

<b>Grade, Subject:</b> 11th, Government & Economics	
<b>Strand (Unit):</b> Foundations of Government	
<b>Big Idea:</b> The purpose of government.	
<b>PA Content Standards:</b> 5.1.12B, 5.3.12K, 5.1.12E, 5.1.12H, 5.1.12.H, 5.1.12H	<b>PA Core Standards:</b>  <b>Reading:</b> CC.8.5.12.A., CC.8.5.12.B., CC.8.5.12.C., CC.8.5.12.D. CC.8.5.12.G., CC.8.5.12.H, CC.8.5.12.I.  <b>Writing:</b> CC.8.6.12.A., CC.8.6.11-12.B., CC.8.6.11-12.C., CC.8.6.11-12.E., CC.8.6.11-12.F., CC.8.6.11-12.G., CC.8.6.11-12.H. CC.8.6.11-12.I.
<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>How does the government get its power?</li> <li>How are the various philosophies of government structure used and applied in a democratic society?</li> </ol>	<b>Concepts/Understandings (Students Will Know...):</b> <ol style="list-style-type: none"> <li>the foundations of the American democratic system is based on the early history and philosophical experiences and history of our nation</li> <li>there are major differences between the federal, state, and local systems of government and be able to explain what they are</li> <li>The issues surrounding the creation and adoption of the current federal system.</li> <li>the separation of powers and federalism became key parts of the Constitution through checks and balances.</li> </ol>
<b>Vocabulary:</b> <b>Philosophy of Gov./Purpose of Gov.</b> Democracy Republic Direct democracy Inalienable rights  <b>Pre-Constitutional Era</b> Articles of Confederation Shay's Rebellion  <b>Constitutional Principles</b> Popular Sovereignty Checks and Balances Separation of Powers	<b>Forms/Structures of Gov.</b> Unitary system Parliamentary system Presidential system Confederate system Federal system Dictatorship  <b>Constitutional Convention / Ratification</b> Constitutional Convention Anti-Federalists Federalists Federalist Papers New Jersey Plan  <b>Competencies/Skills (SWBAT...):</b> <ul style="list-style-type: none"> <li>discuss and demonstrate the basic concepts of democracy by providing specific examples from their own personal background</li> <li>explain the major controversies of the Constitutional Convention and analyze how the compromises the Founders created continue to influence us today</li> <li>assess the problems that arise in a federalist system by using historical and contemporary situations</li> </ul>

<p>Limited Government Judicial Review</p>	<p>Virginia Plan Bicameralism Three-Fifths Compromise Great Compromise Bill of Rights Reserved powers/10th Amendment Commerce Clause</p>	
<p><b><u>Assessment:</u></b></p> <p>Unit Exams</p> <p>Guided-Student practice</p> <p>Projects/tasks</p> <p>Constructed Responses</p> <p>Journaling</p> <p>Debate / Discussion</p> <p>Computer / In class Simulations</p> <p>Internet Simulations</p>		
<p><b><u>Resources:</u></b></p> <p><i>Constitution USA</i> (TV series)</p> <p><a href="#">Sunnyland “Creating a Constitution” series</a> (documentary)</p> <p>Articles of Confederation Congress Simulation</p> <p><a href="#">Harvard University “Trolley Car” Dilemma</a></p> <p><a href="#">Crash Course Government &amp; Economics</a></p> <p><a href="#">Voices of History</a> (Bill of Rights Institute - Supreme Court Case DBQs)</p>		

