



Social Studies
Curriculum Unit Overview
American Politics

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Unit 1 Public Opinion-Foreign Policy

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Course Title: American Politics

Course Author: Jake Holzhauser

Grade Level(s):12]

Time/Duration: 43 mins 2 weeks

Course Summary: (optional) This is an introductory course in American Politics. The Course is suitable for beginning political science students or students who wish to complete the course as part of a “general education” requirement. The purpose of the course is to teach students both about the American political system and about broad concepts social scientists use to student politics.

This course is an introduction to the basic concepts of American government, the American political process, and the rights and responsibilities of citizenship. This course will focus on the principles and beliefs upon which the United States was

founded and on the structure, functions, and powers of government on the national, state, and local levels. A significant focus of this course on the U.S. Constitution, its underlying principles and the form of government it created.

Based on the premise that analyzing current information is essential to an effective citizenry, this course asks students to research, compare, contrast, and think critically about government-related issues. Students will learn the ideals behind the American system of government, the mechanics of its operation, and will be encouraged to take their places as active, well informed, and independently thinking citizens in our country.

The curriculum for this course was developed through the Standard Aligned System in meeting both national and state standards in social studies.

Unit Name: Public Opinion/Foreign Policy

Unit Number:1

Created: Aug 2021

Revised: TBD

Standards Addressed:

- **Standard - 5.2.12.A**
 - Evaluate an individual's **civil rights**, responsibilities and obligations in various contemporary **governments**.
- **Standard - 5.2.12.B**
 - Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- **Standard - 5.3.12.B**
 - Compare and contrast policy-making in various contemporary world **governments**.
- **Standard - 5.4.12.A**
 - Examine **foreign policy** perspectives, including **realism**, **idealism**, and **liberalism**.
- **Standard - 5.4.12.B**
 - Evaluate the effectiveness of **foreign policy** tools in various current issues confronting the United States (e.g., **diplomacy**, economic aid, military aid, **sanctions**, treaties).
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Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

What role should the US have with Afghanistan?

Transfer

Students will be able to independently use their learning to...

1. Use knowledge of patterns of history in the (Afghanistan, Iraq, Iran) to better understand the present and prepare for future conflict
2. Investigate policy ideas and effects

Meaning**UNDERSTANDINGS**

Students will understand that...

1. Religion plays a large role in the lives of Afghan citizens.
2. Historians examine cause and effect to see relationships between people, places, ideas, and events.
3. Historians recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups.
4. Historians find the connections between the events of the past and the present to help understand our world.

ESSENTIAL QUESTIONS

1. How do you define public opinion?
2. What role do gender and race have on public opinion?
3. What implications will the withdrawal of Afghanistan have for the US and the World?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?

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Acquisition

KNOWLEDGE

Students will know...

1. The differences between Sunni and Shia Muslims.
2. What Sharia Law is and how it is used to govern.

SKILLS

Students will be skilled at (be able to do)...

1. Read and interpret information in multiple formats.
2. Understand and communicate cause and effect relationships not only to show what happened, but why it happened.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
<ol style="list-style-type: none">1. Religion, Soviet/Afghan War, 9/11, 2 Front War2. US military cause/effect	PERFORMANCE TASK(S)/Think GRASPS: Political Speech on US foreign policy in Afghanistan <ol style="list-style-type: none">1. Located pertinent information from varied sources2. Identified the cause/effect relationship between ideas and policy
<ol style="list-style-type: none">1. Nation Building - Summative Assessment2. History of the Afghan War - Summative Assessment	OTHER EVIDENCE: <ol style="list-style-type: none">1. Examination of lessons learned from the War in Afghanistan2. Verbally address other issues through an interview/presentation

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

1. Define and identify countries and their majority religion (Islam/ Sunni/Shia)
2. Examine the Soviet Afghan War and the creation of Mujahideen and US foreign policy
3. Cause and effect of the Taliban formation
4. What is the cost of war Afghanistan - human/financial
5. How has history repeated itself from the Soviet Afghan war to US foreign policy in 2000s
6. What impacts will the withdrawal of troops have on the region of Afghanistan?
7. How should the US have responded after 9/11?
8. Summative assessment on the History of Soviet Afghan War, Afghanistan, 9/11, Taliban, Al-Qaeda
9. Political Speech on policy belief on the withdrawal of US troops from Afghanistan according to teacher developed rubric

Unit 2 [The Logic of American Politics]

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Course Title: American Politics

Course Author: Jake Holzhauser

Grade Level(s): 12

Time/Duration: 43 minutes 2.5 weeks

Course Summary: (optional) [Type Here]

Unit Name: The Logic of American Politics

Unit Number: 2

Created: January 2022

Revised: TBD

Standards Addressed:

- **Standard - 5.1.12.A**
 - Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.
- **Standard - 5.1.12.B**
 - Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- **Standard - 5.2.12.A**
 - Evaluate an individual's **civil rights**, responsibilities and obligations in various contemporary **governments**.
- **Standard - 5.2.12.B**
 - Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- **Standard - 5.3.12.C**
 - Evaluate how **government** agencies create, amend, and enforce regulations.
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Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Current institutional design was influenced by past political philosophers who addressed the reasons why government is necessary.

