



Government Curriculum & Pacing Guide



Content Area: Government		Grade Level: 10 th	
Title of Unit: Chapter One: Nature of Civic life, politics, govt.		Number of Weeks/Days: 3 Weeks/15 Days	
Standards:		Assessment:	Resources:
1.1 -Roles of citizens in civic and private life 1.1.2 -Provide-explain examples of power,authority and sovereignty 1.1.3 -Explain competing arguments about the necessity and purposes of govt. 1.1.4 -Explain purposes of politics and the political process -individual rights, general welfare ... 1.2 -Alternative forms of govt. 1.2.1 -Identify, distinguish various forms of govt. 1.2.2 -Explain the purpose and uses of Constitutions in defining-limiting govt. (Examples of failures) 1.2.3 -Compare and contrast forms of govt. -parliament, confederate, unitary 1.2.4- Compare and contrast direct and representative democracy		Formative assessments: <ul style="list-style-type: none">o Pre-Testo Lesson Objectives Check-Ino Observationo Lesson activities Summative assessments: <ul style="list-style-type: none">o Quizzeso Post-Test	-Textbook - Teacher designed materials - Internet - Youtube - Documentaries - Notes in class



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Content Area: Government		Grade Level: 10 th	
Title of Unit: Chapter Two: Origins-foundations of Govt. In the USA		Number of Weeks/Days: 2.5 weeks/12 days	
Standards:		Assessment:	Resources:
<p>2.1 - Origins of the American constitutional govt. 2.1.1 -Explain the historical and philosophical origins of the American constitutional govt. (Magna Carta, English Bill of Rights, Mayflower Compact etc..) 2.1.2 - Explain the significance of debate-compromise underlying the formation of the American constitutional govt. -(Virginia, New Jersey plans etc..) 2.1.3 - Explain how DOI, Constitution, BOR reflected limited govt., checks and balances, popular sovereignty 2.1.4 -Explain modifications and challenges of the American constitutional govt. -influence of Revolution. Civil War,suffrage,Great Depression 2.2 -Foundational Values and Constitutional principles of American Government 2.2.1 -Identify-explain fundamental values of America's constitutional republic 2.2.2 -Explain and evaluate how Americans use the Constitution to ensure EVERYONE gets the same opportunities 2.2.3 -Use past and