<b>Grade, Subject:</b> 11th, Government & Economics	
<b>Strand (Unit):</b> Voting/Elections	
<b>Big Idea:</b> The importance of being an informed citizen and being involved in the voting/elections process	
<p><b>PA Content Standards:</b>                  5.3.12E, 5.3.12F, 5.3.12J, 5.3.12D, 5.3.12M, 5.3.12G, 5.3.12H, 5.2.12I</p>	<p><b>PA Core Standards:</b></p> <p><b>Reading:</b> CC.8.5.12.A., CC.8.5.12.B., CC.8.5.12.C., CC.8.5.12.D.                  CC.8.5.12.G., CC.8.5.12.H, CC.8.5.12.I.</p> <p><b>Writing:</b> CC.8.6.12.A., CC.8.6.11-12.B., CC.8.6.11-12.C., CC.8.6.11-12.E.,                  CC.8.6.11-12.F., CC.8.6.11-12.G., CC.8.6.11-12.H.                  CC.8.6.11-12.I.</p>
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the value of participating in our democracy?</li> <li>2. Why is the political system of the United States so distinctive?</li> <li>3. What outside influences play a role in the American political system?</li> </ol>	<p><b>Concepts/Understandings (Students Will Know...):</b></p> <ol style="list-style-type: none"> <li>1. the advantages and disadvantages of the two-party system in the US</li> <li>2. how to distinguish the structure of the American political system</li> <li>3. the diverse voter qualifications among the states and the pros and cons that accompany them.</li> <li>4. The role that interest groups play in American politics</li> </ol>
<p><b>Vocabulary:</b></p> <p><b>Political Parties / Ideology:</b>                  conservative                  liberal                  moderate                  third parties                  political socialization                  platform</p> <p><b>Elections:</b>                  Caucus                  closed primary  <i>Citizens United v. FCC</i>                  electoral college                  Federal Election Commission                  general election                  Gerrymandering                  Incumbency                  Initiative                  Referendum</p>	<p><b>Competencies/Skills (SWBAT...):</b></p> <ul style="list-style-type: none"> <li>● Draw conclusions about their own political beliefs through participating in ideology test and discussions about ideology</li> <li>● Assess the various components of the electoral process through analysis of elections (past/current)</li> <li>● explain the current controversies in elections such as: election law, gerrymandering, campaign finance, and voter eligibility</li> <li>● Investigate the voter registration process and becoming a participatory citizen</li> </ul>

<p><b>Voting:</b>                  Literacy tests/poll tax                  Suffrage                  Nineteenth Amendment                  Fifteenth Amendment                  Twenty-Sixth Amendment                  Electorate                  Precinct</p>	<p>Recall                  open primary                  Political Action Committee (PAC)                  Super PAC                  Lobbyists                  direct primaries                  straight ticket voting                  split ticket voting                  winner-take-all                  partisan/nonpartisan                  proportional representation                  apportionment/malappportionment</p>	
<p><b><u>Assessments:</u></b>                  Unit Exams                  Guided-Student practice                  Projects/tasks                  Constructed Responses                  Journaling                  Debate / Discussion                  Computer / In class Simulations                  Internet Simulations</p>		

**Resources:**

[The Redistricting Game](#)

[Living Room Candidate](#)

*Electoral Dysfunction* (documentary)

“[Big Sky, Big Money](#)” (*Frontline* - PBS)

Mock Election Simulation (Every Other Year Only)

[Crash Course Government & Economics](#)

[Voices of History](#) (Bill of Rights Institute - Supreme Court Case DBQs)

<b>Grade, Subject:</b> 11th, Government & Economics	
<b>Strand (Unit):</b> Government Structures (Branches of Government)	
<b>Big Idea:</b> The impact of government institutions on our lives.	
<b>PA Content Standards:</b> 5.3.12A, 5.3.12B, 5.3.12C, 5.3.12E, 5.3.12G, 5.3.12H, 5.3.12I, 5.7.12G, 5.1.12L, 5.1.12I, 5.2.12A	<b>PA Core Standards:</b>  <b>Reading:</b> CC.8.5.12.A., CC.8.5.12.B., CC.8.5.12.C., CC.8.5.12.D.  CC.8.5.12.G., CC.8.5.12.H, CC.8.5.12.I.  <b>Writing:</b> CC.8.6.12.A., CC.8.6.11-12.B., CC.8.6.11-12.C., CC.8.6.11-12.E.,  CC.8.6.11-12.F., CC.8.6.11-12.G., CC.8.6.11-12.H.  CC.8.6.11-12.I.
<b>Essential Questions:</b> <ol style="list-style-type: none"><li>1. How is American public policy formed?</li><li>2. What are the different roles and responsibilities of each branch of government?</li><li>3. How do the three branches of government check and balance each other?</li></ol>	<b>Concepts/Understandings (Students Will Know...):</b> <ol style="list-style-type: none"><li>1. the structure and function of the United States Congress.</li><li>2. the formal process by which a bill becomes a law.</li><li>3. the functions that party affiliation plays in the organization of Congress.</li><li>4. the nature and extent of Presidential power in regards to diplomatic, military, legislative, and judicial powers.</li><li>5. the role of the Supreme Court as the nation's highest court and the significance of the power of judicial review.</li></ol>

