

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I and II, 2014**

<i>Life Skills Government</i>	
Course Essential Questions (from Phase I report):	
<ol style="list-style-type: none"> 1. What are the foundations of the American political system? 2. How does the government established by the Constitution embody the purposes, values, and principles of American democracy? 	
Phase II Curriculum	
Unit: Government Beginnings	
Essential Questions: How are governments different? How are governments alike? How is power divided in governments? Why is power of the American government divided? How did the American government start?	Essential Understanding: The differences and similarities of democracies, dictatorships, and monarchies. There are different systems of government that a country can have; including the presidential, parliamentary, confederate, federal, and unitary systems. The American government divides power between the states and the national government. The American government further divides power between 3 branches of government. Previous governments, specifically that of Great Britain, the Declaration of Independence, and the Constitution all played a role in the foundation of the American government.
Curriculum Standards	

C.1.FI.11.EH2.1 Identify a characteristic that makes the United States a representative democracy (e.g., majority rule, the right to vote, rule of the people, etc.).

C.1.FI.11.EH2.2 Demonstrate an understanding of how the United States Constitution defines and limits the power of government.

C.2.FI.11.EH1.2 Identify an example of a modern or historical compromise that was made for the Common Good.

C.2.FI.11.EH1.3 Identify one or more ways in which the Constitution or the Bill of Rights ensures the rights of individuals.

C.2.FI.11.EH2.1 Identify one or more core democratic values and/or demonstrate an understanding of how those values affect people’s lives.

C.3.FI.11.EH2.3 Recognize one or more ways in which the powers of the federal government are limited by the Constitution (e.g., the separation of powers, checks and balances, individual rights, federalism, the separation of church and state, etc.).

C.4.FI.11.EH2.4 Recognize that countries and international organizations must work together to solve international problems (e.g., global environmental issues, human rights issues, natural disasters, and issues of health).

C.5.FI.11.EH2.1 Demonstrate an understanding of the difference between a citizen (by birth or naturalization) and a non-citizen.

C.5.FI.11.EH2.2 Demonstrate an understanding of the process by which immigrants become citizens.

C.5.FI.11.EH3.1 Identify one or more personal rights held by American citizens.

C.5.FI.11.EH3.2 Identify one or more political rights held by American citizens.

Knowledge/Content I know....	Skills/Processes I Can...
<p>Forms of Government:</p> <ul style="list-style-type: none"> • Democracy • Dictatorships • Monarchies <p>Levels of Power</p> <ul style="list-style-type: none"> • Presidential System • Parliamentary System • Unitary System • Federal System <p>The 3 Branches of Government</p> <ul style="list-style-type: none"> • Legislative • Executive • Judicial 	<p>Explain why the founders of America chose a Federalist System of government.</p> <p>Justify the establishment of 3 branches of government.</p> <p>Describe the beginnings of the American government.</p> <p>Identify the main purposes and concepts of the Declaration of Independence.</p> <p>Identify the main purposes and concepts of the U.S. Constitution.</p>

<p>The American Government's British Roots:</p> <ul style="list-style-type: none"> • Magna Carta • English Bill of Rights • Parliament <p>Independence and The First National Government</p> <ul style="list-style-type: none"> • Continental Congress' 1 and 2 • Articles of Confederation • American Revolution • Declaration of Independence <p>The Constitution</p> <ul style="list-style-type: none"> • Separation of Powers • Popular Sovereignty • Federalism • Checks and Balances 	
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit: Political Parties	
<p>Essential Questions:</p> <p>What are the beliefs of Republicans and Democrats?</p> <p>Does every country have two political parties? Why or why not?</p> <p>How are political parties formed?</p>	<p>Essential Understanding:</p> <p>Republicans believe in less government.</p> <p>Democrats believe in more government.</p> <p>Not all countries have two political parties. Some countries have only one, while others have more than</p>

	<p>two.</p> <p>Political parties are formed by a group of people who share likes and dislikes.</p>
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Curriculum Standards	
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C.3.FI.11.EH5.2 Demonstrate an understanding of how and why political parties were created in the past and/or the role they play today.

C.2.FI.11.EH2.1 Identify one or more core democratic values and/or demonstrate an understanding of how those values affect people’s lives.

