American Government & Civics
Curriculum Map
Social Studies
By T Larson
### Concept 1: Foundations of Government - The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

**PO 1.** Examine the foundations of democratic representative government: Greek direct democracy and Roman republic. **Mastery**

- I will come to understand which policies of the government make my life better.
- I will analyze the similarities and differences and unitary government and a federal government system.
- I will learn the main characteristics of a democracy.
- I will identify the features of the American economy that provide incentive for people to achieve economic goals.

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<th>Resource Correlation</th>
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<td><strong>PO 1.</strong> Examine the foundations of democratic representative government: Greek direct democracy and Roman republic. <strong>Mastery</strong></td>
<td>• I will come to understand which policies of the government make my life better. • I will analyze the similarities and differences and unitary government and a federal government system. • I will learn the main characteristics of a democracy. • I will identify the features of the American economy that provide incentive for people to achieve economic goals.</td>
<td>Comprehension Analyses</td>
<td><strong>Week 1</strong> Textbook: US Government - Democracy in Action 2008: Chapter 1: People &amp; Government</td>
<td>State, nation, nation/state, consensus, sovereignty, government, social contract, unitary system, federal system, confederacy, constitution, constitutional government, preamble, constitutional law, politics, industrialized nation, developing nation, autocracy, monarchy, oligarchy, democracy, republic, political party and free enterprise, economics, capitalism, free market, laissez-faire, socialism, bourgeoisie, proletariat, communism, and command economy.</td>
<td>Other Resources as Needed Tests &amp; Evaluation Tools</td>
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### Concept 2: Structure of Government - The United States structure of government is characterized by the separation and balance of powers.

**PO 2.** Trace the English roots of American democracy: Magna Carta, English Bill of Rights, and Representative government – Parliament, colonial assemblies, and town meetings. **Continuing**

**PO 1.** Analyze why the weak central government and limited powers of the Articles of Confederation demonstrated the need for the Constitution. **Continuing**

**PO 4.** Describe the steps leading to the adoption of the Constitution: Federalist and Anti-Federalist

- I will analyze the elements that helped develop representative governments in the American Colonies.
- I will explain how American ideals helped shape a Constitutional Democracy.
- I will identify the deficiencies in the Articles of Confederation which made them weak.
- I will identify the reasons for including a Bill of Rights.