<p><b><u>Vocabulary:</u></b></p> <p><b>Legislative:</b>                  Bicameral                  Filibuster                  Cloture                  Committees                  Majority Leader                  Pork-barrel spending                  Speaker of the House                  Resolution</p> <p><b>Executive:</b>                  Cabinet                  Executive Privilege                  Impeachment                  Lame Duck                  Veto                  Pocket Veto                  25th Amendment                  22nd Amendment                  Executive Order                  Executive Agreement</p>	<p><b>Judiciary:</b>                  Judicial activism vs. restraint                  Confirmation process                  Briefs                  Civil Law                  Criminal Law                  majority, concurring, and dissenting, opinions                  Supreme Court                  Court of Appeals                  District Courts                  Judicial Review</p>	<p><b><u>Competencies/Skills (SWBAT...):</u></b></p> <ul style="list-style-type: none"> <li>● assess the major structural components of the Legislative Branch and how these components affect the lawmaking process through analysis of modern-day examples</li> <li>● connect the Constitutional view of the US Presidency to the modern-day incarnation of the Presidency and whether or not it is helpful to democracy today through developing a logical argument</li> <li>● critique the ways in which the Judicial branch affects our everyday lives and demonstrate how it changes over time through citing specific historical and modern-day examples</li> <li>● formulate a picture of how the three branches of government connect with each other and how this interconnected nature affects the creation of public policy by explaining political examples in terms of concepts</li> </ul>
<p><b><u>Assessment:</u></b></p> <p>Unit Exams                  Guided-Student practice                  Projects/tasks                  Constructed Responses                  Journaling                  Debate / Discussion                  Computer / In class Simulations</p>		<p><b><u>Career Readiness Standards:</u></b></p> <p><i>Qualifications for Government Positions (?)</i></p> <ul style="list-style-type: none"> <li>● <b>13.1.11.F</b> Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:                         <ul style="list-style-type: none"> <li>○ Employment</li> </ul> </li> <li>● <b>13.1.11.F</b> . Review personal high school plans against current personal career goals and select postsecondary opportunities based upon personal career interests.</li> </ul>

Internet Simulations

**Resources:**

**Congress:** [www.centerforcongress.org](http://www.centerforcongress.org), [Obama's Deal](#) (*Frontline* - PBS),

**President:** *President and the Media* (film), <http://annenberghclassroom.org>,

**Judiciary:** <http://annenberghclassroom.org>, Supreme Court Memo Activity,

[Crash Course Government & Economics](#)

[Voices of History](#) (Bill of Rights Institute - Supreme Court Case DBQs)



<b>Grade, Subject:</b> 11th, Government & Economics																					
<b>Strand (Unit):</b> Constitutional Law																					
<b>Big Idea:</b> The US Constitution protects freedom																					
<p><b>PA Content Standards:</b>                  5.3.12A, 5.3.12B, 5.3.12C, 5.3.12E, 5.3.12G, 5.3.12H, 5.3.12I, 5.7.12G,                  5.1.12L, 5.1.12I, 5.2.12A</p>	<p><b>PA Core Standards:</b></p> <p><b>Reading:</b> CC.8.5.12.A., CC.8.5.12.B., CC.8.5.12.C., CC.8.5.12.D.                  CC.8.5.12.G., CC.8.5.12.H, CC.8.5.12.I.</p> <p><b>Writing:</b> CC.8.6.12.A., CC.8.6.11-12.B., CC.8.6.11-12.C., CC.8.6.11-12.E.,                  CC.8.6.11-12.F., CC.8.6.11-12.G., CC.8.6.11-12.H.                  CC.8.6.11-12.I.</p>																				
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the relationship between personal liberty and government?</li> <li>2. How does the Constitution guarantee equality before the law?</li> </ol>	<p><b>Concepts/Understandings (Students Will Know ...):</b></p> <ol style="list-style-type: none"> <li>1. there are guaranteed fundamental rights under the Constitution and Bill of Rights and how those rights impact the lives of US citizens</li> <li>2. the landmark Supreme Court cases that are essential to understanding the Constitutional rights of US citizens</li> <li>3. not all rights are clearly defined and the role of Courts is to help define how society will understand and apply these new freedoms</li> </ol>																				
<p><b>Vocabulary:</b></p> <table border="0"> <tr> <td><b>Civil Rights/Civil Liberties</b></td> <td><b>Rights of the Accused</b></td> </tr> <tr> <td>Civil Rights</td> <td>Due Process/Incorporation Doctrine</td> </tr> <tr> <td>Civil War Amendments</td> <td>Exclusionary Rule</td> </tr> <tr> <td>Affirmative Action</td> <td>Miranda Rights</td> </tr> <tr> <td>Establishment Clause</td> <td>Self-Incrimination</td> </tr> <tr> <td>Free Exercise Clause</td> <td>Grand jury</td> </tr> <tr> <td>Freedom of Expression</td> <td>Double Jeopardy</td> </tr> <tr> <td>Clear and Present Danger Test</td> <td>Eminent Domain</td> </tr> <tr> <td>Symbolic speech</td> <td>Speedy / Public trial</td> </tr> <tr> <td>Freedom of the press</td> <td>Cruel and unusual punishment</td> </tr> </table>	<b>Civil Rights/Civil Liberties</b>	<b>Rights of the Accused</b>	Civil Rights	Due Process/Incorporation Doctrine	Civil War Amendments	Exclusionary Rule	Affirmative Action	Miranda Rights	Establishment Clause	Self-Incrimination	Free Exercise Clause	Grand jury	Freedom of Expression	Double Jeopardy	Clear and Present Danger Test	Eminent Domain	Symbolic speech	Speedy / Public trial	Freedom of the press	Cruel and unusual punishment	<p><b>Competencies/Skills (SWBAT...)</b></p> <ul style="list-style-type: none"> <li>• compare and contrast different types of law through analysis of case studies</li> <li>• make connections between the past and present through examination/analysis/synthesis of constitutional amendments</li> <li>• connect the legal concepts of the rights of the accused to potential scenarios in everyday life</li> </ul>
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Civil Rights	Due Process/Incorporation Doctrine																				
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Freedom of assembly Right to Bear Arms	Bail Reasonable expectation of privacy Unenumerated rights Zone of privacy	<ul style="list-style-type: none"> <li>analyze significant Supreme Court decisions and draw conclusions on how these cases continue to influence American society today</li> </ul>
<p><b><u>Assessments:</u></b></p> Unit Exams Guided-Student practice Projects/tasks Constructed Responses Journaling Debate / Discussion Computer / In class Simulations Internet Simulations		
<p><b><u>Resources:</u></b></p> <p><a href="http://annenbergclassroom.org">http://annenbergclassroom.org</a> (multi video series on variety of topics)</p> <p><a href="http://streetlaw.org/en/home">http://streetlaw.org/en/home</a> (street law lessons and case law)</p> <p><a href="https://www.billofrightsintitute.org">https://www.billofrightsintitute.org</a> (lessons, activities, case law)</p> <p><a href="#">Crash Course Government &amp; Economics</a></p> <p><a href="#">Voices of History</a> (Bill of Rights Institute - Supreme Court Case DBQs)</p>		

