



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Topics Constitutional Government/Economics Curriculum

Course Description: Government/Economics is a required course for seniors. The course covers United States and state government, including U.S. and Missouri Constitutions. There is use of primary sources and writing. There is a strong civics component to this course. Additionally, this course includes topics such as the nature of economics, demand and supply in the marketplace, business in the free enterprise system and government and the economy.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 weeks	Types of Government	Topic 1: Types of Government
5 weeks	Democracy and Principles of Government	Topic 1: Influences of Government Topic 2: Constitution
2 weeks	Political Parties and Behaviors	Topic 1: Role and Influences of Political Parties and Interest Groups Topic 2: Voter Behavior
3 weeks	Legislative	Topic 1: Make and Change Laws
3 weeks	Executive	Topic 1: Roles of the President Topic 2: Enforce Laws Topic 3: Bureaucracy
3 weeks	Judicial	Topic 1: Landmark Court Cases Topic 2: Judicial Review and Due Process Topic 3: Federal Court System Topic 4: Missouri Government

**This document contains the entire High School Constitutional Government/Economics curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the High School Topics Constitutional Government/Economics class.*

Unit 1: Types of Government

Subject: Government

Grade: 12

Name of Unit: Types of Government

Length of Unit: 2 weeks

Overview of Unit: Students will learn about different types of government structures and be able to provide contemporary examples for each. Students will identify functions of government and discuss ways local, state, and national government impact their daily lives.

Priority Standards for unit:

- 9-12.AG.CC.A Trace the evolution of government in the English colonies to explain colonists' expectations for self-rule.
- 9-12.AG.GSP.A Analyze how the codification of law impacted early civilizations and shaped enduring concepts government, law, and social order
- 9-12.AG.CC.D Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups and societies
- 9-12.AG.CC.E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.AG.GS.B Analyze the relationship between of the geography of the original 13 colonies on the formation of United States government
- 9-12.AG.PGC.B Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments
- 9-12.AG.GS.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.
- 9-12.AG.PGC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.AG.GSP.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.
- 9-12.AG.GSP.B Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purpose and legacy of the Declaration of Independence.
- 9-12.AG.GS.A Analyze how geography of North America influenced the governmental systems which developed there.

Supporting Standards for unit:

- **ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.**

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the evolution of government in the English colonies to explain colonists' expectations for self-rule	Trace	Understand	2
colonists' expectations for self-rule	Explain	Understand	3
how the codification of law impacted early civilizations and shaped enduring concepts government, law, and social order	Analyze	Analyze	2
the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups and societies	Compare and contrast	Analyze	2
the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.	Analyze	Analyze	2
the relationship between of the geography of the original 13 colonies on the formation of United States government	Analyze	Analyze	1
the origins and impact of social structures and stratification on societies and relationships between peoples and governments	Examine	Understand	3
maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.	Create	Create	3
maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.	Use	Analyze	1
relationships and reveal patterns or trends about government	Explain	Understand	3
how peoples' perspectives shaped the sources/artifacts they created using a government lens.	Describe	Understand	3

the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution	Apply	Apply	3
the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purpose and legacy of the Declaration of Independence	Apply	Apply	2
how geography of North America influenced the governmental systems which developed there.	Analyze	Analyze	1

Essential Questions:

1. How do we differentiate types of government?

Enduring Understanding/Big Ideas:

1. Types of government can be differentiated by source of power, how power is distributed, the duties/responsibilities of government, if government power is limited, and the role/participation of citizens in the political process.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Autocracy Oligarchy Democracy Unitary Federal Confederation Communism Socialism Majority rule Direct Democracy Sovereignty Territory Government Majority rule Free enterprise Capitalism Command Economy Regulation

Topic 1: Types of Government

Engaging Experience 1

Title: Functions of Government

Suggested Length of Time: 15 minutes

Standards Addressed

Priority:

- 9-12.AG.CC.D Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups, societies, and economies.

Detailed Description/Instructions: Students will understand how government impacts their daily life.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Classifications of Government

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-12.AG.CC.D Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups, societies, and economies.
- 9-12.AG.GS.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.