Transfer

Students will be able to independently use their learning to...

3. Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness.
4. Work effectively with, and learn from others in a variety of situations, in school and beyond.
5. Use knowledge of patterns of history to better understand the present and prepare for the future.

Meaning

UNDERSTANDINGS

Students will understand that...

5. Politics has Five basic Principles
6. Past political philosophers have shaped current government design
7. Social behavior can impact institutional design

ESSENTIAL QUESTIONS

4. [What is the importance of institutional design in governance?
5. What are the 5 principles of politics
6. Who are early political philosophers and what impact did they have

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

- 3. Social behaviors have justified the implementation of government
- 4. Institutions provide the framework for government
- 5. How the five principles are demonstrated today

SKILLS

Students will be skilled at (be able to do)...

- 3. Identifying all 5 principles
- 4. Use nonfiction primary sources of political philosophers
- 5. Discuss the impacts of social behaviors on the design of government

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?
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Evaluative Criteria

- 3. Use web-based sources to answer historical questions.
- 4. Research how the 5 principles of government exist today

Assessment Evidence

PERFORMANCE TASK(S)/Think GRASPS: Monologue of Thomas Hobbes on current institutional design

- 3. Analyze Thomas Hobbes/John Locke beliefs of monarch v. democracy
- 4. Identify how human behaviors have been studied in the milgram experiment

<ol style="list-style-type: none"> 3. Writing prompt how do the State of Nature and the Law of Nature govern society? 4. Compare the viewpoint of social behaviors of Thomas Hobbes/John Locke 5. Test Hobbes/Locke/5 Principles(Sum) 	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> 3. Effectively communicate using appropriate media 4. Analyze competing narratives of the same event to reach a conclusion
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Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
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Summary of Key Learning Events and Instruction

10. What led to the formation of government/Is government necessary? - brainstorm ideas on individual / social behaviors
11. Why Govt? Examine and brainstorm To What extent should we obey rulers EVEN if they are not good? When do we start revolutions?
12. Foundations of government identify basic behaviors with and without government
13. Political Philosophers - Research early political philosophers Hobbes/Locke and identify what led people to forming government.
14. State of Nature / Law of Nature - compare the different viewpoints of SON LON between Hobbes/Locke
15. 5 Principles of Politics - research and define current applications
16. Milgram Experiment - read and interpret 20th century beliefs of human behavior
17. Hobbes/Locke Monologue - write from the perspective of Hobbes/Locke on a current event/relation to SON LON
18. Political Foundations Test - identify 5 principles/ Hobbes/Locke/ Different political philosophies

Unit 3 [Political Parties]

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Course Title: American Politics	Course Author: Jake Holzhauser	Grade Level(s):12	Time/Duration: 43 3.5 weeks
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Course Summary: (optional) [Type Here]			
Unit Name: Voting, Campaigns, and Elections	Unit Number: 3	Created: 1/2022	Revised: TBD
<p>Standards Addressed:</p> <ul style="list-style-type: none"> ● Standard - 5.1.12.A ● Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good. <p>Standard - 5.1.12.C</p> <p>Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> ● Liberty / Freedom ● Democracy ● Justice ● Equality ● <p>Standard - 5.1.12.D</p> <p>Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> ● Declaration of Independence ● United States Constitution ● Bill of Rights ● Pennsylvania Constitution ● ● Standard - 5.1.12.E ● Analyze and assess the rights of people as written in the PA Constitution and the US Constitution. ● Standard - 5.1.12.E ● Analyze and assess the rights of people as written in the PA Constitution and the US Constitution. ● Standard - 5.2.12.A ● Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments. 			

- **Standard - 5.2.12.D**
- Evaluate and demonstrate what makes competent and responsible **citizens**.
- **Standard - 5.3.12.E**
- Evaluate the fairness and effectiveness of the United States electoral processes, including the **electoral college**.
- **Standard - 5.3.12.J**
- Evaluate critical issues in various contemporary **governments**.
-

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

What role does voting have in shaping society?

Transfer

Students will be able to independently use their learning to...

6. Differentiated between identity and ideology
7. Express their opinions and ideas on contemporary topics
8. Take a political ideology quiz/match
9. Register to vote
10. Differentiate between political parties/candidates
11. Calculate presidential election winners through the EC

Meaning

UNDERSTANDINGS

Students will understand that...

8. Politics can impact our identity
9. Republicans and democrats differ on a variety of issues/topics
10. The electoral college is used to elect the Pres.

ESSENTIAL QUESTIONS

7. What are the platforms for the Democrat and Republican Party?
8. How do you register to vote?
9. How is the electoral college used?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?

