

HCPSS Curriculum Framework

American Government

Maryland Standards:

1. **POLITICAL SCIENCE**- Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.
2. **GEOGRAPHY** – Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.
3. **LIVING IN A GLOBAL SOCIETY**-Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and historic perspective.
4. **ECONOMICS** – Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

Literacy Framework:

| Close Reading | Student Questions | Outcomes (linked to Common Core Standards) | Prompts |
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| <p style="text-align: center;">Sourcing</p> <p>Consider the document’s source and purpose</p> <p><i>Prior to reading the document, students should carefully analyze the source.</i></p> | <ul style="list-style-type: none"> • Who wrote this? • What is the author’s point of view? • Why was it written? • When was it written (a long time or a short time after the event)? • Is this a primary or secondary source? How do you know? • Is the source believable? Why or why not? | <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1) <p>Craft and Structure</p> <ul style="list-style-type: none"> • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6) <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9) | <ul style="list-style-type: none"> • “I think the author probably believes...” • “The author’s purpose is to...” • “I think the audience is...” • “Based on the sourcing information, I predict this author will...” • “I do/don’t trust this source because...” • “If a contemporary of the author had written the text, his or her point of |

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| | | | view would..." |
| <p>Contextualizing <i>(Imagining/Visualizing the setting)</i> Place the document in a time period, culture, setting, or subject-specific context</p> | <ul style="list-style-type: none"> • "What events were happening at the time the text was written?" • In what ways might this influence what you are reading? • What was it like to be alive at this time? • What things were different during the time when the text was written? What things were the same? • What would it be like to see this event through the eyes of someone who lived in this time? • How might these perspectives and attitudes influence their actions? | <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2) <p>Craft and Structure</p> <ul style="list-style-type: none"> • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts (RH.9-10.6) <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Assess the extent to which the reasoning and evidence in a text support the author's claims. (RH.9-10.8) • Compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9) | <ul style="list-style-type: none"> • "I already know that _____ is happening at this time..." • "From this document I would guess that people at this time were feeling..." • "This document might not give me the whole picture because..." • "The events of the time were influenced by..." • "Life during this time period and life during the 21st century are similar and/or different because..." |
| <p>Critical Reading Read the text carefully to identify details and nuances in the author's words, or in data, images, text</p> | <ul style="list-style-type: none"> • What claims does the author make? | <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, attending to | <ul style="list-style-type: none"> • "The author claims that..." |

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| <p>features, etc.</p> | <ul style="list-style-type: none"> • What evidence does the author use to support those claims? • How is this document supposed to make me feel? • What words does the author use to paint a particular picture of the event, or to convince me that they are right? • What information does the author leave out? | <p>such features as the date and origin of the information. (RH.9-101)</p> <ul style="list-style-type: none"> • Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3) <p>Craft and Structure</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. (RH.9-10.4) • Analyze how a text uses structure to emphasize key points or advance an explanation or analysis (RH.9-10.5) • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6) <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Assess the extent to which the reasoning and evidence in a text support the author’s claims. (RH.9-10.8) | <ul style="list-style-type: none"> • “To support his/her claims, the author...” • “I think the author chose these words because they make me feel...” • “The author is trying to convince me...(by using/saying...)” • “The ordering of events allows readers to...” • “Specific vocabulary the author uses provides...” |
| <p>Corroborating (Cross-Checking) Compare multiple sources against</p> | <ul style="list-style-type: none"> • What do other pieces of evidence (texts, | <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and | <ul style="list-style-type: none"> • “This author agrees/disagrees with...” |

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| each other to develop a well supported interpretations | images, data, maps, etc.) say? <ul style="list-style-type: none">• Am I finding the same information everywhere?• Am I finding different versions of the story? (If yes, why might that be?)• Where else might I locate additional information about the topic?• Which pieces of evidence are most believable and why? | secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1) Integration of Knowledge and Ideas <ol style="list-style-type: none">1. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)2. Compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9) | “This document was written earlier/later than the other, so...” |
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Universal Design for Learning

Universal Design for Learning is a set of principles for curriculum development and instruction that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Here are some basic tools to get started with UDL in your classroom:

More information

[CAST Web-site](#)

Get to know your learners.

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[Online multiple intelligence assessment](#)

Explore classroom technology resources.

[Discovery Education in the classroom](#)

[Show Me \(Mac and iPad app\)](#)

[Using Edmodo in the classroom](#)

[PBS Learning Media for Social Studies](#)

[UDL Self-Check](#)

| <h3>Multiple Means of Representation</h3> <p><i>How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.</i></p> | <h3>Multiple Means of Expression</h3> <p><i>Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.</i></p> | <h3>Multiple Means of Engagement</h3> <p><i>How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.</i></p> |
|---|---|---|
| <ul style="list-style-type: none"> ▪ Provide information through different modalities <ul style="list-style-type: none"> ○ Caption/Cartoon ○ Spoken language ○ Visual diagrams ○ Video and audio clips ○ Alternate text size ○ Graphs, charts tables ○ Use color strategically ▪ Conduct simulations of key events ▪ Modulate the speed, repetition, or timing of video, slides, animation, sound ▪ Prime vocabulary to connect to prior knowledge or experiences ▪ Emphasize roots of words ▪ Clarify or point out patterns, symbols, sequencing, big ideas ▪ Present and support concepts with | <ul style="list-style-type: none"> ▪ Provide alternatives for interacting with instructional materials, physical manipulatives and technology (e.g., laminate map and mark with dry erase, point and click map games) ▪ Compose in multiple media such as text, speech, drawing, visual art, sculpture, or video ▪ Provide technology tools to facilitate demonstration of learning (e.g., spell check, speech to text software, graphing calculators, graph paper, outlining tools, sentence strips, sentence starters, concept mapping) ▪ Use web applications (e.g., wikis, animation) ▪ Provide scaffolds as needed that can be gradually released with increasing independence & skills | <ul style="list-style-type: none"> ▪ Provide choices in levels of challenge, types of tools used, color, design, layout of graphics, sequence and timing of tasks ▪ Involve students in setting personal goals ▪ Vary activities and sources that can be personalized & contextualized to learners lives, that are culturally relevant, responsive and appropriate ▪ Design purposeful activities that allow for active participation so that outcomes are authentic and resonates with audiences ▪ Invite personal response, evaluation, and self-reflection ▪ Use feedback to provide alternative aid ▪ Provide prompts to provide & restate |

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| <p>alternative forms of expression (i.e., illustration, dance/movement, diagram, model, comic strip, storyboard, photograph, animation, physical or virtual manipulative)</p> <ul style="list-style-type: none">▪ Activate prior knowledge through preview▪ Pre-teach critical prerequisites▪ Bridge understanding by using analogies, metaphors to provide context▪ Chunk information into smaller elements▪ Teach and model mnemonic strategies▪ Use checklists and graphic organizers▪ Review and practice | <ul style="list-style-type: none">▪ Use prompts, models, process think-alouds, and templates for sequencing▪ Set learning goals, provide checklists, guides for note taking, & guided questions | <p>goals—calendars, schedules</p> <ul style="list-style-type: none">▪ Provide collaboration and peer support▪ Emphasize process, effort, improvement in meeting standards▪ Cooperative learning groups & roles▪ Differentiate degrees of difficulty▪ Provide rubrics▪ Provide recording, charting & displaying of data and templates to support processing |
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Unit I

Overview:

To preserve and improve constitutional government, citizens must understand the necessary conditions for its existence. There must be general agreement about the proper relationship among the people, their constitution, and their government. Not only must the constitution regulate institutions, the people also must cultivate a disposition to behave in ways consistent with its values and principles. Citizens must understand competing ideas about civic life, politics, and forms of government so that they can make informed judgments about what government should and should not do, how they are to live their lives together, and how to support the proper use of authority or combat the abuse of political power. Differing assumptions about the proper relationship between civic and private life influence ideas about the purposes of government. Differing ideas about the purposes of government have profound consequences for the well-being of individuals and society. For example, if one believes that the activities of government should be restricted to providing for the security of the lives and property of citizens, one might believe in placing severe restrictions on the right of government to intrude into their private or personal lives. On the other hand, if one believes that the moral character of the individual should be a public or civic matter, one might support a broad range of laws and regulations concerning private behavior and belief.

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Using a written constitution to set forth the values and principles of government and to establish and limit its powers is among the nation's most distinctive accomplishments. The American system of government relies upon its citizens' holding these constitutional values and principles in common. The Framers of the United States Constitution intended to establish, in the words of James Madison, an "energetic" and effective government, one capable of fulfilling the purposes for which it was created. The Constitution provides for institutions that facilitate the formation of majorities on various issues at the same time as it limits the powers of those majorities to protect the basic liberties of the people. The Bill of Rights was adopted as an additional means of limiting the powers of the national government and has become central to the American idea of constitutional government. An understanding of the extent to which Americans have internalized the values and principles of the Constitution will contribute to an appreciation of the enduring influence of the Constitution as it has helped to shape the character of American society. Citizens must understand the fundamental ideas of American constitutional government and their history and contemporary relevance to develop a reasoned commitment to them, as well as to use them as criteria to evaluate their own behavior and the behavior of government officials.

An awareness of the characteristics of limited government provides citizens with a basis for making reasoned judgments about proposals to alter their own government and for evaluating the governments of other nations. An understanding of the concept of limited government and its essential components helps citizens understand the necessity of maintaining those conditions that prevent a government from exceeding its powers. By comparing alternative means of organizing constitutional governments and the ways they provide for representation, citizens become aware of the advantages and disadvantages of their own system and how it may be improved. This understanding also provides a basis for evaluating whether one's own government is diverging from its constitutional design and purposes. This knowledge not only helps citizens to understand their own government, it enables them to grasp the meaning of events in the world, such as the fall of parliamentary governments, the breakup of federations, or the weaknesses of confederations.

Enduring Understandings:

- People form governments to provide a structure for making and enforcing decisions that affect the common good.
- Governments may have constitutions that define their structure and power.
- The U.S. Constitution defines a structure of government in which power is divided between national and state governments in a federal system and between branches through separation of powers. Power is limited through the use of checks and balances. State and local systems of government have similar structures.
- All governments address the relationship between liberty and authority. Democracies, as a form of limited government, derive power from the consent of the governed to avoid tyranny and protect people's rights.

Essential Questions:

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- Why do we have a government?
- What is the common good?
- What is rule of law?
- How does the Constitution ensure the sharing and separation of power?
- Why has the Constitution endured?
- Which principles of government are essential to a democracy?
- Is the Federal system the best way to govern the United States?

Curriculum Framework

| Topic | Learning Outcomes | Vocabulary | Key Concepts |
|----------------------------------|---|--|--|
| Purposes of governmental systems | <ol style="list-style-type: none"> 1. Define government and explain its importance. 2. List the functions that government performs. 3. Describe how government promotes the common good. | <ul style="list-style-type: none"> • National Security • Social Order • Economic Prosperity • Common good • Public Services • Domestic Tranquility • Authority • Power • Legitimacy • State • Nation • Nation-state • Sovereignty | <ol style="list-style-type: none"> 1. The essential goal of all states is to determine a government based on their priorities, resources, history and demographics. 2. All sovereign governments address the relationship between liberty and authority. 3. A state has a population, a defined territory, sovereignty, and a government 4. Government is the institution through which a society makes and enforces its public policies |
| Types of governmental systems | <ol style="list-style-type: none"> 1. Describe the differences among types of governments from authoritarian to democratic. <p>(H) Analyze the differences in the types of governments of modern nations in relation to of their origins and economic</p> | <ul style="list-style-type: none"> • Democracy • Authoritarian • Oligarchy • Autocracy • Monarchy • Totalitarian • Dictatorship • Representative Democracy • Direct Democracy • Constitutional Monarchy | <ol style="list-style-type: none"> 1. Governments may have constitutions that define their structure and power. 2. In a democracy supreme authority rests with the people 3. In representative democracies, citizens choose representatives who act on their behalf 4. In all authoritarian governments, rulers are not accountable to the people. |

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| Topic | Learning Outcomes | Vocabulary | Key Concepts |
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| | <p>policies.</p> <ol style="list-style-type: none"> Identify the features of unitary, federal, and confederate systems of government. Evaluate the effectiveness of various forms of government. Compare the advantages and disadvantages of a representative democracy and direct democracy. | <ul style="list-style-type: none"> Unitary Federal Confederate Parliamentary Democracy Presidential Democracy Republic Anarchy Capitalism Communism Socialism Constitution | |
| <p>Historical foundations of American government</p> | <ol style="list-style-type: none"> Identify how philosophers have described the nature and purpose of the state. (H) Analyze the works of philosophers whose beliefs were responsible for molding the Founders' vision of the nature of the state and compare those beliefs with the views of modern political figures. Analyze the origins and historical development of values and principles, which have influenced and shaped the United States | <ul style="list-style-type: none"> Social Contract John Locke Thomas Hobbes Jean Jacques Rousseau Baron de Montesquieu Voltaire Magna Carta Peition of Right English Bill of Rights Mayflower Compact Virginia House of Burgesses Declaration of Independence Stamp Act Intolerable Acts/Townshend Acts Articles of Confederation Shay's Rebellion Constitution | <ol style="list-style-type: none"> Basic concepts of American government evolved from the Social Contract Theory Early English settlers brought with them the tradition of ordered, limited, and representative government. The Magna Carta, the Petition of Right, and the English Bill of Rights established the concept of limited government. Britain became more involved in trying to govern the colonies in the 1760s, resulting in Colonial unrest. Delegates joined the First Continental Congress to plan opposition to British policy. The Second Continental Congress proclaimed independence and served as the first United States government After the Declaration of Independence, |

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| Topic | Learning Outcomes | Vocabulary | Key Concepts |
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| | <p>constitutional system.</p> <p>3. Relate the colonial experience to the overall development and design of the American governmental system.</p> <p>4. Explain the importance, ideals, and contributions of common law and key historical documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact and the Declaration of Independence.</p> <p>5. Trace the historical development of the Articles of Confederation, the Constitution, the Bill of Rights, and relevant Amendments.</p> | <ul style="list-style-type: none"> • New Jersey Plan • Virginia Plan • 3/5 compromise • Connecticut/Great Compromise • Bicameral Legislature • Ratify • Amendment • Bill of Rights | <p>most of the 13 States adopted written constitutions, which later influenced the U.S. Constitution.</p> <p>8. The Constitutional Convention convened in Philadelphia to revise the Articles of Confederation, but instead, realizing the flaws of the Articles, crafted a series of compromises which created a new democratic government.</p> <p>9. Federalists supported ratification of the Constitution, while the Anti-Federalists opposed ratification without the addition of a Bill of Rights.</p> |
| Principles of the American governmental system | <p>1. Explain how constitutions can protect rights and promote the general welfare.</p> <p>2. Analyze the meaning and importance of values and principles fundamental to</p> | <ul style="list-style-type: none"> • Limited government • Majority rule • Separation of powers • Checks and balances • Consent of the governed • Republicanism/representative democracy | <p>1. The Preamble of the Constitution outlines our purposes and principles of government.</p> <p>2. The Constitution is the Supreme law of the land, which sets the framework of government.</p> <p>3. The Constitution is a <i>living document</i></p> |

