b> Civil Liberties and Civil Rights</p>	<p><b>Course Time Prior to Keystone/PSSA:</b> 100% of time</p>
<p><b>Overview:</b> Students will be able to define and explain civil liberties and civil rights and their historical significance in the development of the United States.</p> <p>Students will be able to identify, evaluate, and analyze the Constitutional Amendments of the United States and explain their impact on the citizens and history of the United States.</p> <p>Students will be able to explain the incorporation and expansion of the Bill of Rights to all citizens of the United States.</p> <p>Students will be able to explain and analyze the Amendments of the Bill of Rights as well as cite the Supreme Court Cases regarding the interpretation of these rights that have set historical precedents for the United States and its citizens.</p>	<p><b>ELL Differentiation: Language Arts</b></p> <p><b>Speaking and Writing:</b> 1.1.11.A, 1.1.11.B, 1.1.11.C, 1.5.11.A, 1.5.11.B, 1.5.11.C, 1.5.11.D, 1.5.11.E, 1.5.11.F, 1.6.11.B</p> <p><b>Listening and Reading:</b> 1.1.11.A, 1.1.11.D, 1.2.11.A, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.6.11.A</p>

<p><b>Unit Essential Questions:</b></p> <p><b>Civil Liberties- What connection can be made between citizenship and civil liberties?</b></p> <ul style="list-style-type: none"> <li>• How do civil liberties impact the daily lives of Americans?</li> <li>• What are the specific rights and liberties protected by the Ten Amendments of the Bill of Rights and why?</li> <li>• What is Due Process of the law and how does the 5<sup>th</sup> Amendment protect citizens from the actions of the federal government?</li> <li>• How were the amendments of the Bill of Rights incorporated and expanded to the states through the 14<sup>th</sup> Amendment of the Constitution?</li> </ul> <p><b>Civil Rights- What was the impact of the Civil Rights Movement on present day civics?</b></p> <ul style="list-style-type: none"> <li>• What are the important court cases of the Civil Rights Movement?</li> <li>• How have 20<sup>th</sup> Century Amendments affected voting rights and changed elections?</li> <li>• What important reforms and laws were made as a result of the Civil Rights Movement?</li> </ul>	<p><b>Enrichment:</b> Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:</p> <ul style="list-style-type: none"> <li>• Jacob K. Javit's <i>Discrimination U.S. A.</i></li> <li>• Alexander Meikeljohn's <i>Political Freedom- The Constitutional Powers of the People</i></li> <li>• Jack Greenberg's <i>Race Relations and American Law</i></li> <li>• Martin Luther King Jr.'s <i>Stride Toward Freedom- The Montgomery Story</i></li> <li>• Osmond K. Fraenkel's <i>The Supreme Court and Civil Liberties: How the Court has Protected the Bill of Rights</i></li> <li>• Cynthia E. Orozco's <i>No Mexicans, Women, or Dogs Allowed: The Rise of the Mexican American Civil Rights Movement</i></li> <li>• Mary Walton's <i>A Woman's Crusade: Alice Paul and the Battle for the Ballot</i></li> </ul>
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<p><b>PA &amp; National Content Standard(s):</b> <a href="#">5.1.9.C</a>, <a href="#">5.1.9.D</a>, <a href="#">5.1.9.F</a>, <a href="#">5.1.12.A</a>, <a href="#">5.1.12.C</a>, <a href="#">5.1.12.D</a>, <a href="#">5.1.12.E</a>, <a href="#">5.2.9.B</a>, <a href="#">5.2.12.A</a>, <a href="#">5.2.12.B</a>, <a href="#">5.3.9.F</a>, <a href="#">5.3.9.H</a>, <a href="#">5.3.12.F</a></p>	<p><b>Remediation:</b> The text will be used as a remediation tool on a needed basis to ensure essential understanding of the core concepts.</p>
<p><b>Connecting to Common Core and Other Standards:</b>                  CC8.5.9-10.A, CC8.5.9-10.B, CC8.5.9-10.C, CC8.5.9.D, CC8.5.9-10.E, CC8.5.9-10.F, CC8.5.9-10.G, CC8.5.9-10.H, CC8.5.9-10.I, CC8.5.9-10.J, CC.8.6.9-10.A, CC8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I</p>	<p><b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.</p>

<b>Assessment Anchors &amp; Eligible Content</b>	<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills)	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Instructional Activities</b>	<b>Assessments</b>
<a href="#">5.1.9.C</a> <a href="#">5.1.9.D</a> <a href="#">5.1.9.F</a> <a href="#">5.1.12.A</a> <a href="#">5.1.12.C</a> <a href="#">5.1.12.D</a> <a href="#">5.1.12.E</a> <a href="#">5.2.9.B</a> <a href="#">5.2.12.A</a> <a href="#">5.2.12.B</a> <a href="#">5.3.9.F</a> <a href="#">5.3.9.H</a> <a href="#">5.3.12.F</a>	<p><b>Civil Liberties</b></p> <ul style="list-style-type: none"> <li>• Bill of Rights</li> <li>• The First Amendment</li> <li>• Freedom of Religion</li> <li>• Freedom of Speech</li> <li>• Freedom of the Press</li> <li>• Freedom of Assembly</li> <li>• Freedom to</li> </ul>	<p><b>Civil Liberties</b></p> <ul style="list-style-type: none"> <li>• Analyze and evaluate the Bill of Rights as a whole</li> <li>• List and explain the twenty-seven Amendments to the United States Constitution</li> <li>• Describe the importance of the First Amendment</li> <li>• Discuss and evaluate the importance of the freedom of religion in a democratic country</li> <li>• Identify the importance of freedom of speech and freedom of the press to</li> </ul>	<p><b>Civil Liberties</b></p> <ul style="list-style-type: none"> <li>• Civil Liberties</li> <li>• Incorporation</li> <li>• Free Speech</li> <li>• First Amendment</li> <li>• Establishment Clause</li> <li>• Free Exercise Clause</li> <li>• Symbolic Speech</li> </ul>	<p><u>Building Citizenship: Civics and Economics</u>                      Textbook</p> <p>Supplementary Materials</p> <p>Teacher developed notes                      DVD support                      Primary and secondary source</p>	<p>Varied formative, summative, diagnostic, and/or benchmark assessments</p> <p>Shared assessments from collegial sharing</p>