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Acquisition

KNOWLEDGE

Students will know...

6. The differences between the republican and democrat party on specific topics
7. How the electoral college works

SKILLS

Students will be skilled at (be able to do)...

6. Create their own opinion and topics and compare it to political parties
7. Identifying Dem/Rep political stance on topics

8. Calculating the popular vote and the electoral vote

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
5. Differences between Dem/Rep on the issues 6. Development of individual opinion and ideas	PERFORMANCE TASK(S)/Think GRASPS:Party Platforms P 5. Political Party Survey(form/sum) 6. Issue/Candidate Mapping
6. Electoral College/Popular Vote Calculations 7. [Type Here]	OTHER EVIDENCE: 5. Summative - Calculate how a candidate can win the pop but not electoral vote 6. [Type Here]

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

- 19. What is the difference between political identity and ideology?
- 20. Where do you stand on the issues - ISIDEWITH Quiz
- 21. Political Party Ideology - Survey/Quiz
- 22. My Beliefs - students identify the topics they are most interested/concerned with (opinion/ideas/party/ways to address it)

- 23. Presidential Elections - Electoral College v. Popular Vote
- 24. Popular Vote v. Proportional Voting - Debate Discussion (election/representative/district fairness)
- 25. Platform Test - differences between Dem/Rep
- 26. 2024 Pres Election - determine a presidential winner (lose pop vote but win election), Calculate both Pop Vote/EC vote
- 27. [Type Here]

Unit 4 [Collective Action Principles]

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Course Title: [American Politics]	Course Author: [Holzhauser]	Grade Level(s): [12]	Time/Duration: [43] 2.5 weeks
Course Summary: (optional) [Type Here]			
Unit Name: [Collective Action Principles]	Unit Number: [4]	Created: [Type Here]	Revised: TBD

Standards Addressed:

- **Standard - 5.1.12.B**
- Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- **Standard - 5.1.12.C**
- Evaluate the application of the principles and ideals in contemporary **civic life**.
- **Standard - 5.2.12.B**
- Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- **Standard - 5.2.12.D**
- Evaluate and demonstrate what makes competent and responsible **citizens**.
-

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

How does collective action impact political agenda?

Transfer

Students will be able to independently use their learning to...

12. Identify the prisoner's dilemma
13. Analyze how collective action impacts political agendas with the prisoner's dilemma.
14. Compare and contrast methods to overcome the prisoner's dilemma.
15. What is the dominant game strategy and how does that work with politics?

Meaning

UNDERSTANDINGS

Students will understand that...

11. The tension between social relations and how the prisoner's dilemma can be used for individual interests in politics
12. How exploitation and the lack of cooperation impact the collective goal
13. The tragedy of the commons and the free rider problem play a pivotal role in dominant game strategy.

ESSENTIAL QUESTIONS

10. What precisely is the prisoner's dilemma, and why is it so important for the study of American Politics?
11. How does the tragedy of the commons lead to ruination of common resources?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

- 8. Why the prisoner's dilemma has become one of the most widely used concepts in social sciences
- 9. How the prisoner's dilemma can be used for political exchanges.

SKILLS

Students will be skilled at (be able to do)...

- 9. Identify dominant game strategy (political strategy)
- 10. Create a matrix that identifies dominant game strategy and the lack of political cooperation

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?
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Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> 7. Game strategy between partners (defect or cooperate) 8. Matrix creation 	PERFORMANCE TASK(S)/Think GRASPS: Real world prisoner's dilemma matrix <ul style="list-style-type: none"> 7. Located pertinent information from varied sources 1. Identified the cause/effect relationship between ideas and policy through a matrix
<ul style="list-style-type: none"> 8. Political Agenda Solution Paper 9. Role of Prisoner's Dilemma/Current Examples 	OTHER EVIDENCE: <ul style="list-style-type: none"> 7. Examination of advertising dilemmas

8. Lack of cooperation and strategy for individual goals

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

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Summary of Key Learning Events and Instruction

28. Partners and give them a scenario where they cannot talk to see if they work individually or cooperatively (they play black or read) - Dominant game strategy
29. Explain the classic Prisoner's Dilemma - Mr. Pink and Mr. Black - They either remain silent or confess
30. Create a matrix about the choices they make and the impacts it has on their partner
31. How does the Prisoner's Dilemma relate to collective action decisions handout.
32. Complete advertising strategies guide
33. Create a matrix on role that the prisoner's dilemma has on nuclear armament
34. Design and Develop a political agenda solution with the prisoner's dilemma.

