

11th Grade Government
Curriculum Mapping
2019-2020
Wade Gall

Unit: Principles of Government		Time: August 2019
Standards Taught		
<ul style="list-style-type: none"> • 9-12.C.1.2-Summarize the critical similarities and differences in the various forms of government • 9-12.C.1.5-Explain the relationship between political ideologies and corresponding economic ideologies and their impact on government systems through the use of compelling and supporting questions • 9-12.C.2.1-Differentiate between a constitutional or limited government and unconstitutional or unlimited government 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapter 1</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Government, public policy, legislative/executive/legislative power, constitution, state, Force/Evolutionary/Divine Right/Social Contract theories, democracy, dictatorship, presidential/parliamentary government, law of supply & demand, mixed economy</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i>

		<i>Notes Quizzes/Test over the information that was covered in the Module</i>
<p>Reflection: This was a good first chapter to lay the foundations of what makes up a government and what purposes they have for a nation as well as stating who may participate in that government and the foundations of a democracy.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What is government and what are the basic powers every government holds?</i> • <i>What are the four defining characteristics of a State?</i> • <i>What are the four theories that attempt to explain the origin of the state?</i> • <i>What are the purposes of government in America & other Nations?</i> • <i>What are systems of government based on & who can participate?</i> • <i>How are governments different based on how power is distributed between the executive and legislative branches?</i> • <i>What are the foundations of democracy?</i> • <i>What connections lie between democracy and the free enterprise system?</i> • <i>What is the role of the Internet in democracy?</i> 	

Unit: The Constitution; Origins of American Government	Time: September 2019
Standards Taught	
<ul style="list-style-type: none"> • 9-12.C.1.2-Summarize the critical similarities and differences in the various forms of government • 9-12.C.1.5-Explain the relationship between political ideologies and corresponding economic ideologies and their impact on government systems through the use of compelling and supporting questions • 9-12.C.2.1-Differentiate between a constitutional or limited government and unconstitutional or unlimited government • 9-12.C.2.2-Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies • 9-12.C.2.3-Evaluate its effectiveness through identifying strengths and weaknesses of the Articles of Confederation • 9-12.C.2.4-Explain how the goals set forth in the preamble of the United States Constitution reflect enduring issues of American society • 9-12.C.2.5-Explain the construction of the United States Constitution as a bundle of compromises reflecting differing points of view • 9-12.C.2.6-Identify the points of agreement and disagreement between the Federalists and the Anti-Federalists over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights • 9-12.C.3.2-Outline the law making process • 9-12.C.4.3-Summarize the constitutional principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism 	

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 2 & 3</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Ordered/limited/representative governments, Magna Carta, Charter, Royal/proprietary/charter colonies, limited government, declaration of independence, Articles of Confederation, Separation of Powers, Checks & Balances, Popular Sovereignty, Philadelphia Convention, framers, Virginia & New Jersey Plans, Connecticut Compromise, 3/5 Compromise, federalists, antifederalists, Preamble, constitutionalism, rule of law, separation of powers, veto, judicial review, federalism, basic legislation, executive actions, Bill of Rights, formal amendment, electoral college, Cabinet, senatorial courtesy</i>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
Reflection: <i>Overall the month went well. There were some interesting conversations about the different compromises: Slave Trade and 3/5, as it</i>	Essential Questions: <ul style="list-style-type: none"> • <i>What are the 3 basic concepts of government that influenced government in America?</i> • <i>What significance did the Magna Carta, Petition of Right, and English Bill of rights have on American government?</i> 	

pertained to representation and the possible end of slave trade. Also many students were surprised that the colonists used so many ideas from Britain as the foundations of our government.