	<ul style="list-style-type: none"> <li>Petition</li> <li>• Limits on Civil Liberty</li> <li>• Second Amendment</li> <li>• Third Amendment</li> <li>• Fourth Amendment</li> <li>• Fifth Amendment</li> <li>• Sixth Amendment</li> <li>• Seventh Amendment</li> <li>• Eighth Amendment</li> <li>• Amendment</li> <li>• Ninth Amendment</li> <li>• Tenth Amendment</li> <li>• Furthering Civil Liberties</li> <li>• Eleventh Amendment</li> <li>• Twelfth Amendment</li> <li>• Civil War Amendments</li> <li>• Thirteenth Amendment</li> <li>• Fourteenth Amendment</li> </ul>	<p>United States citizens</p> <ul style="list-style-type: none"> <li>• Analyze the landmark case of <i>Tinker v. Des Moines School District</i></li> <li>• Explain the idea of freedom of assembly and discuss historical examples of freedom to petition</li> <li>• Generate discussions on the limits that are placed on civil liberties; restrictions of libel and slander</li> <li>• Describe the Second and Third Amendments and provide historical explanations for their existence</li> <li>• Explain the significance of the Fourth Amendment and how it limits unlawful searches and seizure</li> <li>• Discuss the ramifications of the opinion in <i>Miranda v. Arizona</i></li> <li>• Identify all five components of the Fifth Amendment</li> <li>• Identify and explain the importance of the Due Process clause of the Fifth Amendment</li> <li>• Review the Sixth Amendment and its effects on the legal process</li> <li>• Outline and evaluate the meaning of the Eighth Amendment</li> <li>• Discuss the importance of the Seventh Amendment in civil cases</li> <li>• Explain the distinct difference between the Ninth and Tenth Amendments</li> </ul>	<ul style="list-style-type: none"> <li>• Censorship</li> <li>• Petition</li> <li>• Slander</li> <li>• Sedition</li> <li>• Treason</li> <li>• Libel</li> <li>• Accused</li> <li>• Probable Cause</li> <li>• Search Warrant</li> <li>• Indictment</li> <li>• Double Jeopardy</li> <li>• Self-incrimination</li> <li>• Due Process</li> <li>• Eminent Domain</li> <li>• <i>Ex post facto</i></li> <li>• Bill of attainder</li> <li>• Exclusionary rule</li> <li>• Bail</li> <li>• License</li> <li>• Retain</li> <li>• Black Codes</li> <li>• Suffrage</li> <li>• Conducted</li> <li>• Poll Tax</li> </ul>	<p>readings Maps, charts, graphs <u>Resources available on departmental page</u></p>	<p>Projects</p> <p>Formal and creative writings</p> <p>Refer to department resources for common questions, assignments, activities, and rubrics</p>
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	<ul style="list-style-type: none"> <li>• Fifteenth Amendment</li> <li>• Sixteenth Amendment</li> <li>• Electoral Process</li> <li>• Seventeenth Amendment</li> <li>• Eighteenth Amendment</li> <li>• Ninetieth Amendment</li> <li>• Twentieth Amendment</li> <li>• Twenty-First Amendment</li> <li>• Twenty-Second Amendment</li> <li>• Twenty-Third Amendment</li> <li>• Twenty-Fourth Amendment</li> <li>• Twenty-Fifth Amendment</li> <li>• Twenty-Sixth Amendment</li> <li>• Twenty-Seventh Amendment</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the Thirteenth, Fourteenth, and Fifteenth Amendment</li> <li>• Explain the significance and importance of the Fourteenth Amendment and the incorporation and expansion of the Bill of Rights to the states.</li> <li>• Emphasize the importance of the Seventeenth Amendment on the election process for Congressional seats</li> <li>• Develop a connection between the voting process and the Nineteenth, Twenty-third, Twenty-fourth, and Twenty-sixth Amendments</li> </ul>			
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	<p><b>Civil Rights</b></p> <ul style="list-style-type: none"> <li>• The Civil Rights Movement</li> <li>• Origins of Civil Rights Movement</li> <li>• <i>Plessy v. Ferguson</i></li> <li>• <i>Brown v. Board of Education of Topeka, Kansas</i></li> <li>• Montgomery Bus Boycott</li> <li>• Peaceful Protests</li> <li>• Civil Rights Act of 1964</li> <li>• Voting Rights Act of 1965</li> <li>• The Struggle Continues</li> <li>• Affirmative Action</li> <li>• American Indian Movement</li> <li>• Chicano Movement</li> <li>• Women’s Rights Movement</li> </ul>	<p><b>Civil Rights</b></p> <ul style="list-style-type: none"> <li>• Identify the significance of the Civil Rights Movement</li> <li>• Analyze the ending of segregation through the landmark Supreme Court cases of <i>Plessy v. Ferguson</i> and <i>Brown v. Board of Education of Topeka, Kansas</i></li> <li>• Explain the importance of the Montgomery Bus Boycott and the governmental action it commanded</li> <li>• Describe the importance of peaceful protest in a democracy</li> <li>• Explain how the government views peaceful protesters</li> <li>• Describe the notable effects of the Civil Rights Movement of 1964 and Voting Rights Act of 1965 on the Supreme Court</li> <li>• Explain the ongoing struggle for Civil Rights for American Indians, Mexican Americans, and Women</li> <li>• Discuss and analyze the idea of Affirmative Action and its role in various Supreme Court decisions</li> <li>• Present and identify the significance of Supreme Court Cases such as <i>Dred Scott v. Sandford</i>, <i>Marbury v. Madison</i>, <i>Roe v. Wade</i>, and <i>Gideon v. Wainwright</i></li> </ul>	<p><b>Civil Rights</b></p> <ul style="list-style-type: none"> <li>• Civil Rights</li> <li>• NAACP</li> <li>• Discrimination</li> <li>• Segregation</li> <li>• <i>De jure</i> segregation</li> <li>• <i>De facto</i> segregation</li> <li>• Separate but equal</li> <li>• Montgomery Bus Boycott</li> <li>• Discrimination</li> <li>• “Jim Crow” laws</li> <li>• Nonviolence Resistance</li> <li>• Sit-ins</li> <li>• Hate crimes</li> <li>• Exploited</li> <li>• Feminist</li> <li>• Title IX</li> <li>• Comparable worth</li> <li>• Affirmative Action</li> <li>• Quota</li> </ul>		
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		<i>Mapp v. Ohio</i> <i>Korematsu v. United States</i> <i>McCulloch v. Maryland</i> <i>Griswold v. Connecticut</i> <i>Bakker v. University of California</i>	<ul style="list-style-type: none"><li>• Reverse discrimination</li></ul>		
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## Unit V. Public Policy and Comparative Government and Economic Systems

