

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I-II, 2018
 3-19-18

United States Government

Course Essential Questions (from Phase I report):

1. Who is an American and what does it mean to be a citizen? Is it important to be an active citizen and what difference can I make?
2. What are the foundations of the American political system?
3. How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
4. What is the relationship of the United States to other nations and world affairs?

Phase II Curriculum

Unit 1: Conceptual Foundations of Civic and Political Life

Essential Questions:

1. What is civic life?
2. What are the purposes of politics and government?
3. What are essential characteristics of limited and unlimited government?
4. What is constitutional government?
5. What forms can a constitutional government take?

Essential Understanding:

1. Citizens play different roles in civic life than in private life.
2. Government is the institution that makes and enforces policy.
3. Power, legitimacy, authority, and sovereignty are key components of politics and government.
4. The political process can be used for the betterment of society.
5. Government power is most often determined by the type of government.
6. Constitutions can limit the power of government but a constitution does not guarantee a limited government.
7. All democracies are not the same.

Curriculum Standards

1.1 Nature of Civic Life, Politics, and Government

Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?

1.1.1 Identify roles citizens play in civic and private life, with emphasis on leadership.

1.1.1 Analyze competing political philosophies (Locke, Hobbes, Montesquieu, Aristotle, Rousseau) about the necessity and purposes of government.

1.1.2 Explain and provide examples of the concepts “power,” “legitimacy,” “authority,” and “sovereignty.”

1.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all).

1.1.4 Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society).

1.2 Alternative Forms of Government

Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?

1.2.1 Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.

1.2.1 Identify, distinguish among, and provide examples of different forms of governmental structures by analyzing similarities and differences in sovereignty, power, legitimacy, and authority.

1.2.2 Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom).

1.2.2 Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power and successful constitutional governments.

1.2.3 Compare and contrast parliamentary, federal, confederation, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure.

1.2.4 Compare and contrast direct and representative democracy.

1.2.4 Evaluate different forms of democracies, (e.g. parliamentary, presidential, direct, representative).

6.1 Civic Inquiry and Public Discourse

Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?

6.1.1 Identify and research various viewpoints on significant public policy issues.

6.1.1 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.

6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

6.1.3 Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.

6.1.3 Evaluate and analyze the credibility of a source using criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias).

6.1.4 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.

6.1.4 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.

6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position

Knowledge/Content

I know...

- the components of private/civic life.
- civic life is for the common good; examples include voting, serving on a jury, paying taxes, military service, running for office, and participating on a campaign.
- private life is for self-interest; examples include practicing a religion, going grocery shopping, having a family, choosing education, etc.

Skills/Processes

I can...

- describe and discuss the role of citizens private/civic life.

<ul style="list-style-type: none"> ● using the core democratic values shows leadership. ● the definition of power, legitimacy, authority, sovereignty. ● authority is the right to use power. ● legitimacy is people respect the government's right to rule. ● the varied reasons for politics (promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). ● limited government is when the government is constitutionally restricted. ● unlimited government has no restrictions on power. ● the characteristics of a unitary, federal, and confederation government. ● unitary is where power is located in one place. ● Federal power is shared between regional and national government. ● Confederation power is divided by a loose alliance of states. ● the characteristics of a parliamentary and presidential government. ● a parliamentary government the executive is chosen by the legislature. ● a presidential the executive is chosen separately from legislature. ● a direct democracy is democracy that citizens make all decisions. ● a representative democracy has citizens choosing representatives that make decisions. <p><u>Academic Vocabulary</u> power legitimacy authority sovereignty Preamble justice tranquility defense general welfare liberty</p>	<ul style="list-style-type: none"> ● define power, legitimacy, authority and sovereignty. ● give examples of power, legitimacy, authority and sovereignty. ● connect power, legitimacy, authority, sovereignty to civic life, politics and/or government. ● describe in detail why the purposes of government are vital for civic life, politics and government. ● explain how a constitution limits government power and what happens when people do not enforce the limits by analyzing specific examples (German constitution allowed Adolf Hitler, etc.). ● identify characteristics of unitary, federal and confederation government demonstrating understanding of where power is located. ● compare and contrast parliamentary and presidential government. ● detail similarities among constitutional governments that have been successful and ones that have not been successful. ● identify various types of government by using the characteristics as clues. ● compare and contrast direct and representative democracy.
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unity
civic life
private life
common good
self-interest
just society
constitutional government
limited government
public policy
Constitution
checks and balances
unitary government
federal government
confederation government
private domain
due process
Constitutional supremacy
direct democracy
representative democracy
social contract
Divine Right Theory
Evolutionary Theory
Force Theory
majority rules
minority right
equality of opportunity
compromise
monarchy
oligarchy
theocracy
Junta
authoritarian
totalitarian
dictatorship
parliamentary monarchy
presidential democracy