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<td><strong>PO 2.</strong> Trace the English roots of American democracy: Magna Carta, English Bill of Rights, and Representative government – Parliament, colonial assemblies, and town meetings. <strong>Continuing</strong></td>
<td>• I will analyze the elements that helped develop representative governments in the American Colonies. • I will explain how American ideals helped shape a Constitutional Democracy. • I will identify the deficiencies in the Articles of Confederation which made them weak. • I will identify the reasons for including a Bill of Rights.</td>
<td>Application Analyses</td>
<td><strong>Week 2</strong> Textbook: US Government - Democracy in Action 2008: Chapter 2: Origins of American Government</td>
<td>Limited government, representative government, separation of powers, revenue, embargo, ratify, unicameral, sede, ordinance, interstate commerce, extra-legal, and anarchy.</td>
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<td><strong>Concept 1:</strong> Foundations of Government</td>
<td>positions (e.g., The Federalist Papers); Bill of Rights; and ratification. <em>Mastery</em></td>
<td><strong>C 1: PO 3.</strong> Examine the United States federal system of government: powers of the national government; powers of the state governments; and powers of the people. <em>Continuing</em> <strong>C2: PO 2.</strong> Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam. <em>Continuing</em> <strong>PO 3.</strong> Analyze the enduring Greek and Roman contributions and their impact on later civilization: development of concepts of government and citizenship (e.g., democracy, republics, codification of law, and development of empire); and scientific and cultural advancements (e.g., network of roads, aqueducts, art and architecture, literature and theater, mathematics, and philosophy). <em>Continuing</em> <strong>C3: PO 1.</strong> Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure). <em>Continuing</em></td>
<td><strong>I will explain what principles in the US Constitution helped to build a National Identity.</strong>&lt;br&gt;<strong>I will explain the chief function of each of the branches of the Federal Government.</strong>&lt;br&gt;<strong>I will examine why the framers made the Constitution difficult to amend.</strong>&lt;br&gt;<strong>I will analyze how the amendments reflect changes and societies perception of Individual Rights.</strong>&lt;br&gt;<strong>I will analyze the ways Federalism provides Constitutional safeguards for the people.</strong>&lt;br&gt;<strong>I will examine the reasons that the Constitution requires states to cooperate with one another.</strong>&lt;br&gt;<strong>I will analyze the reasons why a national crisis tends to shift power to the National Government.</strong>&lt;br&gt;<strong>I will examine the reasons that Federalism allows for more political participation.</strong></td>
<td>Comprehension Analyses</td>
<td><strong>Week 3</strong>&lt;br&gt;Textbook: US Government - Democracy in Action 2008: Chapter 3: The Constitution&lt;br&gt;Chapter 4: The Federal System&lt;br&gt;Other Resources as Needed Tests &amp; Evaluation Tools</td>
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<td><strong>Concept 2: Structure of Government</strong></td>
<td>PO 5. Analyze the structure, powers, and roles of the legislative branch of the United States government: specific powers delegated in Article I of the Constitution; role of competing factions and development of political parties; lawmaking process; different roles of Senate and House; election process and types of representation; and influence of staff, lobbyists, special interest groups and political action committees (PACs). <em>Mastery</em></td>
<td>I will discover how membership in the House of Representatives provides representation to local voters. I will learn the common characteristics of the members of Congress. I learn about the committees that make up the House and Senate. I will learn about one of the most powerful committees in the House - the Rules Committee. I will find out why the Senate has fewer rules and less formal atmosphere than the House. I will learn about the length of time it takes for a bill to pass through the Senate and House. I will learn about the different committees in the House and Senate, and why the committee chairpersons are considered to be the most powerful members of Congress. I will learn about the personal staffs of Congress, and how a Staffer may have more influence than a Congress Member.</td>
<td>Comprehension Analyses</td>
<td><strong>Week 4</strong> Textbook: US Government - Democracy in Action 2008: <em>Chapter 5: The Organization of Congress</em> Other Resources as Needed Tests &amp; Evaluation Tools</td>
<td>Bicameral legislature, session, census, reapportionment, redistrict, gerrymander, at-large, censure, incumbent, constituents, caucus, majority leader, whips, bill, calendars, quorum, present pro tempore, filibuster, cloture, standing committee, subcommittee, select committee, joint committee, conference committee, seniority system, personal staff, committee staff, administrative assistance, legislative assistant, caseworker</td>
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| Concept 3: Functions of Government | PO 2. Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments: Constitutional mandates (e.g., the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws); Fourth, Fifth, Sixth, Seventh, and Eighth Amendments; and protection provided by the Fourteenth Amendment. **Mastery** | ● I will learn about the money powers granted to Congress, and why the commerce clause of the Constitution resulted in expanding the power of Congress, and about witness’s rights for Congressional members, and by what methods Congress exercises its power of legislative oversight.  
● I will learn about how the characteristics of the American system lead to conflict between Congress and the President, and why the power has shifted back and forth between Congress and the President over the years.  
● I will discover why it is easier to defeat legislation than to pass it, and about the process that all bills must go through before becoming laws, and by what authority Congress has the power to raise and spend money, and what the procedure is whereby Congress provides money to various government agencies.  
● I will learn about the factors | Comprehension Analyses | Week 5  
Textbook: US Government - Democracy in Action 2008:  
Chapter 6: Development of Congressional Powers  
Chapter 7: Congress at Work  
Other Resources as Needed  
Tests & Evaluation Tools | Expressed powers, necessary and proper clause, implied powers, revenue bill, appropriations bill, interstate commerce, impeachment, subpoena, perjury, contempt, immunity, legislative veto, national budget, impoundment. Private bill, public bill, simple resolution, rider, hearing, veto, pocket veto, tax, closed rule, appropriation, authorization bill, entitlement, lobbyist, lobbying, casework, pork-barrel legislation, logrolling,
**Strand/Concept:** Performance Objectives/Explanations  
**Priority Pos in BOLD**