present policies to analyze conflicts in American society due to Constitutional principles 2.2.4 -Analyze and explain ideas about fundamental values –liberty,justice,equality ... found in different documents 2.2.5 -Use examples to explain why people agree-disagree on Constitutional principles in specific circumstances</p>		<p>Formative assessments:</p> <ul style="list-style-type: none">o Pre-Testo Lesson Objectives Check-Ino Observationo Lesson activities <p>Summative assessments:</p> <ul style="list-style-type: none">o Quizzeso Post-Test	<ul style="list-style-type: none">- Textbook- class notes- Documentaries- Youtube- Research by students- Documents analysis- Historical speeches- Guest presenters- Teacher activities



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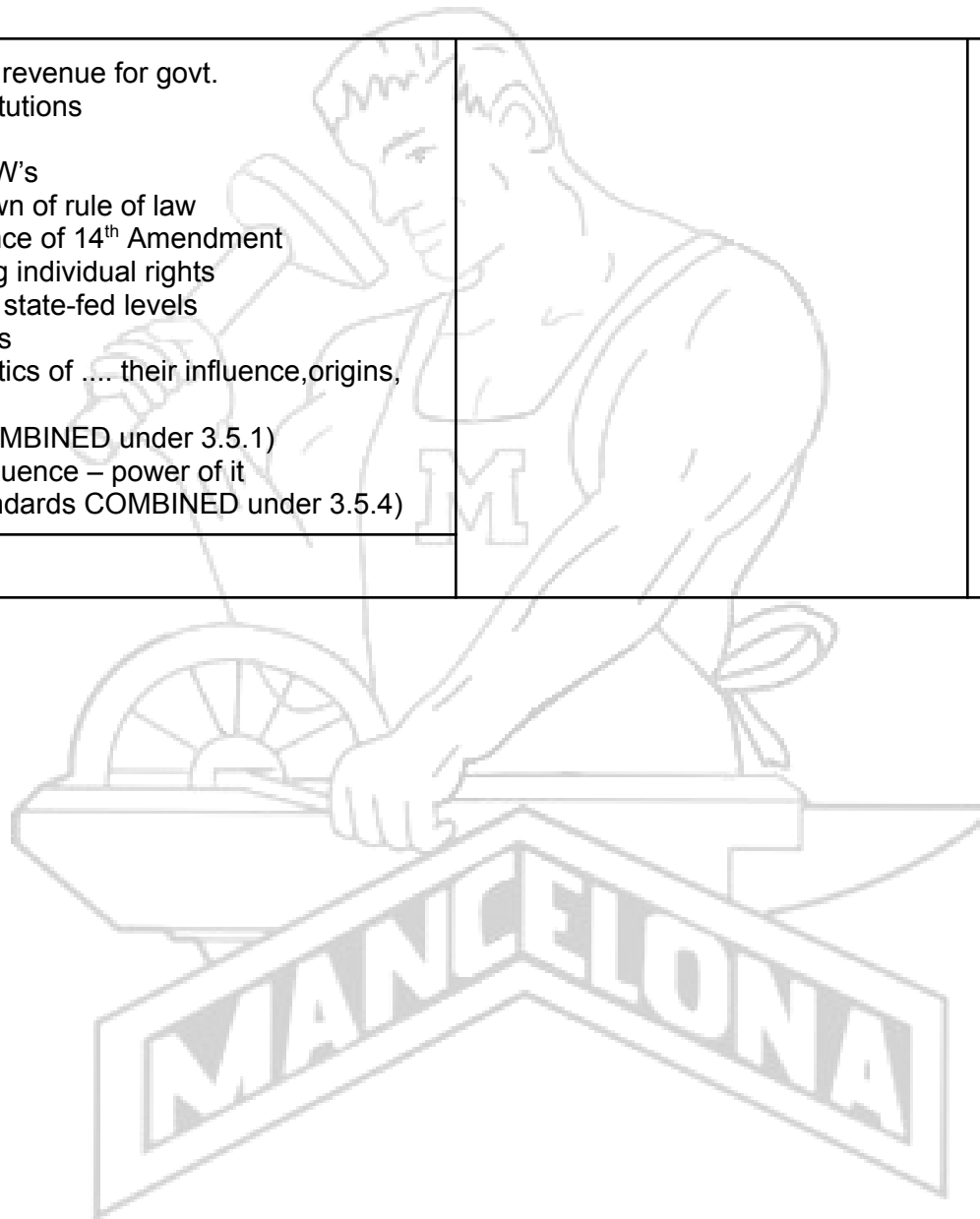
Content Area: Government		Grade Level: 10 th	
Title of Unit: Chapter Three: Structure-functions of govt. In the USA		Number of Weeks/Days: 2 – 3 weeks/10-14 days	
Standards:		Assessment:	Resources:
<p>3.1 -Structure,functions and Enumerated powers in the USA</p> <p>3.1.1 - Analyze the purpose,organization,functions and processes of Legislative,Executive and Judicial branches in Article 1 of the Constitution (Enumerated)</p> <p>* 3.1.2,3.1.3, COMBINED HERE UNDER 3.1.1</p> <p>3.1.4 -Identify the role of regulatory agencies –Fed.Reserve, FDA, FCC etc...</p> <p>3.1.5 -Use case studies to examine tensions between the three branches of govt.</p> <p>3.1.6 -Evaluate major sources of revenue for the govt. -Taxes</p> <p>3.1.7 -Explain why the Federal govt. Is enumerated powers and the states are reserved powers</p> <p>3.2 Powers and limits on Powers</p> <p>3.2.1 -Explain enumerated powers,federalism, separation of powers, bicameralism, checks and balances</p> <p>3.2.2 -Use court cases to explain how the Constitution is maintained</p> <p>3.2.3 -Explain how the Constitution limits govt. Power</p> <p>3.2.4 - Explain the BOR and its role in power restraint</p> <p>3.2.5- Explain the role of SPECIFIC amendments in limiting govt. Power</p> <p>3.3 -Structure and functions of state and local governments</p> <p>3.3.1 -Describe how the Constitution LIMITS state powers</p> <p>3.3.2 - Identify and define states' reserved-concurrent powers</p> <p>3.3.3 -Explain the tensions between state, local and federal powers</p> <p>3.3.4 -Describe how state and local government are organized</p> <p>3.3.5 -Describe how citizens monitor and influence govt.