People to Know

Hobbes
Locke
Rousseau
Montesquieu
Aristotle

Unit 2: Origins and Foundations of Government of the United States of America

Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> 1. What are the philosophical and historical roots of the foundational values of American constitutional government? 2. What are the fundamental principles of American constitutional government? 3. How have the fundamental values and principles of American constitutional government shaped American society? 	<ol style="list-style-type: none"> 1. Most ideas of government were brought to the colonies from England. 2. Debates concerning the role of a national government and its relationship with the states developed with the writing of the Constitution. 3. The core ideals of American government are found in the key documents of the United States. 4. The Constitution has withstood the challenges of significant historical events. 5. Americans have attempted to use the fundamental values to fulfill the purposes and principles of the Constitution for all. 6. Differences on the interpretation and application of fundamental values arise due to different competing constitutional principles.

Curriculum Standards

2.1 Origins of American Constitutional Government *(Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.)*
Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?

2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.

2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and selected Federalist Papers.

2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.

2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government (e.g., Virginia and New Jersey plans, the Great Compromise, debates between Federalists and anti-Federalists, debates over slavery, and the promise of a bill of rights after ratification).

2.1.3 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.

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2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.

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2.2 Foundational Values and Constitutional Principles of American Government

Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped American society?

2.2.1 Identify and explain the fundamental values of America’s constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).

2.2.2 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged.

2.2.2 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)

2.2.3 Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good).

2.2.4 Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail,” the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act).

2.2.5 Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations.

6.1 Civic Inquiry and Public Discourse

Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?

6.1.1 Identify and research various viewpoints on significant public policy issues.

6.1.1 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.

6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

6.1.3 Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.

6.1.3 Evaluate and analyze the credibility of a source using criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias).

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6.1.4 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.

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Knowledge/Content

I know...

- the characteristics of constitutional government are limited government, Constitution, checks and balances, private domain, constitutional supremacy.
- the characteristics of constitutional government came from primarily England and

Skills/Processes

I can...

- detail connections between our constitutional government and the Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st).

our Colonial experiences.

- the Virginia Plan proposed bicameralism, proportional representation, and republicanism.
- the New Jersey Plan proposed unicameralism, equal representation, and republicanism.
- the Connecticut Compromise was adopted at the Constitutional Convention which included bicameralism, proportional and equal representation, and republicanism.
- the Federalists supported a strong national government, a strong president, and the necessity of checks and balances.
- the Anti-federalists supported strong State government, a weak president, and the addition of a bill of rights to the Constitution.
- the fundamental values of the American constitutional republic are life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, civic participation, and patriotism.
- the purposes of American government are found in the Preamble to the Constitution.
- the six purposes of American government are unity, justice, tranquility, defense, general welfare, liberty.
- the six principles of American government are popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism.
- liberty, justice, and equality are found in Martin Luther King's "I Have a Dream" speech, "Letter from a Birmingham City Jail", the Bill of Rights, the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the PATRIOT Act.

Academic Vocabulary

popular sovereignty
rule of law

- compare and contrast the Virginia Plan, New Jersey Plan, the Connecticut Compromise.
- compare and contrast the beliefs of the Federalists and Anti-federalists.
- show connections between historical events and changes to American Constitutional government as a result of the Civil War, expansion of suffrage, the Great Depression, and the Civil Rights Movement.
- compare and contrast conflicts in society due to competing constitutional principles or fundamental values.
- detail similarities among Martin Luther King's "I Have a Dream" speech, "Letter from a Birmingham City Jail", the Bill of Rights, the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the PATRIOT Act.
- provide examples why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations.
- describe how each branch can defend its own powers and