- *What are the 3 types of colonies that England established in North America?*
- *Who did Britain's colonial policies contribute to the growth of self-government in the colonies?*
- *What were the outcomes of the 1st and 2nd Continental Congresses?*
- *What were the main ideas in the Declaration of Independence?*
- *What are the common features in State constitutions?*
- *What was the governmental setup under the Articles of Confederation?*
- *What were the weaknesses of the Articles of Confederation?*
- *What led to the need for a stronger central government and for the Constitutional Convention?*
- *Who were the framers of the Constitution & how did they organize the Philadelphia Convention?*
- *What were the main points of the New Jersey and Virginia Plans that were incorporated into the Constitution?*
- *What were some of the compromises made that led to the forming of the Constitution?*
- *What were some of the sources the Framers drew inspiration from when drafting the Constitution?*
- *Who were the opposing sides in the ratification of the Constitution & what were their main beliefs?*
- *What were the important elements of the Constitution?*
- *What are the six basic principles of the Constitution?*
- *What were the four different ways the Constitution may formally be changed?*
- *Who does the formal amendment system show the principles of Federalism & Popular Sovereignty?*
- *What are the 27 amendments that have been added to the Constitution?*
- *How has basic legislation changed the Constitution over time?*
- *How has the Constitution been altered by executive and judicial actions?*
- *What was the role of party practices and custom in shaping the Constitution?*

Unit: The Making of the Constitution		Time: October 2019
Standards Taught		
<ul style="list-style-type: none"> • 9-12.C.1.3-Sequence and identify critical events in British history that had a direct or indirect impact on the origins of the United States government • 9-12.C.2.1-Differentiate between a constitutional or limited government and unconstitutional or unlimited government • 9-12.C.2.2-Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies • 9-12.C.2.3-Evaluate its effectiveness through identifying strengths and weaknesses of the Articles of Confederation 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Constitution Chapters 1, 2, & 3</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Salutary neglect, parliament, repeal, representation, revolutionary, Continental Congress, endow, abolish, philosopher, city-state, democracy, direct democracy, citizenship, republic, codify, absolute monarch, common law, Enlightenment, John Locke, Jean Rousseau, Montesquieu, militia, charter, legislature, bicameral, tariff, revenue, convention, conciliator, quorum, legislative, executive, judicial, legislature, popular sovereignty, compromise, resolution, clause, limited</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>

	<p><i>government, constitutionalism, rule of law, federalism, elastic clause, separation of powers, checks & balances, impeachment, veto, judicial review, unconstitutional, amend, joint resolution, due process, civil, bail, repeal, political party, nomination, Cabinet, succession,</i></p>	
<p>Reflection: <i>These chapters cover some of the information from previous chapters but go into much greater detail so the students had a basic knowledge of how the Constitution was created but with these chapters have an even further depth of knowledge</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>Why did the colonists rebel against Britain?</i> • <i>How did colonists establish their independence?</i> • <i>What are the basic human rights demanded in the Declaration of Independence?</i> • <i>What important ideas did the ancient Greeks and Romans contribute to the American system of government?</i> • <i>What contributions did the English make to the development of American government?</i> • <i>How did European philosophers influence the Framers of the Constitution?</i> • <i>What problems did the new nation face?</i> • <i>How did the Articles of Confederation limit national government?</i> • <i>What caused American leaders to call for a revision of the Articles of Confederation?</i> • <i>Who attended the Constitutional Convention?</i> • <i>What were the delegates like as a group?</i> • <i>Who did not attend the Constitutional Convention and why?</i> • <i>Who were some of the most important people at the convention?</i> • <i>What decisions did the delegates make in the opening days of the Constitutional convention?</i> • <i>How were the New Jersey and Virginia Plans different?</i> • <i>Which of the compromises reached at the convention were the most important?</i> • <i>How did delegates finalize the Constitution?</i> • <i>How did the Federalists and Antifederalist view the new Constitution?</i> 	