**Kid Friendly Learning Objective**

**Level of Thinking**

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| PO 6. Analyze the structure, powers, and roles of the executive branch of the United States government: specific powers delegated in Article II of the Constitution: roles and duties of the president; and development and function of the executive branch, including the cabinet and federal bureaucracy election of the president through the nomination process, national conventions, and electoral college. **Mastery** | • I will learn about the qualifications necessary for carrying out the duties of the office of US, and what constitutional provisions are in place for filling the office of US President if he is unable to perform his duties.  
• I will discover some things that our nations’ Founding Fathers set up in our government that still affect us greatly today, and about the role of cabinet secretaries, and how it affects actions of the President.  
• I will learn about the historic changes that have made the Executive Office of the President necessary, and how the members of the White House Office are similar to, and yet different from the US President’s Cabinet.  
• I will learn about why Presidential powers tend to grow during times of national emergency, and what power the President has, and how the roles of Head of State, Chief Analyses | **Week 6**  
Textbook: US Government - Democracy in Action 2008:  
Chapter 8: The Presidency  
Chapter 9: Presidential Leadership  
Other Resources as Needed  
Tests & Evaluation Tools | Compensation, presidential succession, elector, electoral vote, cabinet, leak, central clearance, national security adviser, press secretary, mandate, forum, executive order, impoundment, reprieve, parson, amnesty, patronage, treaty, executive agreement, de facto, covert |
**Concept 2: Structure of Government**

**PO 6.** Analyze the structure, powers, and roles of the executive branch of the United States government: specific powers delegated in Article II of the Constitution; roles and duties of the president; and development and function of the executive branch, including the cabinet and federal bureaucracy election of the president through the nomination process, national conventions, and electoral college.  

**Mastery**  

- I will learn about the organizational structure of the 15 cabinet level departments, and how independent government agencies are different from regulatory commissions.  
- I will learn how the civil service system attempt to reform the spoils system, and what the difference is between a civil servant and a political appointee.  
- I will learn what the advantages and disadvantages of bureaucrats taking a larger role in policy making, and why people are often frustrated with government bureaucracy.

**Level of Thinking**  

**Analyses**

**Resource Correlation**  

**Week 7**  

Textbook: US Government - Democracy in Action 2008:  
Chapter 10: The Federal Bureaucracy  
Other Resources as Needed  
Tests & Evaluation Tools

**Academic Vocabulary**  

Bureaucrat, embassy, government corporation, deregulate, procurement, spoils system, civil service system, civil service system, client group, liaison, officer, injunction, iron triangle.

**Concept 2: Structure of Government**

**PO 7.** Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions: specific powers delegated by the Constitution in Article III; judicial review  

- I will find out how the Federal Court jurisdiction differs from the state court jurisdiction, and how Supreme Court decisions reflect the attempts of Justices to meet changing social conditions.  
- I will learn how Constitutional Courts and Legislative Courts differ

**Level of Thinking**  

**Analyses Synthesis**

**Week 8**  

Textbook: US Government - Democracy in Action 2008:  
Chapter 11: The Federal Court System

