



US Government and Civics

STANDARDS

IFD

PLC HUB

OTHER

Quarter 1 (45 DAYS)

PACING	TN STANDARDS	TEXT/RESOURCES	LEARNING TARGETS	ASSESSMENT/PROJECTS
3 days	<i>GC.01 Examine the influences of leading European thinkers (e.g., John Locke, Charles-Louis Montesquieu, Thomas Hobbes) and other roots of American government (e.g., Greek democracy, Roman Republic, Magna Carta). (C, E)</i>	<i>Magruder's American Government textbook</i>	• Read and understand primary source documents (particularly John Locke's and Jean Jacques Rousseau's writings) that the Framers used as references in creating the American political system. • Explain the Social Contract Theory and make a connection between it and the overall purpose of government, particularly, the U.S. Government.	<i>Topic 1 Test</i>

PACING	TN STANDARD	TEXT/RESOURCES	LEARNING TARGETS	ASSESSMENT/PROJECTS
7 days	<i>GC.02 Examine the Declaration of Independence and American grievances against British rule. (H)</i> <i>GC.03 Identify the strengths and weaknesses of the Articles of Confederation. (H)</i> <i>GC.04 Discuss the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalist and Anti-Federalist.</i> <i>GC.05 Describe the purposes and functions of government as outlined in the Preamble of the Constitution.</i> <i>GC.06 Describe limited government within the Constitution, including:</i> • checks and balances • civilian control of the military • federalism • judicial review • popular sovereignty • rule of law • separation of powers <i>GC.07 Describe the structure of the Constitution and the process to amend it.</i>	<i>Magruder's American Government textbook</i>	• Cite evidence from the Magna Carta, Petition of Right, and English Bill of Rights and explain how the British government violated the rights of American colonists and how this led to the Declaration of Independence. • Define confederation and explain the structure of government and weaknesses the United States faced under the Articles of Confederation. • Explain why the Founding Fathers set up our government as they did, explaining differences between the Articles of Confederation and the U.S. Constitution • Explain the details of the Virginia Plan and New Jersey plan and what led to the Great Compromise • Explain the distinct positions of the Federalist and Anti-Federalist, including views on government power, key political figures, and economic interest • Define and supply examples for each of the six basic principles of the U.S. Constitution, including checks and balances, separation of powers, limited government, federalism, judicial review, and popular sovereignty. • Define judicial review and explain how <i>Marbury v. Madison</i> established it. • Define rule of law. • Define federalism and explain how it relates to concurrent, enumerated	<i>Topic 2 Test</i> <i>Topic 3 Test</i> <i>Constitution Assignment</i>

	<i>GC.08 Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. (T.C.A. 49-6 1028)</i> <i>GC.09 Define the concepts of democracy and republic and examine the relationship between the two.</i>		<i>(delegated), and reserved powers as well as plot the powers on a Venn Diagram.</i> <i>• Explain how checks and balances, civilian control of the military, federalism, judicial review, popular sovereignty, rule of law, and separation of powers limits the power of government.</i> <i>• Summarize the seven articles of the U.S. Constitution.</i> <i>• Explain the two methods of proposing constitutional amendments from Article V of the U.S. Constitution and why the Founding Fathers set it up this way, including difficult and lengthy process, emphasis on federalism and checks and balances between states and federal government.</i> <i>• Summarize the first eight Amendments and explain the personal protections they guarantee for citizens.</i> <i>• Explain the relationship between the 9th and 10th Amendments and federalism.</i> <i>• Using examples, explain the relationship between national and state governments, emphasizing how and why conflicts arise in a federalist system and how they are resolved with the Supremacy Clause and checks and balances.</i> <i>• Explain the difference between a “constitutional republic” and a “constitutional democracy,” give an example of each, and find current events showing evidence of government limitations.</i>	
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PACING	TN STANDARDS	TEXT/RESOURCES	LEARNING TARGETS	ASSESSMENT/PROJECTS
9 days	<i>GC.10 Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including eligibility for office, roles, length of terms, and election to office for representatives and senators, respectively. (H)</i> <i>GC.11 Describe the census and its role in redistricting and reapportionment, including the role of Baker v. Carr. (T)</i> <i>GC.12 Identify leadership positions of the legislative branch, including:</i> • Majority and Minority leaders • President pro tempore • role of the vice president • Speaker of the House <i>GC.13 Describe the process of how a bill becomes a law.</i> <i>GC.14 Identify the Tennessee representatives and senators to U.S. Congress. (T)</i> <i>GC.15 Describe the</i>	<i>Magruder's American Government textbook</i>	• <i>List the constitutional qualifications to serve in the House of Representatives and Senate and terms in office and the role of the Vice-President.</i> • <i>List informal qualifications for members of Congress.</i> • <i>Explain the significance of the 17th amendment.</i> • <i>Identify the length of a House of Representatives and Senators term, and a session and term of Congress.</i> • <i>Explain the Supreme Court decision of Baker v. Carr and its role in the redistricting process.</i> • <i>Explain the constitutional reason the government takes a census every ten years and how that census leads to reapportionment, redistricting, and gerrymandering.</i> • <i>Evaluate how population shifts affect congressional representation.</i> • <i>Create a chart of Congressional leadership in both houses and explain the selection process for their respective positions.</i> • <i>Create a flow chart of how a bill becomes a law, including the steps a bill takes through both houses of Congress and the differences between the process in the House and the Senate including House Rules Committee, filibuster, and cloture.</i>	<i>Topic 4.1-4.2 Test</i> <i>Topic 4.3-4.4 Test</i> <i>Topic 4.5-4.6 Test</i> <i>Bill to Law Simulation</i>