</p>		<p>Formative assessments:</p> <ul style="list-style-type: none">o Pre-Testo Lesson Objectives Check-Ino Observationo Lesson activities <p>Summative assessments:</p> <ul style="list-style-type: none">o Quizzeso Post-Test	<p>-Textbook</p> <p>- Teacher notes</p> <p>- Student research</p> <p>- Group presentations</p> <p>- Youtube</p> <p>- Short video clips</p> <p>- Guest speakers</p> <p>- Worksheets</p>



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<p>3.3.6 - Evaluate major sources of revenue for govt. 3.3.7 - Explain role of state constitutions 3.4 - System of law and laws 3.4.1 - Explain the rule of law –5 W's 3.4.2 - Explain anarchy- breakdown of rule of law 3.4.3 -Explain meaning –importance of 14th Amendment 3.4.4 -Explain criteria of protecting individual rights 3.4.5 -Analyze role(s) of courts at state-fed levels 3.5 -Other actors in Policy process 3.5.1 -Political parties-characteristics of their influence,origins, roles of them (3.5.1, 3.5.2, 3.5.3 standards COMBINED under 3.5.1) 3.5.4 -Explain public opinion – influence – power of it (3.5.5 ,3.5.6,3.5.7,3.5.8,3.5.8 standards COMBINED under 3.5.4)</p>		
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Content Area: Government		Grade Level: 10 th	
Title of Unit: Chapter Four: USA and World Affairs		Number of Weeks/Days: 2 weeks/10 days	
Standards:		Assessment:	Resources:
<p>4.1 -Formation and Implementation of US Foreign policy</p> <p>4.1.1 -Identify and explain major foreign policy positions taken by the USA throughout the world</p> <p>4.1.2 -Describe how USA foreign policy is made</p> <p>4.1.3 -Evaluate-explain how USA foreign policy is implemented</p> <p>4.1.4 - Use two examples explaining what happens when conflicts can't be resolved peacefully</p> <p>4.2 - USA role in international Institutions and Affairs</p> <p>4.2.1 -Explain how different political systems interact in world affairs</p> <p>4.2.2 - Analyze American influence on other parts of the world –economics,technology,culture ...