**Concurrent jurisdiction, original jurisdiction, appellate jurisdiction, litigant, due process clause, Grand Jury, indictment, Petit Jury, Judicial Circuit, senatorial courtesy, riding the circuit, opinion, writ of jurisdiction.**
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|                | developed in Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and dual court system of state and federal courts. **Mastery** | in their jurisdiction, and how Federal Court Justices are chosen.  
- I will learn why very few cases are heard in the Supreme Court, and what political influences affect the selection of Supreme Court Justices.  
- I will learn the routes that most cases take before reaching the Supreme Courts, and what the main steps taken in deciding to hear legal cases.  
- I will discover the powers given to Congress, and how they are limited.  
- I will learn about the relationships between the Justices which may affect Supreme Court decisions, and what other external influences may affect them. | Chapter 12: Supreme Court Decision Making | Other Resources as Needed  
Tests & Evaluation Tools | certiorari, per curiam opinion, brief, amicus, curiae, majority opinion, dissenting, opinion, judicial review, impound, stare decisis, precedent, advisory opinion, bloc, swing vote, |

**Finals & Wrap-Up**  
The students will demonstrate skills learned. **Mastery**  
- I will review Chapters 1-12 and take a Quarterly Final test. | Comprehension | Week 9  
Textbook: US Government - Democracy in Action 2008:  
Chapter 1-12 Review  
Tests & Evaluation Tools | None |
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<th>Strand/Concept: Concept 4: Rights, Responsibilities, and Roles of Citizenship - The rights, responsibilities and practices of United States citizenship are founded in the Constitution</th>
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| | PO 1. Analyze basic individual rights and freedoms guaranteed by Amendments and laws: freedom of religion, speech, press, assembly, and petition in the First Amendment; right to bear arms in the Second Amendment; Ninth Amendment and guarantee of people’s unspecified rights; civil rights in the Thirteenth and Fourteenth Amendments; voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty fourth, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965; conflicts which occur between rights (e.g., the tensions between the right to a | • I will discover many of the rights that have been extended by the Supreme Court (because of the first 10 Amendments), and why the Constitution of the United States is considered to be a ‘living document’.  
• I will discover the difference between the establishment clause and the free exercise clause of the First Amendment.  
• I will learn about the different laws governing free speech, and which types of speech are protected by the First Amendment, and which are not.  
• I will learn about the Supreme Court’s opinion on prior restraint, and how it has ruled when a media | Analyses Synthesis | Week 10  
Textbook: US Government - Democracy in Action 2008:  
Chapter 13: Constitutional Freedoms  
Tests & Evaluation Tools | Human rights, incorporation, establishment clause, free exercise clause, parochial school, secular, abridge, precedent, pure speech, symbolic speech, seditious speech, defamatory speech, slander, libel, prior restraint, sequester, gag order, shield laws, picketing, Holocaust, heckler’s veto, |
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| **Concept 2: Structure of Government** | fair trial and freedom of the press, and between majority rule and individual rights; and right to work laws. *Continuing* **PO 3.** Examine the basic political, social responsibilities of citizenship: connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington’s Farewell Speech), volunteerism; obligations of upholding the Constitution; obeying the law, serving on juries, paying taxes, voting, and military service; and analyzing public issues, policy making, and evaluating candidates. *Continuing* | presence was strongly felt.  
- I will learn what constitutional protections are in place for public gatherings, including unpopular groups, such as those who might cause violence. |  |  |  |
| **Concept 4: Rights, Responsibilities, and Roles of Citizenship** | *Continuing* **PO 10.** Examine the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts). *Continuing* **PO 2.** Define citizenship according to the Fourteenth Amendment. *Mastery* | - I will learn how the US classifies non-citizens; and how the immigration policy of the US has changed over time.  
- I will learn what the requirements for citizenship in the US are and what the main responsibilities of American citizens are.  
- I will learn what constitutes *unreasonable searches and seizures* by the police, and how the Supreme Court rules on the *right to counsel* and *self-incrimination* cases.  
- I will learn what the constitutional meaning of *equal protection* is, and | **Analyses** | **Week 11**  
Textbook: US Government - Democracy in Action 2008:  
*Chapter 14: Citizenship & Equal Justice*  
*Chapter 15: Law in America*  
Other Resources as Needed  
Tests & Evaluation Tools | Alien, resident alien, non-resident alien, enemy alien, illegal alien, amnesty, private law, naturalization, jus soli, jus sanguinis, collective naturalization, expatriation, denaturalization, exclusionary rule, counsel, self-incrimination, double jeopardy, rational basis test, suspect classification, fundamental right, discrimination, Jim Crow laws, separate but equal doctrine, civil rights |