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| Topic | Learning Outcomes | Vocabulary | Key Concepts |
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| | <p>democracy in the United States (e.g. representative democracy, rule of law, limited government, majority rule).</p> <p>3. Explain the freedoms guaranteed by the Bill of Rights and corresponding responsibilities of citizens.</p> <p>4. Apply the basic principles on which the United States Constitution is based to contemporary situations.</p> <p>(H) Analyze specific current events or issues as illustrations of the principles of democracy</p> <p>5. Explain how the Constitution ensures the people’s authority over the government.</p> | <ul style="list-style-type: none"> • Popular sovereignty • Rule of law • Equality of opportunity • Individual rights and responsibilities • Federalism • Judicial review • Eminent domain • <i>Marbury v. Madison</i> | <p>4. Democracies, as a form of limited government, derive power from the consent of the governed to avoid tyranny and protect people’s rights.</p> <p>5. Power is limited through the use of checks and balances.</p> <p>6. The Constitution distributes powers among three branches of government which are then checked by the other branches.</p> <p>7. There are formal and informal methods of changing the Constitution.</p> |
| Federalism | <p>1. Explain how the United States Constitution grants and distributes powers to national and state governments (federalism) including reserved,</p> | <ul style="list-style-type: none"> • Federalist • Anti-Federalist • Expressed Powers • Implied Powers • Denied Powers • Reserved Powers | <p>1. The U.S. Constitution defines a structure of government in which power is divided between national and state governments in a federal system.</p> <p>2. The Constitution delegates powers to the national government and states exercise</p> |

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| Topic | Learning Outcomes | Vocabulary | Key Concepts |
|-------|--|---|---|
| | <p>delegated, concurrent, and denied powers.</p> <p>2. Explain how the powers of the federal government have expanded in relation to the states.</p> <p>3. Describe ways in which balancing federal and state interests provides for the public good.</p> <p>4. Analyze issues related to the division of powers and its impact on institutions, groups, and individuals (e.g. taxation, welfare, regulation, education).</p> <p>(H) Assess the practicality of federal mandates in relation to current events.</p> | <ul style="list-style-type: none"> • Enumerated Powers • Delegated Powers • Inherent Powers • Concurrent Powers • Elastic Clause • Necessary and Proper Clause • Full Faith and Credit Clause • Supremacy Clause • Article I, Section 8 • <i>McCulloch v. Maryland</i> • | <p>reserved powers.</p> <p>3. The National government and states exercise some concurrent powers.</p> |

Text Resources:

| Title | Source* |
|--|--|
| <ul style="list-style-type: none"> • Unit I, Chapters 1-4 | <ul style="list-style-type: none"> • Magruder's American Government All-In-One Teaching Resources Unit I, Prentice Hall |
| <ul style="list-style-type: none"> • Principles of Government: What should be the goals of government, Is Government Necessary (Warm Ups, notetaking, essay) (p.2-10) | <ul style="list-style-type: none"> • Pearson American Government Essential Question Journal, Pearson. |

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| <ul style="list-style-type: none"> Origins of Government: How does the Constitution reflect the times in which it was written? (Warm Ups, notetaking, essay) (p. 11-18) | <ul style="list-style-type: none"> Pearson American Government Essential Question Journal, Pearson. |
| <ul style="list-style-type: none"> The Constitution: How has the Constitution lasted through changing times? (Warm Ups, notetaking, essay) (p. 19-24) | <ul style="list-style-type: none"> Pearson American Government Essential Question Journal, Pearson. |
| <ul style="list-style-type: none"> Federalism: Is the federal system the best way to govern the United States? (Warm Ups, notetaking, essay) (p. 25-30) | <ul style="list-style-type: none"> Pearson American Government Essential Question Journal, Pearson. |
| <ul style="list-style-type: none"> Foundations of American Government Essay (p. 31-33) | <ul style="list-style-type: none"> Pearson American Government Essential Question Journal, Pearson. |
| <ul style="list-style-type: none"> Government Alive!® Chapters 1, 2, 3, 4, 6 | <ul style="list-style-type: none"> Government Alive!®, Teacher's Curriculum Institute |

Suggested Media:

| Title | Source* |
|---|---|
| <ul style="list-style-type: none"> TJ and the Revo Too Late to Apologize: A Declaration (Declaration of Independence parody video) | <ul style="list-style-type: none"> http://soomopublishing.com/declaration/, Soomo Publishing |
| <ul style="list-style-type: none"> Democracy in America | <ul style="list-style-type: none"> http://www.learner.org/resources/series173.html, Annenberg Foundation |
| Annenberg Classroom: Teaching the Constitution | http://www.annenbergclassroom.org/%28X%281%29S%28cy4mwn451podndb1f2lrcyrk%29%29/pages.aspx?name=all-videos&AspxAutoDetectCookieSupport=1 , Annenberg Classroom |
| <ul style="list-style-type: none"> Foundations of Government (Lesson Plans with resources, including games and webquests) | <ul style="list-style-type: none"> http://www.icivics.org/curriculum/foundations-government, ICivics, Inc. |
| <ul style="list-style-type: none"> Bill of Rights (video) | <ul style="list-style-type: none"> http://www.brainpop.com/socialstudies/usgovernmentandlaw/billofrights/, BrainPop |
| <ul style="list-style-type: none"> Declaration of Independence (video) | <ul style="list-style-type: none"> http://www.brainpop.com/socialstudies/ushistory/declarationofindependence/, BrainPop |
| <ul style="list-style-type: none"> Democracy (video) | <ul style="list-style-type: none"> http://www.brainpop.com/socialstudies/worldhistory/democrac y/, Brainpop |
| <ul style="list-style-type: none"> Constitution (video) | <ul style="list-style-type: none"> http://www.brainpop.com/socialstudies/ushistory/usconstitution/, BrainPop |
| The Oyez Project of Supreme Court Media | <ul style="list-style-type: none"> Chicago Kent School of Law |
| UnitedStreaming.com | <ul style="list-style-type: none"> Discovery Communications |

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| Title | Source* |
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| Why Government (overview, activity, articles, documents) | <ul style="list-style-type: none"> • http://americangovernment.abc-clio.com/Topics/Display/1184523, ABC-CLIO |
| Types of Government (overview, activity, articles, documents) | <ul style="list-style-type: none"> • http://americangovernment.abc-clio.com/Topics/Display/1184518, ABC-CLIO |
| What is Democracy (overview, activity, articles, documents) | <ul style="list-style-type: none"> • http://americangovernment.abc-clio.com/Topics/Display/1184524, ABC-CLIO |
| Roots of U.S. Government (overview, activity, articles, documents) | <ul style="list-style-type: none"> • http://americangovernment.abc-clio.com/Topics/Display/1184521, ABC-CLIO |
| Declaration of Independence (overview, activity, articles, documents) | <ul style="list-style-type: none"> • http://americangovernment.abc-clio.com/Topics/Display/1184520, ABC-CLIO |
| Articles of Confederation (overview, activity, articles, documents) | <ul style="list-style-type: none"> • http://americangovernment.abc-clio.com/Topics/Display/1608946, ABC-CLIO |
| U.S. Constitution (overview, activity, articles, documents) | <ul style="list-style-type: none"> • http://americangovernment.abc-clio.com/Topics/Display/1608978, ABC-CLIO |
| Federalism (overview, activity, articles, documents) | <ul style="list-style-type: none"> • http://americangovernment.abc-clio.com/Topics/Display/1184528, ABC-CLIO |

Suggested Resources

| Title | Source* |
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| <ul style="list-style-type: none"> • LandmarkCases.org | <ul style="list-style-type: none"> • Street Law, Inc. |

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Unit II: Structure, Organization, and Functions of American Government

Overview:

The system of Federalism established by the Constitution has resulted in a complex dispersal of powers. As a result, every American lives under the jurisdiction of national, state, and local governments, in which powers and responsibilities are separated and shared among the legislative, executive, and judicial branches and the Federal agencies.

All governments--national, state, and local--affect the daily life of every American. This complex system of multiple levels and divisions of government is difficult to understand and is sometimes inefficient. However, this system was seen by the Framers of the Constitution as a principal means of limiting the power of government and offering opportunities for citizens to participate in their own governance. The principles of checks and balances and separation of powers is essential in establishing this rule of law and limited government. This system also reflects the principle of popular sovereignty, enabling citizens to hold their government accountable, and helps to insure protection for the rights of the people.

State governments are established by state constitutions. Each has its own legislative, executive, and judicial branch. States possess substantial powers that, along with their local and intermediate governments, affect citizens' lives from birth to death. Local governments provide most of the services citizens receive, and local courts handle most civil disputes and violations of the law. Because of their geographic location and the fact that their meetings usually are open to the public, state and local governments are often quite accessible to the people. Members of city councils, boards of education, mayors, governors, and other officials are often available to meet with individuals and groups and to speak to students and civic organizations.

The actions of all three levels of government have significant consequences on the daily lives of all Americans, their communities, and the welfare of the nation as a whole. These actions affect their security, their standard of living, and the taxes they will pay. To understand the impact of the national government on their daily lives and the lives of their communities, citizens need to understand how it functions. To deliberate with other citizens about political action and to influence governmental actions that affect their lives, citizens need to know the distribution of responsibilities among the various branches and agencies of government and where and how decisions are made. Citizens who understand the reasons for this system of dispersed power and its design are able to evaluate, to monitor, and to influence it effectively. Citizens need to know the purposes, organization, and responsibilities of their state and local governments so they can take part in their governance.

Enduring Understandings:

- Power is control, authority, or influence over others. In the U.S. federal system of government, power is exercised by the people through elected representatives at the national, state, and local levels.

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- At each level of government, power is divided between legislative, executive, and judicial branches. This separation of power serves to prevent tyranny and abuse of power, and to preserve liberty. In addition, a system of checks and balances gives each branch of government some degree of oversight and control over the actions of the others.
- The federal system, separation of powers, and checks and balances provide multiple opportunities for citizens to obtain government services, as well as influence government decisions. Sometimes the complexity of the governmental system slows decision making and government action, to the detriment of individual rights and the common good.

Essential Questions:

- What is power?
- How can the structure of government prevent the concentration of power and establish rule of law?
- How does federalism or separation of powers affect the effectiveness of government?
- How effective is the federal system in responding to the changing needs of society?
- How effective is the government system in balancing individual rights and the common good?
- Whose views should members of Congress represent when voting?
- Does the current electoral process result in the best candidates for president?
- How can citizens and groups influence the three branches at all levels of government?

| Topic | Learning Outcomes | Vocab | Key Concepts |
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| Legislative <ul style="list-style-type: none"> • National • Maryland • Howard County | <ol style="list-style-type: none"> 1. Explain how the legislative bodies at the different levels differ in structure, membership, and responsibilities. 2. Describe the special powers granted to legislative bodies. 3. Analyze the powers, responsibilities and limitations of legislative bodies in relation to the other two branches. 4. Describe how legislation is enacted at national, state, and local levels. 5. Analyze the groups and | <ul style="list-style-type: none"> • Bicameral • Term • Session • Adjourn • Recess • Special session • Apportion • Reapportion • Gerrymander • Incumbent • Off year election • Single member district • At-large member • Constituency • Delegate | <ol style="list-style-type: none"> 1. The Constitution provides for a bicameral legislation to balance representation for large and small states and to limit the power of the legislative branch. 2. Representation in congressional districts can be changed through reapportionment, redistricting, and gerrymandering in order to provide an advantage to the dominant party in a State's legislature. 3. The Necessary and Proper clause has helped avoid the need for frequent amendments to the Constitution. 4. A combination of informal and formal qualifications help Congresspersons get elected. |

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| | <p>individuals who influence the legislative process.</p> | <ul style="list-style-type: none"> • Trustee • Partisan • Oversight • Franking privilege • Expressed powers • Implied powers • Inherent powers • Concurrent powers • Delegated powers • Enumerated powers • Denied powers • Commerce powers • Tax • Eminent domain • Necessary and proper clause (Elastic clause) • Appropriate • Impeach • Perjury • Censure • Speaker of the House • President of the Senate • President Pro Tempore • Party Caucus • Floor leader • Majority leader • Minority leader • Whip • Committee chairman • Seniority rule • Standing committee • Subcommittee • Select committee | <ol style="list-style-type: none"> 5. Senators are considered national leaders because they represent a larger group of people and therefore a broader range of interests. 6. Senators usually have more experience and power than their colleagues in the House, and a longer term protects them from political pressures. 7. Though Congress has become more diverse in recent years, members are likely to be older and wealthier than the average American and most are white men. 8. Legislators are subject to influence from several sources including constituents, interest groups, lobbyists, and public perception. 9. Congress has expressed, implied, and inherent powers and the Constitution specifically lists 27 powers. 10. The commerce power is the basis for many of the implied powers. 11. The power to tax is vital to the function of the government. 12. Some expressed powers and nonlegislative powers serve to check the powers of the executive and judicial branches. 13. Due to Federalism, states have no power in foreign policy. 14. The domestic powers of Congress have a direct impact on the daily lives of citizens. 15. The Speaker of the House and the majority leaders and committee chairmen in both houses are members of the majority party, and wield the most power in Congress. |
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| | | <ul style="list-style-type: none"> • Joint committee • Conference committee • Bill • Joint resolution • Concurrent resolution • Resolution • Rider • Quorum • Filibuster • Cloture • Veto • Pocket veto • General Assembly • House of Delegates • Maryland Senate | <p>16. Most work in Congress is divided among committees that focus on particular policy areas. Most bills never make it out of Committee</p> <p>17. The lawmaking process is intentionally cumbersome in order to ensure that each law has been thoroughly considered.</p> |
| <p>Executive, Departments and Agencies</p> <ul style="list-style-type: none"> • National • Maryland • Howard County | <ol style="list-style-type: none"> 1. Describe the qualifications and duties of the president, governor, and county executive. 2. Identify the president's domestic and foreign policy roles. 3. Describe the legislative and judicial powers of the president. 4. Analyze how the other branches balance the powers of the executive branch. 5. Explain the powers and roles | <ul style="list-style-type: none"> • Cabinet • Chief of State • Chief Executive • Chief Administrator • Chief diplomat • Commander in chief • Chief legislator • Chief of party • Chief citizen • Presidential succession • Presidential Succession Act of 1947 • Balance the ticket • Presidential elector • Electoral vote • Electoral college • Presidential primary | <ol style="list-style-type: none"> 1. The Constitution defines the roles and qualifications of the President. 2. Term limits check the power of the President. 3. There is a specific order of succession for the office of the Presidency. 4. While the Vice President has two formal Constitutional roles, he serves many informal roles including balancing the ticket, campaigning, and maintaining public perception 5. The rise of political parties created a need to alter the Framers electoral plan. 6. The election of 1800 led to changes, including the 12th amendment, that form the framework for today's presidential election system. |