Detailed Description/Instructions: Students will analyze contemporary examples of different styles of governing including dictatorship, oligarchy, theocracy, communism, etc.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Using technology, students will create a product outlining examples of different types of governments and economies using modern-day countries. Different types of government include (but are not limited to): dictatorship, oligarchy, theocracy, communism.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Types of Government	Functions of Government	Students will understand how government impacts their daily life.	15 minutes
Types of Government	Classifications of Government	Students will analyze contemporary examples of different styles of governing including dictatorship, oligarchy, theocracy, communism, etc.	1 day

Unit 2: Democracy and Principles of Government

Subject: Government

Grade: 12

Name of Unit: Democracy and Principles of Government

Length of Unit: 5 weeks

Overview of Unit: Students will study the influence Enlightenment philosophers had on the Founding Fathers and the writing of the Declaration of Independence. Students will compare and contrast the structure and power of government under the Articles of Confederation and the Constitution and their ability to secure the rights of the people.

Priority Standards for unit:

- 9-12.AG.CC.A Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.
- 9-12.AG.CC.C Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.
- 9-12.AG.GSP.B Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purpose and legacy of the Declaration of Independence.
- 9-12.AG.GSP.C Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government.
- 9-12.AG.CC.A Explain how the central debates during the Constitutional Convention were resolved.
- 9-12.AG.CC.B Explain how concerns over a strong central government were addressed to provide for the ratification of the Constitution.
- 9-12.AG.CC.C Trace significant changes in the role, powers, and size of the three branches of government over time.
- 9-12.AG.CC.D Trace the changing relationship between state and federal governmental power.
- 9-12.AG.GSP.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.
- 9-12.AG.GSP.B Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence
- 9-12.AG.GSP.D Describe and give examples of how the constitutional principle of checks and balances limits the power of government and leaders.
- 9-12.AG.GSP.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
- 9-12.AG.GSP.F Compare the structure and functions of federal, state, and local government.

- 9-12.AG.EC.A Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.
- 9-12.AG.GSP.C Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level.
- 9-12.AG.GS.A Analyze state and federal electoral results to determine the influence of social, regional and demographic characteristics.
- 9-12.AG.PGC.D Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.	Analyze	Analyze	2
the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.	Evaluate	Evaluate	4
the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purpose and legacy of the Declaration of Independence.	Apply	Apply	3
the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government.	Describe	Analyze	3
how the central debates during the Constitutional Convention were resolved.	Explain	Understand	3
significant changes in the role, powers, and size of the three branches of government over time.	Trace	Understand	2
the changing relationship between state and federal governmental power.	Trace	Understand	2
the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.	Apply	Apply	3
the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence	Analyze	Analyze	4

the constitutional principle of checks and balances limits the power of government and leaders.	Describe	Understand	1
the constitutional principle of checks and balances limits the power of government and leaders.	Give examples of how	Understand	2
how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.	Explain	Understand	3
the structure and functions of federal, state, and local government.	Compare	Analyze	2
trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.	Compare	Analyze	2
the various processes pertaining to the selection of political leaders at the federal, state, and local level.	Compare	Analyze	2
state and federal electoral results to determine the influence of social, regional and demographic characteristics.	Analyze	Analyze	3
the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.	Predict	Create	1

Essential Questions:

1. Why did the framers of the Constitution feel the need for a new government?
2. How did the Constitution address the weaknesses of the Article of Confederation?

Enduring Understanding/Big Ideas:

1. The creation of a new government was based on the ideas of limited government based on the consent of the people. The Constitution is based on government principles of separated powers and checks and balances in a system of federalism to provide citizens with access to multiple levels of government to address grievances and secure liberty.
2. The Constitution established a strong central government with the ability to unite the individual states while retaining state sovereignty; the Constitution established a federal system with separated powers and checks and balances at each level to prevent the concentration and abuse of power. The Constitution can be amended formally and informally allowing it to be adapted/applied to the times.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Representative Government Magna Carta English Bill of Rights Unicameral Bicameral Delegates Boycott Repeal Popular Sovereignty Articles of Confederation Ratification Virginia Plan New Jersey Plan Connecticut/Great Compromise Three-Fifths Compromise Federalists Anti-Federalists Mayflower Compact Due Process of Law Reserved Powers Slander Libel Full Faith and Credit Double Jeopardy Bill of Rights Eminent Domain Supremacy Clause Judicial Review Federalism Enumerated Powers Establishment Clause Checks and Balances Separated Powers Limited Government Preamble Grants-in-Aid Privileges and Immunities

	Full Faith and Credit Act of Admission Categorical Grant Block Grant Project Grant Concurrent Powers Inherent Powers Implied Powers Enabling Act Interstate Compact Expressed Powers Delegated Powers Extradition
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Topic 1: Influences of Government

Engaging Experience 1

Title: Natural Rights and Enlightenment Philosophers

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-12.AG.CC.A Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.
- 9-12.AG.GSP.B Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purpose and legacy of the Declaration of Independence.