<p><b>Unit Title/Skill Set:</b> Public Policy and Comparative Government and Economic Systems</p>	<p><b>Course Time Prior to Keystone/PSSA:</b> 100% of time</p>
<p><b>Overview:</b> Students will be able to define public policy, explain the development and implementation of public policy, and analyze the impact of public policy upon the citizens and democracy of the United States.</p> <p>Students will be able to define, identify, and explain the different government and economic systems and analyze their interdependent relationships with one another.</p> <p>Students will be able to compare and contrast these government and economic systems with that of the United States.</p>	<p><b>ELL Differentiation: Language Arts</b></p> <p><b>Speaking and Writing:</b> 1.1.11.A, 1.1.11.B, 1.1.11.C, 1.5.11.A, 1.5.11.B, 1.5.11.C, 1.5.11.D, 1.5.11.E, 1.5.11.F, 1.6.11.B</p> <p><b>Listening and Reading:</b> 1.1.11.A, 1.1.11.D, 1.2.11.A, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.6.11.A</p>

<p><b>Unit Essential Questions:</b></p> <p><b>Public Policy-What determines public policy?</b></p> <ul style="list-style-type: none"> <li>• What are the different types of public policy?</li> <li>• What factors and groups influence the development of public policy?</li> <li>• How does the implementation of public policy exemplify federalism?</li> </ul> <p><b>Comparative Government and Economic Systems-What are the most prevalent forms of governments and economic systems exercised throughout the world?</b></p> <ul style="list-style-type: none"> <li>• How do these different government and economic systems compare to the U.S. government’s structure and function?</li> <li>• How and why are these different types of government and economic systems spreading and evolving?</li> <li>• What multinational organizations exist or are developing and increasing their influence in the international arena?</li> </ul>	<p><b>Enrichment:</b> Semester long reading-based research projects and presentations based on curriculum appropriate works of non-fiction and historical fiction such as</p> <ul style="list-style-type: none"> <li>• John Heilemann and Mark Halperin’s <i>Game Change: Obama and the Clintons, McCain and Palin, and the Race of a Lifetime</i></li> <li>• Anonymous and Joe Klein’s <i>Primary Colors</i></li> <li>• James Fallows’ <i>Breaking The News: How the Media Undermine American Democracy</i></li> <li>• Ellen Alderman and Caroline Kennedy’s <i>In Our Defense: The Bill of Rights in Action</i></li> <li>• Thomas Paine’s <i>Common Sense</i></li> <li>• Ralph Nader’s <i>Unsafe at Any Speed: The Designed-in Dangers of the American Automobile</i></li> </ul>
<p><b>PA &amp; National Content Standard(s):</b>                      5.1.9.A,5.1.9.B,5.1.9.C,5.1.9.D,5.1.9.E,5.1.9.F,5.1.12.A,5.1.12.B,5.1.12.C,5.1.12.D,5.1.12.E,5.1.12.F,5.2.9.A,5.2.9.B,5.2.9.C,5.2.9.C,5.2.9.D,5.2.12.A,5.2.12.B,5.2.12.C,5.2.12.C,5.2.12.D,5.3.9.A,5.3.9.B,5.3.9.C,5.3.9.D,5.3.9.E,5.3.9.F,5.3.9.G,5.3.9.H,5.3.9.I,5.3.9.J,5.3.12.A,5.3.12.B,5.3.12.C,5.3.12.D,5.3.12.E,5.3.12.F,5.3.12.G,5.3.12.H,5.3.12.I,5.3.12.J,5.4.9.A,5.4.9.B,5.4.9.C,5.4.9.D,5.4.9.E,5.4.12.A,5.4.12.B,5.4.12.C,5.4.12.D,5.4.12.E</p>	<p><b>Remediation:</b> The text will be used as a remediation tool on a needed basis to ensure essential understanding of the core concepts.</p>
<p><b>Connecting to Common Core and Other Standards:</b> CC8.5.9-10.A, CC8.5.9-10.B, CC8.5.9-10.C, CC8.5.9-10.D, CC8.5.9-10.E, CC8.5.9-10.F, CC8.5.9-10.G, CC8.5.9-10.H, CC8.5.9-10.I, CC8.5.9-10.J, CC.8.6.9-10.A, CC8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I</p>	<p><b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.</p>

<b>Assessment Anchors &amp; Eligible Content</b>	<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills)	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Instructional Activities</b>	<b>Assessments</b>
5.1.9.A 5.1.9.B 5.1.9.C 5.1.9.D 5.1.9.E 5.1.9.F 5.1.12.A 5.1.12.B 5.1.12.C 5.1.12.D 5.1.12.E 5.1.12.F 5.2.9.A 5.2.9.B 5.2.9.C 5.2.9.C 5.2.9.D 5.2.12.A 5.2.12.B 5.2.12.C 5.2.12.C 5.2.12.D 5.3.9.A 5.3.9.B	<p><b>Public Policy</b></p> <ul style="list-style-type: none"> <li>• Policy-Making Process</li> <li>• Economic Process</li> <li>• Government’s Role in the Economy</li> <li>• Monetary Policy</li> <li>• Fiscal Policy</li> <li>• Raising Money</li> <li>• Federal Income Tax</li> <li>• Government Borrowing</li> <li>• Government Spending</li> <li>• The Budget Process</li> <li>• Entitlement Programs</li> <li>• Domestic Policy</li> <li>• Social Policy</li> <li>• Foreign Policy and National Defense</li> <li>• Diplomatic Policies</li> </ul>	<p><b>Public Policy</b></p> <ul style="list-style-type: none"> <li>• Define public policy</li> <li>• List and explain the five steps in the policy making process</li> <li>• Explain how the Constitution gives Congress the power to tax and at the same time places limits on that power</li> <li>• Identify the most significant federal taxes collected today</li> <li>• Describe nontax sources of federal revenue</li> <li>• Describe federal borrowing</li> <li>• Explain how the federal government’s actions can affect the economy</li> <li>• Analyze the causes and</li> </ul>	<p><b>Public Policy</b></p> <ul style="list-style-type: none"> <li>• Free enterprise</li> <li>• Deficit</li> <li>• National debt</li> <li>• Monetary policy</li> <li>• Fiscal policy</li> <li>• Discount rate</li> <li>• Progressive tax</li> <li>• Regressive tax</li> <li>• Flat tax</li> <li>• Entitlement</li> <li>• Domestic policy</li> <li>• Foreign policy</li> <li>• Monopoly</li> <li>• Oligopoly</li> <li>• Conglomerate</li> <li>• Collective bargaining</li> <li>• Public assistance</li> <li>• Social insurance programs</li> <li>• Welfare</li> </ul>	<p><u>Building Citizenship: Civics and Economics</u> Textbook</p> <p>Supplementary Materials</p> <p>Teacher developed notes DVD support Primary and secondary source readings Maps, charts, graphs <u>Resources available on departmental page</u></p>	<p>Varied formative, summative, diagnostic, and/or benchmark assessments</p> <p>Shared assessments from collegial sharing</p> <p>Projects</p> <p>Formal and creative writings</p> <p>Refer to department resources for common questions, assignments, activities, and rubrics</p>