<p>checks and balances separation of powers social compact natural rights individual rights separation of church and state republicanism federalism bicameralism unicameralism life liberty property the pursuit of happiness the common good justice equality diversity authority civic participation patriotism</p>	<p>suppress the others through checks and balances.</p>
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Unit 3: Structure, Functions, and Enumerated Powers of the Legislative Branch

<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the structure of the legislative branch? 2. What are the functions of the legislative branch? 3. What are Congress’ enumerated and implied powers? 4. How is Congress limited by reserved powers? 5. What roles do political parties, interest groups, the media, and individuals play in the development of public policy? 	<p>Essential Understanding:</p> <ol style="list-style-type: none"> 1. The legislative branch (Congress) is created by Article I of the Constitution and is composed of the House of Representatives and the Senate. 2. Congress is responsible for making laws, investigating, and overseeing the bureaucracy. Congress defines who are citizens and who are legal immigrants. 3. Enumerated powers are listed in Article 1 Section 8, Clauses 1-17 while the implied powers are listed in Clause 18. 4. Reserved powers belong to the states and therefore cannot be exercised by Congress. 5. Citizens can impact the law-making process by participating in interest groups, political parties, or contacting members of Congress.
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Curriculum Standards

3.1 Structure, Functions, and Enumerated Powers of National Government
Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?
3.1.1 Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.
3.1.5 Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).

3.1.5 Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.

3.1.6 Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.

3.1.7 Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.

3.3 Structure and Functions of State and Local Governments

Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?

3.3.2 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.

3.3.3 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.

3.5 Other Actors in the Policy Process

Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?

3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.

3.5.1 Explain how interest groups, the media, political action committees, voluntary and civic associations, professional organizations, and individuals can influence and determine the public agenda.

3.5.2 Describe the origin and the evolution of political parties and their influence.

3.5.2 Describe the evolution of political parties and their contemporary influence on public policy.

3.5.3 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.

3.5.4 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.

3.5.4 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.

3.5.5 Evaluate the actual influence of public opinion on public policy.

3.5.5 Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.

3.5.6 Analyze various forms of political communication to help develop an opinion on a public issue using criteria such as reliability of source, factual accuracy, omission, distorted evidence, and emotional appeals.

6.1 Civic Inquiry and Public Discourse

Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?

6.1.1 Identify and research various viewpoints on significant public policy issues.

6.1.1 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.

6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

6.1.3 Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.

6.1.3 Evaluate and analyze the credibility of a source using criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias).

6.1.4 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.

6.1.4 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.

6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position

Knowledge/Content I know...	Skills/Processes I can...
<ul style="list-style-type: none"> • Congress is bicameral by design for many reasons including historical, theoretical, and practical. <ul style="list-style-type: none"> • Historically, Congress is similar to the bicameral British Parliament • Theoretically, Congress is bicameral because each house can check the power of the other. • Practically, Congress is bicameral as a compromise between large and small states. • the formal qualifications required for those Americans running for Congressional office either as a Representative or Senator. <ul style="list-style-type: none"> • To be a House member, an individual must be 25 years old, a US citizen for seven years, and must be a citizen of the state you will represent. • To be a Senate member, an individual must be 30 years old, a US citizen for nine years, and must be a citizen of the state you will represent. • representation in the House is set after each census which requires the reapportionment of the 435 seats and may include redistricting within each state. • Congress has 17 enumerated or listed powers including taxing, regulate commerce and trade, create standard weights and measures, granting copyrights and patents, coin money, declare war, and raise a military. • Congress has implied powers due to the “Necessary and Proper Clause”. • Congress has non-legislative powers including the power to impeach elected and appointed officials of the national government, investigate anything they want, approve appointments and treaties, and propose constitutional amendments. • Congress is comprised of a committee system dominated by the majority political party in both houses. • the House of Representatives requires more formal rules than the Senate which can allow for 	<ul style="list-style-type: none"> • describe the process necessary for a bill to become a law and the differences between the House of Representatives and the Senate in this process. • interpret census data to recognize the movement of populations and how it affects an increase or decrease in representation in the House of Representatives. • distinguish between the enumerated powers of the national government and the reserved powers of the state governments. • distinguish between the Republican and Democratic party platforms.

filibusters and holds.