</p> <p>4.2.3 -Analyze how the world INFLUENCES the USA</p> <p>4.2.4 -Identify the roles of govt. And non-govt. International organizations –NATO,WHO,Red Cross</p> <p>4.2.5 - Explain bi-lateral and multilateral agreements importance –internationally</p>		<p>Formative assessments:</p> <ul style="list-style-type: none">o Pre-Testo Lesson Objectives Check-Ino Observationo Lesson activities <p>Summative assessments:</p> <ul style="list-style-type: none">o Quizzeso Post-Test	<ul style="list-style-type: none">- Textbook- Teacher notes- Worksheets- Youtube- Speakers- Presentations in groups- Documentaries



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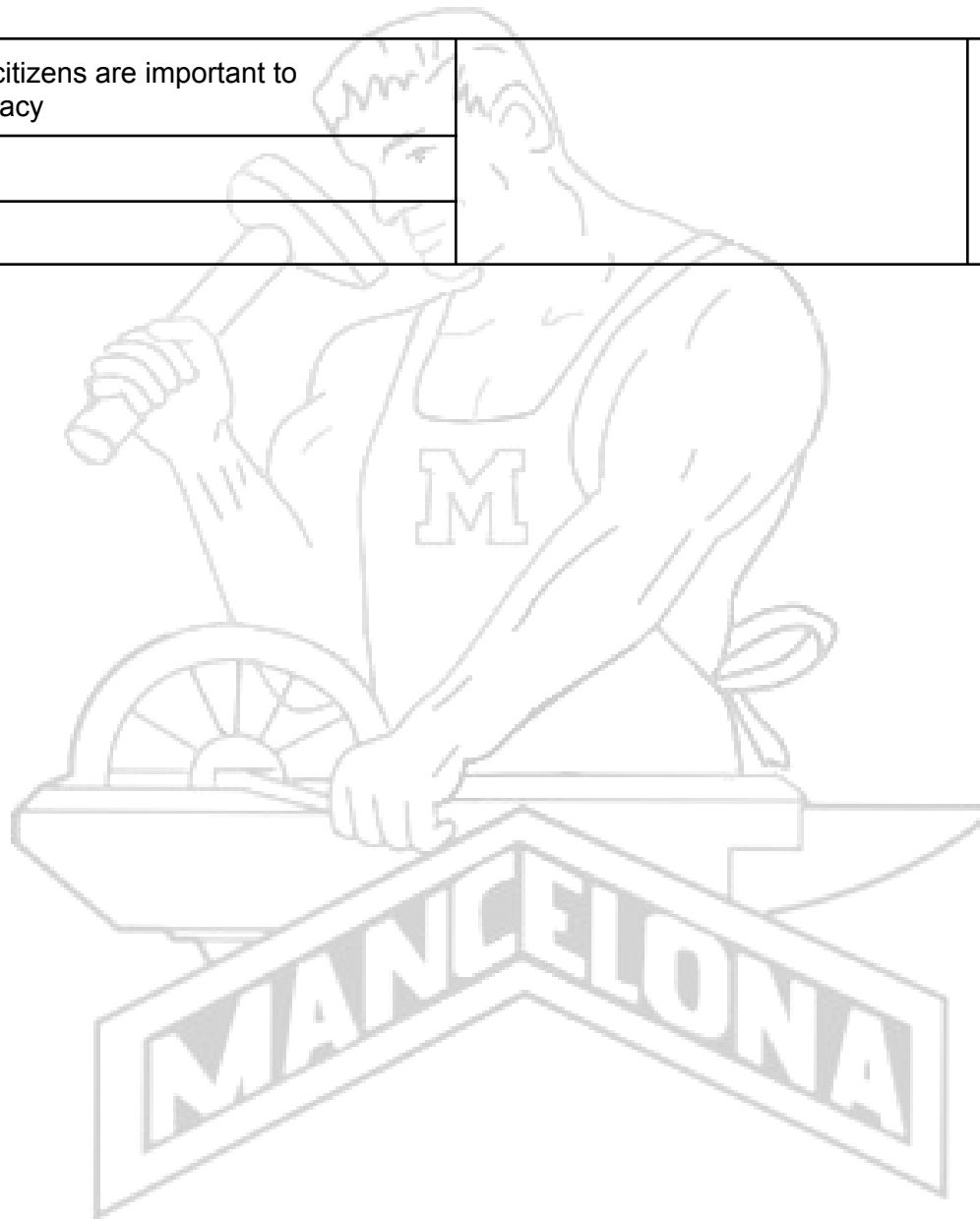
Content Area: Government		Grade Level: 10 th	
Title of Unit: Chapter Five: Citizenship in the USA		Number of Weeks/Days: 2 weeks/10 days	
Standards:		Assessment:	Resources:
<p>5.1 -Meaning of Citizenship in the USA</p> <p>5.1.1 -Use examples and explain meaning of citizenship in the USA –RIGHTS,RESPONSIBILITIES,ROLES</p> <p>5.1.2 -Compare Americans states rights</p> <p>5.2 -Becoming a Citizen</p> <p>5.2.1 -Explain natural, birth citizenship and non-citizenship in USA</p> <p>5.2.2 -Explain legal and illegal immigration –citizenship</p> <p>5.2.3 -Evaluate criteria for citizenship</p> <p>5.3 -Rights of citizenship</p> <p>5.3.1 -Identify and explain personal rights –thoughts,expression,movement etc..</p> <p>5.3.2 -Explain First Amendoms</p> <p>5.3.3 -Identify and explain economic rights</p> <p>5.3.4 -Explain personal,political,economic rights</p> <p>5.3.5 -Explain criteria for limiting personal rights</p> <p>5.3.6 -First Amendment specifics</p> <p>5.3.7 -Explain role of 4-8th Amendments in rights of the accused</p> <p>5.3.8 -Explain role of 14th Amendment in protecting individual rights</p> <p>5.3.9 - Explain why rights are NOT unlimited</p> <p>5.4 - Responsibilities of Citizenship</p> <p>5.4.1 -Distinguish between personal and civic responsibilities</p> <p>5.4.2 -Explain importance of obeying the law</p> <p>5.4.3 - Explain how American constitutional democracy is preserved</p> <p>5.5 -Dispositions of Citizenship</p> <p>5.5.1 -Explain dispositions that lead to independent citizens</p> <p>5.5.2 -Describe dispositions that ENCOURAGE citizen involvement</p>		<p>Formative assessments:</p> <ul style="list-style-type: none">o Pre-Testo Lesson Objectives Check-Ino Observationo Lesson activities <p>Summative assessments:</p> <ul style="list-style-type: none">o Quizzeso Post-Test	<ul style="list-style-type: none">- Textbook- Teacher notes- Handouts- Youtube- Video- Guest speakers- Group presentations- News –media- Group work -research