Unit 5 [Tragedy of the Commons]

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Course Title: [American Politics]	Course Author: [Holzhauser]	Grade Level(s): [12]	Time/Duration: 43 2 weeks
Course Summary: (optional) [Type Here]			
Unit Name: Tragedy of the Commons	Unit Number: [5]	Created: [Type Here]	Revised: TBD
Standards Addressed:			

- **Standard - 5.1.12.A**
- Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.
- **Standard - 5.1.12.B**
- Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- **Standard - 5.2.12.A**
- Evaluate an individual's **civil rights**, responsibilities and obligations in various contemporary **governments**.
-
- **Standard - 5.2.12.B**
- Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
-

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

How does tragedy of the commons resemble free riding?

Transfer

Students will be able to independently use their learning to...

16. Investigate current/contemporary examples of tragedy of the commons

17. Use knowledge of children's books and entertainment that are used to examine the tragedy of the commons.

Meaning

UNDERSTANDINGS

Students will understand that...

14. Free riding is a common element of collective action
15. Tragedy of the commons resembles free riding in that the provision of a public good is divorced from its consumption.
16. Many allegories can be used to explain the depletion of the commons.
17. Solutions differ between social scientists
18. Proper institutional design can be used to avoid the tragedy of the commons.

ESSENTIAL QUESTIONS

12. What are the costs of collective action?
13. How does the tragedy of the commons lead to an individual's concentration on the costless consumption of a good result in ruination.
14. What real world analogies exist?
15. How can institutional design combat the tragedy of the commons?

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

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Acquisition

KNOWLEDGE

Students will know...

10. The impacts of free riding on collective action
11. That tragedy of the commons concentrates on individuals' costless consumption of a public good that results in its ruination
12. The Lorax, Hardin, Ostrom and their work to examine the tragedy of the commons.

SKILLS

Students will be skilled at (be able to do)...

11. Explain how the tragedy of the commons was used in the Lorax by Dr. Seuss
12. Identify real world examples of tragedy of the commons
13. Compare and contrast political scientists solutions for tragedy of the commons
14. Format and create a MLA research paper
15. Create a movie presentation.
- 16.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
9. Collective Action Problem, Free Riding, Tragedy of the Commons, Impacts of proper institutional design. 10. Individual consumption and ruination	PERFORMANCE TASK(S)/Think GRASPS:Research Paper on Tragedy of the Commons 8. Located pertinent information from varied sources 9. Identified the cause/effect relationship between ideas and policy
10. Contemporary Tragedy/Solutions Summative Paper 11. Contemporary persuasive presentation	OTHER EVIDENCE: 9. Quiz on allegories of tragedy of the commons 10. Hardin v. Ostrem reading comprehension

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

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Summary of Key Learning Events and Instruction

- 35. Introduce the allegory tragedy of the commons
- 36. Primary sources Hardin/Ostrom
- 37. Show the Lorax
- 38. What is the message discussion?
- 39. Students are given MLA source refresher
- 40. Project - Paper and demonstration is introduced

Unit 6 [Civil Liberties]

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Course Title: [American Politics]	Course Author: [Holzhauser]	Grade Level(s): [12]	Time/Duration: [43] 6 weeks
Course Summary: (optional) [Type Here]			
Unit Name: [Civil Liberties]	Unit Number: [6]	Created: [4/19]	Revised: TBD

Standards Addressed:

- **Standard - 5.1.12.A**
- Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.

Standard - 5.1.12.C

Evaluate the application of the principles and ideals in contemporary **civic life**.

- **Liberty / Freedom**
- **Democracy**
- **Justice**
- **Equality**

Standard - 5.1.12.D

Evaluate **state** and federal powers based on significant documents and other critical sources.

- Declaration of Independence

- United States Constitution
- **Bill of Rights**
- Pennsylvania Constitution
- **Standard - 5.1.12.E**
- Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
-

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

What roles, if any, do Congress, the president, and the states play in defining civil liberties?

Transfer

Students will be able to independently use their learning to...

18. [Describe what factors contributed to the nationalization of civil liberties in the US]

19. Explain the protections and limitations of freedom of speech, religion, press, petition, assembly.

Meaning

UNDERSTANDINGS

Students will understand that...

19. Bill of rights checks majority rule

20. The first 10 amendments

21. Incorporation via the 14th amendment

ESSENTIAL QUESTIONS

16. What led to the nationalization of civil liberties
17. How did the Framers identify liberties in the Constitution

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

13. The change in civil liberties by the fed/state gov.
14. Judicial interpretation

SKILLS

Students will be skilled at (be able to do)...