- the Senate is presided over by the Vice President who can vote to break ties in the Senate however, the Senate is most often is presided over by the Senate Pro Tempore.
- the Congress is influenced more directly by political parties, interest groups, the media, and individuals than any other branch.
- Congress sets the guidelines for citizenship within the framework of the 14th Amendment.

Academic Vocabulary

Congress
legislative
franking privilege
hold
filibuster
Speaker of the House
Majority Leader
Majority Whip
Minority Leader
Minority Whip
Senate Majority Leader
Senate Majority Whip
Senate Minority Leader
Senate Minority Whip
Senate Pro Tempore
cloture
house rules committee
standing committee
joint committee
conference committee
select committee
quorum
apportionment
gerrymandering
malapportionment
census
primary election
general election
delegate
trustee
partisan
politico
reserved powers
enumerated powers
implied powers
caucus
public bill

- identify and explain how the interests of individuals can be represented by interest groups that try to lobby public policy.
- recognize bias when critiquing various forms of media.
- develop a plan to gerrymander districts given specific criteria.

private bill discharge petition open rule close rule political action committee lobbying interest groups media public opinion bias	
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Unit 4: Structure, Functions, and Enumerated Powers of the Executive Branch

<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the structure of the executive branch? 2. What are the functions of the executive branch? 3. What are the powers and responsibilities of the executive branch? 4. What role do political parties and interest groups play in the development of foreign policy? 5. What are the various international organizations that the United States belongs to and why? 	<p>Essential Understanding:</p> <ol style="list-style-type: none"> 1. The executive branch (President) is created by the Constitution and is located in Article II. 2. Most governmental agencies of the federal government fall under the executive branch's control. 3. Checks and balances affect the relationship between the President, Congress and the Supreme Court. 4. Political parties nominate candidates for office with the support of interest groups. Political parties and interest groups help fundraise for candidates, influence voter decisions, and try to influence the implementation of foreign policy. 5. The United States belongs to various international organizations yet sometimes it ignores the agreements that have been reached.
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Curriculum Standards

<p>3.1 Structure, Functions, and Enumerated Powers of National Government <i>Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?</i></p> <p>3.1.2 Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.</p> <p>3.1.4 Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission).</p> <p>3.1.4 Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).</p> <p>3.1.5 Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).</p> <p>3.1.5 Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.</p> <p>4.1 Formation and Implementation of U.S. Foreign Policy <i>Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?</i></p> <p>4.1.1 Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world</p>
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(e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish- American War, Cold War containment).

4.1.1 Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president, Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.

4.1.2 Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.

4.1.2 Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, and covert action).

4.1.3 Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).

4.1.4 Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully.

4.2 U.S. Role in International Institutions and Affairs

Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?

4.2.1 Describe how different political systems interact in world affairs with respect to international issues.

4.2.1 Analyze the impact of U.S. foreign policy (immigration policies, economic, military and humanitarian aid) on other parts of the world.

4.2.2 Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film).

4.2.2 Analyze the impact of world events (terrorism, emergence of regional organizations, regional conflicts) on United States foreign policy.

4.2.3 Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy).

4.2.3 Distinguish the powers and responsibilities of governmental and non-governmental international organizations, and the role of the United States in each.

4.2.4 Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).

4.2.4 Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).

4.2.5 Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).

4.2.6 Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).

6.1 Civic Inquiry and Public Discourse

Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?

6.1.1 Identify and research various viewpoints on significant public policy issues.

6.1.1 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.

6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

6.1.3 Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.

6.1.3 Evaluate and analyze the credibility of a source using criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias).

6.1.4 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and

proposing an action to address the issue or resolve the problem.

6.1.4 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.