<b>Grade, Subject:</b> 11th, Government & Economics	
<b>Strand (Unit):</b> Introduction to Economics/Microeconomics	
<b>Big Idea:</b> The impact of economic systems and the government's role in the marketplace.	
<b>PA Content Standards:</b> 6.3.12A-C, 6.5.12F, 6.4.12, 6.1.12K, 6.5.12D, 6.2.12E, 6.3.12E, 6.1.12B, 6.5.12C, 6.2.12F, 6.2.12H	<b>PA Core Standards:</b> <b>Reading:</b> CC.8.5.12.A., CC.8.5.12.B., CC.8.5.12.C., CC.8.5.12.D., CC.8.5.12.G., CC.8.5.12.H, CC.8.5.12.I. <b>Writing:</b> CC.8.6.12.A., CC.8.6.11-12.B., CC.8.6.11-12.C., CC.8.6.11-12.E., CC.8.6.11-12.F., CC.8.6.11-12.G., CC.8.6.11-12.H., CC.8.6.11-12.I.
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>How are basic economic problems solved?</li> <li>What impacts do microeconomic principles have on the individual?</li> <li>How are everyday economic concepts visually represented?</li> </ol>	<b>Concepts/Understandings (Students Will Know...):</b> <ul style="list-style-type: none"> <li>the basic economic problems that economists seek to address through wants, needs, scarcity, and opportunity cost</li> <li>how principles of microeconomics relate to real life.</li> <li>how the laws of supply and demand illustrate the real world interactions of everyday economic activity</li> <li>the competing economic theories and how those theories aim to solve the problem of scarcity</li> </ul>
<b>Vocabulary:</b> Wants Needs Scarcity Opportunity cost Factors of Production Production Possibilities Frontier Law of Supply Law of Demand Price Equilibrium Shortages/Surpluses Trade Law of Diminishing return Law of Diminishing utility Free Market/Capitalism Command Economy/Socialism Adam Smith Karl Marx Laissez-Faire Invisible Hand Mixed Economy	<b>Competencies/Skills (SWBAT...):</b> <ul style="list-style-type: none"> <li>evaluate the factors of production and how they affect economies</li> <li>differentiate the positives and negatives in both free enterprise and command economies</li> <li>create a graphic representation of the laws of supply and demand and synthesize what makes these concepts work in everyday life</li> </ul>

**Assessments:**

Unit Exams  
Guided-Student practice  
Projects/tasks  
Constructed Responses  
Journaling  
Debate / Discussion  
Computer / In class Simulations  
Internet Simulations

**Career Readiness Standards:**

***Opportunity Cost of Going to College Project:***

- **13.1.11.A** Related careers to individual interests, abilities, and aptitudes.
- **13.1.11.B.** Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- **13.1.11.F** . Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.
- **13.3.11.G** Evaluate personal attitudes and work habits that support career retention and advancement.