	<i>powers of U.S. Congress, including: (H)</i> • <i>appropriations</i> • <i>commerce</i> • <i>confirmations</i> • <i>declaration of war</i> • <i>implied powers</i> • <i>Necessary and Proper Clause</i>		• <i>Name my current Representative for my district and the current U.S. Senators.</i> • <i>List and give historic examples of the enumerated powers of Congress, including the power to impeach, power to tax, borrow, and issue copyrights and patents.</i> • <i>Explain Congress' role in the budget making process and name the most significant federal taxes collected today and describe federal borrowing.</i> • <i>Explain the Commerce Clause and list historical examples of expansion and retraction over time.</i> • <i>Explain the relationship between Congress and the President regarding foreign policy and why the U.S. Constitution is set up that way.</i> • <i>List the offices that the Senate confirms and their role in Presidential confirmations.</i> • <i>Define implied powers and explain its significance with the Necessary and Proper clause, explain why the Necessary and Proper clause is also known as the Elastic Clause and cite examples and explain the outcome of McCulloch v. Maryland as it relates to the Supremacy Clause.</i>	
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PACING	TN STANDARDS	TEXT/RESOURCES	LEARNING TARGET	ASSESSMENT/PROJECTS
9 days	<i>GC.16 Analyze Article II of the Constitution as it relates to the executive branch, including:</i> • <i>Appointments</i> • <i>Oath of office</i> • <i>Commander-in-chief of the military</i> • <i>Powers of the president</i> • <i>Eligibility for office</i> • <i>Succession (25th Amendment)</i> • <i>Executive orders</i> • <i>Treaties</i> • <i>Length of term (22nd Amendment)</i> <i>GC.17 - Identify major departments of the executive branch, including:</i> • <i>Defense</i> • <i>State</i> • <i>Education</i> • <i>Treasury</i> <i>GC.18 - Explain the Electoral College system, and compare and contrast arguments for and against it.</i>	<i>Magruder's American Government textbook</i>	• <i>Describe the President's many roles</i> • <i>Understand the formal qualifications necessary to become President.</i> • <i>Explain how the President's term of office has changed over time.</i> • <i>Describe the President's pay and benefits.</i> • <i>Explain how the Constitution provides for presidential succession.</i> • <i>Understand the constitutional provisions relating to presidential disability.</i> • <i>Describe the role of the Vice President.</i> • <i>Explain the Framers' original provisions for choosing the President.</i> • <i>Understand how the rise of political parties changed the process of choosing a President as set out in the Constitution.</i> • <i>Describe the role of conventions in the</i>	<i>Topic 5.1 - 5.2 Test</i> <i>Topic 5.3 - 5.4 Test</i>

			<i>presidential nominating process.</i> • <i>Evaluate the importance of presidential primaries.</i> • <i>Understand the caucus-convention process.</i> • <i>Outline the events that take place during a national convention.</i> • <i>Examine the characteristics that determine who is nominated as a presidential candidate.</i> • <i>Describe the features of the presidential campaign.</i> • <i>Explain how the electoral college provides for the election of the President.</i> • <i>Identify several flaws in the electoral college system.</i> • <i>Outline the advantages and disadvantages of proposed reforms of the electoral college.</i> • <i>Explain how treaties are made and approved.</i> • <i>Explain why and how executive agreements are made.</i> • <i>Summarize how the power of recognition is</i>	
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			used. • <i>Describe the President's powers as commander in chief.</i> • <i>Explain why Article II of the Constitution can be described as "an outline" of the presidential office.</i> • <i>List several reasons for the growth of presidential power.</i> • <i>Explain how the Presidents' own views have affected the power of the office.</i> • <i>Identify the sources of the President's power to execute federal law.</i> • <i>Define the ordinance power.</i> • <i>Explain how the appointment power works and describe the limits on the removal power.</i> • <i>Examine the power of executive privilege.</i> • <i>Explain the President's legislative powers and how they are an important part of the system of checks and balances.</i>	
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			• <i>Describe the President's major judicial powers.</i>	
PACING	TN STANDARDS	TEXT/RESOURCES	LEARNING TARGET	ASSESSMENT/PROJECTS
8 days	<i>GC.19 - Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court.</i> <i>GC.20 - Explain the processes of selection and confirmation of Supreme Court justices.</i> <i>GC.21 - Explain the process of judicial review established by Marbury v. Madison.</i> <i>GC.22 - Describe the Supreme Court's role in determining the constitutionality of laws and acts of the legislative and</i>	<i>Magruder's American Government textbook</i>	• <i>Explain why the Constitution created a national judiciary, and describe its structures</i> • <i>Identify the criteria that determine whether a case is within the jurisdiction of a federal court, and compare the types of jurisdiction.</i> • <i>Outline the process for appointing federal judges, and list their terms of office.</i> • <i>Understand the impact of judicial philosophy.</i> • <i>Examine the roles of court officers.</i> • <i>Describe the structure and jurisdiction of the</i>	<i>Topic 7 Test</i>