Detailed Description/Instructions: Students will identify and explain parts of the Declaration of Independence influenced by the Enlightenment.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Six Principles of Government

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-12.AG.GSP.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.
- 9-12.AG.GSP.D Describe and give examples of how the constitutional principle of checks and balances limits the power of government and leaders.

Detailed Description/Instructions: Students will apply the principles of government to real-life scenarios.

Bloom's Levels: Apply

Webb's DOK: 3

Topic 2: Constitution

Engaging Experience 1

Title: Constitution

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- 9-12.AG.GSP.C Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government.
- 9-12.AG.CC.C Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.
- 9-12.AG.CC.A Explain how the central debates during the Constitutional Convention were resolved.
- 9-12.AG.CC.B Explain how concerns over a strong central government were addressed to provide for the ratification of the Constitution.
- 9-12.AG.GSP.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.
- 9-12.AG.GSP.B Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence
- 9-12.AG.EC.A Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.
- 9-12.AG.GSP.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.

Detailed Description/Instructions: Students will compare and contrast the structure and powers of government under the Articles of Confederation and the Constitution.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Is that Constitutional? Students will analyze scenarios to determine if they are constitutional and state why/why not by citing the Constitution. Scenarios will address enumerated powers of government dealing with economics, policy-making, and execution of the law. An example of one potential scenario follows:

Representative Smith from Missouri tragically passed away in a skydiving accident. The Governor from the State of Missouri issued a special election to fill this vacancy.

Constitutional? YES/NO Article____,Section____,Clause ____

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Influences of Government	Natural Rights and Enlightenment Philosophers	Students will identify and explain parts of the Declaration of Independence influenced by the Enlightenment.	1 day
Influences of Government	Six Principles of Government	Students will apply the principles of government to real-life scenarios.	1 day
Constitution	Constitution	Students will compare and contrast the structure and powers of government under the Articles of Confederation and the Constitution.	2 weeks

Unit 3: Political Parties and Behaviors

Subject: Government

Grade: 12

Name of Unit: Political Parties and Behaviors

Length of Unit: 2 weeks

Overview of Unit: Students will analyze the development of their own political ideology, their opinions on contemporary political issues, and the role of political parties and elections to help them express their political beliefs.

Priority Standards for unit:

- 9-12.AG.CC.B Explain connections among historical context and peoples' perspectives at the time.
- 9-12.AG.CC.D Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources.
- 9-12.AG.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.
- 9-12.AG.PGC.A Analyze the varying perspectives of individuals and groups to explain emerging divisions and political philosophies as the United States was founded
- 9-12.AG.GSP.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.
- 9-12.AG.PGC.A Analyze the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.
- 9-12.AG.GSP.A Evaluate the role and influence of contemporary political parties on government.
- 9-12.AG.GSP.B Explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.
- 9-12.AG.PGC.A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.
- 9-12.AG.PGC.B Evaluate factors that shape public opinion on elections and policy issues.

Supporting Standards for unit:

- TT.AB.I.3 Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

- **ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.**

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
connections among historical context and peoples' perspectives at the time.	Explain	Understand	2
about government using an inquiry lens.	Develop compelling questions	Analyze	3
helpful resources using an inquiry lens.	Determine	Understand	4
multiple points of views represented in the resources using an inquiry lens.	Consider	Evaluate	3
a research plan, and.	Develop	Understand	2
appropriate resources for investigating social studies topics	Identify	Understand	1
a research product which applies an aspect of government to a contemporary issue	Create	Create	3
a research product which applies an aspect of government to a contemporary issue	Present	Apply	2
the varying perspectives of individuals and groups to explain emerging divisions and political philosophies as the United States was founded	Analyze	Analyze	3
the powers and responsibilities of citizens and institutions to address and solve problems.	Distinguish	Analyze	2
the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.	Analyze	Analyze	2
the role and influence of contemporary political parties on government.	Evaluate	Evaluate	3
a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.	Explain	Understand	2
how political parties and interest groups reflect diverse perspectives and are influenced by individuals.	Explain	Understand	2
factors that shape public opinion on elections and policy issues.	Evaluate	Evaluate	4

Essential Questions:

1. How do political parties and interest groups connect individuals to the political process?

Enduring Understanding/Big Ideas:

1. Political parties and interest groups are linkage institutions that provide citizens with information regarding policy issues and provide citizens a format to exercise their political voice.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Special Interests Single-Issue Parties Media Factions Single-Member Districts Political Party Two-Party System Winner-Take-All Incumbent Revolving Door Republicans Democrats Open Primary Closed Primary Caucus Party Line Vote Split Ticket Voter Soft Money Hard Money Federal Elections Commission Third Parties Primary Election General Election Ward Precinct Lobbyist National Convention Platform

Topic 1: Role and Influences of Political Parties and Interest Groups

Engaging Experience 1

Title: Political Parties and Interest Groups

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- 9-12.AG.PGC.A Analyze the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.
- 9-12.AG.GSP.A Evaluate the role and influence of contemporary political parties on government.
- 9-12.AG.PGC.A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.
- 9-12.AG.PGC.A Analyze the varying perspectives of individuals and groups to explain emerging divisions and political philosophies as the United States was founded.

Supporting:

- TT.AB.I.3 Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

Detailed Description/Instructions: Students will compare and contrast political ideologies and how they are expressed through political parties and interest groups.

Bloom's Levels: Analyze

Webb's DOK: 2

Topic 2: Voter Behavior

Engaging Experience 1

Title: Voter Behavior

Suggested Length of Time: One Day

Standards Addressed

Priority:

- 9-12.AG.PGC.A Analyze the varying perspectives of individuals and groups to explain emerging divisions and political philosophies as the United States was founded.
- 9-12.AG.PGC.A Analyze the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.
- 9-12.AG.PGC.B Evaluate factors that shape public opinion on elections and policy issues.

Supporting:

- TT.AB.I.3 Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

Detailed Description/Instructions: Students will analyze how political ideology influences voter perspective on contemporary political issues and public policy.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create their own political parties including a platform.

Components of the political parties should include: An overall statement as to the party's political ideology (fiscal policy, domestic policy, and international policy), a symbol, a candidate, sources of funding and a political platform consisting of at least three political planks/issues and the party's position on each.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Role and Influence of Political Parties and Interest Groups	Political Parties and Interest Groups	Students will compare and contrast political ideologies and how they are expressed through political parties and interest groups.	2 days
Voter Behavior	Voter Behavior	Students will analyze how political ideology influences voter perspective on contemporary political issues and public policy.	1 day

Unit 4: Legislative

Subject: Government

Grade: 12

Name of Unit: Legislative

Length of Unit: 3 weeks

Overview of Unit: Students will understand the function of the Legislative Branch and Article 1 of the Constitution. They will understand the basic law making process and what it takes to be a member of Congress.

Priority Standards for unit:

- 9-12.AG.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.
- 9-12.AG.GSP.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
- 9-12.AG.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.
- 9-12.AG.PGS.B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.
- 9-12.AG.EC.B Analyze the changing roles of government in the economy throughout United States history.
- 9-12.AG.EC.A Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.
- 9-12.AG.GSP.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.
- 9-12.AG.CC.A Create and use tools to analyze a chronological sequence of related events that happen at the same time.

Supporting Standards for unit:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government	Examine	Evaluate	4
laws, policies, and processes to determine how governmental systems affect individuals and groups in society.	Analyze	Analyze	2
how governmental systems affect individuals and groups in society.	Determine	Evaluate	3
the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.	Analyze	Analyze	3
the intended and unintended impact of government decision-making on individuals, groups, and society.	Evaluate	Evaluate	3
the changing roles of government in the economy throughout United States history.	Analyze	Analyze	2
the role that people, businesses, and government play in taxation and spending required to maintain the public good.	Analyze	Analyze	2
the unique roles and responsibilities of the three branches of government to determine how they function and interact.	Analyze	Analyze	3
tools to analyze a chronological sequence of related events that happen at the same time.	Create	Create	2
tools to analyze a chronological sequence of related events that happen at the same time.	Use	Apply	2

Essential Questions:

1. How are laws made and changed?
2. How are citizens represented in the U.S. government?

Enduring Understanding/Big Ideas:

1. Laws are made by bills being introduced in the House and Senate; bills approved by both the House and Senate are approved or vetoed by the President.
2. Citizens are represented in the House proportionally according to the district they live in; states are represented equally in the Senate.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<p>Bill Law Quorum Gerrymander Census Bicameral Reapportionment Redistricting Whip Incumbent Recess Filibuster Expressed power Implied power</p>

Topic 1: Make and Change Laws

Engaging Experience 1

Title: Making laws

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-12.AG.GSP.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways

Detailed Description/Instructions: Students will research and identify an issue. They will then write a bill that addresses the issue.