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| | <p>of the governor of Maryland and the Howard County Executive.</p> <p>6. Determine what role the Governor of Maryland plays in determining Maryland's legislative agenda.</p> <p>7. Identify the importance of the executive departments, agencies, and commissions at the national, state, and local levels.</p> <p>8. Describe the purposes and functions of independent regulatory agencies.</p> | <ul style="list-style-type: none"> • Winner-take-it-all • Proportional representation • Caucus • National convention • Platform • Swing vote • Battleground State • Direct popular election • Article II • Imperial presidency • Executive order • Executive privilege • Ordinance power • Executive agreement • Treaty • Recognition • Line item veto • Reprieve • Pardon • Clemency • Commutation • Amnesty • Bureaucracy • Bureaucrat • Administration • Executive Office of the President • Federal Budget • Executive department • Civilian • Secretary • Independent agency | <p>7. The major parties, not the Constitution, define the nomination process.</p> <p>8. In primaries and caucuses, party voters express a preference among voters express a preference among potential nominees or select delegates to the party's national convention.</p> <p>9. At the national conventions, each party adopts a platform, officially selects its presidential and vice presidential candidates, and attempts to unify the party.</p> <p>10. Although the popular vote represents the people's choice, the Electoral College actually elects the President.</p> <p>11. A candidate can win the popular vote but fail to win the presidency.</p> <p>12. The system of checks and balances helps prevent an "Imperial presidency" by placing limits on power.</p> <p>13. Article II establishes the roles and powers of the presidency.</p> <p>14. President shares diplomatic and military powers with Congress</p> <p>15. Much of the power of the presidency rests on the president's ability to use his powers to issue executive orders, execute the laws, and appoint key federal officials.</p> <p>16. The president shares diplomatic and military powers with Congress however in practice the President power as commander in chief is almost unlimited.</p> <p>17. The bureaucratic structure allows the government to function properly even though changes of personnel and</p> |
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| | | <ul style="list-style-type: none"> • Independent executive agency • Civil service • Patronage • Spoils system • Draft • Independent regulatory commission • Government corporation | <p>presidential administrations.</p> <p>18. The Executive office of the President is composed of the President’s closest advisors and several support agencies.</p> <p>19. The EOP is the President’s right arm in the formation and execution of the nation’s public policies.</p> <p>20. The Cabinet is an informal advisory body appointed by the President and confirmed by the Senate that influences the policies and decision making of the President to varying degrees.</p> <p>21. Most independent agencies are executive, organized like cabinet agencies to perform specific functions.</p> <p>22. Regulatory commissions have the power to make, administer, and enforce rules within their field of authority.</p> <p>23. Government corporations are organized like private corporations, but are made up of public employees and are financed by public funds.</p> |
| <p>Judicial</p> <ul style="list-style-type: none"> • National • Maryland • Howard County | <ol style="list-style-type: none"> 1. Identify the structure and function of the court system at each level of government. 2. Identify the role of the lower federal courts and describe their authority. 3. Describe the membership and function of the United States Supreme Court. | <ul style="list-style-type: none"> • Inferior courts • Jurisdiction • Concurrent jurisdiction • Original jurisdiction • Appellate jurisdiction • Plaintiff • Defendant • Judicial restraint • Precedent • judicial activism • Criminal case | <ol style="list-style-type: none"> 1. The Constitution created the Supreme Court, its jurisdiction, and the manner and terms of federal judicial appointments. 2. The US has dual national and State court systems. Federal judges often shape public policy. 3. Civil and criminal laws are put in place to provide order, protect society, and settle conflicts. 4. Law officers have the duty to enforce the laws and Courts have the duty to interpret |

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| <ol style="list-style-type: none"> 4. Describe the process for judicial appointment. 5. Explain how the Supreme Court operates. 6. Analyze the historical expansion of powers of the federal judiciary by examining landmark Supreme Court cases. 7. Analyze how factions within the court who have differing ideologies may influence court decisions. 8. Appraise the impact of the contemporary social climate on the decisions of the United States Supreme Court 9. Analyze how current issues influence the interpretation of the Constitution through amendment or judicial review. 10. Identify the roles of the Maryland courts and describe their authority. 11. Identify limitations placed on judicial branches. | <ul style="list-style-type: none"> • Civil case • Docket • Writ of Certiorari • Brief • Majority opinion • Minority opinion • Concurring opinion • Dissenting opinion • Court martial • Civilian tribunal • Redress • Justices • Judicial review • Misdemeanor • Felony • Jury | <p>the law and decide punishment.</p> <ol style="list-style-type: none"> 5. The Supreme Court is the final authority on questions arising under the Constitution, an act of Congress, or a treaty of the US. 6. The power of judicial review established in Marbury v Madison laid the foundation for the judicial branch's key role in government. 7. Congress has created many special courts to handle specific types of cases 8. The National Government can be taken to court only in cases in which Congress declares the US to be open to suit. 9. The Supreme Court has both original and appellate jurisdiction. |
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Text Resources:

| Title | Source* |
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| <ul style="list-style-type: none">Magruder's, All-in-One Teaching Resources Unit 3 | <ul style="list-style-type: none">Ch. 10 Prereading and Vocabulary Worksheet, pg 9Ch. 10 Reading Comprehension Worksheets, pg 13,14,19,20,27,28,35,36Ch. 10 Core Worksheets, pg 15, 22,23,30,37Ch. 10 Skills Worksheet, pg 31, 32, 39Ch. 11 Prereading and Vocabulary Worksheet, pg 57Ch. 11 Reading Comprehension Worksheets, pg 61, 63, 70, 72, 81, 82, 89, 91Ch. 11 Core Worksheets, pg 65, 67, 75,76,83,85, 95,96Ch. 11 Skills Worksheets, pg 77, 78, 97Ch. 12 Prereading and Vocabulary Worksheet, pg 121Ch. 12 Reading Comprehension Worksheets pg 133, 134, 143, 145, 152, 153Ch. 12 Core Worksheet pg 129, 130, 135, 137, 147, 149, 155Ch. 12 Skills Worksheets pg 139, 156, 157 |

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| <ul style="list-style-type: none"> • Magraders, All-in-One Teaching Resources Unit 4 | <ul style="list-style-type: none"> • Ch. 13 Prereading and Vocab Worksheet pg 11 • Ch. 13 Reading Comprehension Worksheets pg 15, 16, 21, 22, 27, 28, 32, 34, 44, 46 • Ch. 13 Core Worksheet pg 17, 23, 29, 36, 37, 48, 49 • Ch. 13 Skills Worksheet pg 24, 50, 51 • Ch. 14 Prereading and Vocab Worksheet pg 69 • Ch. 14 Reading Comprehension Worksheets pg 73, 74, 83, 84, 90, 91, 98, 99 • Ch. 14 Core Worksheets pg 75, 77, 86, 92, 100 • Ch. 14 Skills Worksheets pg 80, 87, 94, 95, 102 • Ch. 15 Prereading and Vocabulary Worksheet pg 124 • Ch. 15 Reading Comprehension Worksheets pg 128, 129, 135, 136, 141, 142, 148, 149 • Ch. 15 Core Worksheets pg 130, 132, 137, 143, 150, 155 • Ch. 15 Skills Worksheets pg 144, 145, 162, 163 • Ch. 17 Prereading and Vocab Worksheet pg 234 • Ch. 17 Reading Comprehension Worksheet pg 238, 239, 247, 249, 258, 260, 267, 269 • Ch. 17 Core Worksheets pg 240, 241, 251, 252, 262, 263, 271, 272 • Ch. 17 Skills Worksheets pg 244, 253, 254, 255, 275, 276 |
| <ul style="list-style-type: none"> • Magraders, All-in-One Teaching Resources Unit 5 | <ul style="list-style-type: none"> • Ch. 18 Prereading and Vocab Worksheet pg 9 • Ch. Reading Comprehension Worksheets pg 13, 15, 25, 26, 31, 33, 45, 46 • Ch. 18 Core Worksheets pg 17, 18, 27, 35, 40, 47, 49 • Ch. 18 Skills Worksheets pg 20, 22, 28, 41, 42 |
| <ul style="list-style-type: none"> • Article I of the Constitution | <ul style="list-style-type: none"> • http://www.law.cornell.edu/constitution/articlei; Bloomberg Law |
| <ul style="list-style-type: none"> • Article II of the Constitution | <ul style="list-style-type: none"> • http://www.law.cornell.edu/constitution/articleii; Bloomberg Law |
| <ul style="list-style-type: none"> • Article III of the Constitution | <ul style="list-style-type: none"> • http://www.law.cornell.edu/constitution/articleiii; Bloomberg Law |
| <ul style="list-style-type: none"> • Government Alive!® Chapters 11, 12, 13, 15 | <ul style="list-style-type: none"> • Government Alive!®, Teacher’s Curriculum Institute |

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Suggested Media:

| Title | Source* |
|---|---|
| <ul style="list-style-type: none"> • Museum of the Moving Image The Living Room Candidate | <ul style="list-style-type: none"> • http://www.livingroomcandidate.org/; Museum of the Moving Image |
| <ul style="list-style-type: none"> • C-Span Classroom | <ul style="list-style-type: none"> • http://www.c-spanclassroom.org/; National Cable Satellite Corporation |
| <ul style="list-style-type: none"> • Congressional Earmarks Sometimes Used to Fund Projects Near Lawmakers' Properties | <ul style="list-style-type: none"> • http://www.washingtonpost.com/investigations/2012/01/12/gIQA97HGvQ_story.html Washington Post |
| <ul style="list-style-type: none"> • Annenberg Classroom: All PDF Lesson Plans | <ul style="list-style-type: none"> • http://www.annenbergclassroom.org/page/all-pdf-lesson-plans; Annenberg Classroom |
| <ul style="list-style-type: none"> • National Constitution Center Lesson Plans | <ul style="list-style-type: none"> • http://constitutioncenter.org/learn/educational-resources/lesson-plans/; National Constitution Center |
| <ul style="list-style-type: none"> • National Constitution Center | <ul style="list-style-type: none"> • http://constitutioncenter.org/ ; National Constitution Center |
| <ul style="list-style-type: none"> • Pew Research : Political Party Quiz | <ul style="list-style-type: none"> • http://www.people-press.org/political-party-quiz/ Pew Research Center |
| <ul style="list-style-type: none"> • 2012 Election Exit Polls Data | <ul style="list-style-type: none"> • http://www.cnn.com/election/2012/results/race/president#exit-polls ; CNN, Turner Broadcasting System |
| <ul style="list-style-type: none"> • Elections and Future Social and Demographic Trends | <ul style="list-style-type: none"> • http://www.pewsocialtrends.org/2012/11/07/a-milestone-en-route-to-a-majority-minority-nation/?src=rss_main ; Pew Research Center |
| <ul style="list-style-type: none"> • Supreme Court DBQ's | <ul style="list-style-type: none"> • http://scdbq.billofrightsinstitute.org/ National Endowment For the Humanities |
| <ul style="list-style-type: none"> • Intelligence Squared Debates | <ul style="list-style-type: none"> • http://intelligencesquaredus.org/debates/past-debates; Intelligence Squared US |

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| <ul style="list-style-type: none">• Video : How A Bill Becomes a Law | <ul style="list-style-type: none">• http://www.annenbergclassroom.org/pages.aspx?name=the-legislative-process-how-a-bill-becomes-a-federal-law&AspxAutoDetectCookieSupport=1; Annenberg Classroom |
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Unit III

Overview:

The American political system provides citizens with numerous opportunities for choice and participation. The formal institutions and processes of government such as political parties, campaigns, and elections are important avenues for choice and citizen participation. Another equally important avenue is the many associations and groups that constitute civil society. All provide ways for citizens to monitor and influence the political process.

American constitutional democracy is dynamic and sometimes disorderly. The political process is complex and does not always operate in a smooth and predictable manner. Individually and in groups, citizens attempt to influence those in power. In turn, those in power attempt to influence citizens. In this process, the public agenda is set, and public opinion regarding these issues is formed.

If citizens do not understand the political process and how to participate in it effectively, they may feel overwhelmed and alienated. An understanding of the political process is a necessary prerequisite for effective and responsible participation in the making of public policy.

Enduring Understandings:

- Politics is rooted in the debate over what constitutes the common good and how to achieve it. This debate is essential to democracy and is ongoing among individuals, groups, and members of government. The media serves as the most common forum for political debate.
- Citizens may participate in the political debate to influence government policy and action by communicating with elected officials, exercising free speech, participating in a political party, joining an interest group, or making financial contributions. Individuals must determine the most effective means to reach their goals.
- Voting is the most fundamental opportunity for citizen participation in a democracy. Elections are the direct expression of the power of the people to create a government of elected officials they believe best represent their concept of the common good.

Essential Questions:

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- What should be the role of a citizen in democratic society?
- Why do people participate in government?
- How do the political parties serve the common good?
- What is an ideology?
- How are ideologies connected to our different concepts of the common good?
- What should be the role of the media in political participation?
- Does the electoral process serve the common good?