6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position

Knowledge/Content I know...	Skills/Processes I can...
<ul style="list-style-type: none"> ● presidential qualifications are natural-born citizen, 14 years of residency, and 35 years old. ● the powers of the President (Make appointments, make treaties/executive agreements, veto, pardoning, commander-in-chief, executive orders, execute the law). ● tensions exist between the President and Congress due to veto power, impeachment, executive privilege, and budgetary concerns. ● the roles or duties of the President (chief executive, chief administrator, chief legislator, chief diplomat, commander-in-chief, chief of state, chief of party, chief citizen). ● the President and vice-president are elected on the same ticket using the Electoral College system which was changed by the 12th Amendment due to the rise of political parties. ● presidential succession was created by the Presidential Succession Act of 1947 (vice-President, Speaker of the House, pro tempore of the Senate, Secretary of State) and the 25th Amendment. ● the bureaucracy was filled initially using the spoils system but was replaced by the merit system (Pendleton Civil Service Act). ● the federal bureaucracy is divided into the Executive Office of the President, departments (Cabinet level), independent agencies (administrations), corporations (authorities), and commissions. ● bureaucratic agencies are created by Congress when the need arises and administered by the President. 	<ul style="list-style-type: none"> ● analyze if a hypothetical candidate is eligible for the Presidency. ● describe how presidential power has increased over time. ● describe an imperial president. ● using case studies (e.g., Treaty of Versailles, Kyoto Protocol, government shut down of the mid-1990s) explain the relationship and tensions between the legislative and executive branches. ● explain the duties of the president and vice president. ● develop and analyze an electoral map (e.g., 1824, 1876, 1912, 1968, or 2000). ● interpret the role of the 25th amendment and the presidential succession (e.g., Woodrow Wilson, Dwight Eisenhower, Ronald Reagan). ● explain how one can become a vice-president or president without being elected. ● distinguish between presidential appointees and career civil servants. ● describe the levels of the various government agencies and the roles and responsibilities of each. ● distinguish between a cabinet department and independent regulatory agency.

- foreign policy is developed and administered by the President with the advice and consent of the Senate with respect to treaties.
- American foreign policy goals progressed from isolation from the European powers, to a period of imperialism, the containment of Communism, the fight against terrorism, and the current foreign policy goals include national security, free, fair and open trade, world peace, democratization, and humanitarianism.

Academic Vocabulary

commander in chief
 executive order
 executive agreement
 treaty
 pardon
 commutation
 reprieve
 cabinet
 agency
 commission
 corporation
 independent regulatory agencies
 electoral college
 veto
 pocket veto
 impeachment
 executive privilege
 presidential succession
 keynote address
 primary election
 general election
 presidential convention
 civil servant
 spoils system
 patronage
 bureaucracy
 bureaucrat
 appointee
 North Atlantic Treaty Organization
 World Bank
 International Monetary Fund
 United Nations
 North American Free Trade Agreement
 Monroe Doctrine
 Roosevelt Corollary
 Truman Doctrine
 Eisenhower Doctrine
 Carter Doctrine

- develop and analyze a timeline of foreign policy decisions.
- explain why the president conducts foreign policy through the Department of State with assistance from the Secretary of State.

Bush Doctrine Security Council	
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Unit 5: Structure, Functions, and Enumerated Powers of the Judicial Branch

<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the structure of the judicial branch? 2. What are the functions of the judicial branch? 3. How are judicial power and responsibility distributed, shared, and limited in the government established by the United States Constitution? 4. What is the role of law in the American political system? 5. What is the importance of law in the American political system? 	<p>Essential Understanding:</p> <ol style="list-style-type: none"> 1. The judicial branch (Supreme Court) is created by the Constitution and is located in Article III. 2. There are three levels within the federal judiciary and federal courts have jurisdiction over both civil and criminal cases. 3. Judicial Review is established by the Supreme Court in <i>Marbury v. Madison</i> in order to interpret the Constitution. 4. Jurisdiction is divided between federal and state governments based on the scope of the law. 5. Civil liberties are listed in the Constitution. 6. Civil rights are derived from the Constitution. 7. Politics and political parties impact the selection of members to, and decisions of, the judicial branch.
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Curriculum Standards

<p>3.1 Structure, Functions, and Enumerated Powers of National Government <i>Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?</i></p> <p>3.1.3 Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.</p> <p>3.1.4 Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).</p> <p>3.1.5 Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).</p> <p>3.2 Powers and Limits on Powers <i>Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?</i></p> <p>3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.</p> <p>3.2.2 Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., <i>Marbury v. Madison</i>, <i>Gibbons v. Ogden</i>, <i>McCulloch v. Maryland</i>).</p> <p>3.2.2 Use historical (e.g., <i>Marbury v. Madison</i>, <i>Gibbons v. Ogden</i>, <i>McCulloch v. Maryland</i>) and contemporary court cases to explain how the Constitution is maintained as the supreme law of the land.</p> <p>3.2.3 Identify specific provisions in the Constitution that limit the power of the federal government.</p>
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- 3.2.3 Identify and explain how provisions in the Constitution and Bill of Rights limit the power of the federal government.**
- 3.2.4 Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals.
- 3.2.4 Analyze how Constitutional amendments beyond the Bill of Rights both extended and limited the power of government.**
- 3.2.5 Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage.