**Resources:**

*Freakonomics* (documentary)

[Stossel in the Classroom “Price Gouging”](#)

[Jacob Clifford Youtube series](#)

[Economics Crash Course](#)

<b>Grade, Subject:</b> 11th, Government & Economics	
<b>Strand (Unit):</b> Macroeconomics	
<b>Big Idea:</b> Government and Federal Reserve policy choices influence the economy.	
<b>PA Content Standards:</b> 6.5.12G, 6.5.12A, 6.2.12G, 6.2.12J, 6.3.12F 6.1.12D, 6.1.12A, 6.4.12G, 6.2.12C, 6.2.12D, 6.2.12I, 6.3.12D, 6.5.12H, 6.1.12C, 6.1.12H	<b>PA Core Standards:</b>  <b>Reading:</b> CC.8.5.12.A., CC.8.5.12.B., CC.8.5.12.C., CC.8.5.12.D., CC.8.5.12.G., CC.8.5.12.H, CC.8.5.12.I.  <b>Writing:</b> CC.8.6.12.A., CC.8.6.11-12.B., CC.8.6.11-12.C., CC.8.6.11-12.E.,, CC.8.6.11-12.F., CC.8.6.11-12.G., CC.8.6.11-12.H., CC.8.6.11-12.I.
<b>Essential Questions:</b> 1. How do various economic theories aim to solve market failures?  2. How can economic indexes be applied to analyze specific domestic economic problems?  3. What is the purpose of fiscal and monetary policy?  4. What is the purpose of taxation?	<b>Concepts/Understandings (Students Will Know...):</b> <ul style="list-style-type: none"> <li>● the differences between Keynesian and Classical economics</li> <li>● how economic health is measured</li> <li>● how the policy choices of the Federal Reserve influences our overall economic health</li> <li>● how fiscal policies influence the economic health of the nation</li> <li>● how taxation impacts institutions and average people</li> </ul>
<b>Vocabulary:</b> Keynesian Economics Classical Economics Gross Domestic Product Economic Growth Consumer Price Index Inflation Stagflation Unemployment Cost of Living Adjustment Recession Fiscal Policy	<b>Competencies/Skills (SWBAT...):</b> <ul style="list-style-type: none"> <li>● compare and contrast Keynesian and Classical economics and cite examples</li> <li>● critique the state of the economy using economic measures</li> <li>● demonstrate an understanding of how monetary policy works and the tools that are used by government institutions</li> <li>● apply how the actions of the Federal Reserve relate to everyday economic health</li> <li>● evaluate the tools of fiscal policy</li> </ul>

<p>Entitlement Spending Discretionary spending Deficit Debt Monetary Policy Federal Reserve System Taxation-Regressive, proportional, progressive Tariffs Supply-side fiscal policy</p>	<ul style="list-style-type: none"><li>● investigate how tax policy works and analyze its effect on the economy</li></ul>
<p><b><u>Assessments:</u></b>  Unit Exams  Guided-Student practice  Projects/tasks  Constructed Responses  Journaling  Debate / Discussion  Computer / In class Simulations  Internet Simulations</p>	<p><b><u>Career Readiness Standards:</u></b></p> <ul style="list-style-type: none"><li>● <b>13.1.11.C.</b> Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</li></ul>

**Resources:**

- [The Federal Budget Challenge](#)
- *Money for Nothing: Inside the Federal Reserve* (documentary)
- <https://apps.irs.gov/app/understandingTaxes/> (tax tutorials, activities, forms)
- [Being the Fed Chair](#)
- [Jacob Clifford Youtube series](#)
- [Economics Crash Course](#)
- Council for Economic Education Lessons/Resources
- [Fiscal Ship](#)

**Final Topics:**

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[http://static.pdesas.org/content/documents/Academic Standards for Civics and Government \(Secondary\).pdf](http://static.pdesas.org/content/documents/Academic Standards for Civics and Government (Secondary).pdf)