<p>5.3.9.C 5.3.9.D 5.3.9.E 5.3.9.F 5.3.9.G 5.3.9.H 5.3.9.I 5.3.9.J 5.3.12.A 5.3.12.B 5.3.12.C 5.3.12.D 5.3.12.E 5.3.12.F 5.3.12.G 5.3.12.H 5.3.12.I 5.3.12.J 5.4.9.A 5.4.9.B 5.4.9.C 5.4.9.D 5.4.9.E 5.4.12.A 5.4.12.B 5.4.12.C 5.4.12.D 5.4.12.E</p>	<ul style="list-style-type: none"> <li>• Defense Policies</li> </ul>	<p>effects of the public debt</p> <ul style="list-style-type: none"> <li>• Identify the key elements of federal spending</li> <li>• Define controllable and uncontrollable spending</li> <li>• Explain how the President and Congress work together to create the federal budget</li> <li>• Describe the overall goals of the federal government’s actions in the economy</li> <li>• Explain the features and purposes of fiscal policy</li> <li>• Explain the features and purposes of monetary policy</li> <li>• Explain how the federal government regulates business, labor, the environment, and energy</li> <li>• Explain the government programs of health care, welfare, and education</li> <li>• List and describe the foreign policy priorities of the United States</li> <li>• Analysis defense policies of the United States</li> </ul>	<ul style="list-style-type: none"> <li>• Cold war</li> <li>• Foreign Service</li> <li>• Ambassador</li> <li>• Foreign aid</li> <li>• Sanction</li> <li>• Deterrence</li> <li>• Laissez-Faire</li> </ul>		
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	<p><b>Comparative Government and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Democratic Political Systems</li> <li>• Great Britain</li> <li>• Authoritarian Political Systems</li> <li>• Communist China</li> <li>• Comparative Economic Systems</li> <li>• Capitalism</li> <li>• Communism</li> <li>• Theory of Karl Marx</li> <li>• Socialism</li> <li>• Mixed Economies</li> <li>• Global Economy</li> <li>• United Nations</li> <li>• World Trade Organization</li> <li>• NATO</li> </ul>	<p><b>Comparative Government and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• List and describe the characteristics of the two political systems- democratic and authoritarian</li> <li>• List and explain the six key measures of democracy</li> <li>• Compare and contrast the United States democracy with Great Britain</li> <li>• Define authoritarian political system</li> <li>• List and explain the five characteristics of an authoritarian system</li> <li>• Compare and contrast the United States democracy with Communist China</li> <li>• List and describe the three different modern economic systems of capitalism, socialism, and communism.</li> <li>• List and explain the five basic rules of capitalism and the free enterprise system</li> </ul>	<p><b>Comparative Government and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Capitalism</li> <li>• Socialism</li> <li>• Communism</li> <li>• Authoritarian</li> <li>• Imperialism</li> <li>• Unitary</li> <li>• Globalization</li> </ul>		
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		<ul style="list-style-type: none"><li>• List and explain the six basic principles of communism</li><li>• List and explain the four characteristics of socialism</li><li>• Describe a mixed economic system</li><li>• Explain the development of the United Nations after World War II</li><li>• Compare and contrast the Charter of the United Nations with the Constitution of the United States</li><li>• Explain globalization and the world market</li><li>• List and explain the functions of non-governmental global organizations such as the World Trade Organization</li></ul>			
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## State and Local Government

<p><b>Unit Title/Skill Set:</b> State and Local Government</p>	<p><b>Course Time Prior to Keystone/PSSA:</b> 100% of time</p>
<p><b>Overview:</b> Students will be able to identify, evaluate, and analyze the structures and functions of state and local governments, their relationship and balance with each other, as well as their relationship and balance with the federal government.</p> <p>Students will be able to identify, evaluate, and analyze the specific roles state and local governments play in daily lives of citizens through public policy, community activism, education, and environmental issues.</p>	<p><b>ELL Differentiation: Language Arts</b>  <b>Speaking and Writing:</b> 1.1.11.A, 1.1.11.B, 1.1.11.C, 1.5.11.A, 1.5.11.B, 1.5.11.C, 1.5.11.D, 1.5.11.E, 1.5.11.F, 1.6.11.B  <b>Listening and Reading:</b> 1.1.11.A, 1.1.11.D, 1.2.11.A, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.6.11.A</p>

<p><b>Unit Essential Questions:</b></p> <p><b>State Government-What is the right balance of state, local, and federal government?</b></p> <ul style="list-style-type: none"> <li>• How do people create, structure and change government?</li> <li>• What are the structures and functions of state government?</li> <li>• How much power should state governments have?</li> </ul> <p><b>Local Government-How local should government be?</b></p> <ul style="list-style-type: none"> <li>• What are the structures and functions of local government</li> <li>• How could citizens best utilize local government?</li> <li>• What is the proper balance between local and state government?</li> </ul> <p><b>Dealing with Community Issues-How can community issues engage citizens with their government?</b></p> <ul style="list-style-type: none"> <li>• How do citizens influence government policy?</li> </ul>	<p><b>Enrichment:</b> Semester long reading-based research projects and presentations based on curriculum appropriate works of non-fiction and historical fiction such as</p> <ul style="list-style-type: none"> <li>• Robert Penn Warren’s <i>All the King’s Men</i></li> <li>• Ori Brafman and Rod A. Beckstrom’s <i>The Starfish and the Spider</i></li> <li>• Bill McCabe’s <i>Deep Economy</i></li> <li>• Paul Hawken, Amory Lovins and L. Hunter Lovins’ <i>Natural Capitalism</i></li> <li>• Al Gore’s <i>An Inconvenient Truth</i></li> <li>• John F. Kennedy’s <i>Profiles in Courage</i></li> </ul>
<p><b>PA &amp; National Content Standard(s):</b>                      5.1.C.A, 5.1.C.B, 5.1.C.C, 5.1.C.D, 5.1.C.E, 5.2.C.B, 5.2.C.C, 5.2.C.D, 5.3.C.A, 5.3.C.B, 5.3.C.C, 5.3.C.E, 5.3.C.F, 5.3.C.G, 5.3.C.I,</p>	<p><b>Remediation:</b> The text will be used as a remediation tool on a needed basis to ensure essential understanding of the core concepts.</p>