	<ul style="list-style-type: none"> • Which states had the strongest opposition to the Constitution? • What were the first acts of the new government? • What is the source of the government's authority? • What does limited government mean? • How does the federal system divide governmental powers? • What is the purpose of the separation of powers? • Whose power is limited by the checks & balances system? • How can the Constitution be formally changed? • What does the Bill of Rights protect? • How have the actions of Congress and the President changed the Constitution? • What role has Custom played in changing the Constitution? • What effect have court decisions had on the Constitution?
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Unit: The Making of the Constitution; Voters & Voter Behavior		Time: November 2019
Standards Taught		
<ul style="list-style-type: none"> • 9-12.C.4.3-Summarize the constitutional principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism • 9-12.C.3.4-Cite historical evidence justifying the power of judicial review • 9-12.C.4.4-Differentiate between positive and negative rights protected by the United States Constitution and give examples of how they may come into conflict • 9-12.C.4.2-Summarize the general principles of American democracy such as the fundamental worth of the individual, equality of all persons, majority rule/minority rights, necessity of compromise, and individual freedom in light of the purpose of government 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • Bell Ringer Exercises • Lecture/Notes over Constitution Chapter 4 and Chapter of the book • Assignments which corresponded with the lesson.

		<ul style="list-style-type: none"> • Assessments
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Landmark, commission, precedent, jurisdiction, establishment clause, nonsectarian, free exercise clause, polygamy, libel, slander, presumption of innocence, plea bargain, probable cause, grand jury, civil rights, discrimination, segregate, Jim Crow Laws, secular, capital punishment, affirmative action reverse discrimination, quota, judicial activism & restraint, suffrage, franchise, electorate, gerrymandering, injunction, preclearance, off-year election, political socialization, gender gap, party identification, straight/split ticket voting, independent</i>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
Reflection: <i>The students found that the court cases that were discussed interesting and we had good conversations about prayer in school, abortion, rights of the accused and whether or not the death penalty should be used. In chapter 6 the discussion was also good on why so few Americans used to vote but how that number has increased over recent year and the reasons for that.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>How did the powers of the Supreme Court evolve?</i> • <i>What was Marbury v Madison so important?</i> • <i>What events during and after the Civil War expanded the Supreme Court's power?</i> • <i>How does the 1st Amendment protect freedom of religion?</i> • <i>What has the court said about freedom of speech?</i> • <i>How have court decisions affected freedom of the press?</i> • <i>Which amendments protect the rights of the accused?</i> • <i>Why is presumption of innocent important?</i> • <i>What are the two kinds of due process?</i> • <i>How has the court redefined the rights of the accused?</i> • <i>What role did the Supreme Court play in the struggle of African Americans to win their rights?</i> 	

	<ul style="list-style-type: none"> • <i>How have other minority groups and women used the courts to defend their civil rights?</i> • <i>Why is prayer in public schools unconstitutional according to the Supreme Court?</i> • <i>What was it ruled that the death penalty is on cruel and unusual punishment?</i> • <i>When are racial quotas considered a form of reverse discrimination?</i> • <i>What limits has the Supreme Court placed on a woman's right to an abortion?</i> • <i>What is the difference between judicial activism and judicial restraint?</i> • <i>What is the history of voting rights in America?</i> • <i>What are some constitutional restrictions on the States' power to set voting qualifications?</i> • <i>What are the universal requirements to vote in America?</i> • <i>What other requirements have states used or still use as voting requirements?</i> • <i>What is the importance of early civil rights legislation passed in 1957, 1960, & 1964?</i> • <i>What are the provisions and effects of the Voting Rights Act of 1965?</i> • <i>Why is there such a problem of nonvoting in the United States?</i> • <i>What are the characteristics of people who do not vote and those who do vote?</i>
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Unit: The Electoral Process; Congress		Time: December 2019
Standards Taught		
<ul style="list-style-type: none"> • K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments • K-12.C.3 Students will explain how the Constitution organizes the government of the United States • K-12.C.4 Students will understand the fundamental principles of America's democratic republic and the United States Constitution and the inherent conflicts that may arise. • 9-12.C.5.5 Explain the role of political parties and special interest groups in the political process 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?