Curriculum Framework

| Topic | Learning Outcomes | Vocabulary | Key Concepts |
|---------------------|---|--|--|
| Individual citizens | <ol style="list-style-type: none"> 1. Determine how the public agenda is set and shaped by individual citizens. 2. Explain how the individual can play a role in influencing governmental policy. <p>(H)Formulate a plan of action to influence governmental policy on a current issue on the local, state, or national level.</p> | <ul style="list-style-type: none"> • Citizen • Civil disobedience • Petition • Policy • Protest • Public agenda • Public Policy • Efficacy • Ideology • 1st Amendment | <ol style="list-style-type: none"> 1. Citizens can impact policy by contacting their elected officials and voicing their opinions. 2. Legal protests provide an avenue for citizens to petition the government. 3. There is a difference between civic responsibilities and legal responsibilities. 4. Means of civic participation include, but are not limited to, volunteerism, joining political parties, boycotting, joining interest groups, joining campaigns, and exposing yourself to multiple media sources. |
| Political parties | <ol style="list-style-type: none"> 1. Analyze the roles of political parties, campaigns and elections in United States' politics. 2. Determine how the public agenda is set and shaped by political parties | <ul style="list-style-type: none"> • Bipartisan • Conservative • Liberal • Moderate • Multiparty system • Partisanship • Plurality • Political party • Political spectrum | <ol style="list-style-type: none"> 1. Political parties are the primary means by which the will of the people is made known to the government. 2. Parties inform people and activate their participation in public affairs. 3. The U.S. has a two-party system, however third parties play a role in elections. 4. Multiparty systems provide more choice but less stability. |

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| | | <ul style="list-style-type: none"> • Split party • Third (minor) party • Two-party system | 5. Minor parties affect election outcomes mainly by taking votes away from the major parties. |
| Voting and voting behavior | <ol style="list-style-type: none"> 1. Explain demographic factors related to political participation and its impact on government policy. 2. Evaluate circumstances that limited personal and civic responsibilities of United States citizens. <p>(H)Devise an action plan to convince citizens of the benefits of participating in the political process through voting.</p> | <ul style="list-style-type: none"> • Discrimination • Electorate • Gender gap • Gerrymandering • Independent • Party identification • Political socialization • Poll tax • Split-ticket voting • Straight-ticket voting • Suffrage/franchise • Voting Rights Act (1965) | <ol style="list-style-type: none"> 1. Expansion of the electorate happened through the 15th, 19th, 23rd, 24th, and 26th amendments. 2. States determine voting qualifications for their citizens with citizenship, residency, and age being universal requirements. 3. People can be denied the right to vote based on mental incapability, imprisonment for some crimes, or dishonorable discharge from the armed forces. 4. Executive orders and judicial decisions have had an impact on citizen participation. 5. Many eligible voters do not vote for reasons ranging from illness to lack of interest. 6. Sociological factors (income, occupation, education, gender, age, religion, ethnicity, geography, etc) influence voting behavior. 7. Psychological factors (party identification, perception of candidates and issues, etc) affect voter behavior. |
| Electoral process | <ol style="list-style-type: none"> 1. Describe the processes for national, state, and local elections. <p>(H)Demonstrate the election process by participating in a mock election for a selected political office.</p> | <ul style="list-style-type: none"> • Candidate • Caucus • Closed primary • Constituents • Convention • Delegates • Direct primary • Elector • Electorate • Electoral College • Electoral Vote | <ol style="list-style-type: none"> 1. The presidential elections of 1800, 1876 and 2000 were especially controversial and required additional constitutional remedy. 2. The most widely used method to nominate candidates is a direct primary. 3. State laws regulate elections, though federal laws apply to federal elections, which are monitored by the Federal Election Commission. 4. Campaign money comes from public and private sources, including PACs. 5. Both parties host national conventions where |

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| | | <ul style="list-style-type: none"> • Federal Election Commission (FEC) • General Election • Inauguration • Incumbent • Nomination • Open primary • Plank • Platform • Political Action Committees (PACs) • Super PAC | <p>delegates nominate the candidate for the general election.</p> <p>6. There is debate over the necessity of the Electoral College.</p> |
| Mass media and public opinion | <ol style="list-style-type: none"> 1. Analyze the role of public opinion in American politics. 2. Determine how the public agenda is set and shaped by the media. | <ul style="list-style-type: none"> • Bias • Mass media • Political socialization • Propaganda • Public opinion • Public affairs • Public opinion poll • Public agenda | <ol style="list-style-type: none"> 1. There are a variety of social factors (education, family, peer group, opinion leaders, historic events, etc) that shape political opinions. 2. The most reliable measure of public opinion is scientifically conducted opinion polls. 3. The media influence the public agenda by focusing attention on certain issues and helping candidates appeal directly to voters. 4. The media influence is limited because of limited coverage of public affairs. 5. Social media has had a large impact on the role of the media. 6. Media literacy is necessary for an informed electorate. |
| Interest groups | <ol style="list-style-type: none"> 1. Evaluate the role of lobbyists and private and public interest groups in influencing governmental policy. 2. Determine how the public | <ul style="list-style-type: none"> • Interest groups • Hard Money • Lobbyist • Lobbying • Public-interest | <ol style="list-style-type: none"> 1. Interest groups promote knowledge about public matters and help people take part in the political process. 2. Interest groups are often criticized for their tactics or impact on society and government. 3. Most interest groups are based on economic |

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| | agenda is set and shaped by interest groups and lobbyists. | group <ul style="list-style-type: none"> • Soft money • Special Interest groups | interests (business, labor, agriculture or professional interests) or social causes (welfare of specific groups, religious views or the public good). <ol style="list-style-type: none"> 4. Interest groups apply direct pressure in the form of lobbying at any level of government in which public policy is made. 5. Interests groups apply indirect pressure by promoting grass-roots support and seeking to influence opinion through propaganda and other techniques. |
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Text Resources:

| Title | Source* |
|---|--|
| <ul style="list-style-type: none"> • Unit II, Chapters 5-9 | <ul style="list-style-type: none"> • <u>Magruder's American Government</u> Textbook (Prentice Hall) |
| <ul style="list-style-type: none"> • Public Affairs: p. 35 | <ul style="list-style-type: none"> • Pearson American Government Essential Question Journal, Pearson. |
| <ul style="list-style-type: none"> • Political Parties: p. 36-42 | <ul style="list-style-type: none"> • Pearson American Government Essential Question Journal, Pearson. |
| <ul style="list-style-type: none"> • Voters and Voting Behavior: p. 43-50 | <ul style="list-style-type: none"> • Pearson American Government Essential Question Journal, Pearson. |
| <ul style="list-style-type: none"> • Electoral Process: p.51-58 | <ul style="list-style-type: none"> • Pearson American Government Essential Question Journal, Pearson. |
| <ul style="list-style-type: none"> • Government Alive!® Chapters 7, 8, 9, 10 | <ul style="list-style-type: none"> • Government Alive!® , Teacher's Curriculum Institute |

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Suggested Media:

| Title | Source* |
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| <ul style="list-style-type: none"> Understanding Media | <ul style="list-style-type: none"> http://www.learner.org/courses/democracyinamerica/dia_10/, Annenberg Foundation |
| <ul style="list-style-type: none"> Public Opinion | <ul style="list-style-type: none"> http://www.learner.org/courses/democracyinamerica/dia_11/, Annenberg Foundation |
| <ul style="list-style-type: none"> Political Parties | <ul style="list-style-type: none"> http://www.learner.org/courses/democracyinamerica/dia_12/, Annenberg Foundation |
| <ul style="list-style-type: none"> Elections | <ul style="list-style-type: none"> http://www.learner.org/courses/democracyinamerica/dia_13/ Annenberg Foundation |
| <ul style="list-style-type: none"> Interest Groups | <ul style="list-style-type: none"> http://www.learner.org/courses/democracyinamerica/dia_14/, Annenberg Foundation |
| <ul style="list-style-type: none"> Campaigns and Elections Video Clips | <ul style="list-style-type: none"> http://www.c-spanclassroom.org/Topics/CE/Campaigns-and-Elections.aspx, C-SPAN Classroom |
| <ul style="list-style-type: none"> Political Parties Video Clips | <ul style="list-style-type: none"> http://www.c-spanclassroom.org/Topics/POL/Political-Parties.aspx, C-SPAN Classroom |
| <ul style="list-style-type: none"> Election Campaign Ads Lesson Plan | <ul style="list-style-type: none"> http://www.c-spanclassroom.org/Lesson/851/Lesson+Idea+2012+Election+Campaign+Ads.aspx, C-SPAN Classroom |
| <ul style="list-style-type: none"> Primaries and Caucuses Lesson Plan | <ul style="list-style-type: none"> http://www.c-spanclassroom.org/Lesson/659/Lesson+Idea+Primaries+and+Caucuses.aspx, C-SPAN Classroom |
| <ul style="list-style-type: none"> Road to the White House Lesson Plan | <ul style="list-style-type: none"> http://www.c-spanclassroom.org/Lesson/658/Lesson+Idea+Road+to+the+White+House.aspx, C-SPAN Classroom |

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| <ul style="list-style-type: none"> • Cast Your Vote Game | <ul style="list-style-type: none"> • http://www.icivics.org/games/cast-your-vote, iCivics |
| <ul style="list-style-type: none"> • One Big Party? | <ul style="list-style-type: none"> • http://www.icivics.org/teachers/lesson-plans/one-big-party, iCivics |
| <ul style="list-style-type: none"> • The Electoral Process | <ul style="list-style-type: none"> • http://www.icivics.org/teachers/lesson-plans/electoral-process, iCivics |
| <ul style="list-style-type: none"> • Candidate Evaluation | <ul style="list-style-type: none"> • http://www.icivics.org/teachers/lesson-plans/candidate-evaluation, iCivics |
| <ul style="list-style-type: none"> • Got Ballot | <ul style="list-style-type: none"> • http://www.icivics.org/teachers/lesson-plans/got-ballot, iCivics |
| <ul style="list-style-type: none"> • Mock Election | <ul style="list-style-type: none"> • http://www.icivics.org/teachers/lesson-plans/mock-election, iCivics |
| <ul style="list-style-type: none"> • Win the White House Game | <ul style="list-style-type: none"> • http://www.icivics.org/games/win-white-house, iCivics |
| <ul style="list-style-type: none"> • Voting Rights | <ul style="list-style-type: none"> • http://www.icivics.org/teachers/lesson-plans/voting-rights, iCivics |
| <ul style="list-style-type: none"> • The Redistricting Game | <ul style="list-style-type: none"> • http://www.redistrictinggame.org/; USC Annenberg Center |
| <ul style="list-style-type: none"> • The Newseum | <ul style="list-style-type: none"> • http://www.newseum.org/digitalclassroom/default.aspx ; Newseum |

Suggested Resources

| Title | Source* |
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| <ul style="list-style-type: none"> • Mini-Q: Should Americans Be Required to Vote? | <ul style="list-style-type: none"> • DBQ Project |
| <ul style="list-style-type: none"> • Youth Leadership Initiative (lesson plans) | <ul style="list-style-type: none"> • http://www.youthleadership.net/ ; University of Virginia Center for Politics |
| <ul style="list-style-type: none"> • Sabato's Crystal Ball (lesson plans) | <ul style="list-style-type: none"> • http://www.centerforpolitics.org/crystalball/ ; Rectors and Visitors of the University of Virginia |

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Unit IV: Establishing Public Policy

Overview:

The world is divided into nation-states that claim sovereignty over a defined territory and jurisdiction over everyone within it. These nation-states interact using diplomacy, formal agreements, and sanctions which may be peaceful or involve the use of force. At the international level there is no political organization with power comparable to that of the nation-state to enforce agreements. As a result, when interests among nation-states clash, wars may erupt. There are, however, international governmental organizations that provide avenues through which nation-states interact and attempt to manage conflicts peacefully. In addition, numerous nongovernmental organizations play increasingly important roles.

At times in their history, Americans have sought to isolate themselves from the rest of the world. At other times, the nation has played a prominent or even dominant role in world affairs. Domestic politics and the principles of the United States Constitution impose constraints on the nation's relations with the rest of the world. Disagreements over the meaning of these principles and the degree to which they should guide the ends and means of foreign policy have raised some of the most difficult issues in American history.

The United States is part of an interconnected world in whose development it has played and continues to play a considerable role. The American political tradition, including the ideas expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights, has had a profound influence abroad. The nation has exerted economic, technological, and cultural influence on other nations. At the same time, the United States and its citizens have been affected by political, economic, technological, and cultural influences from other countries.

Because of globalization, many pressing domestic problems, including the economy and the environment, are also international issues. Thus, what once was considered a clear distinction between domestic and foreign policy is in some cases no longer valid. To take part in debates about domestic and foreign policy, citizens need to be aware of developments in the world and their effects, and to evaluate proposals for dealing with them.

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Enduring Understandings:

Domestic Policy:

- Public policy begins with the people whose interests, problems, and concerns are addressed as government provides for the common good (general welfare) and establishes justice. Public policy decisions affect all aspects life.
- Public policy is created by legislation, executive action through enforcement agencies and court decisions. Public policy implementation is limited by law, economic resources, bureaucracy, and citizen action. Public policies have been created about issues such as environment, social safety net, health care and public health, freedom of speech, crime and equity.
- Every decision in every branch and level of government affects some aspect of public policy. Citizens, interest groups, political parties, elections, and the media affect public policy decisions.
- Debate continues over the role of government in making public policy.

Foreign Policy

- The life and liberty of each U.S. citizen is directly affected by decisions made by nations and international organizations.
- Foreign policy guides the relationship between nations and international organizations. The primary goals of US foreign policy decisions are to preserve and protect US national security and economic interests.
- The US continuously evaluates and may redefine its foreign policy interests, relationships with other nations, and international goals.
- In an interdependent world of scarce resources and changing political climates, international organizations play an increasingly important role in solving political, economic, and social problems.
- Debate continues over the degree of U.S. involvement in world affairs. There is a tension between U.S. sovereignty and the need to collaborate with international entities in response to conflict and global issues.

Essential Questions:

Domestic Policy

1. What should a citizen's role be in affecting public policy?
2. How can individuals and groups influence public policy?
3. How does the common good influence public policy?
4. How can the common good, public policy and individual rights cause conflict?
5. How does the government weigh the cost of public policies against the benefits derived by citizens from these programs?
6. What is the effect of enforcement on public policy?

Foreign Policy

1. How do geography, economics and demographics shape the foreign policy of the US?
2. How is foreign policy determined?
3. Can the US government afford to ignore the economic, technological, and political developments of other nations?

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4. What avenues exist for collaboration among nations?
5. Why might US national interests differ from the interests of other nations and/or international organizations?
6. Is US sovereignty compromised when policy makers collaborate with other nations and/or international organizations?
7. Is national sovereignty an outdated concept in our politically and economically interdependent world?