<p><b>Connecting to Common Core and Other Standards:</b> CC8.5.9-10.A, CC8.5.9-10.B, CC8.5.9-10.C, CC8.5.9.D, CC8.5.9-10.E, CC8.5.9-10.F, CC8.5.9-10.G, CC8.5.9-10.H, CC8.5.9-10.I, CC8.5.9-10.J, CC.8.6.9-10.A, CC8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9- 10.H, CC.8.6.9-10.I</p>	<p><b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.</p>
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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
5.1.9.A 5.1.9.C 5.1.9.E 5.2.9.B 5.2.9.C 5.2.9.D 5.2.12.D 5.3.9.A 5.3.9.B 5.3.9.D 5.3.9.E 5.3.9.J 5.3.12.A 5.3.12.C 5.3.12.G 5.3.12.I	<p><b>State Government</b></p> <ul style="list-style-type: none"> <li>• The Federal System</li> <li>• State government</li> <li>• Reserved Powers</li> <li>• Concurrent powers</li> <li>• State charters</li> <li>• State constitution structure</li> <li>• State Legislative Branch</li> <li>• Function of state legislatures</li> <li>• Unicameral vs. bicameral legislatures</li> <li>• Legislative districts and their apportionment</li> <li>• How state programs are funded and the challenges in prioritizing them</li> <li>• State Executive Branch</li> <li>• Powers and duties of</li> </ul>	<p><b>State Government</b></p> <ul style="list-style-type: none"> <li>• Define powers of state government</li> <li>• Compare and contrast the balance between state government and national government</li> <li>• Classify state government power as either concurrent or reserved.</li> <li>• Describe the controversy over state’s rights vs. nationalists.</li> <li>• Identify and define functions of state legislatures</li> <li>• Analyze and describe the apportionment process for legislative districts</li> <li>• Evaluate the prioritization process for funding state programs</li> <li>• Explain powers and duties of</li> </ul>	<p><b>State Government</b></p> <ul style="list-style-type: none"> <li>• Federal System</li> <li>• Consent</li> <li>• Reserved Powers</li> <li>• Concurrent Powers</li> <li>• Unicameral</li> <li>• Bicameral</li> <li>• Census</li> <li>• Apportioned</li> <li>• Malapportionment</li> <li>• Line-item veto</li> <li>• Parole</li> <li>• Justice of the Peace</li> <li>• Misdemeanor</li> <li>• Magistrate Court</li> <li>• Civil Case</li> <li>• Plaintiff</li> <li>• Defendant</li> <li>• Felony</li> </ul>	<p><u>Building Citizenship: Civics and Economics</u> Textbook</p> <p>Supplementary Materials</p> <p>Teacher developed notes DVD support Primary and secondary source readings Maps, charts, graphs <u>Resources available on departmental page</u></p>	<p>Varied formative, summative, diagnostic, and/or benchmark assessments</p> <p>Shared assessments from collegial sharing</p> <p>Projects</p> <p>Formal and creative writings</p> <p>Refer to department resources for common questions, assignments, activities, and rubrics</p>