17. Rule as a supreme court justice
18. Identify the 2 clauses of religion

Stage 2: Assessments/Evidence of Learning

*What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?*

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Evaluative Criteria	Assessment Evidence
11. Religion intro cases 12. Passed ruling matching	PERFORMANCE TASK(S)/Think GRASPS: 10. Rule as a supreme court justice 11. Identify the case connection with your opinion
12. Essay - has the separation of church and state gone too far 13. [Type Here]	OTHER EVIDENCE: 11. Essay response 12. [Type Here]

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
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Summary of Key Learning Events and Instruction

- 41. Intro to civil liberties text q/a
- 42. 1st amendment religion scenarios
- 43. Historical case log of SC cases
- 44. You be the judge handout

Unit 7 [2nd Amendment]

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Course Title: [American Politics]	Course Author: [Holzhauser]	Grade Level(s): [12]	Time/Duration: [43] 3 weeks
Course Summary: (optional) [Type Here]			
Unit Name: [2nd Amendment]	Unit Number: [7]	Created: [4/19]	Revised: TBD
<p>Standards Addressed:</p> <p>Standards Addressed:</p> <ul style="list-style-type: none"> ● Standard - 5.1.12.A ● Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good. <p>Standard - 5.1.12.C</p> <p>Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> ● Liberty / Freedom ● Democracy ● Justice ● Equality <p>Standard - 5.1.12.D</p> <p>Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> ● Declaration of Independence ● United States Constitution ● Bill of Rights ● Pennsylvania Constitution ● Standard - 5.1.12.E ● Analyze and assess the rights of people as written in the PA Constitution and the US Constitution. ● Standard - 5.1.12.E ● Analyze and assess the rights of people as written in the PA Constitution and the US Constitution. ● 			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

What role should the government have in regulating the 2nd amendment?

Transfer

Students will be able to independently use their learning to...

- 20. Identify Dc v Heller/McDonald V Chicago
- 21. Federal and State Laws

Meaning

UNDERSTANDINGS

Students will understand that...

- 22. The supreme court provides very few rulings on the 2nd amendment
- 23. The impact of collective v individual right
- 24. Rules and regulations for the state of PA

ESSENTIAL QUESTIONS

- 18. What guidelines has the SC provided on the 2nd Amendment?
- 19. What are the different state laws on the 2nd Amendment?
- 20. What role should the government have in restricting access with the 2nd amendment?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

- 15. Basic definition of semi/fully/straw purchase/PICS/Brady HandGun/Concealed Carry/Open Carry
- 16. Assault Rifles or Sport Rifle ban from 1994

SKILLS

Students will be skilled at (be able to do)...

- 19. Provide their opinion on what regulations should exist.
- 20. Providing justification or rationale to support their stance on the 2nd Amendment.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?
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Evaluative Criteria

Assessment Evidence

- 13. Pre test on terms
- 14. Post test on terms

PERFORMANCE TASK(S)/Think GRASPS:
 12. [Type Here]
 13. [Type Here]

- 14. Candidate persuasive speech
- 15. [Type Here]

OTHER EVIDENCE:
 13. [Type Here]

14. [Type Here]

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

- 45. Pre test on terms
- 46. Distribute text - what does the text say
- 47. DC Heller/McDonald cases examination
- 48. Federal and PA restrictions Q/A
- 49. Persuasive Paper as a US Rep what do you believe the role of the government should be on the regulation of the 2nd Amend?

Unit 8 [Privacy]

[Jump to Table of Contents](#)

Course Title: [American Politics]

Course Author: [Holzhauser]

Grade Level(s): [12]

Time/Duration: [43] 1.5 weeks

Course Summary: (optional) [Type Here]

Unit Name: 4th Amendment]

Unit Number: [8]

Created: [4/19

Revised: TBD

Standards Addressed:

Standards Addressed:

- Standard - 5.1.12.A

- Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.

Standard - 5.1.12.C

Evaluate the application of the principles and ideals in contemporary **civic life**.

- **Liberty / Freedom**
- **Democracy**
- **Justice**
- **Equality**

Standard - 5.1.12.D

Evaluate **state** and federal powers based on significant documents and other critical sources.

- Declaration of Independence
- United States Constitution
- **Bill of Rights**
- Pennsylvania Constitution
- **Standard - 5.1.12.E**
- Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- **Standard - 5.1.12.E**
- Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

How is Privacy included in the Constitution?

Transfer

Students will be able to independently use their learning to...

- 22. Identify major supreme court rulings on Privacy
- 23. Compare and contrast reasonable v unreasonable search/seizure
- 24. Analyze how time has impacted constitutional protections and privacy

Meaning

UNDERSTANDINGS

Students will understand that...

- 25. Privacy is not explicitly state in the Const
- 26. Precedents can be made with SC rulings
- 27. Degree of privacy can differ from home to school

ESSENTIAL QUESTIONS

- 21. What is the difference between reasonable and unreasonable search and seizure
- 22. What protections of privacy exist if they are not explicitly stated?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
[Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know...

17. Police procedure and power of police in respecting privacy
18. How probable cause be established for conducting a search

SKILLS

Students will be skilled at (be able to do)...

21. Provide their opinion on lines of privacy
22. Compare rights of privacy in the US to other countries (physical/internet etc)

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
15. 4th Amendment QA 16. Mock Search Warrant	PERFORMANCE TASK(S)/Think GRASPS: 14. Response and opinion 15. Create probable cause for SW
16. Miranda Rights Debate 17.	OTHER EVIDENCE: 15.