Curriculum Framework

| Topic | Learning Outcomes | Vocabulary | Key Concepts |
|------------------------|--|---|---|
| Domestic Public Policy | <ol style="list-style-type: none"> 1. Explain how government at the national, state, and local levels develops public policy effecting health, environmental, land use, economic, political, social equity, internal security, and education matters. <p>(H) Assess how different administrations affect the implementation of public policy by examining how two Maryland Governors acted on an issue.</p> <ol style="list-style-type: none"> 2. Explain the role of the federal government in setting immigration and naturalization policies. 3. Describe how regional interests impact political decisions and | <ul style="list-style-type: none"> • Affirmative Action • Americans with Disabilities Act (1990) • Budget • Budget Deficit • Budget Surplus • Civil Rights Act (1964) • Eminent Domain • Entitlement • Environment • Equality of Condition • Equality of Opportunity • Equity • Fiscal policy • Higher Education Act Title IX (1972) • Immigrant • Immigration Act of 1990 • Immigration Reform and Control Act (1986) • Indian Education Act (1972) • Individuals with Disabilities Education Act (1997) • Integration • Land Use • Mandate • Migration | <ol style="list-style-type: none"> 1. The public debt is the government's total outstanding indebtedness including money borrowed and not yet repaid, plus accrued interest. 2. The largest categories of federal spending are entitlements, defense, and interest on the public debt. 3. The Constitution gives Congress the power to control federal financing. 4. The president proposes the budget, which then goes to Congress for review and revision before the final appropriations are returned to the President to sign it into law. 5. Since the 1960s, the federal government has implemented a variety of equity and civil rights legislation. 6. Affirmative action has been implemented in a variety of ways depending on the current political climate and necessity. 7. The U.S. naturalization process and policies are set by Congress. 8. Climate, land use, natural resources, population, distribution, demographics and population density impact the type of domestic policies state and the federal government create. |

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| | <p>government policy.</p> <p>(H) Examine how regional interests in the state of Maryland have impacted decision-making and government policy of the state General Assembly.</p> | <ul style="list-style-type: none"> • Natural resources • Naturalization • Ordinances • Population • Reverse discrimination • Smart Growth • Social Insurance • Social Security (Act) • Socio-Economic Goals • Sustainable development • Title IX • Urban sprawl • Urban system • United States Citizenship and Immigration Services (USCIS) • Voting Rights Act (1965) • Zoning | <ol style="list-style-type: none"> 9. Local governments control the use of land and manage growth through zoning laws and/or ordinances. 10. National, state, and local governments develop policies to address land use and environmental issues, such as urban sprawl, Smart Growth and commercial use of public land. 11. Geographic characteristics and shared interests stimulate regional cooperation between governments. 12. Population shifts in and between regions affects the formation and implementation of government policy, such as the relocation or loss of industry and urban flight. |
| <p>Foreign Policy</p> | <ol style="list-style-type: none"> 1. Explain how nation-states interact with each other through trade, diplomacy, treaties, international law, and military alliances. 2. Outline the powers that the Constitution gives the President and the Congress in the making of foreign policy. 3. Describe the various means used by the United States in developing and carrying | <ul style="list-style-type: none"> • National Trade Barriers • Embargo • European Union (EU) • Exchange rate • Export • Import • International Monetary Fund (IMF) • Isolationism • North American Free Trade Agreement (NAFTA) • North Atlantic Treaty Organization (NATO) • Protectionism • Quota • Socio-Economic Goals | <ol style="list-style-type: none"> 1. Foreign policy consists of all positions and actions a nation takes in its relationships with other nations. 2. The president is responsible for making and conducting foreign policy 3. The State Department is led by the Secretary of State appointed by the President 4. State Department officials promote U.S. interests abroad. 5. The two world wars ended America's traditional policy of isolationism and led to a policy of internationalism 6. Victory in World War II made the U.S. a world superpower and led to the policies of collective security, deterrence, and |

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| | <p>out foreign policy including diplomacy, economic, military, and humanitarian aid, military intervention, and sanctions.</p> <p>(H) Devise a “post war” plan that incorporates a program that fulfills all 5 of America’s foreign policy goals.</p> <p>4. Illustrate the influence of American constitutional values and their historical relationships on foreign policy.</p> <p>5. Describe the interdependent relationship of the United States with other countries and with international organizations.</p> <p>6. Discover the role of regional networks and international organizations in implementing American foreign policy goals.</p> | <ul style="list-style-type: none"> • Tariff • Trade • Treaty • United Nations (UN) • World Bank • World Trade Organization (WTO) | <p>containment</p> <p>7. The United States sends economic and military foreign aid to countries regarded as critical to American interest.</p> <p>8. The U.S. belongs to several regional security alliances, including the North Atlantic Treaty Organization (NATO).</p> <p>9. The U.S. is one of five permanent member of the United Nations (UN) Security Council and provides a large portion of UN funding.</p> |
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| | <p>7. Discover the role of government in promoting technological cooperation, cultural exchanges, and human rights.</p> <p>8. Evaluate significant issues of United States' foreign policy in light of national interests, values, and principles.</p> <p>(H) Measure the extent to which America's foreign policy values have changed over time.</p> | | |
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Text Resources:

| Title | Source* |
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| <ul style="list-style-type: none"> Making Public Policy (Reading, Activities, quiz) (p.224-231) | <ul style="list-style-type: none"> Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson |
| <ul style="list-style-type: none"> Public Policy Issues (Reading, Activities, quiz) (p. 232-239) | <ul style="list-style-type: none"> Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson |
| <ul style="list-style-type: none"> Public Policy Issues: Equity (Reading, Activities, quiz) (p.240-247) | <ul style="list-style-type: none"> Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson |
| <ul style="list-style-type: none"> Public Policy Issues: Geography and Land Use (Reading, Activities, quiz) (p.248-253) | <ul style="list-style-type: none"> Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson |
| <ul style="list-style-type: none"> Public Policy Issues: Entitlements and Health Care (Reading, Activities, quiz) (p.254-267) | <ul style="list-style-type: none"> Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson |

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| <ul style="list-style-type: none"> Special Issues: Censorship and Public Safety (Reading, Activities, quiz) (p.268-273) | <ul style="list-style-type: none"> Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson |
| <ul style="list-style-type: none"> Goals of Foreign Policy (Reading, Activities, quiz) (p.290-297) | <ul style="list-style-type: none"> Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson |
| <ul style="list-style-type: none"> Geography (Reading, Activities, quiz) (p.298-303) | <ul style="list-style-type: none"> Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson |
| <ul style="list-style-type: none"> Significant Issues: Economy and Trade (Reading, Activities, quiz) (p.304-311) | <ul style="list-style-type: none"> Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson |
| <ul style="list-style-type: none"> Significant Issues: Foreign Aid (Reading, Activities, quiz) (p.312-317) | <ul style="list-style-type: none"> Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson |
| <ul style="list-style-type: none"> Significant Issues: National Security (Reading, Activities, quiz) (p.318-323) | <ul style="list-style-type: none"> Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson |
| <ul style="list-style-type: none"> International Organizations (Reading, Activities, quiz) (p.324-329) | <ul style="list-style-type: none"> Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson |
| <ul style="list-style-type: none"> Foreign Policy and National Defense: How should the United States Interact with other countries (worksheets) (p. 136-142) | <ul style="list-style-type: none"> Pearson American Government Essential Question Journal, Pearson. |
| <ul style="list-style-type: none"> Foreign Policy and National Defense: How should the United States Interact with other countries Essay (p. 143) | <ul style="list-style-type: none"> Pearson American Government Essential Question Journal, Pearson. |
| <ul style="list-style-type: none"> Chapter 17 Suggested Lesson plans (p. 226-233) | <ul style="list-style-type: none"> Magruder's American Government All-In-One Teaching Resources Unit 4, Prentice Hall |
| <ul style="list-style-type: none"> Foreign Policy and National Defense pre-reading, vocabulary, and chapter outline (p. 234-237) | <ul style="list-style-type: none"> Magruder's American Government All-In-One Teaching Resources Unit 4, Prentice Hall |
| <ul style="list-style-type: none"> Foreign Affairs and Diplomacy Reading Comprehension (238,239) | <ul style="list-style-type: none"> Magruder's American Government All-In-One Teaching Resources Unit 4, Prentice Hall |
| <ul style="list-style-type: none"> U.S. Foreign Relations Extend Activity (p.244) | <ul style="list-style-type: none"> Magruder's American Government All-In-One Teaching Resources Unit 4, Prentice Hall |
| <ul style="list-style-type: none"> Foreign Affairs and Diplomacy Quiz (p. 245,246) | <ul style="list-style-type: none"> Magruder's American Government All-In-One Teaching Resources Unit 4, Prentice Hall |
| <ul style="list-style-type: none"> Government Alive!® Chapters 14, 17, 18 | <ul style="list-style-type: none"> Government Alive!®, Teacher's Curriculum Institute |

Suggested Media:

| Title | Source* |
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Suggested Resources

| Title | Source* |
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| • The Preamble and the Federal Budget (Mini-Q) | • Mini –Qs™ in Civics, The DBQ Project™ |
| • <u>Budgeting</u> : Lesson Plans with resources, including games and webquests. | • http://www.icivics.org/curriculum/budgeting , iCivics Inc. © |
| • <u>International Affairs</u> : Lesson Plans with resources, including games and webquests. | • http://www.icivics.org/curriculum/international-affairs , iCivics Inc. © |

Unit V: Establishing Justice

Overview:

The rule of law operates within a framework provided by the United States Constitution. It establishes limits on both those who govern and the governed, making possible a system of ordered liberty which protects the basic rights of citizens and promotes the common good. This basic notion of the rule of law has been accompanied by the ideal of equal protection of the law, a central theme in the political history of the United States.

Law pervades American society. Americans look to the principal varieties of law--constitutional, civil, and criminal--for the protection of their rights to life, liberty, and property. It is often argued, however, that Americans are overly dependent on the legal system to manage disputes about social, economic, and political problems rather than using other means available to them such as private negotiations and participation in the political process.

An understanding of the place of law in the American constitutional system enhances citizens' capacity to appreciate the importance of law in protecting individual rights and promoting the common good. This understanding provides a basis for deciding whether to support new laws and changes in existing law.

Enduring Understandings:

- Fundamental to a free and civil society are the concepts of individual rights and responsibilities, rule of law, and an established system of justice.
- Justice is the pursuit of fairness in the protection of individual rights.
- The rule of law, established through a fair system of criminal and civil justice that provides a process for resolving conflicts involving individual and group rights, and the rights of the larger society.
- The U.S. Constitution has been amended and interpreted over time to expand protection of rights to all people and to meet changing interpretations of justice.

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- The U.S. Constitution guarantees justice to all citizens through due process and equal protection. The justice system, including judicial and executive branch functions, seeks to maintain order, protect rights, and attain justice.

Essential Questions:

- What conflict exists between government authority and individual liberty?
- How does the Constitution protect the rights of individuals?
- Should rights be limited?
- When rights are in conflict, how do we decide which right should prevail?
- Why are rights and responsibilities redefined over time?
- What is justice? How is justice attained?
- Why is due process elemental to a system of justice?
- Is our judicial system organized to ensure justice for all people?
- In what ways does the system meet this ideal, and in what ways does it have room for improvement?
- What is the best way to balance the need to protect individual rights while maintaining order?
- How have the protections of the Bill of Rights evolved over time, in response to the changes of the American political and social landscape?

Curriculum Framework

| Topic | Learning Outcomes | Vocabulary | Key Concepts |
|---------------------------------------|--|---|---|
| Landmark Cases and Constitutional law | <ol style="list-style-type: none"> 1. Explain the significance of landmark Supreme Court decisions in relation to civil rights. <p>(H) Analyze/debate current controversial issues regarding civil rights in light of landmark Supreme Court decisions of the past</p> <ol style="list-style-type: none"> 2. Examine the roles of the | <ul style="list-style-type: none"> • 1st, 4th, 5th, 6th, 8th, 14th Amendments • Adversarial System • Affirmative Action • Amendment (Constitutional) • Amicus Curiae • Appellate Jurisdiction • Bail • Bill of Rights • <i>Brown v. Board of</i> | <ol style="list-style-type: none"> 1. The Court first asserted its power of judicial review, the power to decide the constitutionality of an act of government, in <i>Marbury v. Madison</i>. 2. The Supreme Court is the only court created by the Constitution. 3. The Supreme Court has both original and appellate jurisdiction, but usually hears cases on appeal. 4. The Supreme Court studies written briefs; hears oral arguments; meets in conference to discuss the cases; and renders majority, concurring, and dissenting opinions. |

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| | <p>legislative and the executive branches of government in expanding and guaranteeing civil rights in both historical and contemporary settings.</p> <p>3. Explain how the United States Constitution and the Bill of Rights guarantee civil liberties for American citizens.</p> <p>4. (H) Assess the value of the First Amendment in protecting the actions of entertainers pertaining to political and social causes.</p> <p>5. Explain how the laws of Howard County forbid discriminatory practices based upon race, religion, creed, disability, color, gender, national origin, occupation, marital status, political opinion, sexual orientation, personal appearance, familial status or sources of income.</p> <p>6. Summarize changes regarding civil rights and liberties, including due</p> | <p style="text-align: center;"><i>Education</i></p> <ul style="list-style-type: none"> • Civil Rights • Concurring opinion • Dissenting opinion • Equal protection under the law • Ex Post facto law • <i>Gideon v. Wainwright</i> • Judicial Review • <i>Marbury v. Madison</i> • <i>McCulloch v. Maryland</i> • <i>Miranda v. Arizona</i> • <i>Miranda Rights</i> • <i>New Jersey v. T.L.O</i> • <i>Plessy v. Ferguson</i> • Preponderance of Evidence • Probable cause • Procedural justice • Quota • Reasonable suspicion • Supremacy Clause • Supreme Court • Supreme Court cases • <i>Tinker v. Des Moines Board of Education</i> • Writ of Certiorari | <p>5. Landmark cases set precedents, which can only be overturned by a later Supreme Court case or act of Congress.</p> <p>6. The Constitution and Amendments protect all people who have been accused of a crime in the US.</p> <p>7. The Supreme Court has the power to find parts of a law or an entire law unconstitutional. (Judicial Review)</p> <p>8. The 14th Amendment guaranteed “equal protection of the laws” to all Americans in 1868, yet many States later adopted laws allowing race and gender based discrimination</p> |
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| | <p>process and equal protection.</p> <p>7. Describe the impact of changes in voting rights, housing law, employment and other forms of discrimination cases.</p> <p>(H) Analyze the social, political, and economic impact of changes in housing law, employment and other forms of discrimination cases.</p> <p>8. 7. Explain how the laws and Human Rights Commission of Howard County extend protections to individuals.</p> | | |
| Due Process | <p>1. Compare the differences between substantive and procedural due process.</p> | <ul style="list-style-type: none"> • 5th and 14th amendments • Criminal case • Due process clause • Due process of law • Procedural due process • Substantive due process | <ol style="list-style-type: none"> 1. The 5th and 14th amendments guarantee that the National, State, and local governments cannot deprive a person of life, liberty, or property without due process of law 2. Substantive due process guarantees that laws will be fair 3. Procedural due process guarantees that laws will be enforced in a fair and equal manner 4. The court has held that constitutional guarantees of due process create a right of privacy. 5. Due process requires government to act fairly and according to established rules |
| Criminal Law | <p>1. Predict perceptions about</p> | <ul style="list-style-type: none"> • Arbitration | <ol style="list-style-type: none"> 1. Criminal laws are put in place to provide order, |