	<p>the governor</p> <ul style="list-style-type: none"> <li>• The qualifications and process for becoming a governor</li> <li>• Executive departments and the specific support roles they play</li> <li>• State Judicial Branch</li> <li>• Organization of state court system</li> <li>• Rural court structure</li> <li>• Urban court structure</li> <li>• Municipal courts</li> <li>• General Trial Court</li> <li>• Appellate Court</li> <li>• Supreme Court</li> <li>• Selection Process of judges</li> </ul>	<p>the state governor</p> <ul style="list-style-type: none"> <li>• Summarize the qualifications and process for becoming a governor</li> <li>• Describe the role of Executive departments in regards to their relationship with the governor</li> <li>• Classify courts as being part of either urban or rural court systems</li> <li>• Identify the different functions of court systems</li> <li>• Classify the governmental level of the court systems</li> <li>• Evaluate the different selection processes for judges</li> </ul>			
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	<p><b>Local Government</b></p> <ul style="list-style-type: none"> <li>• Formation of local governments</li> <li>• City Charters</li> <li>• Home rule</li> <li>• Structure and division of city governments</li> <li>• Strong mayor system vs. weak mayor system</li> <li>• Commission and Council-Manager forms of city government</li> <li>• Other forms of city government</li> <li>• Special district</li> <li>• Metropolitan area</li> <li>• County government structure</li> <li>• County government functions</li> <li>• County government employees and support</li> <li>• Town government structure and participation</li> <li>• New England towns</li> <li>• Town meetings</li> </ul>	<p><b>Local Government</b></p> <ul style="list-style-type: none"> <li>• Describe the different options for forming a local government</li> <li>• Compare and contrast strong-mayor systems vs. weak mayor systems</li> <li>• Compare and contrast commission and council-manager forms of city government</li> <li>• Identify and define other forms of city government such as: special district and metropolitan area</li> <li>• Identify the reasons people form local governments</li> <li>• Classify the positions and organization of county government</li> <li>• Define the functions of a county government</li> <li>• Compare and contrast county government’s function vs. city government’s function</li> <li>• Analyze the specific roles of county government</li> </ul>	<p><b>Local Government</b></p> <ul style="list-style-type: none"> <li>• Incorporate</li> <li>• City charter</li> <li>• Home rule</li> <li>• Ordinance</li> <li>• Strong-mayor system</li> <li>• Weak-mayor system</li> <li>• At-large election</li> <li>• Special district</li> <li>• Metropolitan area</li> <li>• Suburb</li> <li>• County</li> <li>• County seat</li> <li>• Town</li> <li>• Town meeting</li> <li>• Township</li> <li>• Village</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Townships and villages as local government</li> <li>• Responsibilities of townships and villages</li> <li>• Village government structure</li> <li>• Village Board</li> <li>• Advantages vs. disadvantages to becoming a village</li> </ul> <p><b>Dealing With Community Issues</b></p> <ul style="list-style-type: none"> <li>• Public policy and its implementation</li> <li>• Formation of public policy</li> <li>• Function of planning commissions</li> <li>• Short-term plans vs. long-term plans</li> </ul>	<p>employees and support</p> <ul style="list-style-type: none"> <li>• Describe the role a town or township plays in local government structure</li> <li>• Evaluate the effectiveness of town meetings as compared to representative local governments</li> <li>• Define and analyze the village as the smallest unit of local government</li> <li>• Define the role and function the village board</li> <li>• Analyze the advantages and disadvantages to becoming a village</li> </ul> <p><b>Dealing with Community Issues</b></p> <ul style="list-style-type: none"> <li>• Understand what public policy is</li> <li>• Describe its various forms of formation and implementation</li> <li>• Define the function of planning commissions</li> <li>• Compare and contrast short-term plans vs. long-term plans</li> </ul>	<p><b>Dealing With Community Issues</b></p> <ul style="list-style-type: none"> <li>• Policy</li> <li>• Public Policy</li> <li>• Planning Commission</li> <li>• Short-term plan</li> <li>• Long-term plan</li> <li>• Infrastructure</li> <li>• Priority</li> </ul>		
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	<ul style="list-style-type: none"> <li>• How communities evaluate priorities and resources</li> <li>• The formation and implementation of master plans</li> <li>• Public Education as a state function</li> <li>• The No Child Left Behind Act and its impact on public education</li> <li>• Challenges to public education</li> <li>• Charter Schools</li> <li>• Tuition Vouchers</li> <li>• Pressure for Privatization</li> <li>• Rise of Mass Testing</li> <li>• Crime and Poverty as community challenges</li> <li>• Police functions and powers</li> <li>• Social Programs</li> <li>• Welfare</li> <li>• Push for Welfare Reform</li> <li>• Community’s role in</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate how communities prioritize and utilize resources</li> <li>• Explain how master plans are formed and implemented</li> <li>• Analyze the impact of No Child Left Behind on public education</li> <li>• Understand the current challenges to public education such as: pressure for privatization and the rise of mass testing</li> <li>• Evaluate the alternative options to traditional public education such as: charter schools and tuition vouchers</li> <li>• Understand the specific challenges crime and poverty pose to the community</li> <li>• Identify and define police functions and powers</li> <li>• Evaluate the welfare system as well as the arguments in favor of welfare reform</li> <li>• Define environmentalism</li> <li>• Understand the community’s role in environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>• Resource</li> <li>• Master Plan</li> <li>• Charter School</li> <li>• Tuition Voucher</li> <li>• Community Policing</li> <li>• Welfare</li> <li>• Environmentalism</li> <li>• Solid Waste</li> <li>• Landfill</li> <li>• NIMBY</li> <li>• Toxic</li> <li>• Recycle</li> <li>• Conservation</li> </ul>		
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	<p>Environmental issues</p> <ul style="list-style-type: none"><li>• Community activism</li></ul>	<ul style="list-style-type: none"><li>• Classify the community's methods for disposing of waste</li><li>• Categorize the different types of pollution that exist within the community</li><li>• Analyze the role of community activism in mitigating pollution</li></ul>			
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## Pennsylvania from Colony to Commonwealth

<p><b>Unit Title/Skill Set:</b> Pennsylvania from Colony to Commonwealth</p>	<p><b>Course Time Prior to Keystone/PSSA:</b> 100% of time</p>
<p><b>Overview:</b> Students will be able to explain the development of Pennsylvania from colony to Commonwealth and identify the key people and groups who contributed to the history of the Commonwealth of Pennsylvania.</p> <p>Students will be able to explain the structure of the government of the Commonwealth of Pennsylvania including the state legislative branch, state executive branch, state judicial branch, and the Constitution of Pennsylvania and the interdependent relationship of Pennsylvania to the government of the United States of America.</p>	<p><b>ELL Differentiation: Language Arts</b></p> <p><b>Speaking and Writing:</b> 1.1.11.A, 1.1.11.B, 1.1.11.C, 1.5.11.A, 1.5.11.B, 1.5.11.C, 1.5.11.D, 1.5.11.E, 1.5.11.F, 1.6.11.B</p> <p><b>Listening and Reading:</b> 1.1.11.A, 1.1.11.D, 1.2.11.A, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.6.11.A</p>

<p><b>Unit Essential Questions:</b></p> <p><b>From Colony to Commonwealth-What was the founding of Pennsylvania based upon?</b></p> <ul style="list-style-type: none"> <li>• Why were immigrant groups drawn to the American Colonies and to Pennsylvania specifically?</li> <li>• What were the three key points of the Great Law of the Colony of Pennsylvania?</li> <li>• How did the Great Law influence the Declaration of Independence?</li> <li>• What is included in the William Penn Charter of Privileges (1701)?</li> </ul> <p><b>Our State Government-What is the structure of the government of the Commonwealth of Pennsylvania?</b></p> <ul style="list-style-type: none"> <li>• What are the key components of the Pennsylvania Constitution?</li> <li>• What is the structure and function of the government of Pennsylvania?</li> <li>• What is the relationship and power balance between the laws, government, and Constitution of Pennsylvania with those of the National Government of the United States?</li> </ul>	<p><b>Enrichment:</b> Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:</p> <ul style="list-style-type: none"> <li>• Randall M. Miller and William Pencak’s <i>Pennsylvania: A History of the Commonwealth</i></li> <li>• William Penn’s <i>A Brief Account of the Rise and Progress of the People Called Quakers</i></li> <li>• <i>The Autobiography of Benjamin Franklin</i></li> </ul>
<p><b>Connecting to Common Core and Other Standards:</b> CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J, CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I</p>	<p><b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.</p>