<p><i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i></p>	<p><i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 7 & 10</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
<p>Prior Knowledge Needed</p>	<p>Vocabulary</p>	<p>Assessments</p>
<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i></p>	<p><i>Nomination, general election, caucus, direct/closed/open/blanket/runoff primaries, nonpartisan election, absentee voting, coattail effect, precinct, polling place, ballot, PAC, subsidy, soft money, hard money, term, session, adjourn, prorogue, special session, apportion, reapportion, off-year election, single-member district, at-large, gerrymander, continuous body, constituency, trustee, partisan, politico, oversight function, franking privilege</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: <i>Students were surprised at of many types of primaries there were. They were very interested when it came to talking about members of Congress. Especially about the details such as age,</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>Why is the nominating process such a critical step in the election process?</i> • <i>What are the different nominating methods?</i> • <i>How is the direct primary the principle nominating method in America?</i> • <i>What is the use of Petition used as a nominating device?</i> 	

<p><i>compensation, privileges, and there was a good discussion on whether members of Congress should have term limits.</i></p>	<ul style="list-style-type: none"> • <i>What are the roles of precincts and polling places in the election process?</i> • <i>What are the various ways voters may cast their vote?</i> • <i>What role do voting machines and other innovations play in the election process?</i> • <i>What issues have been raised due to campaign spending?</i> • <i>What are the various sources of funding for campaign spending?</i> • <i>What federal laws regulate campaign finances?</i> • <i>What is the role of the FEC in enforcing campaign finance laws?</i> • <i>What are some loopholes in today's campaign finance laws?</i> • <i>Why does the Constitution provide for a bicameral Congress?</i> • <i>How have sessions of Congress changed over time?</i> • <i>What is the size and term length of the House of Representatives & the Senate?</i> • <i>How are the House seats reapportioned after each census?</i> • <i>What are the formal and informal qualifications for serving in the House and the Senate?</i> • <i>How have states elected Senators in the past and in the present?</i> • <i>What are the personal & political backgrounds of the current members of Congress?</i> • <i>What are members of Congress paid & what are some of their privileges?</i>
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Unit: The Federal Court System	Time: January 2020
Standards Taught	
<ul style="list-style-type: none"> • K-12.C.3 Students will explain how the Constitution organizes the government of the United States • K-12.C.4 Students will understand the fundamental principles of America's democratic republic and the United States Constitution and the inherent conflicts that may arise. • 9-12.C.3.5-Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding American federalism through the use of compelling questions, • 9-12.C.4.3-Summarize the constitutional principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism 	

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapter 18</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Interior courts, jurisdiction, exclusive/concurrent jurisdiction, plaintiff, defendant, original/appellate jurisdiction. Criminal cases, civil cases, docket, certificate, majority opinion, precedent, concurring opinion, dissenting opinion, redress, court-martial, civilian tribunal</i>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
Reflection: <i>Overall the chapter went well. The students had a real interest in the U.S. Court System and did not realized how many different courts there were and how they help so many individuals from different backgrounds be heard.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>Why did the Constitution create a national judiciary and what is its structure?</i> • <i>What is the selection process for a federal judge?</i> • <i>What are the terms of office for federal judges and how are their salaries determined?</i> • <i>What are the roles that are carried out by federal court officers?</i> • <i>What is the structure and jurisdiction of the federal district courts and the federal court of appeals?</i> 	

	<ul style="list-style-type: none"> • <i>What is the structure and jurisdiction of the other two constitutional courts?</i> • <i>What is judicial review?</i> • <i>What is the scope of the Supreme Court's jurisdiction?</i> • <i>How do cases reach the Supreme Court?</i> • <i>How does the Supreme Court operate?</i> • <i>What are the conditions under which a citizen may sue the government in the U.S court of Federal Claims?</i> • <i>What are the roles of the territorial courts and of the District of Columbia courts?</i> • <i>What are the functions of the U.S. Court of Appeals for the Armed Forces and the U.S. Court of Appeals for Veterans' Claims?</i> • <i>What types of cases are brought to the U.S. Tax Court?</i>
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Unit: Powers of Congress; Congress in Action		Time: February 2020
Standards Taught		
<ul style="list-style-type: none"> • 9-12.C.4.3-Summarize the constitutional principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism • 9-12.C.3.2-Outline the law making process 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 11 & 12</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by</i>	<i>Expressed/implied/inherent powers, strict/loose construction</i>	<i>Guided Reading Worksheet(s) filled out</i>