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| | <p>crime in the United States.</p> <p>(H) Hypothesize the types of crimes and their frequency in Howard County, and then evaluate the validity of their prediction with actual data</p> <ol style="list-style-type: none"> 2. Categorize types of crimes. 3. Analyze the concept of victimless crime. 4. Evaluate the balance between the protection of civil rights in a free society and the need to protect society from criminal behavior. <p>(H) Demonstrate how society balances the need for public order with the rights of the individual using a current case study.</p> <ol style="list-style-type: none"> 5. Identify the multiple roles played by law enforcement officers. 6. Trace the flow of cases through the criminal justice | <ul style="list-style-type: none"> • Bail • Capital punishment • Defendant • Double jeopardy • Exclusive jurisdiction • Felony • Grand jury • Indictment • Inferior courts • Jurisdiction • Jury • Justice • Litigation • Mandatory minimums • Mediation • Misdemeanor • Original jurisdiction • Perjury • Petit jury • Plea bargaining • Presumption of innocence • Probable cause • Prosecutor • Reasonable doubt • Search warrant • Standard burden of proof • Statutory law • Subpoena • Warrant • Writ of Assistance | <p>protect society, and settle conflicts</p> <ol style="list-style-type: none"> 2. Law officers have the duty to enforce the laws, and courts have the duty to interpret the law and decide punishment for those found guilty of breaking the laws. 3. The inferior constitutional courts form the core of the federal judicial system, hearing nearly all of the cases tried in federal courts 4. In criminal court the government (prosecution) brings the case, and must prove the accused to be guilty beyond a reasonable doubt. 5. Crimes are differentiated based upon level of harm into petty offenses, misdemeanors and felonies, with sentences that vary in length depending upon sentencing guidelines based upon the severity of the crime, the defendants involvement, age, and other factors. 6. In all steps of the criminal justice proceedings accused persons are protected by the Bill of Rights. When these protections are not followed there are legal grounds for an appeal. 7. There are parallel criminal justice systems and courts, federal, state, and local (ie. Township, county, or city). 8. Juveniles are not found guilty of a crime, they are found delinquent. Their sentences correspondingly focus on rehabilitation rather than solely punishment for the crime. 9. Juveniles can be tried and sentenced as adults depending upon the severity of the crime, their involvement, and other factors. 10. Plea Bargaining is frequently used to reduce the number of cases that go to trial, while ensuring the rights of the accused and the |
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| | <p>system for both adults and juveniles.</p> <p>7. Interpret the freedoms guaranteed by the Bill of Rights and amendments as they pertain to judicial proceedings.</p> <p>8. Summarize the proceedings, which occur before, during, and after a criminal trial.</p> <p>9. Appraise the various forms of correctional practices.</p> <p>10. Identify the crimes that most frequently involve juveniles.</p> <p>(H) Analyze national, state, or local crime statistics to determine trends related to juveniles.</p> | <ul style="list-style-type: none"> • Writ of habeas corpus | <p>victim/victim’s family.</p> <p>11. The 8th Amendment addresses the issues of excessive bail and punishment for a crime. The Supreme Court has consistently held that the death penalty is constitutional if it is applied fairly.</p> |
| <p>Civil Law</p> | <p>1. Explain how laws protect consumers entering into contracts.</p> <p>2. Distinguish between rights and duties of landlords and tenants.</p> <p>3. Identify the key elements necessary for a tort action</p> | <ul style="list-style-type: none"> • 7th Amendment • Breach of contract • Civil Case • Civil law • Common law • Contract • Damages • Defendant • Litigation • Out-of-court | <p>1. Civil laws are put in place to provide order, protect society, and settle conflicts</p> <p>2. Civil law is a way for two or more individuals to resolve disagreements.</p> <p>3. The plaintiff brings a suit against the defendant and must show a preponderance of evidence of the defendant’s guilt.</p> <p>4. In tort law a plaintiff “sues” the defendant.</p> <p>5. In civil law you have the right to a jury, but not all cases have a jury.</p> |

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| | <p>and the process by which these claims are settled.</p> <p>(H) Recommend which method of tort resolution could be endorsed and eliminated through testimonies to a legislative committee.</p> <p>4. Explain the legal requirements of marriage in the state of Maryland.</p> <p>5. Explain the differences in marriage, legal separation, divorce and annulment.</p> <p>6. Cite current Maryland laws which regulate the rights of parents and children in adoption and custody cases.</p> | <p>settlement</p> <ul style="list-style-type: none"> • Plaintiff • Preponderance of evidence • Slander/libel • Standard burden of proof • Torts | <p>6. The majority of cases are settled out of court.</p> <p>7. Not all civil law includes one person suing another; civil courts deal with all sorts of legal issues such as marriage, land ownership, etc.</p> |
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Text Resources:

| Title | Source* |
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| Landmark Cases Rights of Accused worksheet Structure and Powers of the Judiciary: Federal court system structure, jurisdiction, State Court structure (p. 184-189, 196-197) Teens Take It to Court, Young People Who Challenged the Law- and Changed Your Life Skills Worksheet: The Supreme Court. Decision Making (<i>Plessy v. Ferguson</i> and <i>Brown v. Board of Education of Topeka</i>) (p.41,42) Skills worksheet: Freedom and Security of the Person. Decision making (Patriot Act) (p.142,143) Extend Worksheet: Freedom and Security of the Person.(<i>T.L.O v. New Jersey</i>) (p. 144,145) Landmark Decisions of the Supreme Court: <i>Miranda v. Arizona, 1966</i> (p. 173-176) Landmark Decisions of the Supreme Court: <i>Brown v. Board of Education, 1954</i> (p. 229-232) | <ul style="list-style-type: none"> • <i>Teaching Government Alive!</i> © • <i>Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson</i> • <i>Judge Tom Jacobs. Free Spirit Publishing</i> • Magruder’s American Government All-In-One Teaching Resources Unit 5, Prentice Hall • Magruder’s American Government All-In-One Teaching Resources Unit 5, Prentice Hall • Magruder’s American Government All-In-One Teaching Resources Unit 5, Prentice Hall • Magruder’s American Government All-In-One Teaching Resources Unit 5, Prentice Hall • Magruder’s American Government All-In-One Teaching Resources Unit 5, Prentice Hall • Magruder’s American Government All-In-One Teaching Resources Unit 5, Prentice Hall |

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| <p>Criminal Law</p> <ul style="list-style-type: none"> • Criminal Law: overview of the criminal justice system, sequence of events in a trial (p. 192-195) • Warm up worksheet: what should the role of the judicial branch be? (p.148) • Warm up worksheet: Does the structure of the federal court system allow it to administer justice effectively? (p. 149) • Essay prompt: Does the structure of the federal court system allow it to administer justice effectively? (p. 156) | <ul style="list-style-type: none"> • Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson • Pearson American Government Essential Question Journal, Pearson. • Pearson American Government Essential Question Journal, Pearson. • Pearson American Government Essential Question Journal, Pearson. |
| <p>Civil Law</p> <ul style="list-style-type: none"> • Civil Law- overview of principles, types of civil law, sequence of trial, alternatives, and comparing civil and criminal cases (p. 200-203) | <ul style="list-style-type: none"> • <i>Prentice Hall Brief Review for Maryland HSA Government, Revised Edition. Pearson</i> |
| <p>Due Process</p> <ul style="list-style-type: none"> • Pre-reading and vocabulary activities, outlining (p. 126-129) • Reading Comprehension activities (p. 130-131) • Core worksheet (p. 132-134) • Quiz (p.135-136) | <ul style="list-style-type: none"> • Magruder’s American Government All-In-One Teaching Resources |
| <ul style="list-style-type: none"> • Government Alive!® Chapters 5, 16 | <ul style="list-style-type: none"> • Government Alive!® , Teacher’s Curriculum Institute |

Suggested Media:

| Title | Source* |
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| <ul style="list-style-type: none"> • <u>30 Days in Jail</u> (rehabilitation and incarceration) | <ul style="list-style-type: none"> • Spurlock, Morgan. <u>30 Days</u> Television series |
| <ul style="list-style-type: none"> • <u>Landmark Cases</u> (<u>games and Interactives</u> , <u>timeline</u> , <u>videos on creation and evolution of the court</u>) | <ul style="list-style-type: none"> • <u>http://www.pbs.org/wnet/supremecourt/rights/landmark.html</u>, PBS |
| <ul style="list-style-type: none"> • <u>Court Quest Game</u> (jurisdiction of courts) | <ul style="list-style-type: none"> • <u>http://www.icivics.org/games/court-quest</u> , iCivics |
| <ul style="list-style-type: none"> • <u>Supreme Decision Game</u> (Supreme Court) | <ul style="list-style-type: none"> • <u>http://www.icivics.org/games/supreme-decision</u> , iCivics |

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| <ul style="list-style-type: none"> • 1st Amendment photo gallery (all about controversial speech) | <ul style="list-style-type: none"> • http://www.time.com/time/photogallery/0,29307,2021168,00.html , Time Magazine |
| <ul style="list-style-type: none"> • 10 Controversial Supreme Court Rulings (click on names of cases for more info) | <ul style="list-style-type: none"> • http://www.time.com/time/specials/packages/completelist/0,29569,2036448,00.html , Time Magazine |
| <ul style="list-style-type: none"> • Miranda Rights: An Odd Todd Cartoon (warning- cartoon violence) | <ul style="list-style-type: none"> • http://www.time.com/time/video/player/0,32068,863871890011990132,00.html#ixzz17jP9Hxkl , Time Magazine Online |
| <ul style="list-style-type: none"> • Court System: video, quiz, activities (you need a subscription to BrainPop) | <ul style="list-style-type: none"> • http://www.brainpop.com/socialstudies/usgovernmentandlaw/courtsystem/preview.weml , BrainPop |
| <ul style="list-style-type: none"> • Miranda Rights: video, quiz, activities (you need a subscription to BrainPop) | <ul style="list-style-type: none"> • http://www.brainpop.com/socialstudies/usgovernmentandlaw/mirandarights/preview.weml , BrainPop |
| <ul style="list-style-type: none"> • Bill of Rights: video, quiz, activities (you need a subscription to BrainPop) | <ul style="list-style-type: none"> • http://www.brainpop.com/socialstudies/usgovernmentandlaw/billofrights/preview.weml , BrainPop |
| <ul style="list-style-type: none"> • Supreme Court: video, quiz, activities (you need a subscription to BrainPop) | <ul style="list-style-type: none"> • http://www.brainpop.com/socialstudies/usgovernmentandlaw/supremecourt/preview.weml , BrainPop |
| <ul style="list-style-type: none"> • Rights of accused | <ul style="list-style-type: none"> • PearsonSchool.com/phgovt (you will need to register to access) |
| <ul style="list-style-type: none"> • Judicial Review (overview, activity, articles, documents) | <ul style="list-style-type: none"> • http://americangovernment.abc-clio.com/Topics/Display/1184556, ABC-CLIO |
| <ul style="list-style-type: none"> • Civil or Criminal? (overview, activity, articles, documents) | <ul style="list-style-type: none"> • http://americangovernment.abc-clio.com/Topics/Display/1184550, ABC-CLIO |
| <ul style="list-style-type: none"> • Landmark Cases (overview, activity, articles, documents) | <ul style="list-style-type: none"> • http://americangovernment.abc-clio.com/Topics/Display/1184543, ABC-CLIO |

Suggested Resources

| Title | Source* |
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| <ul style="list-style-type: none"> • The Judicial Branch: Lesson Plans with resources, including games and webquests. | <ul style="list-style-type: none"> • http://www.icivics.org/curriculum/judicial-branch , iCivics Inc. © |
| <ul style="list-style-type: none"> • Landmark Cases | <ul style="list-style-type: none"> • http://www.streetlaw.org/en/landmark/home , Street Law Inc., The Supreme Court Historical Society |
| <ul style="list-style-type: none"> • Is the American Jury System Still a Good Idea? (Mini-Q) | <ul style="list-style-type: none"> • Mini –Qs™ in Civics, The DBQ Project™ |
| <ul style="list-style-type: none"> • Search and Seizure: Did the Government Go Too Far? (Mini-Q) | <ul style="list-style-type: none"> • Mini –Qs™ in Civics, The DBQ Project™ |

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| <ul style="list-style-type: none">• Should Schools Be Allowed to Limit Students' Online Speech? (Mini-Q) | <ul style="list-style-type: none">• Mini –Qs™ in Civics, The DBQ Project™ |
| <ul style="list-style-type: none">• Oyez | <ul style="list-style-type: none">• www.oyez.org |

Unit VI: The American Economic System

Overview:

Questions about politics and economics are inseparable. The most important economic questions faced by a nation are also political questions. For example, who should decide what goods will be produced? What type of income or property ought to be taxed? What social services should government provide to its citizens? Capitalism, with its free enterprise system, is merely one way to respond to these questions and reminds us that economic equality is not the same as political equality. Since 1789, the government of the U.S. has become increasingly involved in protecting, managing, and regulating the nation's economic life. With the rise of worldwide markets, free trade agreements, multinational corporations, and the use of outsourced labor, the federal government's participation in the economy is now more crucial than ever. Today, the U.S. has a great deal to say about how the economy operates at home and abroad while protecting the economic interests of its citizens.

In order to be an effective citizen, consumer, and worker, it is critical to develop economic reasoning which helps us understand the historical development and current status of economic principles, institutions, and processes. Responsible citizens recognize the means nation-states use to interact with one another, including trade diplomacy treaties, agreements, international law, economic incentives, as well as sanctions. These are means used to attain the ends of United States foreign policy, specifically economic aid, treaties, and sanctions. How and why domestic politics may impose constraints or obligations on the ways in which the U.S. acts in the world are critical to understanding the relationship between economics and policy making, e.g., long-standing commitments to certain nations, lobbying efforts of domestic groups, as well as economic needs.

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In addition, understanding the principal effects of developments in other nations on American politics and economic conditions is integral to applying ideas of multinational corporations, internationalization of capital, migration of labor, and effects of an interdependent world economy. Understanding the role of the United States in establishing and maintaining principal international organizations, e.g., UN, UNICEF, WTO, World Bank, NATO, OAS, and the IMF make it easier to recognize globalization and our geopolitical world. There is growing economic interdependence among nations of the world driven and enabled by many remarkable advancements in communication and transportation technologies. Most national governments use protectionism, an economic policy tool, to try and control imports to protect native industries from foreign completion. The United States enters into bilateral and multilateral agreements, e.g., NAFTA, Helsinki Accord, Antarctic Treaty, Most Favored Nation Agreements, as examples of extending and maintaining both economic trade and economic rights.

The meaning of economic rights as distinguished from personal and political rights, e.g., the right to use money to buy personal property as distinct from the right to donate money for political campaigns, can be found in the Constitution, the Bill of Rights, Declaration of Independence, the USSC, as well as State constitutions and common law. Such economic rights include the right to acquire, use, transfer, and dispose of property; to choose one's work or change employment; to join labor unions and professional associations; to establish and operate a business; to establish copyright and patent ownership; and enter into lawful, economic contracts. These economic rights are secured by such means as rule of law, checks and balances, independent judiciaries, a vigilant citizenry, and by engaged and educated consumers. Economic responsibilities follow from economic rights and, therefore, recognizing contemporary issues that involve economic rights, e.g., minimum wages, consumer product safety, taxation, affirmative action, eminent domain, zoning, copyright, and patents is paramount. In this way, citizens are able to determine which personal, political, or economic rights are in conflict or whether they reinforce each other. For example, an argument exists that poverty, unemployment, and urban decay serve to limit both political and economic rights. An informed citizen of economics knows how to buttress or refute this claim.

Finally, recognizing issues associated with personal economic decision-making relate to financial goals which are directly related to one's personal investment in education and decision making in life choices. Wise consumers can identify the types of loans offered by financial institutions, as well as the financial obligations, consequences, and costs of borrowing money and managing credit responsibly. Personal investments impact family budgets and having an understanding of income, retirement, banking options including *rule of 72* and *opting-out*, as well as the ideas of *pay yourself first* and *caveat emptor* will increase the likelihood of becoming a wise, productive consumer.

Enduring Understandings:

- Economic decisions made by governments, businesses, groups, and individuals directly affect our current and future daily life and standard of living.

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- Economic systems allocate resources. Governments are involved in regulating production, distribution, and allocation of resources. Control of the decision-making process, consumer choice, and competition differentiates command systems from market systems.
- Governments make decisions about fiscal, monetary, and regulatory policy. These economic policies are shaped by the interrelationship and interaction among government, consumers, and businesses that must balance scarcity and choice.
- Interdependence and trade connect most nations' economies. Consequently, nations weigh their own socio-economic and foreign policy goals in making decisions regarding trade barriers and trade agreements. The United States has pursued free trade agreements as part of its economic policy.