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

- 50. What is the text of the 4th Amendment
- 51. What are the 4 parts of the text?
- 52. Norms on Privacy
- 53. Fake scenarios on privacy in school and home
- 54. When do police probably cause/right to search
- 55. Debate - how does citizenship impact rights of privacy?

Unit 9 [Rights of the Accused]

[Jump to Table of Contents](#)

Course Title: [American Politics]	Course Author: [Holzhauser]	Grade Level(s): [12]	Time/Duration: [43] 6 weeks
Course Summary: (optional) [Type Here]			5 weeks
Unit Name: [5th/6th Amendment]	Unit Number: [9]	Created: [4/19/22]	Revised: TBD

Standards Addressed:

Standards Addressed:

- **Standard - 5.1.12.A**
- Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.

Standard - 5.1.12.C

Evaluate the application of the principles and ideals in contemporary **civic life**.

- **Liberty / Freedom**
- **Democracy**

- Justice
- Equality

Standard - 5.1.12.D

Evaluate **state** and federal powers based on significant documents and other critical sources.

- Declaration of Independence
- United States Constitution
- **Bill of Rights**
- Pennsylvania Constitution
- **Standard - 5.1.12.E**
- Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- **Standard - 5.1.12.E**
- Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

What rights does the Constitution provide for the accused?

Transfer

Students will be able to independently use their learning to...

25. Differentiate between 5th and 6th amendments.

26. The miranda warning and application

Meaning

UNDERSTANDINGS

Students will understand that...

- 28. The 5th and 6th amendments were incorporated through the 14th amendment
- 29. The miranda warning was established through the court cases
- 30. The accused have rights

ESSENTIAL QUESTIONS

- 23. What is the right to an attorney and can the government deny it?
- 24. What is self incrimination and how can a confession be coerced?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
[Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know...

- 19. The 5th and 6th Amendments
- 20. Gideon v Wainright/ Miranda v Arizona.
- 21. Process of criminal justice

SKILLS

Students will be skilled at (be able to do)...

23. Complete a story on the process of criminal justice
24. Identify the proper steps/procedures the government has to follow for the accused.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
<ol style="list-style-type: none">17. How can a person be found guilty?18. How is evidence presented in a trial?	PERFORMANCE TASK(S)/Think GRASPS: <ol style="list-style-type: none">16. Mock trial17. Direct/Cross examination questions
<ol style="list-style-type: none">18. [OTHER EVIDENCE: <ol style="list-style-type: none">16. [

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

56. What is the miranda warning and when is it stated?

- 57. What is a confession - how powerful are they? How can the false?
- 58. What rights to counsel does an individual have?
- 59. How can evidence be used to convict a person?
- 60. Mock trial

Unit 10 [Citizen Duties/Responsibilities]

[Jump to Table of Contents](#)

Course Title: [American Politics]	Course Author: [Holzhauser]	Grade Level(s): [12]	Time/Duration: [43] 3 weeks
Course Summary: (optional) [Type Here]			2.5 weeks
Unit Name: Civic Duties/Responsibilities	Unit Number: [10]	Created: [4/19/22]	Revised: TBD

Standards Addressed:

- **Standard - 5.2.12.A**
- Evaluate an individual's **civil rights**, responsibilities and obligations in various contemporary **governments**.
- **Standard - 5.2.12.B**
- Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- **Standard - 5.2.12.C**
- Evaluate political **leadership** and **public service** in a **republican form of government**.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

[Jump to Table of Contents](#)

Big Ideas:

Students will differentiate between open and closed primaries through PA law on voting.

Transfer

Students will be able to independently use their learning to...

- 26. Register to vote and participate in an election
- 27. Define party similarities and differences
- 28. Compare and Contrast candidates and political positions.

Meaning

UNDERSTANDINGS

Students will understand that...

- 31. PA has a closed primary election
- 32. PA has specific voting procedures
- 33. Candidates and political position

ESSENTIAL QUESTIONS

- 25. What is the difference between an open and closed primary?
- 26. How do you vote?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
[Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know...

- 22. PA has a closed primary
- 23. The registration procedure

SKILLS

Students will be skilled at (be able to do)...

- 25. Register
- 26. Vote

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?
[Jump to Table of Contents](#)

Evaluative Criteria	Assessment Evidence
19. The differences between a general/primary election 20. Candidate match/position	PERFORMANCE TASK(S)/Think GRASPS: 18. Test 19. Essay Response
19.	OTHER EVIDENCE: 17.