3.4 System of Law and Laws

Explain why the rule of law has a central place in American society through the investigation of such questions as: What is the role of law in the American political system? What is the importance of law in the American political system?

3.4.1 Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like *Marbury v. Madison* and *U.S. v. Nixon*; practices such as submitting bills to legal counsel to ensure congressional compliance with the law).

3.4.1 Explain why the rule of law has a central place in American society and what can happen in the absence or breakdown of the rule of law.

3.4.2 Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury).

3.4.2 Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).

3.4.3 Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).

3.4.3 Explain considerations and criteria commonly used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, security, libel or slander, public safety, and equal opportunity).

3.4.4 Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).

3.4.4 Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.

3.4.5 Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.

3.5 Other Actors in the Policy Process

Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?

3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.

3.5.1 Explain how interest groups, the media, political action committees, voluntary and civic associations, professional organizations, and individuals can influence and determine the public agenda.

3.5.2 Describe the origin and the evolution of political parties and their influence.

3.5.2 Describe the evolution of political parties and their contemporary influence on public policy.

3.5.3 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.

3.5.4 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.

3.5.4 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.

3.5.5 Evaluate the actual influence of public opinion on public policy.

3.5.5 Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.

3.5.6 Analyze various forms of political communication to help develop an opinion on a public issue using criteria such as reliability of source, factual accuracy, omission, distorted evidence, and emotional appeals.

5.3 Rights of Citizenship

Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?

5.3.1 Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).

- 5.3.2 Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).**
- 5.3.3 Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one’s work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).**
- 5.3.4 Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.**
- 5.3.5 Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.
- 5.3.5 Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.**
- 5.3.6 Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.
- 5.3.6 Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.**
- 5.3.7 Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.
- 5.3.7 Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights.**
- 5.3.8 Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
- 5.3.9 Use examples to explain why rights are not unlimited and absolute.

6.1 Civic Inquiry and Public Discourse

Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?

- 6.1.1 Identify and research various viewpoints on significant public policy issues.
- 6.1.1 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.**
- 6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).**
- 6.1.3 Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.
- 6.1.3 Evaluate and analyze the credibility of a source using criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias).**
- 6.1.4 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.
- 6.1.4 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.**
- 6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position

Knowledge/Content

I know...

- the judicial branch interprets laws and consists of federal and state courts.
- the Supreme Court is the only court specifically mentioned in the Constitution; all federal inferior courts are created by Congress. All state courts are

Skills/Processes

I can...

- identify and explain how the language in the Bill of Rights offers protections to all persons in sovereign U.S. territory.
- describe the structure of the federal court system.
- describe the composition of the U.S. Supreme Court.