Bloom's Levels: Analyze

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will be divided into the House and the Senate. Bills (written by the students) will be introduced and go through a simulation of the legislative process in Congress. One bill will include balancing the federal budget.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Make and Change Laws	Making Laws	Students will research and identify an issue. They will then write a bill that addresses the issue.	1 day

Unit 5: Executive

Subject: Government

Grade: 12

Name of Unit: Executive

Length of Unit: 3 weeks

Overview of Unit: Students will understand the function of the Executive Branch and Article 2 of the Constitution. They will understand the roles of the President, bureaucracy and how the President is chosen by the people.

Priority Standards for unit:

- 9-12.AG.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government
- 9-12.AG.GSP.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
- 9-12.AG.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.
- 9-12.AG.PGC.B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.
- 9-12.AG.EC.B Analyze the changing roles of government in the economy throughout United States history.
- 9-12.AG.EC.A Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.
- 9-12.AG.GSP.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.
- 9-12.AG.CC.A Create and use tools to analyze a chronological sequence of related events that happen at the same time.

Supporting Standards for unit:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government	Examine	Evaluate	4
laws, policies, and processes to determine how governmental systems affect individuals and groups in society.	Analyze	Analyze	2
how governmental systems affect individuals and groups in society.	Determine	Evaluate	3
the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.	Analyze	Analyze	3
the intended and unintended impact of government decision-making on individuals, groups, and society.	Evaluate	Evaluate	3
the changing roles of government in the economy throughout United States history.	Analyze	Analyze	2
the role that people, businesses, and government play in taxation and spending required to maintain the public good.	Analyze	Analyze	2
the unique roles and responsibilities of the three branches of government to determine how they function and interact.	Analyze	Analyze	3
tools to analyze a chronological sequence of related events that happen at the same time.	Create	Create	2
tools to analyze a chronological sequence of related events that happen at the same time.	Use	Apply	2

Essential Questions:

1. How are laws enforced by the Executive Branch?
2. Why did the framers create the Electoral College?
3. How do the roles of the President help/hinder his/her ability to govern?

Enduring Understanding/Big Ideas:

1. The president uses the Department of Justice and bureaucratic agencies to enforce laws.
2. The Electoral College was a compromise between large and small populated states; it creates an indirect democracy that limits majority tyranny.

3. The various roles and duties of the president require him/her to make choices that may include participation by the other branches that can result in his/her power being checked.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Federalism Bureaucracy Cabinet Foreign policy Embassy Attorney general Visa Passport Ambassador Consulate Joint Chiefs of Staff Independent agency Regulatory commission Pardon Commute Treaty Diplomacy State of the Union Veto War Powers Act

Topic 1: Roles of the President

Engaging Experience 1

Title: Understanding the roles of the President

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-12.AG.GSP.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students will create a chart with the roles of the President. They will research recent presidential actions for examples of each of the roles.

Bloom's Levels: Analyze

Webb's DOK: 2

Topic 2: Enforce Laws

Engaging Experience 1

Title: Presidential actions

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-12.AG.GSP.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
- 9-12.AG.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.

Supporting:

- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Detailed Description/Instructions: Students will read and study about the “Little Rock Nine”. They will then research modern day situations for examples of how the President may need to enforce the law.

Bloom’s Levels: Evaluate

Webb’s DOK: 4

Topic 3: Bureaucracy

Engaging Experience 1

Title: Cabinet

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-12.AG.GSP.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.

Detailed Description/Instructions: Students will role play each Executive department with its responsibilities.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will do research for a presentation that will investigate the administration of a former president. The presentation will include examples of at least four roles of the President and two acts by the President that show him/her using his/her power to propose a budget, influence legislation, and enforce the law. It should also include key figures that helped the President during their term in office.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Roles of the President	Understanding Roles of the President	Students will create a chart with the roles of the President. They will research recent presidential actions for example of each of the roles.	1 day
Enforce Laws	Presidential Actions	Students will read and study about the “Little Rock Nine”. They will then research modern day situations for examples of how the President may need to enforce the law.	1 day
Bureaucracy	Cabinet	Students will role play each Executive department with its responsibilities.	1 day

Unit 6: Judicial

Subject: Government

Grade: 12

Name of Unit: Judicial

Length of Unit: 3 weeks

Overview of Unit: Students will understand the function of the Judicial Branch and Article 3 of the Constitution. They will understand Judicial Review and the role of the Supreme Court.