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5.5.3 -Explain what independent citizens are important to maintaining constitutional democracy		





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Content Area: Government		Grade Level: 10 th	
Title of Unit: Chapter Six: Citizenship in action		Number of Weeks/Days: 2 weeks/10 days	
Standards:		Assessment:	Resources:
<p>6.1 - Civic inquiry and public discourse</p> <p>6.1.1 -Research varied viewpoints on public policy</p> <p>6.1.2 -Research using various resources a significant public policy issue</p> <p>6.1.3 - Develop criteria in analyzing evidence</p> <p>6.1.4 - Address a public policy issue by suggesting alternative solutions</p> <p>6.1.5 - Make a persuasive argument on a public policy issue – support using evidence</p> <p>6.2 - Participating in Civic Life</p> <p>6.2.1 - Explain the relationship between politics and the attainment of personal goals</p> <p>6.2.2 -Distinguish – evaluate importance of personal participation in politics</p> <p>6.2.3 - Describe how-where people can participate in political process</p> <p>6.2.4 - Participate in a real or simulated election</p> <p>6.2.5 - Explain how citizen movements illustrates democracy</p> <p>6.2.6 - Explain how civil disobedience is used –forms</p> <p>6.2.7 -Participate in a service - learning project –reflect</p> <p>6.2.8 - Describe forms of political leadership –functions</p> <p>6.2.9 -Evaluate the claim that constitutional democracy requires a competent citizenry</p> <p>6.2.10 -Participate in a real or simulated public debate or hearing</p> <p>6.2.11- Identify local concerns and how citizens use government to solve them</p>		<p>Formative assessments:</p> <ul style="list-style-type: none">o Pre-Testo Lesson Objectives Check-Ino Observationo Lesson activities <p>Summative assessments:</p> <ul style="list-style-type: none">o Quizzeso Post-Test	<ul style="list-style-type: none">- Textbook- Teacher notes –handout- Guest speakers- Group work- Internet research- Youtube- Documentaries- Presentations- National news- Document analysis