C.3.FI.11.EH2.3 Recognize one or more ways in which the powers of the federal government are limited by the Constitution (e.g., the separation of powers, checks and balances, individual rights, federalism, the separation of church and state, etc.).

C.3.FI.11.EH3.1
Recognize one or more ways in which the powers of state government are limited by the Constitution.

C.3.FI.11.EH3.5 Recognize one or more ways in which citizens influence state or local government.

C.3.FI.11.EH5.1 Demonstrate an understanding of the ways in which individuals can express their opinions and, thus, influence the public agenda.

C.3.FI.11.EH5.4 Identify one or more ways in which public opinion can change or influence public policy.

C.3.FI.11.EH5.7 Demonstrate an understanding of the role that television, radio, the press, and the Internet play in communicating political ideas.

Knowledge/Content I Know....	Skills/Processes I Can...
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<p>Candidates and voters.</p> <p>The Types of Political Parties</p> <ul style="list-style-type: none"> • One-Party System • Two-Party System • Multiparty System <p>Party Organization</p> <ul style="list-style-type: none"> • National, state, and local organizations • Campaigns • County, city, ward, and precinct levels 	<p>Identify candidates and voters give real life examples.</p> <p>Describe the different types of party systems.</p> <p>Locate and name their county, city, ward, and precinct of residence.</p> <p>Identify where they would vote.</p> <p>Evaluate the differences between the Democratic and Republican Parties.</p>
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Phase II Curriculum	
Unit: The Legislative Branch	
Essential Questions:	Essential Understanding:
How did the Legislative Branch start?	The Legislative Branch of government was created by the Framers of the Constitution in order to create a balance of power within the government.
How does a bill become a law?	There is a process that every bill must successfully go through in order for it to become a law.
Why do we have a Legislative Branch?	Congress holds a lot of power, some of which are given to Congress directly and others that they have gained over time.
What powers does Congress have?	The Legislative Branch is called Congress and split into two parts. These two parts work in committees to make laws that are good for the people of the country.
How does the Legislative Branch work?	

Curriculum Standards	
<p>C.3.FI.11.EH1.1 Demonstrate an understanding that the legislative branch of government was created by the Constitution and/or identify one or more of its functions.</p> <p>C.3.FI.11.EH2.3 Recognize one or more ways in which the powers of the federal government are limited by the Constitution (e.g., the separation of powers, checks and balances, individual rights, federalism, the separation of church and state, etc.).</p> <p>C.3.FI.11.EH3.1 Recognize one or more ways in which the powers of state government are limited by the Constitution.</p> <p>C.3.FI.11.EH4.2 Demonstrate an understanding of Rule of Law and/or why it is important.</p> <p>C.3.FI.11.EH4.4 Identify a situation in which the government may need to limit individual rights.</p> <p>C.3.FI.11.EH5.1 Demonstrate an understanding of the ways in which individuals can express their opinions and, thus, influence the public agenda.</p> <p>C.3.FI.11.EH5.4 Identify one or more ways in which public opinion can change or influence public policy.</p>	
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. • the formal qualifications required for those Americans running for Congressional office either as a Representative or Senator • that the national census is used to determine representation in the House • 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 	<ul style="list-style-type: none"> • Describe the process necessary for a bill to become a law • 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 Republican and Democratic party platforms

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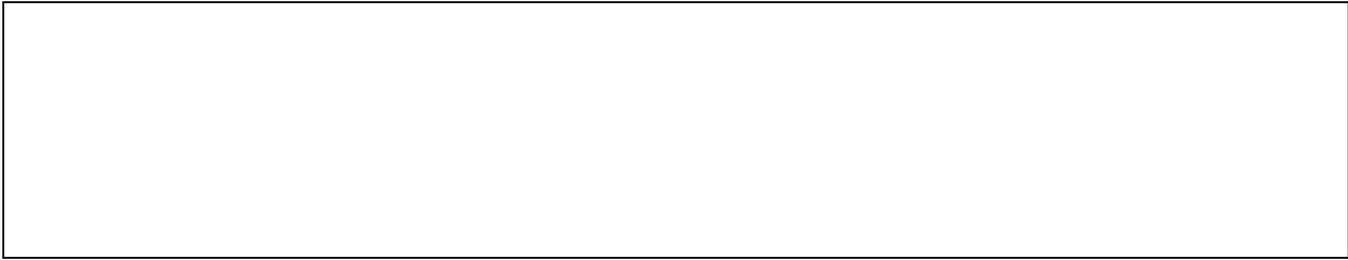
Phase II Curriculum	
Unit: The Executive Branch	
Essential Questions: Why do we have a President and Vice President? What do they do? What powers does the President have? What and how does the electoral college work?	Essential Understanding: The President and Vice President are chosen by the people of the United States to represent the country to the rest of the world and make decisions for the country. They are leaders. The President has many powers, such as making sure the Constitution is followed, making treaties, and being in charge of the military. The electoral college is the people who choose who the President of the United States will be.
Curriculum Standards	
<p>C.3.FI.11.EH1.2 Demonstrate an understanding that the executive branch of government was created by the Constitution and/or identify one or more of its functions.</p> <p>C.3.FI.11.EH2.3 Recognize one or more ways in which the powers of the federal government are</p>	