<p><i>having the students write down as much information as they could about what they believed the section was about or would cover</i></p>	<p><i>lists, consensus, tax, direct tax, indirect tax, deficit financing, public debt, commerce power, legal tender, bankruptcy, naturalization, copyright, patent, eminent domain, elastic clause, doctrine, appropriate, impeach, successor, acquit, perjury, censure, subpoena, Speaker of the House, president of the Senate, president pro tempore, part caucus, floor leader, whip, committee chairman, seniority rule, standing/select/joint/conference committees, bill, joint resolution, concurrent resolution, rider, discharge petition, subcommittee, Committee of the Whole, quorum, engrossed, filibuster, cloture, veto, pocket veto</i></p>	<p><i>while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: <i>These two chapters were well received by the students. A lot of information but many were interested about the specifics of Congress's powers and how they coincide with those of the President. Also how a bill becomes a law should be a "must" of knowledge so students know just how much work goes into the process and that the process is well vetted.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What are 3 types of Congressional power?</i> • <i>What is the difference between strict constructionists and loose constructionists in how they interpret the Constitution?</i> • <i>What are the key points relating to Congress' power to tax?</i> • <i>What is the importance of Congress's commerce power?</i> • <i>What are the reasons that the Framers gave Congress the power to issue currency?</i> • <i>What are the key sources of Congress's foreign relations powers?</i> • <i>What is the power-sharing arrangement between Congress and the President on the issues of war and national defense?</i> • <i>What are other key powers exercised by Congress?</i> • <i>How does the Elastic Clause give Congress flexibility in lawmaking?</i> • <i>What were the key developments in the battle over the implied powers of Congress?</i> 	

	<ul style="list-style-type: none"> • <i>What is Congress's role in amending the Constitution and in deciding elections?</i> • <i>What is Congress's power to impeach and in what cases has it been used?</i> • <i>What are Congress's executive powers?</i> • <i>How does Congress use its investigatory powers?</i> • <i>How and when does Congress convene?</i> • <i>What are the roles of the presiding officers in the Senate & House?</i> • <i>What are the duties of the party officers in Congress?</i> • <i>Who are committee chairmen chosen and what is their role in the legislative process?</i> • <i>What is the function of standing committees?</i> • <i>What are the duties and responsibilities of the House Rules Committee?</i> • <i>What are the functions of joint and conference committees?</i> • <i>What are the first steps in introducing a bill in the House & the Senate?</i> • <i>What happens when a bill is sent to committee?</i> • <i>How do House & Senate leaders debate a bill?</i> • <i>What happens to a bill on the House floor and what is the final step in passing a bill in the House?</i> • <i>What is the role of conference committees in the legislative process?</i> • <i>What are the actions the President may take on a bill after it is passed by both houses of Congress?</i>
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Unit: The Presidency		Time: March 2020
Standards Taught		
<ul style="list-style-type: none"> • K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S.Constitution, the U.S.Bill of Rights and subsequent amendments • K-12.C.3 Students will explain how the Constitution organizes the government of the United States • 9-12.C.3.3-Make arguments for and against the use of the Electoral College given its intended purpose 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy</i>	<i>To assess the students' knowledge of the information</i>

<p><i>assignments/quizzes/tests, and shortened quizzes/tests.</i></p>	<p><i>access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapter 13</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
<p>Prior Knowledge Needed</p>	<p>Vocabulary</p>	<p>Assessments</p>
<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i></p>	<p><i>Chief of state, chief executive, chief administrator, chief diplomat, commander in chief, chief legislator, chief of party, chief citizen, presidential succession, balance the ticket, presidential electors, electoral votes, electoral college, presidential primary, proportional representation, national convention, platform, keynote address, district plan, proportional plan, direct popular election, electorate, national bonus plan</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection:</p> <p><i>The students did very well in their understanding of the information. We did quite a few papers on the chapter due to not being able to have class but their observations as we went through the chapter were very good and well thought out.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What are the main roles of the President?</i> • <i>What are the formal qualifications to become President of the United States?</i> • <i>What is the length of the Presidential term?</i> • <i>What is the President's pay and benefits?</i> • <i>How does the Constitution provide for Presidential succession?</i> • <i>What are the constitutional provisions relating to presidential disability?</i> • <i>What is the role of the Vice President?</i> • <i>How did the rise of political parties change the original process set out in the Constitution?</i> • <i>What role do conventions have in the presidential nominating process?</i> 	