Essential Questions:

- How does scarcity shape decision-making?
- Which economic goals are most important to a society?
- What role should government play in the economy?
- How does government prevent, cause, and solve economic problems?
- How do socio-economic goals of a nation shape its economic policy?
- How do United States economic policies affect other nations?
- How do governments influence what to produce, how to produce, and for whom to produce?
- How does the United States make choices about budgetary spending?
- How do governments allocate resources to meet the needs of competing socio-economic interests?
- Why is financial literacy an essential skill?

Curriculum Framework

| Topic | Learning Outcomes | Vocabulary | Key Concepts |
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| <p>Foundations of Economics</p> | <ol style="list-style-type: none"> 1. Analyze the economic concepts of wants, needs, and scarcity. 2. Identify the factors of production 3. Define opportunity cost. 4. (H)Examine the practical implications of opportunity cost in the President’s annual budget proposal. 5. Explain the relationship between supply, demand, and price. 6. Summarize how traditional, command, market economies answer the basic economic questions of what to produce, how to produce, how much to produce, and how to distribute goods and services | <ul style="list-style-type: none"> • Needs • Wants • Scarcity • Allocation • Resources • Opportunity Cost • Trade off • Factors of production • Land • Labor • Capital • Entrepreneurship • Law of supply • Law of demand • Equilibrium price • Traditional Market • Mixed market • Command • Capitalism • Socialism • Communism | <ol style="list-style-type: none"> 1. Scarcity affects individuals. 2. Productive resources are limited. 3. Economic decisions are both informed and influenced. 4. Few choices are “all or nothing” decisions. 5. A market exists when buyers and sellers interact and how that interaction determines market prices. 6. A market answers the basic economic questions, but does not support all people. 7. Economic systems answer: what to produce, how to produce, and how to distribute. 8. Governments balance competing socio-economic goals. 9. There is an economic role for government in a mixed market economy whenever the benefits of a government policy outweigh its costs. 10. Governments and citizens continue to debate the economic common good. |
| <p>US market system forces</p> | <ol style="list-style-type: none"> 1. Describe the interdependence of individuals, businesses, and the government in the economy. 2. Identify the various types of business structures. | <ul style="list-style-type: none"> • Sole proprietorship • Partnership • Corporation • Profits • Limited liability • Unlimited liability • Stock/share | <ol style="list-style-type: none"> 1. Economic productivity and spending are affected by distribution of property, income and wealth. 2. Governments have three main economic tools; fiscal, regulatory, and monetary policy which are used to grow or slow the economy. |

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| | <p>(H) Identify the various types of business structures and research examples from the local community.</p> | <ul style="list-style-type: none"> • Dividend • Shareholder | <ol style="list-style-type: none"> 3. Different methods can be used to allocate goods and services. 4. Citizens can act individually or collectively when choosing between costs and benefits. 5. Citizens, corporations, and government institutions continue to debate what is best for consumer behavior 6. Citizens usually respond predictably to positive and negative incentives. |
| <p>Role of government in economic policy making</p> | <ol style="list-style-type: none"> 1. Construct the phases of the business cycle. 2. Describe the characteristics and use of fiscal policy including taxation and spending. 3. Categorize taxes as progressive, regressive, and proportional. 4. Distinguish between taxes designed to raise revenue and those designed to influence behavior. 5. Describe the characteristics and use of monetary policy and the role of the Federal Reserve. <p>(H) Suggest the reactions of the Federal Reserve in various historical economic situations by combining the</p> | <ul style="list-style-type: none"> • Business Cycle • Expansion • Contraction • Peak • Trough • Inflation • Recession • Depression • Stagflation • Consumer Price Index • GDP • Fiscal policy • Monetary policy • Progressive tax • Regressive tax • Proportional tax • Individual Income Tax • Corporate Tax • Social Security Tax • Sales Tax • Excise Tax • Flat Tax | <ol style="list-style-type: none"> 1. Governments balance competing socio-economic goals. 2. Economic productivity and spending are affected by distribution of property, income and wealth. 3. Government gathers and provides information about the business cycle, GDP, CPI, and unemployment when making economic decisions. 4. All levels of government use fiscal policy to balance socio-economic goals. 5. The Federal Reserve sets and implements monetary policy to manipulate the money supply and credit in the monetary system. 6. Regulatory agencies enforce laws regarding the health and safety of consumer and environmental protection. 7. Prices send signals and provide incentives to buyers and sellers. 8. Banks, labor unions, markets, corporations, legal systems, and nonprofit organizations are examples of institutions that evolve to help consumers accomplish economic goals. 9. Currency is used to trade, borrow, save, and |

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| | <p>interests of a variety of economic figures.</p> <p>6. Support ways in which the government provides for the economic welfare of the people including public assistance, Social Security, and minimum wage.</p> <p>7. Identify ways in which the government seeks to achieve socioeconomic goals.</p> <p>8. Select issues surrounding conflicting contemporary economic public policy goals.</p> <p>(H)Analyze the cause, effect, and the resulting consequences resulting from Maryland’s policies regulating it’s seafood industries.</p> | <ul style="list-style-type: none"> • Direct Tax • Indirect Tax • Federal Reserve • Discount Rate • Open Market Operations • Reserve Requirement • Social Security • Unemployment Insurance • Medicare • Medicaid • Supplemental Nutrition Assistance Program (SNAP [Food Stamps]) • Minimum wage • Subsidy • Surplus • Solvency • Currency | <p>invest which affects the overall price of goods and services.</p> <p>10. Interest rates rise and fall which affects the allocation of scarce resources which in turn impact the business cycle.</p> <p>11. Investment in factories, machinery, technology, health, and education stimulates economic growth and can raise the standard of living.</p> <p>12. Governments often provide for national defense, address environmental concerns, protect property rights and attempt to make markets more competitive.</p> <p>13. Economic ideologies often creates conflict as to what degree the government should be involved in economic policy and decisions.</p> |
| <p>Role of US government in global economy</p> | <p>1. Determine the impact of multinational corporations on international trade.</p> <p>(H)Analyze the impact of actions of a multinational corporation on individual countries as a whole, or on</p> | <ul style="list-style-type: none"> • Tariff • NAFTA • Economic Sanctions • Multinational Corporation • Monopoly • Embargo • Economic Aid | <p>1. Using profiles of nations, data is analyzed to determine the role of government in global trade and the world economy.</p> <p>2. Nations with different types and quantities of resources make decisions about trade and specialization which lead to interdependence.</p> <p>3. Trade improves the standard of living of</p> |

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| | <p>specific issues involving labor, resources, or a national infrastructure.</p> <p>2. Interpret the economic interdependence among the United States and other nations.</p> <p>(H)Design an economic model of interdependence between the United States and a developing nation.</p> <p>3. Predict ways in which the government can affect international trade through tariffs and sanctions.</p> <p>4. Research the ways in which the United States can further its foreign policy interest through economic practices including foreign and humanitarian aid.</p> <p>5. Compare the American labor force with that of other nations.</p> <p>6. Examine the economic exploitation of foreign workers in relation to trade issues.</p> <p>(H)Analyze the working conditions of the people in four selected countries, and</p> | | <p>participating nations.</p> <p>4. Governments choose to regulate trade using tariffs, quotas, standards, and subsidies.</p> <p>5. Free trade is expanded and trade barrier issues are handles through international agreements.</p> <p>6. Developing nations may be helped by international organizations.</p> <p>7. Voluntary exchange occurs only when all participating parties expect to gain.</p> <p>8. Production and consumption increase when individuals, regions, and nations specialize in what they can produce at the lowest cost to then trade.</p> <p>9. Competition among sellers usually lowers costs and prices, and encourages producers to produce what consumers are willing and able to buy.</p> <p>10. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most of them.</p> <p>11. Fluctuations in a nation’s overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by households, firms, government agencies, and interdependent relationships.</p> |
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| | then select an appropriate economic sanction for one of the countries. | | |
| Financial Literacy | <ol style="list-style-type: none"> 1. Explain what money is and describe how it is used in our society. 2. Explain how one's financial goals are directly related to one's personal investment in education and decision making in life choices. 3. Identify sources of income and personal wages. 4. Explain the differences between gross and net pay. 5. Read a pay stub and identify the types of deductions taken from wages. 6. Fill out a simple tax form. 7. Compare the differences between various savings and checking options. 8. Fill out a check and balance a checkbook. 9. Identify the types of loans offered by financial institutions. | <ul style="list-style-type: none"> • Pay Yourself First • W-2 form • W-4 form • 1040 form • 1040A form • 1040EZ • I-9 • Audit • 401K • 403B • CD • IRS • IRA/Roth IRA • Lemon Law • Franchise • LLC • Debit card • Credit card • Interest Rates • Security deposit • Money • Checking account • Savings account • Universal healthcare • Gross pay • Net pay • Stocks • Dividends • Loan • Money market • Opt Out | <ol style="list-style-type: none"> 1. The phrase "human capital" refers to all the attributes that people can offer to an employer. It includes their knowledge, skills, experiences, professional contacts, and good health. 2. The three rules for wealth-building (per CEE) over time: start investing early, buy and hold (i.e., keep your money invested), and diversify your portfolio. 3. Compound interest is "free money" and will increase a person's total savings accumulation over time. 4. Interest on credit increases the cost of purchases and credit use can lead to overspending and missed savings opportunities. 5. Investment risk is reduced by selecting different types of investments and different securities within each type, e.g., stocks from companies in different industry sectors. 6. The more uncertain the return on an investment, the higher its risk (of losing money) and potential rate of return. 7. Financial literacy is an understanding of money and financial products that people can apply to financial choices in order to make informed decisions about how to handle their finances. |

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| | <p>10. Explain the financial obligations, consequences, and costs of borrowing money.</p> <p>11. Describe how to manage credit responsibly.</p> <p>12. Demonstrate how to create a responsible personal budget based on personal income.</p> <p>13. Compare the characteristics and risks of different types of personal investments.</p> <p>14. Compare the types of insurance options provided for consumers.</p> <p>15. Discover practices used by wise consumers.</p> <p>16. Conclude the role of advertising in influencing consumer behavior.</p> <p>17. Describe the financing options for continuing or higher education.</p> | <ul style="list-style-type: none"> • Rule of 72 • Credit Card Act of 2010 • Schumer Box | |
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Text Resources:

| Title | Source* |
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| <ul style="list-style-type: none"> • Democracy in America | <ul style="list-style-type: none"> • Annenberg Foundation |

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| • Annenberg Classroom: Teaching the Constitution | • Annenberg Classroom |
| • Civics: Interactive Games and Simulations | • Civics, Inc. |
| • ABC- CLIO | • ABC-CLIO |
| • The Oyez Project of Supreme Court Media | • Chicago Kent School of Law |
| • UnitedStreaming.com | • Discovery Communications |
| • http://economix.blogs.nytimes.com/ | • New York Times Economics Blog |
| • Essential Questions Journal (Magruder’s Supplemental) ○ | • Capitalism, Communism, Socialism pp 192-194 • U.S. Government Economic Policy pp 195-197 |

Suggested Media:

| Title | Source* |
|---|---|
| • Democracy in America | • Annenberg Foundation |
| • Annenberg Classroom: Teaching the Constitution | • Annenberg Classroom |
| • Civics: Interactive Games and Simulations | • ICivics, Inc. |
| • ABC- CLIO | • ABC-CLIO |
| • The Oyez Project of Supreme Court Media | • Chicago Kent School of Law |
| • UnitedStreaming.com | • Discovery Communications |
| • http://www.pbs.org/wqbh/pages/frontline/cliffhanger/ | • PBS Frontline Series (Debt and Deficit) |
| • http://www.bls.gov/ | • Bureau of Labor Statistics |
| • http://www.pbs.org/wqbh/pages/frontline/shows/credit/ | • Secret History of the Credit Card- Frontline Streaming Video |
| • http://www.pbs.org/wqbh/pages/frontline/tentrillion/ | • Ten Trillion and Counting- Budget deficit/Social Security Frontline Video Streaming |
| • http://www.federalreserveeducation.org/ | • Federal Reserve Educational Resources/Lesson Plans/Videos/Activities |
| • http://www.philadelphiafed.org/education/federal-reserve-and-you/index.cfm | • Federal Reserve Video Series- The Federal Reserve and You |
| • http://www.practicalmoneyskills.com/foreducators/lesson_plans/ | • Financial Literacy Lesson Plans @ Practical Money Skills |
| • http://www.pbs.org/wnet/ascentofmoney/lessons/how-insurance-has-shaped-our-world/video-segments/61/ | • How Insurance Shaped Our World- Video Clips and Lesson Plans |

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Suggested Resources

| Title | Source* |
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| <ul style="list-style-type: none"> • LandmarkCases.org | <ul style="list-style-type: none"> • Street Law, Inc. |
| <ul style="list-style-type: none"> • Government Alive | <ul style="list-style-type: none"> • TCI, Inc. |
| <ul style="list-style-type: none"> • http://visualeconomics.creditloan.com/category/all-infographics/ | <ul style="list-style-type: none"> • Infographics and virtual economic graphics |
| <ul style="list-style-type: none"> • http://www.ny.frb.org/index.html | <ul style="list-style-type: none"> • Federal Reserve Bank New York |
| <ul style="list-style-type: none"> • http://www.econedlink.org/ | <ul style="list-style-type: none"> • EconEd – Economics and Personal Finance Resources |
| <ul style="list-style-type: none"> • http://www.councilforeconed.org/ | <ul style="list-style-type: none"> • Council for Economic Education |
| <ul style="list-style-type: none"> • http://www.econed.org/resources.php | <ul style="list-style-type: none"> • Maryland Council on Economic Education |
| <ul style="list-style-type: none"> • http://mdk12.org/instruction/hsvsc/government/standard4.html | <ul style="list-style-type: none"> • MD State Curriculum Standard 4 - Economics |
| <ul style="list-style-type: none"> • http://www.councilforeconed.org/wp/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf | <ul style="list-style-type: none"> • National content standards for Economics |
| <ul style="list-style-type: none"> • https://www.richmondfed.org/ | <ul style="list-style-type: none"> • Federal Reserve Bank Richmond (for Baltimore) |

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APPENDIX

Suggested Activities for Honors American Government

- **Analyze the works of philosophers whose beliefs were responsible for molding the Founders' vision of the nature of the state and compare those beliefs with the views of modern political figures.**

Suggested Strategy (PROCESS / PRODUCT): The students will research how the political thinkers: Locke, Rousseau, Hobbes, and Machiavelli and the modern figures: Thomas Jefferson, Franklin D. Roosevelt, J. Edgar Hoover, Mussolini answered the questions, "What is the nature of man?" "What is the relationship between man and government?" and "What is government's responsibility?" Using a Meet the Press format, the students will discuss how the different figures handled these key questions.