	<i>executive branches</i>		<i>federal district courts.</i> • <i>Describe the structure and jurisdiction of the federal courts of appeals.</i> • <i>Describe the structure and jurisdiction of the two other constitutional courts.</i> • <i>Contrast the jurisdiction of the Court of Appeals for the Armed Forces and the Court of Appeals for Veterans Claims.</i> • <i>Explain how a citizen can sue the United States government in the Court of Federal Claims.</i> • <i>Examine the roles of the territorial courts and those of the District of Columbia Courts.</i> • <i>Explain what types of cases are brought to the Tax Court.</i> • <i>Define the concept of judicial review.</i> • <i>Outline the scope of the Supreme Court's jurisdiction.</i> • <i>Examine how cases reach the Supreme Court.</i> • <i>Summarize the way the Court operates.</i>	
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4 days	<i>GC.27 - Identify and explain legislation and legal precedents that established rights for the underserved, including Title IX and the Americans with Disabilities Act.</i> <i>GC.28 - Identify the functions of departments and agencies of the executive, legislative, and judicial branches in the state of Tennessee.</i> <i>GC.29 - Explain the differences among the types of local governments in Tennessee, including county, city, and metro governments, as well as the legal, fiscal, and operational relationships between them and the state government.</i> <i>GC.30 - Identify the current governor of Tennessee and the representatives in the General Assembly (for a student's respective district).</i>	<i>Magruder's American Government textbook</i>	• <i>Describe the basic principles common to all State constitutions today.</i> • <i>Explain the procedures used to change State constitutions.</i> • <i>Analyze why State constitutions are in need of reform.</i> • <i>Describe State legislatures.</i> • <i>Explain the election, terms, and compensation of legislators.</i> • <i>Examine the powers and organization of State legislatures.</i> • <i>Describe how voters may write and pass laws through direct legislation.</i> • <i>Describe the main features of the office of governor.</i> • <i>Summarize a governor's roles, powers, duties, and the limitations of the office.</i> • <i>List and describe the other executive offices at</i>	
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			<i>the State level.</i> • <i>Identify and define the kinds of law applied in State courts.</i> • <i>Compare and contrast criminal law and civil law.</i> • <i>Describe the types and purposes of juries and juror selection.</i> • <i>Explain how State courts are organized and describe the work that each type of court does.</i> • <i>Examine and evaluate the different methods by which judges are selected among the States.</i>	
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5 days	GC.23 - Evaluate the Supreme Court's interpretations of the freedoms articulated in the 1st Amendment, including: • Schenck v. United States • New York Times v. United States • Engel v. Vitale • Miller v. California • Tinker v. Des Moines • Texas v. Johnson GC.24 - Explain the 2nd Amendment, and evaluate its various interpretations. GC.25 - Evaluate the Supreme Court's interpretations of freedoms in the 4th through 8th Amendments, including: • Mapp v. Ohio • Gideon v. Wainwright • Miranda v. Arizona GC.26 - Evaluate the Supreme Court's interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses, including: • Plessy v. Ferguson • Roe v. Wade • Gitlow v. New York • Obergefell v. Hodges • Brown v. Board of Education	http://www.oyez.org/ http://www.law.cornell.edu/supct/cases/name.htm http://www.streetlaw.org/en/landmark/cases http://www.scotusblog.com/ landmarkcases.org https://constitutioncenter.org/the-constitution/supreme-court-case-library	Students will be assigned a Landmark Supreme Court case to research, create a visual presentation of facts, arguments, decision, and precedents. Students will present their assigned case to the class in a formal oral manner towards the class of students. Students will fill out graphic notes packet of landmark Supreme Court Cases presented by their peers.	Students will be assigned a Landmark Supreme Court case to research, create a visual presentation of facts, arguments, decision, and precedents. Students will present their assigned case to the class in a formal oral manner towards the class of students. Students will fill out graphic organizer notes packet of landmark Supreme Court Cases presented by their peers.
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