limited by the Constitution (e.g., the separation of powers, checks and balances, individual rights, federalism, the separation of church and state, etc.).

C.3.FL.11.EH3.1

Recognize one or more ways in which the powers of state government are limited by the Constitution.

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, veto, pardoning, commander-in-chief, ordinance, 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 is elected using the Electoral College system which was changed by the 12th Amendment • Presidential succession (vice-President, Speaker of the House, pro tempore of the Senate, Secretary of State) was created by the 25th Amendment 	<ul style="list-style-type: none"> • Develop and analyze an electoral map (e.g., 1824, 1876,1912,1968, or 2000) • Explain the duties of the vice president • Identify the powers, and roles of the President • Describe the Electoral College
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Phase II Curriculum

Unit: The Judicial Branch

Essential Questions:

- Why do we have courts?
- How is the court system organized?
- What do laws have to do with the American Government?
- Why are laws important in American Government?

Essential Understanding:

- The Judicial Branch (Supreme Court) is created by the Constitution
- Laws protect our civil rights that come from the Constitution.
- There are different courts that serve different purposes
- Laws are important and consequences are necessary for laws to be effective
- Without laws there would be chaos, no order, and anarchy (no government)

Curriculum Standards

C.3.FI.11.EH1.3 Demonstrate an understanding that the judicial branch of government was created by the Constitution and/or identify one or more of its functions.

C.3.FI.11.EH2.3 Recognize one or more ways in which the powers of the federal government are limited by the Constitution (e.g., the separation of powers, checks and balances, individual rights, federalism, the separation of church and state, etc.).

C.3.FI.11.EH3.1

Recognize one or more ways in which the powers of state government are limited by the Constitution.

C.3.FI.11.EH4.2 Demonstrate an understanding of Rule of Law and/or why it is important.

C.3.FI.11.EH4.3 Demonstrate an understanding of equal protection of the law and/or identify one example of it (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation, etc.).

C.3.FI.11.EH4.4 Identify a situation in which the government may need to limit individual rights.

C.5.FI.11.EH3.7 Identify one or more legal rights of people who have been accused of a crime.

Knowledge/Content I Know....	Skills/Processes I Can...
<p>Defendants versus Prosecutors</p> <p>A verdict is the outcome of a trial.</p> <p>An appeal is to ask that another court review the case.</p> <p>Unanimous = everyone agrees</p> <p>Majority Opinion = most agree</p> <p>The Federal Court System</p> <ul style="list-style-type: none"> • Lower Courts and the Supreme Court <p>Lower Courts</p> <ul style="list-style-type: none"> • District Courts <ul style="list-style-type: none"> ○ Original Jurisdiction ○ Criminal Cases ○ Civil Cases • Court of Appeals <ul style="list-style-type: none"> ○ 13 courts of appeals ○ Covers a Circuit <p>The Supreme Court Justices = judges</p> <ul style="list-style-type: none"> • Chief Justice = leader of the Supreme Court • Chosen by the President • Serve for Life • Can be removed by Congress <p>The Supreme Court</p> <ul style="list-style-type: none"> • Foreigners • Problems between 2 or more states • Problems between a state and the federal government. 	<ul style="list-style-type: none"> • Describe the structure of the federal court system • Explain how the Supreme Court works • Identify the most powerful court in the United States • Justify the need for a judicial branch of government
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