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<td>how the Court has applied the 14\textsuperscript{th} Amendment’s equal protection clause to the issue of discrimination.</td>
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<td>movement, affirmative action, security, classification, system, transcript, law, constitutional law, statute, ordinance, statutory law, administrative law, common law, equity, due process, substantive due process, procedural due process, adversary system, presumed innocence, civil law, contract, expressed contract, implied contract, real property, personal property, mortgage, tort, plaintiff, defendant, injunction, complaint, summons, answer, discovery, mediation, affidavit, criminal law, criminal justice system, petty offense, misdemeanor, felony, arrest warrant, grand jury, indictment, information, plea, bargaining, jury, verdict, hung jury, sentence</td>
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<td>Concept 4: Rights, Responsibilities, and Roles of Citizenship</td>
<td>PO 5. Describe the role and influence of political parties, interest groups, and mass media: political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism); influence of interest groups, lobbyists, and PAC’s on elections, the political process and policy</td>
<td>I will learn what a multiparty system is and how it affects government, and why third parties play only a minor role in American politics. I will learn how parties are organized on the national, state, and local level, and how political parties assist in educating the public.</td>
<td>Analyses Synthesis</td>
<td>Week 12 Textbook: US Government - Democracy in Action 2008: Chapter 16: Political Parties Chapter 17: Elections and</td>
<td>Political party, theocracy, ideologies, coalition government, third party, single-member district, proportional representation, independent, precinct, precinct captain, ward, state central committee, national convention, national</td>
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<td><strong>Concept 5:</strong></td>
<td>Government Systems of the World - Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.</td>
<td>making; and influence of the mass media on elections, the political process and policy making. Continuing PO 1. Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections). Continuing</td>
<td>Voting</td>
<td>Other Resources as Needed Tests &amp; Evaluation Tools</td>
<td>committee, patronage, caucus, nominating convention, boss, direct primary, closed primary, open primary, plurality, runoff primary, ticket, platform, planks, campaign manager, image, political action committee, soft money, cross-pressured voter, straight party ticket, propaganda.</td>
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<td><strong>Concept 4:</strong> Rights, Responsibilities, and Roles of Citizenship</td>
<td>PO 4. Demonstrate the skills and knowledge (e.g., group problem solving, public speaking, petitioning and protesting) needed to accomplish public purposes. Continuing</td>
<td>I will discover how primaries are conducted as a way of choosing candidates, and what the processes are followed at a National Nominating Convention. I will learn about the basic elements of a presidential campaign, and what the Federal Election Campaign Acts are. I will learn about the personal background, and outside factors that may influence my voting decisions.</td>
<td>Knowledge Comprehension Application</td>
<td>Week 13: Textbook: US Government - Democracy in Action 2008: Chapter 18: Interest Groups &amp; Public Opinion Chapter 19: The Mass Media</td>
<td>Interest group, public-interest group, lobbying, lobbyist, public opinion, peer group, mass media, political culture, biased sample, universe, representative sample, random sampling, sampling error, cluster sample, mass media, news release, news briefing, leak, media event, front-runner, spot advertising, prior restraint, libel, shield law, fairness doctrine, partisan, electronic mailing list, action alert, electronic petition.</td>
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<td>Taxes, taxable income, dependent, withholding, securities, national debt, fiscal year, uncontrollable, entitlement, incrementalism, fiscal policy, monetary policy, gross national product (GNP), discount rate, reserve requirement, open-market operations.</td>
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<td><strong>PO 3.</strong> Examine various sources of government funding: federal - income tax, duties, excise taxes, corporate tax; state - income tax, sales tax; and local - property tax, sales tax. <em>Continuing</em></td>
<td><em>I will learn how income tax revenues compare with other sources of revenue collected, and how the federal government uses tax law to affect economic decisions.</em>&lt;br&gt;<em>I will learn what the difference is between fiscal policy and monetary policy, and what the four major categories of federal government spending are.</em></td>
<td>Comprehension</td>
<td><strong>Week 14</strong>&lt;br&gt;Textbook: US Government - Democracy in Action 2008: Chapter 20: Taxing and Spending&lt;br&gt;Other Resources as Needed Tests &amp; Evaluation Tools</td>
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<td><strong>Concept 3: Functions of Government</strong></td>