Priority Standards for unit:

- 9-12.AG.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government
- 9-12.AG.GSP.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
- 9-12.AG.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.
- 9-12.AG.PGC.B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.
- 9-12.AG.EC.B Analyze the changing roles of government in the economy throughout United States history.
- 9-12.AG.EC.A Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.
- 9-12.AG.GSP.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.
- 9-12.AG.CC.A Create and use tools to analyze a chronological sequence of related events that happen at the same time.

Supporting Standards for unit:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government	Examine	Evaluate	4
laws, policies, and processes to determine how governmental systems affect individuals and groups in society.	Analyze	Analyze	2
how governmental systems affect individuals and groups in society.	Determine	Evaluate	3
the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.	Analyze	Analyze	3
the intended and unintended impact of government decision-making on individuals, groups, and society.	Evaluate	Evaluate	3
the changing roles of government in the economy throughout United States history.	Analyze	Analyze	2
the role that people, businesses, and government play in taxation and spending required to maintain the public good.	Analyze	Analyze	2
the unique roles and responsibilities of the three branches of government to determine how they function and interact.	Analyze	Analyze	3
tools to analyze a chronological sequence of related events that happen at the same time.	Create	Create	2
tools to analyze a chronological sequence of related events that happen at the same time.	Use	Apply	2

Essential Questions:

1. How does the Supreme Court protect civil rights/liberties?
2. How does Judicial Review allow government to evolve with the changing needs of our country?

Enduring Understanding/Big Ideas:

1. The Supreme Court protects civil rights and civil liberties through its interpretation and application of the Constitution.

2. Judicial Review allows the Court to interpret law and review precedent in relation to changes in society.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Judicial review Due process Citizenship Rights Responsibilities Civil rights Civil liberties Constitution

Topic 1: Landmark Court Cases

Engaging Experience 1

Title: Top 20

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- 9-12.AG.GSP.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students will examine and evaluate the 20 most important Supreme Court decisions in history. Each case will have the summary and precedent and the effect on our government.

Bloom's Levels: Analyze

Webb's DOK: 2

Topic 2: Judicial Review and Due Process

Engaging Experience 1

Title: Evaluate the case

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- 9-12.AG.GSP.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.

Detailed Description/Instructions: Students will be assigned recent Supreme Court cases. They are to analyze the case looking for example of due process.

Bloom's Levels: Analyze

Webb's DOK: 2

Topic 3: Federal Court System

Engaging Experience 1

Title: The structure of the federal court system

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-12.AG.GSP.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
- 9-12.AG.PGC.B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.

Detailed Description/Instructions: Students will describe the jurisdiction and duties of all three levels of the federal court system.

Bloom's Levels: Understand

Webb's DOK: 1

Topic 4: Missouri Government

Engaging Experience 1

Title: Missouri Constitution

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- 9-12.AG.EC.A Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.
- 9-12.AG.PGC.B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.

Detailed Description/Instructions: Students will take a test over the Missouri Constitution.

Bloom's Levels: Understand

Webb's DOK: 3

Engaging Experience 2

Title: Civics Test

Suggested Length of Time: 1 day

Detailed Description/Instructions: Students will take a test consisting of questions similar to the civics portion of the United States Naturalization test, produced by the US Citizenship and Immigration Services.

Bloom's Levels: Understand

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will role play a federal trial. Each role (witness, lawyer, judge) will be researched for the case. The jury will research the steps of the case. When the trial is complete, each student will share his/her information with the class.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Landmark Court Cases	Top 20	Students will examine and evaluate the 20 most important Supreme Court decisions in history. Each case will have the summary and precedent and the effect on our government.	2 days
Judicial Review and Due Process	Evaluate the Case	Students will be assigned recent Supreme Court cases. They are to analyze the case looking for example of due process.	2 days
Federal Court System	The Structure of the Federal Court System	Students will describe the jurisdiction and duties of all three levels of the federal court system.	1 day
Missouri Government	Missouri Constitution	Students will take a test over the Missouri Constitution.	1 week
Missouri Government	Civics Test	Students will take a test consisting of questions similar to the civics portion of the United States Naturalization test, produced by the US Citizenship and Immigration Services.	1 day

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.