<b>Assessment Anchors &amp; Eligible Content</b>	<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills)	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Instructional Activities</b>	<b>Assessments</b>
5.1.9.A 5.1.9.D 5.1.9.E 5.1.12.A 5.1.12.D 5.1.12.E 5.3.9.B 5.3.9.C 5.3.9.E 5.3.9.F 5.3.9.I 5.3.12.B 5.3.12.C 5.3.12.E 5.3.12.F 5.3.12.I	<b>From Colony to Commonwealth</b> <ul style="list-style-type: none"> <li>• Society of Friends and Quakers</li> <li>• William Penn’s Holy Experiment</li> <li>• Church of England</li> <li>• Religious Freedom</li> <li>• Holy Experiment</li> <li>• Delaware Indians and Tamanend</li> <li>• Great Law of 1682</li> <li>• General Assembly</li> <li>• 1701 Charter of Privileges</li> <li>• Arrival of Immigrant Groups</li> </ul>	<b>From Colony to Commonwealth</b> <ul style="list-style-type: none"> <li>• Explain why groups were leaving Europe during the 1600s</li> <li>• Identify and explain what these groups were seeking in the New World</li> <li>• Identify the main religious groups based in Pennsylvania</li> <li>• Analyze and explain the background of William Penn</li> <li>• Explain what Pennsylvania means</li> <li>• Identify and explain the three key points of the Great Law of 1682</li> <li>• Explain the development of the Declaration of</li> </ul>	<b>From Colony to Commonwealth</b> <ul style="list-style-type: none"> <li>• Conflict</li> <li>• Retaliate</li> <li>• Settlements</li> <li>• Absolute monarchs</li> <li>• Church of England</li> <li>• General Assembly</li> <li>• Holy Experiment</li> <li>• Imprison</li> <li>• Land grant</li> <li>• Religious freedom</li> <li>• Tolerance</li> <li>• Haven</li> <li>• Persecution</li> <li>• Reformation</li> <li>• Ethnocentrism</li> </ul>	<u>Building Citizenship: Civics and Economics</u> Textbook  <u>Pennsylvania Pride</u> Textbook  Supplementary Materials  Teacher developed notes DVD support Primary and secondary source readings Maps, charts, graphs <u>Resources available on departmental</u>	Varied formative, summative, diagnostic, and/or benchmark assessments  Shared assessments from collegial sharing  Projects  Formal and creative writings  Refer to department resources for common questions, assignments, activities, and rubrics

	<p><b>Our State Government</b></p> <ul style="list-style-type: none"> <li>• Federalism</li> <li>• Amendment Process</li> <li>• Government Administration</li> <li>• National Supremacy</li> <li>• Harrisburg and our State Government</li> <li>• State Laws</li> <li>• Separation of Powers and Checks and Balances at the State Level</li> <li>• Our Republic and</li> </ul>	<p>Independence in following the Great Law</p> <ul style="list-style-type: none"> <li>• Analyze and explain characteristics of the Charter of Privileges and what was included</li> <li>• Identify and explain why other religious and ethnic groups moved to Pennsylvania</li> </ul> <p><b>Our State Government</b></p> <ul style="list-style-type: none"> <li>• Identify, explain, and analyze the characteristics of our Federal system of Government</li> <li>• Analyze the methods to add amendments to the Constitution and provide an example of Federalism and the power of states</li> <li>• Identify and explain the administration system of</li> </ul>	<p><b>Our State Government</b></p> <ul style="list-style-type: none"> <li>• Commonwealth</li> <li>• Republic</li> <li>• Borough</li> <li>• Township</li> <li>• Bill</li> <li>• Veto</li> <li>• General Assembly</li> <li>• Legislative</li> <li>• Executive</li> <li>• Judicial</li> </ul>	<p><u>page</u></p>	
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	<p>State Constitution</p> <ul style="list-style-type: none"> <li>• Pennsylvania Court Cases and the United States Supreme Court</li> </ul>	<p>state, county, city, and borough governments</p> <ul style="list-style-type: none"> <li>• Explain and analyze the Supremacy Clause of the US Constitution.</li> <li>• Identify and explain the structure of our state government</li> <li>• Explain the interdependent relationship of the three branches of the state government</li> <li>• Identify the process of how a bill becomes a law at the state level</li> <li>• Analyze the organization and administration of the three branches of the state government</li> <li>• Identify and explain similarities and differences between the US Constitution and the Pennsylvania Constitution</li> <li>• Identify and explain differences between state and national laws</li> </ul>			
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		<p>resolved</p> <ul style="list-style-type: none"><li>• Identify and explain examples of Pennsylvania Court Cases that have shaped our interpretation of the Constitution</li></ul>			
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Appendix A

**Pennsylvania Department of Education Standards for Civics and Government, History, and Economics Covered by *Our American Democracy: Civics, Citizenship, and Government* Course**

**Subject Area- 5: Civics and Government**

**Standard Area- 5: Principles and Documents of Government**

**5.1.9: Grade 9**

**Standard**

5.1.9.A: Apply examples of the rule of law as related to individual rights and the common good.

5.1.9.B: Analyze the major arguments advanced for different systems of government.

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

- Liberty
- Democracy
- Justice
- Equality

5.1.9.D: Compare and contrast the basic principles and ideals found in significant documents:

- Declaration of Independence
- United States Constitution



Bill of Rights  
Pennsylvania Constitution

5.1.9.E: Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.

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

**5.1.12: Grade 12**

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

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

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

**Standard Area-5.2: Rights and Responsibilities of Citizenship**

**5.2.9: Grade 9**

5.2.9.A: Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.

5.2.9.B: Analyze strategies used to resolve conflicts in society and government.

5.2.9.C: Examine political leadership and public service in a republican form of government.

5.2.9.D: Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.

**5.2.12: Grade 12**

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.

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

**Standard Area-5.3: How Government Works**

**5.3.9 Grade 9**

5.3.9.A: Examine the process of checks and balances among the three branches of government, including the creation of law.

5.3.9.B: Analyze the roles of local, state and national governments in policy-making.

5.3.9.C: Explain how government agencies create, amend, and enforce policies in local, state, and national governments.

5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.

5.3.9.E: Compare and contrast the different election processes for local, state, and national offices.

5.3.9.F: Explain the Supreme Court's role in interpreting the U.S. Constitution:

Individual rights

States' rights

Civil Rights

5.3.9.G: Analyze the influence of interest groups in the political process.

5.3.9.H: Evaluate the importance of freedom of the press and the political influence of mass media.

5.3.9.I: Explain various types of taxes and their purposes.

5.3.9.J: Compare and contrast various systems of government.

**5.3.12: Grade 12**

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

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

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

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

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

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

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.

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

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

#### **Standard Area-5.4 How International Relationships Function**

##### **5.4.9: Grade 9**

5.4.9.A: Explain how United States foreign policy is developed.

5.4.9.B: Explain why and how different foreign policy tools are used to advance a nation's self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).

5.4.9.C: Identify the role of international organizations.