<td><strong>PO 4.</strong> Describe the regulatory functions of government pertaining to consumer protection, environment, health, labor, transportation, and communication. <em>Mastery</em>&lt;br&gt;<strong>PO 5.</strong> Describe the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, parks, environmental protection).</td>
<td><em>I will discover what the overall goals are of US business policy, and how the Federal Government helped unions to organize and grow.</em>&lt;br&gt;<em>I will learn how the American Farm Policy helps stabilize farm prices, and what the relationship between the Government and Localities in carrying out environmental policy.</em>&lt;br&gt;<em>I will learn about the purpose of Social Security and what the most</em></td>
<td>Application Synthesis</td>
<td><strong>Week 15</strong>&lt;br&gt;Textbook: US Government - Democracy in Action 2008: Chapter 21: Social and Domestic Policy&lt;br&gt;Chapter 22: Foreign Policy &amp; Defense</td>
<td>Mixed economy, laissez-faire, trust, monopoly, interlocking directorate, oligopoly, securities, collective bargaining, injunction, price supports, acreage allotment, marketing quotas, social insurance, public assistance, unemployment insurance, urban renewal, public housing, mass transit, foreign</td>
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| **Concept 5:** Government Systems of the World | Mastery PO 2. Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy. *Mastery* | recent changes in Federal Public Assistance programs are.  
- I will learn about the steps the Federal Government has taking since 1980 to support public education, and how the Federal Housing Policy has been a political battleground for many years.  
- I will learn what the major objectives of are of US Foreign Policy, and how it has changed since the end of the Cold War.  
- I will learn how the Executive Branch is structured to carry out US foreign policy, and what the constitutional foreign policy powers are of the President and Congress.  
- I will learn how the US Department is structured to carry out US foreign policy, and what constitutional powers Congress and the President have over the military.  
- I will learn about the main alliances the US has today, and how the US influences the policies of other nations. | Analyses | Other Resources as Needed Tests & Evaluation Tools | policy, national security, isolationism, internationalism, containment, ambassador, treaty, executive agreement, bipartisan, embassy, consulate, consul, passport, visa, conscription, mutual defense alliance, regional security pact, multilateral treaty, bilateral treaty, collective security, sanction. |
| **Concept 2:** Structure of Government | PO 8. Analyze the structure, power, and organization of Arizona’s government as expressed in the Arizona Constitution: direct democracy by initiative, referendum, and recall processes; election process such | I will learn about the four main functions of state constitutions, and what their basic common characteristics are.  
- I will learn how State Legislatures and governors work together to pass laws and carry out policies that | Analyses | Week 16 Textbook: US Government - Democracy in Action 2008: Chapter 23: Structure & | Initiative, constitutional convention, constitutional commission, bicameral, lieutenant governor, plurality, item veto, civil case, criminal case, corporate charger, public utility, |
<table>
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<tr>
<th>Strand/Concept:</th>
<th>Performance Objectives/Explanations</th>
<th>Kid Friendly Learning Objective</th>
<th>Level of Thinking</th>
<th>Resource Correlation</th>
<th>Academic Vocabulary</th>
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</table>
| Priority Pos in BOLD | as redistricting, (e.g., gerrymandering, clean elections), voter registration, and primaries; the structure and processes of Arizona’s legislature; the roles of the Governor, Secretary of State, Treasurer, Attorney General, and Superintendent of Public Instruction; and appointment and continuing election of judges. *Mastery* PO 9. Analyze the forms, structure, powers and roles of local government: county government, boards of supervisors, sheriffs, county attorneys, and others; mayor, council, city manager, and other city officials; issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation); and special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college). *Continuing* PO 10. Examine the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, affect citizens of a state, and how states differ in their methods of selecting qualified people to serve as judges.  
- I will learn what the four major objectives of state economic policy are, and why each states has its own criminal laws.  
- I will learn what the major sources of state tax revenue are and what kinds of programs the Federal Government provides in the form of aid to the States.  
- I will discover what the four basic types of local government are and the similarities and differences among the three major structural forms of municipal government.  
- I will learn what the major issues are that surround the services provided by local government, and how special districts and regional arrangements help local governments serve the needs of the community.  
- I will learn how shifts in population have affected cities and their governments in recent years, and what large problems metropolitan governments face today. | | | |