	<ul style="list-style-type: none"> • <i>What is the importance of presidential primaries?</i> • <i>What is the role of the caucus-convention process?</i> • <i>What events take place during the national nominating convention?</i> • <i>What is the function of the electoral college today?</i> • <i>What are the flaws in the electoral college system?</i> • <i>What are the advantages and disadvantages of proposed reforms to the electoral college?</i>
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Unit: Governing the States		Time: April 2020
Standards Taught		
<ul style="list-style-type: none"> • 9-12.C.4.3-Summarize the constitutional principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism • 9-12.C.5.3-Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 24 & 25</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Initiative, statutory law, police power, referendum, constituent power, recall, item veto, clemency, pardon, commutation, reprieve, parole, common law, precedent, criminal law, felony, misdemeanor, civil law, jury, bench trial, Justice of the peace, warrant, preliminary hearing, magistrate, appellate jurisdiction, county,</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i>

	<p><i>township, special districts, charter, mayor-council/strong-mayor/weak-mayor/commission/council-manager governments, zoning, metropolitan area, welfare, entitlement, urbanization, sales tax, regressive tax, income tax, progressive tax, property tax, inheritance tax, budget</i></p>	<p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: <i>The students did very well in their understanding of the information. We did quite a few papers on the chapter due to not being able to have class but their observations as we went through the chapter were very good and well thought out.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What is the history, contents, and importance of the first State constitutions?</i> • <i>What were the basic principles that were required in all State constitutions?</i> • <i>What was the process for state constitutional change?</i> • <i>What is the structure and size of state legislatures?</i> • <i>What is the election process, terms, and compensation of state legislators?</i> • <i>What are the powers and organization of state legislatures?</i> • <i>What are the governor’s many roles, powers, duties, and limitations?</i> • <i>What are the functions of other state executive offices?</i> • <i>What kinds of law is applied in state courts?</i> • <i>What is the difference between civil and criminal law?</i> • <i>How are state courts organized and what kind of work do they do?</i> • <i>What are the different ways judges are selected?</i> • <i>What are some differences among counties?</i> • <i>What is the government structure of counties?</i> • <i>How are town, township and special district governments set up and what are their duties?</i> • <i>What types of important services do state governments provide?</i> • <i>Why is the availability of some services different from state to state?</i> • <i>What are the major federal and state limits on raising revenue?</i> • <i>What are the four principles of sound taxation?</i> 	

	<ul style="list-style-type: none"> • <i>What are major tax and nontax sources of state and local revenue?</i> • <i>What is the state budget process?</i>
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Unit: Mass Media & Public Opinion		Time: May 2020
Standards Taught		
<ul style="list-style-type: none"> • 9-12.C.5.6-Critique consistencies and inconsistencies throughout a variety of media sources • K-12.C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapter 8</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Public affairs, public opinion, mass media, peer group, opinion leader, mandate, interest group, public opinion poll, straw vote, quota/random sample, medium, public agenda, sound bite</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i>

		<i>Notes Quizzes/Test over the information that was covered in the Module</i>
<p>Reflection: <i>The students did very well in their understanding of the information. We did quite a few papers on the chapter due to not being able to have class but their observations as we went through the chapter were very good and well thought out.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>Why is the term public opinion difficult to understand?</i> • <i>How do family and education shape public opinion?</i> • <i>What are four additional factors that influence public opinion?</i> • <i>What are the challenges involved in measuring public opinion?</i> • <i>What are the five steps in the polling process?</i> • <i>What is the challenge of evaluating polls?</i> • <i>What are the limits on the impact public opinion has in a democracy?</i> • <i>What is the role of mass media in providing the public with political information?</i> • <i>How does mass media influence politics?</i> • <i>What are the factors that limit the influence of the media?</i> 	