5.4.9.D: Analyze the various mass media outlets and their influence on global issues.

5.4.9.E: Identify the politics of interest groups (e.g., business and labor organizations, ethnic and religious organizations) on foreign policy.

**5.4.12: Grade 12**

5.4.12.A: Examine foreign policy perspectives, including realism, idealism, and liberalism.

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, treaties).

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

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

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

**Subject area 8: History**

**Standard Area 8.1: Historical Analysis and Skill Development**

**8.1.9: Grade 9**

8.1.9.A: Compare patterns of continuity and change over time, applying context of events.

**8.1.12: Grade 12**

8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events.

**Standard Area 8.2: Pennsylvania History**

**8.2.9: Grade 9**

8.2.9.A: Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.

8.2.9.B: Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history.

8.2.9.C: Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history:

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.2.9.D: Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US:

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

**8.2.12: Grade 12**

8.2.12.A: Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the US and the world.

8.2.12.B: Evaluate the impact of historical documents, artifacts, and places in Pennsylvania, which are critical to U.S. history and the world.

8.2.12.C: Evaluate how continuity and change in Pennsylvania are interrelated to the US and the world:

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.2.12.D: Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world:

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

**Standard Area 8.3: United States History**

**8.3.9: Grade 9**

8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

8.3.9.C: Analyze how continuity and change have impacted the United States.

Belief systems and religions:

Commerce and industry

Technology

Politics and government

Physical and human geography

Social organizations

8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S:

Ethnicity and race

Working conditions

Immigration

Military conflict

Economic stability



**8.3.12: Grade 12**

8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

8.3.12.B: Evaluate the impact of historical documents, artifacts, and places in U.S. history, which are critical to world history.

**Subject area 6: Economics**

**Standard Area 6.1 – Scarcity and Choice**

**6.1.9: Grade 9**

6.1.9.C: Explain the opportunity cost associated with government policies.

6.1.9.D: Explain how incentives cause people to change their behavior in predictable ways.

**6.1.12: Grade 12**

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

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

## **Standard Area 6.2 – Markets and Economic Systems**

### **Grade 9**

#### **6.2.9: Grade 9**

6.2.9.E: Analyze the characteristics of economic expansion, recession, and depression.

6.2.9.G: Compare and contrast various economic systems.

#### **6.2.12: Grade 12**

6.2.12.E: Evaluate the health of an economy (local, regional, national, global) using economic indicators.

## **Standard Area 6.3 – Functions of Government**

### **6.3.9: Grade 9**

6.3.9.A: Analyze the process through which government provides public goods and services.

6.3.9.B: Examine how and why the government acts to regulate and stabilize the state and national economy.

6.3.9.C: Compare and contrast the taxation policies of the local, state, and national governments.

6.3.9.D: Explain why governments limit or promote international trade.

#### **6.3.12: Grade 12**

6.3.12.A: Evaluate the costs and benefits of government decisions to provide public goods and services.

6.3.12.B: Assess the government's role in regulating and stabilizing the state and national economy.

6.3.12.C: Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.

Appendix B:

**Sample Enrichment Resources**

**All Enrichment Resources Available on Departmental Page for Civics Resources**

**Unit I: Foundations of Government**

- Betty Friedan's *The Feminine Mystique*
- John Steinbeck's *The Grapes of Wrath*
- Upton Sinclair's *The Jungle*
- Arthur Miller's *The Crucible*
- Harriet Beecher Stowe's *Uncle Tom's Cabin*
- L. Frank Baum's *The Wizard of Oz*
- F. Scott Fitzgerald's *The Great Gatsby*
- Lorraine Hansbury's *A Raisin in the Sun*
- Martin Luther King's "Letter from Birmingham Jail"

**Unit II: Political Parties and Elections**

- Jeffrey Toobin's *The Nine: Inside the Secret World of the Supreme Court*
- Niccolo Machiavelli's *The Prince*
- Alexis de Tocqueville's *Democracy in America*
- Chris Matthews' *Hardball: How Politics is Played Told by One Who Knows the Game*
- *The Federalist Papers*
- Cornell West's *Race Matters*

### **Unit III: Institutions of Government**

- Carl Bernstein and Bob Woodward's *All the President's Men*
- Doris Kearns Goodwin's *Team of Rivals*
- David McCullough's *John Adams*
- David McCullough's *Truman*
- George McGovern's *Abraham Lincoln*
- Ronald Reagan's *The Reagan Diaries*
- George Washington's *Farewell Address*

### **Unit IV: Civil Liberties and Civil Rights**

- Jacob K. Javit's *Discrimination U.S.A.*
- Alexander Meikeljohn's *Political Freedom-The Constitutional Powers of the People*
- Jack Greenberg's *Race Relations and American Law*
- Martin Luther King Jr.'s *Stride Toward Freedom: The Montgomery Story*
- Osmond K. Fraenkel's *The Supreme Court and Civil Liberties: How the Court has Protected the Bill of Rights*
- Cynthia E. Orozco's *No Mexicans, Women, or Dogs Allowed: The Rise of the Mexican American Civil Rights Movement*
- Mary Walton's *A Woman's Crusade: Alice Paul and the Battle for the Ballot*

### **Unit V: Public Policy and Comparative Government and Economic Systems**

- John Heilemann and Mark Halperin's *Game Change: Obama and the Clintons, McCain and Palin, and the Race of a Lifetime*
- Anonymous and Joe Klein's *Primary Colors*
- James Fallows' *Breaking The News: How the Media Undermine American Democracy*
- Ellen Alderman and Caroline Kennedy's *In Our Defense: The Bill of Rights in Action*
- Thomas Paine's *Common Sense*
- Ralph Nader's *Unsafe at Any Speed: The Designed-in Dangers of the American Automobile*

**Unit VI: State and Local Government**

- Robert Penn Warren's *All the King's Men*
- Ori Brafman and Rod A. Beckstrom's *The Starfish and the Spider*
- Bill McCabe's *Deep Economy*
- Paul Hawken, Amory Lovins and L. Hunter Lovins' *Natural Capitalism*
- Al Gore's *An Inconvenient Truth*
- John F. Kennedy's *Profiles in Courage*

**Unit VII: Pennsylvania from Colony to Commonwealth**

- Randall M. Miller and William Pencak's *Pennsylvania: A History of the Commonwealth*
- William Penn's *A Brief Account of the Rise and Progress of the People Called Quakers*
- *The Autobiography of Benjamin Franklin*