Function of State Government Part 1  
Chapter 24: Structure & Function of Local Government Part 2  
Other Resources as Needed  
Tests & Evaluation Tools  
workers’ compensation, mandatory sentencing, victim compensation, extradition, parole, shock probation, shock incarceration, house arrest, excise tax, regressive tax, progressive tax, proportional tax, bond, intergovernmental revenue, federal grant, block grant, mandate, county, county board, township, municipality, special district, incorporation, referendum, zoning, mass transit, metropolitan area, suburbs, real property, personal property, assessment, market value, urban renewal, infrastructure, revitalization, gentrification, metropolitan government.
<table>
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<th>Strand/Concept:</th>
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</tr>
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<tbody>
<tr>
<td><strong>Concept 5: Government Systems of the World</strong></td>
<td>Gaming pacts). <em>Continuing</em> PO 11. Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts).</td>
<td>I will learn what forms the democratic government takes today, and what the challenges are for democracy in Western Europe and Japan. I will learn about how China’s Communist Party controls the government, and how the role of religion is different in Islamic governments than in democratic ones. I will learn what the basic structure of the United Nations, and what the history of the European Union’s development is. I will learn what state-sponsored terrorism is, and why the US has been reluctant to sign the treaty creating the International Criminal Court. I will learn what the characteristics of capitalism are that differentiate it from socialism and communism, and why the economy of the US is called a mixed economy. I will learn what important economic choices must be made by developing nations, and how</td>
<td>Comprehension Application</td>
<td>Week 17 Textbook: US Government - Democracy in Action 2008: Chapter 25: Political Systems in Today's World Chapter 26: Development of Economic Systems Other Resources as Needed Tests &amp; Evaluation Tools</td>
<td>Consolidated democracies, parliamentary government, life peers, presidential government, apartheid, sanctions, Muslim, mullah, shah, nongovernmental organizations, intergovernmental organizations, supranational organizations, terrorism, state-sponsored terrorism, nuclear proliferation, human rights, scarcity, traditional economy, command economy, market economy, factors of production, entrepreneur, monopoly, profit, mixed economy, developing nations, newly developed nations, welfare state, nationalization, state farm, collective farm, gross national product, comparative advantage, tariffs, quotas, trading blocs.</td>
</tr>
<tr>
<td>Strand/Concept: Performance Objectives/Explanations</td>
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| Priority Pos in BOLD                              | • certain choices have affected the developing countries of Latin America and Africa.  
  • I will learn how economic problems led to the collapse of the Soviet Union, and what some of the obstacles are currently facing Russia.  
  • I will learn why nations develop trading blocs and regional trade agreements, and what the four types of trade policy are. | Comprehension | Week 18  
Review Tests & Evaluation Tools | None |

<table>
<thead>
<tr>
<th>Finals &amp; Wrap-Up</th>
<th>The students will demonstrate skills learned. <em>Mastery</em></th>
<th>Comprehension</th>
<th>None</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• I will review Chapters 13-26 and take a Quarterly Final test.</td>
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