<p>created by the states.</p> <ul style="list-style-type: none"> ● Federal Inferior Courts include District Courts, Courts of Appeal, and other Constitutional Courts. ● the current composition of the Supreme Court, as determined by Congress, is one Chief Justice and eight Associate Justices. ● federal judges are appointed by the President and must be confirmed by the Senate, and can be impeached by the House/tried by Senate. ● Marbury v. Madison established the principle of judicial review, and serves as a check on the powers of the other two branches. ● McCulloch v. Maryland established the power of implied powers and confirmed the principle of the “ladder of laws.” ● Gibbons v. Ogden defined commerce broadly and was the basis for 20th Century Civil Rights law. ● U.S. vs. Nixon re-emphasized the importance of Rule of Law. ● Gideon v. Wainwright clarified the requirement that the accused have the right to legal representation. ● the Bill of Rights restrains the federal government and the states (via selective incorporation of the 14th Amendment) from arbitrary taking of life, liberty, or property. ● the 13th, 14th, 15th, 17th, 19th, 23rd, 24th, and 26th amendments expanded voting rights. ● the 14th Amendment contains the Equal Protection and Due Process clauses (Procedural and Substantive) ● civil liberties are not absolute. ● civil rights should be absolute. ● when Civil Liberties and Rights conflict, a resolution by the Judiciary is required. ● political parties and interest groups have a disproportionate influence in the selection of 	<ul style="list-style-type: none"> ● use a flowchart to explain how a case moves through Supreme Court proceedings from beginning to end. ● describe how a federal judge acquires his/her position. ● describe the tension among the three branches of government that were created through judicial review. ● explain how constitutional rights have been established through precedents such as: <ul style="list-style-type: none"> ○ Gibbons v. Ogden ○ Escobedo v. Illinois ○ Miranda v. Arizona ○ Mapp v. Ohio ○ Gideon v. Wainwright ○ Tinker v. Des Moines ○ Schenck v. United States ○ Hazelwood v. Kuhlmeier ○ Plessy v. Ferguson ○ Brown v. Board of Education. ○ Griswold v. Connecticut ○ Roe v. Wade ○ (additional cases could be added) ● evaluate the impact of The 13th, 14th, 15th, 17th, 19th, 23rd, 24th, and 26th amendments in expanding voting rights. ● distinguish between civil liberties and civil rights. ● evaluate why some sections of the Bill of Rights have been incorporated and others have not been incorporated upon the states.
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judicial nominees.

- the Supreme Court can reflect or shape public opinion, and can be impacted by the same.
- the Court's interpretation of the First Amendment confers political and economic rights.
- select 1st Amendment cases:
 - Tinker v. Des Moines
 - Schenck v. United States
 - Hazelwood v. Kuhlmeier
 - Pierce v. Society of Sisters
 - Engle v. Vitale
- select 4th-8th Amendment Cases:
 - Escobedo v. Illinois
 - Miranda v. Arizona
 - Mapp v. Ohio
 - Gideon v. Wainwright
 - Acevedo v. California
- select 14th Amendment cases:
 - Bakke v. California
 - Griswold v. Connecticut
 - Roe v. Wade
 - Baker v. Carr
 - Crawford v. Marion County
 - Obergefell v. Hodges
- the Minority Opinion in Plessy v. Ferguson became the Majority Opinion in Brown v. Board of Education.

Academic Vocabulary

supremacy clause
the "Rule of Four"
Writ of Certiorari
oral arguments
legal briefs
majority opinion
dissenting opinion
concurring opinions
Amicus Curiae briefs
appellate jurisdiction
concurrent jurisdiction
exclusive jurisdiction
criminal case
civil case
plaintiff
defendant
prosecutor

- explain select 1st Amendment cases; select 4-8th Amendment cases; and select 14th Amendment cases.

defense attorney
 counsel
 district court
 court of appeals
 Supreme court
 ex post facto
 bill of attainder
 class action lawsuit
 judicial activism
 judicial restraint
 civil liberties
 civil rights
 affirmative action
 indictment
 grand jury
 petit jury
 bench trial
 jury trial
 verdict
 discovery
 probable cause
 warrant
 symbolic speech
 slander/libel
 treason
 sedition
 Miranda rights
 suffrage
 Jim Crow laws
 strict scrutiny
 intermediate/heightened scrutiny
 rational basis
 prior restraint
 selective incorporation
 quota
 reverse discrimination
 deportation

Unit 6: Structure and Functions of State and Local Governments

Essential Questions:

1. Why do we need state government?
2. Why do we need local government?
3. What is the relationship between the state and federal governments?

Essential Understanding:

1. State and local governments deal with the unique needs of each state.
2. Local governments deal with the unique needs of each community.
3. The Constitution guarantees state powers in the 10th Amendment.

<p>4. What is the relationship between the state and local governments?</p> <p>5. What are the structures and functions of state and local government?</p> <p>6. What are the main sources of revenue for states?</p>	<p>4. Local governments help the state provide services.</p> <p>5. Like the federal government, states have 3 branches of government.</p> <p>6. Beside the income tax, the states get revenue from other sources including fees, licensing, property tax, and sales tax.</p>
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Curriculum Standards

3.1 Structure, Functions, and Enumerated Powers of National Government

Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?

3.1.7 Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.

3.3 Structure and Functions of State and Local Governments

Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?