- **Analyze the differences in the types of governments of modern nations in relation to their origins and economic policies. (1050.05 H) 2.2.1**

Suggested Strategy (PROCESS): Given a list of countries, have students identify their types of governments. Have students trace the origins of government, economic policies, attitudes towards government, and visions of the future. Have students conduct a global economic summit for "global understanding" as a format for presentation.

- **Analyze specific current events or issues as illustrations of the principals of democracy**

Suggested Strategy (CONTENT / PRODUCT): The students will be asked to take on the role as a member of the local community helping to prepare a time capsule for a 4th of July celebration. The students should create a montage which reflects a mosaic of the principles of democracy in contemporary situations. (Suggested montages: video, powerpoint, scrapbook, music video)

- **Assess the practicality of federal mandates in relation to current events.**

Suggested Strategy (PROCESS / PRODUCT): The students will research a current federal mandate (such as Homeland Security or No Child Left Behind) and its relationship to a goal of the national government established in the Preamble of the Constitution. As part of their research, the students should examine how the states will carry out these mandates (funding) and how funding these mandates impacts the system of federalism (reserved powers). In a letter to a member of Congress, the students should assess how responsible the national government is when it creates mandates without funding.

- **Trace a piece of local, state, or national legislation from its inception to final passage.**

Suggested Strategies (CONTENT): Using a recent legislative bill as an example, explore the evolution of that legislation from its emergence as an issue in American politics (some examples are Meghan's Law and Homeland Security/Patriot Act) .

- **Analyze the President's judicial power to appoint justices/judges in light of the confirmation process.**

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- **Suggested Strategies** (IPROCESS / PRODUCT): The students should research a series of previous Supreme Court justices (such as Thurgood Marshall, Sandra Day O'Connor, or Clarence Thomas) to create a dossier reflecting their experience and other qualifications to serve on the Court. Using this information, the students should develop a powerpoint presentation to explain why this Justice deserves a position on the Court. This will be made for presentation to the U.S. Senate (class audience) who will determine if this candidate should have been confirmed.
- **Determine what role the Governor of Maryland plays in determining Maryland's legislative agenda. (1053.05 H) 1.1.2**
Suggested Strategies (PROCESS): The students should use The Baltimore Sun to compile articles reflecting the bills and the issues of that legislative session and classify them (related categories/topics/issues). From these artifacts, the students should extrapolate what the Governor's legislative agenda was for that session. Given the State of the State Address, the students will compare the actual agenda with their hypothesis. Using a value line the students will rate the governor's influence on this legislative session.
- **Analyze how factions within the court who have differing ideologies may influence court decisions. (1054.01 H) 1.1.2**
Suggested Strategy (PROCESS / PRODUCT): Research the biographies and the recent voting records of the current members of the U.S. Supreme Court. Identify their political beliefs as conservative, moderate, or liberal. Examine the current docket of the U.S. Supreme Court. Student groups should choose one case that is expected to be heard during the Court's calendar year. Students will summarize the nature of the case and the issues to be argued. Keeping in mind the background information on each Justice, student groups will predict how each Justice will vote on the case researched, thereby, rendering a decision. Groups will create a poster on their chosen case citing their Court decision predictions. Posters should be displayed around the room. During the course of the year, the students will check if their predictions are proven to be correct.
- **Appraise the impact of the contemporary social climate on the decisions of the United States Supreme Court (1054.02 H) 1.1.2**
Suggested Strategy (PROCESS): The students should research the creation of affirmative action (purpose, social situation) and the decisions of the Supreme Court in *Bakke v. University of California* (1978); *Gratz v. Bollinger* (2003); and *Grutter v. Michigan* (2003). The students should then compare and contrast the social forces facing minorities from the sixties to current day. Using these results to identify trends, the students should then predict the results of the next Supreme Court affirmative action case.
- **Assess the spectrum of groups and individuals who work to influence public policy. (1055.01 H) 1.1.4**
Suggested Strategy (PROCESS): In a community forum, have students conduct a policy making hearing on one of the following issues: slot machines, land use for housing developments or industry, Chesapeake Bay clean-up, or smoking in public facilities. Students will be

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assigned roles such as political party members, interest groups, media (television and print), and other stakeholders who represent business and personal concerns of the community. Before a “Council” made up of 2 to 3 individuals (adult volunteers from the school or community), the students should make their best case from their assigned perspectives to the “Council.”

- **Formulate a plan of action to influence governmental policy on a current issue on the local, state, or national level. (1055.04 H) 1.1.4**

Suggested Strategy (PRODUCT): *Have students design a plan of action to influence public policy for a current political issue to be shared with a public official. Have student explore examples such as re-districting of schools, building a soccer complex near a residential area, airport security, funding for Parkinson’s Disease research, issuing school vouchers, and regulating questionable multi-national corporate business practices.*

- **Devise an action plan to convince citizens of the benefits of participating in the political process through voting. (1055.06 H) 1.1.4**

Suggested Strategy (PRODUCT): Each student should survey 5 family members or friends to identify trends in voting behavior (level of participation, reasons for same, etc). From their exploration, the students design a “Voters Intention Pledge” describing compelling reasons for voting. The students should elicit pledges from their survey respondents. Following up on the pledges, the students should request an artifact that authenticates their actual voting.

- **Demonstrate the election process by participating in a mock election for a selected political office. (1056.01 H) 1.1.2**

Suggested Strategy (PROCESS / PRODUCT): The students should a conduct a mock election using student-selected candidates (such as historical or political figures, celebrities, or local characters). Suggested components of the election process should include: voter registration; public appearances such as debates, advertisements, or town meetings; primary election/caucus; convention; and the general election. Through this process the students should record reflections in a journal about the importance and impact of each segment in the election process.

- **Assess how different administrations affect the implementation of public policy by examining how two Maryland Governors acted on an issue (1057.01 H) 1.1.5**

Suggested Strategy (PROCESS / PRODUCT): *The students should research how two Governors, such as Glendenning and Ehrlich, defined how policy would be carried out within the state. Students may examine issues such smart growth, the death penalty, or school assessments. Using a debate circle format, the students should assume the roles of the opposing administrations.*

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- **Examine how regional interests in the state of Maryland have impacted decision-making and government policy of the state General Assembly. (1057.03 H) 3.1.3**
Suggested Strategy (PROCESS): Have students research legislation that has been proposed in the Maryland General Assembly in the past year. Have students trace the origins and development of one bill and analyze the motives of the specific interest groups supporting the legislation.
- **Devise a “post war” plan that incorporates a program that fulfills all 5 of America’s foreign policy goals. (1058.03 H) 2.1.1**
Suggested Strategy (PRODUCT): The students, playing the role of foreign policy advisors to the President, should devise an action plan for the reconstruction of Iraq. As a reference, the students should examine the programs implemented by the United States after WW II , such as the Marshall Plan or the post-war rebuilding of Japan.
- **Measure the extent to which America’s foreign policy values have changed over time. (1058.08 H) 2.1.1., 3.1.3**
Suggested Strategy (IPROCESS): The students should read Washington’s Farewell Address and Bush’s address to Congress on September 20, 2001 about the War on Terrorism. They should compare the nation’s foreign policy values over time. The students should write an essay (ECR) reflecting on the extent to which the war on terrorism has impacted foreign policy values of the country.
- **Analyze/debate current controversial issues regarding civil rights in light of landmark Supreme Court decisions of the past. (1059.01 H) 1.2.1, 1.2.2**
Suggested Strategy (PRODUCT / PROCESS): Have students choose a current controversial civil rights issue. Have students trace the development of the case by identifying background information, the Constitutional issues involved and its relationship to landmark civil rights cases. Have students prepare arguments for and against the issue to be argued before the Supreme Court. A panel of “student” jurists will decide the case providing majority and dissenting opinions.
- **Assess the value of the First Amendment in protecting the actions of entertainers pertaining to political and social causes. (1059.03 H) 1.1.1**
Suggested Strategy (CONTENT): The students will examine the actions of entertainers who criticized presidential administrations. Another example to consider could be symbolic paraphernalia worn to various awards ceremonies. Using a value line, the students should rate to what degree the First Amendment protects their rights and then write an essay defending their positions.
- **Analyze the social, political, and economic impact of changes in housing law, employment and other forms of discrimination cases. (1059.06 H) 1.2.3**

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Suggested Strategy (*PROCESS / PRODUCT*): (*NOTE: This is one example of how you would approach one of these factors.*) *Have students debate the positive and negative effects of how Title IX has impacted the amount of funding on the local, state, and national levels on interscholastic sports, college scholarships, and corporate sponsorships and advertising.*

- **Hypothesize the types of crimes and their frequency in Howard County, and then evaluate the validity of their prediction with actual data (1060.01 H) 1.2.7**
Suggested Strategy (CONTENT): Applying the inquiry method, the students should formulate a hypothesis about the most frequently committed crimes in Howard County. They should collect crime reports from the newspapers for two weeks reflecting the actual crimes committed in the community. In addition, the students should access the local uniform crime report (UCR). Using the results from the news and UCR, the students should evaluate their hypothesis and write a conclusion.
- *Demonstrate how society balances the need for public order with the rights of the individual using a current case study (1060.04 H) 1.2.5*
Suggested Strategy (PROCESS): Using a mock Supreme Court format, the students will develop the arguments of the petitioner/respondent and the pertinent questions the student Justices might ask. The students should discuss the values reflected in their moot court decision with the values reflected in actual Court decision. An example could be the death penalty case, Wiggins v. Maryland.
- **Analyze national, state, or local crime statistics to determine trends related to juveniles. (1060.10 H) 1.2.5**
Suggested Strategy (PROCESS): Using statistical abstracts and the internet, have students research and identify the top ten crimes committed by juveniles on the local, state, and national levels. Students will track and compare statistics from the most current results recorded to those recorded 5 and 10 years ago. Students will brainstorm reasons for the changes in the statistics tracked during the 10-year period and make generalizations about the trends and causes for recent juvenile crimes.
- **Recommend which method of tort resolution could be endorsed and eliminated through testimonies to a legislative committee (1061.03 H) 1.2.7**
Suggested Strategy (CONTENT / PROCESS): Teachers should provide a list of tort cases reflecting a variety of methods of resolution for this type of case. Possible cases are the McDonald's coffee case, Firestone tires, fat content of McDonald's food, cigarette cases, or asbestos. The students should research the issue and the method use to resolve the dispute. From this information, the students should prepare testimony for a legislative committee considering a way to control the number of tort cases. Upon completing the testimony, the committee should recommend which method of resolving torts to eliminate and to endorse.

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- *Examine the practical implications of opportunity cost in the President's annual budget proposal (1062.03 H) 4.1.2*
Suggested Strategy (CONTENT): *The students should compile a list of potential spending categories for the annual budget. From this list, they should prioritize the top five spending areas. The students should access the President's actual budget sent to Congress to identify how their choices differed. For a town meeting, the students should develop statements or questions for the President which reflect their understanding of the opportunity costs of the President's choices.*
- **Identify the various types of business structures and research examples from the local community. (1063.02 H) 4.1.1**
Suggested Strategy (INSTRUCTION): Have students analyze local business directories and journals. They are to compile lists of prominent local and state businesses. For each the business identified, will determine the type of business structure for each company listed.
- **Analyze the cause, effect, and the consequences resulting from Maryland's policies regulating its seafood industry (1064.07 H) 4.1.3, 3.1.2**
Suggested Strategy (PROCESS / PRODUCT): The students should examine the necessity for seafood harvesting regulations in Maryland. Students will make predictions about the effects of the regulations. After exploring these issues, the students should be assigned a specific role to portray who might be impacted by these regulations (such as boat captain, restaurant owner, environmental professor at the University of Maryland, recreational boater, and spokesperson for the Chesapeake Bay Foundation). From these perspectives, the students should write an editorial from one group's point of view. During readings of the editorials, other students should form a living value line to reflect how effectively their point of view was affected by the editorial readings.
- **Suggest the reactions of the Federal Reserve in various historical economic situations by combining the interests of a variety of economic figures (1064.04 H) 4.1.1**
Suggested Strategy (PROCESS): The teacher should develop a series of scenarios which incorporate the economic conditions including employment, GDP, consumer spending, and interest rates for events in America's economic history. Events may include the Depression, Stagflation (Nixon), runaway inflation (Carter), and George H.W. Bush's recession. In a jigsaw, each expert group should research a perspective

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the Federal Reserve might consider in its decision making. (Viewpoints may reflect a member of industry, a banker, FED Chair, labor union official, President Chamber of Commerce, and the head of a multinational conglomerate.) The groups should describe how their assigned viewpoint would want the Federal Reserve to react to the scenarios. Each group should select an individual to lobby at a Federal Reserve meeting for the action that would support their group's viewpoint.

- **Compare “flat tax” proposals for income taxes with our existing tax system in light of socioeconomic disparities. (1064.06 H) 4.1.3, 3.1.2**
Suggested Strategy (ASSESSMENT): Have students research the major points of the most recent tax reform bill and the proposed controversial “flat tax.” In their research students will determine how each of the above tax measures impact the wealthy, the poor, married couples, and the elderly. Students will determine who benefits the *most* or the *least* from each of the proposed measures. Taking a position on whether they are *for* or *against* a “flat tax,” students will debate the equity of tax reform.
- **Analyze the impact of actions of multinational corporation on individual countries as a whole, or on specific issues involving labor, resources or a national infrastructure. (1065.01 H) 2.1.1**
Suggested Strategy (CONTENT / PRODUCT): The students should research a current multinational corporation, investigating its economic activities in the United States and/or abroad and their impact on the nation's economy, resources, and people. . Using this information, students will create a political cartoon depicting the impact of the corporation in areas such as international trade, abuses, or economic improvements.
- **Design an economic model of interdependence between the United States and a developing nation. (1065.02 H) 2.1.1**
Suggested Strategy (PRODUCT / CONTENT): *Have students research the form of government, political and social stability, diplomatic ties, natural resources, and economic needs and wants, and design a treaty or business alliance proposal of economic interdependence between the United States and Brazil. Have students create the treaty or alliance to benefit both countries, politically, economically, and culturally. In a Summit meeting, each country will submit its proposals, the General Assembly will vote on acceptance and a formal agreement between nations will be established.*
- *Analyze the working conditions of the people in four selected countries, and then select an appropriate economic sanction for one of the countries (1065.06 H) 2.2.2*
Suggested Strategy (CONTENT / INSTRUCTION): *Students should research the working conditions in four countries such as Vietnam, Germany, the United States and Brazil. The students should seek information pertaining to the wages, minimum wage requirements and fringe benefits. Based on the premise that the President's goal is to support humanitarian interests, the*

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students should target one country for potential economic sanctions based on their findings. They should identify which sanction would be most effective and why.

- *Recommend an investment choice that presents the best opportunity for earnings (1066.04 H)*
Suggested Strategy (**CONTENT / PRODUCT**): ***Using textbook resources and a contact with an investment agency either in person or online, students should describe the characteristics, benefits, and possible dangers associated with 4 investment options. Selecting the optimal choice from their choices, a produce an advertisement extolling the benefits of that investment.***