3.3.1 Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).

3.3.2 Identify and define states' reserved and concurrent powers.

3.3.2 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.

3.3.3 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.

3.3.3 Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.

3.3.4 Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.

3.3.4 Describe and evaluate the mechanisms citizens can use to monitor and influence state and local government.

3.3.5 Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).

3.3.5 Evaluate the major sources of revenue for state and local governments.

3.3.6 Evaluate the major sources of revenue for state and local governments.

3.3.7 Explain the role of state constitutions in state governments.

6.1 Civic Inquiry and Public Discourse

Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?

6.1.1 Identify and research various viewpoints on significant public policy issues.

6.1.1 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.

6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

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6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position

6.2 Participating in Civic Life

Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?

6.2.1 Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).

6.2.1 Describe and evaluate the ways individuals can participate in the political process at the local, state, and national levels.

6.2.2 Distinguish between and evaluate the importance of political participation and social participation.

6.2.2 Participate in, and evaluate the results of, a real or simulated election or campaign.

6.2.3 Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.

6.2.3 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.

6.2.4 Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.

6.2.4 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.

6.2.5 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.

6.2.5 Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.

6.2.6 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.

6.2.6 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

6.2.7 Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation.

6.2.7 Participate in a civic activity such as a service learning project or a real or simulated public hearing, and reflect on the importance of participating in civic life.

6.2.8 Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.

6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

6.2.10 Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.

6.2.11 Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.

Knowledge/Content

I know...

- the federal government has exclusive powers that the states cannot do as enumerated in the Constitution. (e.g., prohibitions against coining money, regulating interstate commerce, making treaties with foreign governments)
- the states have reserved powers that the federal government cannot impede. (e.g. federal government cannot abolish a state, Tenth

Skills/Processes

I can...

- compare and contrast federal and state powers.
- classify state and federal powers and describe the powers as they are used. Classification will include concurrent, enumerated, reserved, and exclusive.

<p>Amendment reserves powers to the states, such as licensing, running schools, establishing marriage and divorce laws)</p> <ul style="list-style-type: none"> ● over time federal government power has increased over states due to broad interpretations of the necessary and proper clause and the commerce clause. ● state governments have 3 branches. They are the executive branch led by a governor to enforce state laws, a legislative branch which makes state laws, and a judicial branch which interprets state laws. ● local governments in Michigan are created by the state legislature and consist of counties, townships, cities, villages, and special districts. ● state and local government has more impact on the daily life of citizens than the federal government. (e.g. road construction, water supplies, sewage, school system) ● citizens can check the state government by affirming or rejecting a measure passed by the state legislature through the process of referendum. ● citizens can monitor the state government by passing laws and changing the state constitution through the initiative process. ● citizens can monitor and remove elected officials who have betrayed their trust through the recall process. ● beside the income tax, the states get revenue from other sources including fees, licensing, property tax, and sales tax. ● some states have no income tax or sales tax because they have other sources of revenue. ● the federal government provides significant revenue to states through block grants and categorical grants. ● state constitutions lay out the structure, functions, and limits of the state government. 	<ul style="list-style-type: none"> ● use case studies such as McCulloch v. Maryland, Gibbons v. Ogden, Schechter v. U.S., and U.S. v. Lopez, to examine the growth of federal power over states. ● create a graphic organizer outlining and explaining the organizational structure of state and local government and the responsibilities of each. ● identify and provide examples of referendum, initiative, and recall. ● describe ways in which individual citizens can impact the actions of state and local government. ● compare and contrast the various revenue sources that states rely on to fund functions of state government. ● describe how the state constitutions create the three branches of state government and protect the rights of citizens.
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Academic Vocabulary

governor
lieutenant governor
secretary of state
attorney general
proposal
initiative
referendum
recall
incorporation
unincorporated
zoning
city charter
mayor
strong mayor
weak mayor
city manager
city council
commissioners
police chief
county executive
county clerk
drain commissioner
road commission
sheriff
county
township
general law township
charter township
city
village
special district
school board of education
state court
juvenile court
probate court
magistrate
justice of the peace
small claims court
district court
Court of Appeals
Michigan Supreme Court
property tax
sales tax
fees
state constitution
licensing
pardon
commutation
reprieve
constitutional law

statutory law common law	
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