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

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Summary of Key Learning Events and Instruction

- 61. Introduction to voter registration
- 62. The value and importance of voting
- 63. Voting in PA procedures
- 64. Candidate match/info
- 65. Position Match/info

***I updated the other doc which was a copy and then realized the other doc had more info...can i merge them?

Social Studies

Curriculum Unit Overview

American Politics

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- [Unit 2](#) -The Logic of American Politics
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- [Unit 5](#) - Tragedy of the Commons
- [Unit 6](#) - Civil Liberties- Religion, Speech, Press, Petition, Assembly

[Unit 7 - 2nd Amendment](#)
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Unit 1 Public Opinion-Foreign Policy

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Course Title: American Politics	Course Author: Jake Holzhauser	Grade Level(s): 12]	Time/Duration: 43 mins
Course Summary: This is an introductory course in American Politics. The Course is suitable for beginning political science students or students who wish to complete the course as part of a “general education” requirement. The purpose of the course is to teach students both about the American political system and about broad concepts social scientists use to student politics.			2.5 weeks
Unit Name: Public Opinion/Foreign Policy	Unit Number: 1	Created: Aug 2021	Revised: TBD

Standards Addressed:

- **Standard - 5.2.12.A**
- Evaluate an individual's **civil rights**, responsibilities and obligations in various contemporary **governments**.
- **Standard - 5.2.12.B**
- Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- **Standard - 5.3.12.B**
- Compare and contrast policy-making in various contemporary world **governments**.
- **Standard - 5.4.12.A**
- Examine **foreign policy** perspectives, including **realism**, **idealism**, and **liberalism**.
- **Standard - 5.4.12.B**
- Evaluate the effectiveness of **foreign policy** tools in various current issues confronting the United States (e.g., **diplomacy**, economic aid, military aid, **sanctions**, treaties).

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

What role should the US have with Afghanistan?

Transfer

Students will be able to independently use their learning to...

1. Apply knowledge of patterns of history in the (Afghanistan, Iraq, Iran) to better understand the present and identify patterns for future conflict
2. Analyze policy ideas and effects

Meaning

UNDERSTANDINGS

Students will understand that...

1. Religion plays a large role in the lives of Afghan citizens.
2. Historians examine cause and effect to see relationships between people, places, ideas, and events.
3. Historians recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups.
4. Historians find the connections between the events of the past and the present to help understand our world.

ESSENTIAL QUESTIONS

1. How do you define public opinion?
2. What role do gender and race have on public opinion?
3. What future implications will the withdrawal of Afghanistan have for the US and the World?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
[Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know...

1. The differences between Sunni and Shia Muslims.
2. What Sharia Law is and how it is used to govern.

SKILLS

Students will be skilled at (be able to do)...

1. Read and interpret information in multiple formats to make connections on previous and current political policy implications.
2. Understand and communicate cause and effect relationships not only to show what happened, but why it happened.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?

[Jump to Table of Contents](#)

Evaluative Criteria

1. Religion, Soviet/Afghan War, 9/11, 2 Front War
2. US military cause/effect

Assessment Evidence

PERFORMANCE TASK(S)/Think GRASPS: Political Speech on US foreign policy in Afghanistan

1. Located pertinent information from varied sources

	2. Identified the cause/effect relationship between ideas and policy
1. Nation Building - Summative Assessment 2. History of the Afghan War - Summative Assessment	OTHER EVIDENCE: 1. Examination of lessons learned from the War in Afghanistan 2. Verbally address other issues through an interview/presentation

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

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Summary of Key Learning Events and Instruction

1. Define and identify countries and their majority religion (Islam/ Sunni/Shia)
2. Examine the Soviet Afghan War and the creation of Mujahideen and US foreign policy
3. Cause and effect of the Taliban formation
4. What is the cost of war Afghanistan - human/financial
5. How has history repeated itself from the Soviet Afghan war to US foreign policy in 2000s
6. What impacts will the withdrawal of troops have on the region of Afghanistan?
7. How should the US have responded after 9/11?
8. Summative assessment on the History of Soviet Afghan War, Afghanistan, 9/11, Taliban, Al-Qaeda
9. Political Speech on policy belief on the withdrawal of US troops from Afghanistan according to teacher developed rubric

Unit 2 [The Logic of American Politics]

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Course Title: American Politics	Course Author: Jake Holzhauser	Grade Level(s): 12	Time/Duration: 43 minutes
Course Summary: (optional) [Type Here]			2.5 Weeks
Unit Name: The Logic of American Politics	Unit Number: 2	Created: January 2022	Revised: TBD

Standards Addressed:

- **Standard - 5.1.12.A**
 - Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.
- **Standard - 5.1.12.B**
 - Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- **Standard - 5.2.12.A**
 - Evaluate an individual's **civil rights**, responsibilities and obligations in various contemporary **governments**.
- **Standard - 5.2.12.B**
 - Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- **Standard - 5.3.12.C**
 - Evaluate how **government** agencies create, amend, and enforce regulations.
-

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

[Jump to Table of Contents](#)

Big Ideas:

Current institutional design was influenced from past political philosophers who addressed the reasons why government is necessary.

Transfer

Students will be able to independently use their learning to...

3. Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness.
4. Work effectively with, and learn from others in a variety of situations, in school and beyond.
5. Use knowledge of patterns of history to better understand the present and prepare for the future.

Meaning**UNDERSTANDINGS**

Students will understand that...

5. Politics has Five basic Principles
6. Past political philosophers have shaped current government design
7. Social behavior can impact institutional design

ESSENTIAL QUESTIONS

4. What is the importance of institutional design in governance?
5. What are the 5 principles of politics and how do they relate to contemporary policy?
6. Who are early political philosophers and what impact did they have?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?

[Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know...

3. Social behaviors have justified the implementation of government
4. Institutions provide the framework for government
5. How the five principles are demonstrated today

SKILLS

Students will be skilled at (be able to do)...

3. Identify and apply the 5 principles
4. Use nonfiction primary sources of political philosophers
5. Discuss the impacts of social behaviors on the design of government

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria

Assessment Evidence

3. Use web-based sources to answer historical questions.
4. Research how the 5 principles of government exist today

PERFORMANCE TASK(S)/Think GRASPS: Monologue of Thomas Hobbes on current institutional design

3. Analyze Thomas Hobbes/John Locke beliefs of monarch v. democracy
4. Identify how human behaviors have been studied in the milgram experiment

3. Writing prompt how do the State of Nature and the Law of Nature govern society?
4. Compare the viewpoint of social behaviors of Thomas

OTHER EVIDENCE:

3. Effectively communicate using appropriate media
4. Analyze competing narratives of the same event to reach a conclusion

Hobbes/John Locke 5. Test Hobbes/Locke/5 Principles(Sum)	
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Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
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Summary of Key Learning Events and Instruction

10. What led to the formation of government/Is government necessary? - brainstorm ideas on individual / social behaviors
11. Why Govt? Examine and brainstorm To What extent should we obey rulers EVEN if they are not good? When do we start revolutions?
12. Foundations of government identify basic behaviors with and without government
13. Political Philosophers - Research early political philosophers Hobbes/Locke and identify what led people to forming government.
14. State of Nature / Law of Nature - compare the different viewpoints of SON LON between Hobbes/Locke
15. 5 Principles of Politics - research and define current applications
16. Milgram Experiment - read and interpret 20th century beliefs of human behavior
17. Hobbes/Locke Monologue - write from the perspective of Hobbes/Locke on a current event/relation to SON LON
18. Political Foundations Test - identify 5 principles/ Hobbes/Locke/ Different political philosophies

Unit 3 [Political Parties]

[Jump to Table of Contents](#)

Course Title: American Politics	Course Author: Jake Holzhauser	Grade Level(s):12	Time/Duration: 43
Course Summary: (optional) [Type Here]			3.5

Unit Name: Voting, Campaigns, and Elections	Unit Number: 3	Created: 1/2022	Revised: TBD
<p>Standards Addressed:</p> <ul style="list-style-type: none"> ● Standard - 5.1.12.A ● Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good. <p style="padding-left: 40px;">Standard - 5.1.12.C</p> <p>Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> ● Liberty / Freedom ● Democracy ● Justice ● Equality <p style="padding-left: 40px;">Standard - 5.1.12.D</p> <p>Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> ● Declaration of Independence ● United States Constitution ● Bill of Rights ● Pennsylvania Constitution ● ● Standard - 5.1.12.E ● Analyze and assess the rights of people as written in the PA Constitution and the US Constitution. ● Standard - 5.1.12.E ● Analyze and assess the rights of people as written in the PA Constitution and the US Constitution. ● Standard - 5.2.12.A ● Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments. ● Standard - 5.2.12.D 			

- Evaluate and demonstrate what makes competent and responsible **citizens**.
- **Standard - 5.3.12.E**
- Evaluate the fairness and effectiveness of the United States electoral processes, including the **electoral college**.
- **Standard - 5.3.12.J**
- Evaluate critical issues in various contemporary **governments**.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Investigate the role voting has on shaping society.

Transfer

Students will be able to independently use their learning to...

6. Differentiated between identity and ideology
7. Express their opinions and ideas on contemporary topics
8. Take a political ideology quiz/match
9. Register to vote
10. Differentiate between political parties/candidates
11. Calculate presidential election winners through the EC

Meaning

UNDERSTANDINGS

Students will understand that...

- 8. Politics can impact our identity
- 9. Republicans and democrats differ on a variety of issues/topics
- 10. The electoral college is used to elect the Pres.

ESSENTIAL QUESTIONS

- 7. What are the platforms for the Democrat and Republican Party?
- 8. How do you register to vote?
- 9. How is the electoral college used?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?

[Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know...

- 6. The differences between the republican and democrat party on specific topics
- 7. How the electoral college works

SKILLS

Students will be skilled at (be able to do)...

- 6. Create their own opinion and topics and compare it to political parties
- 7. Identifying Dem/Rep political stance on topics

8. Calculating the popular vote and the electoral vote

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
5. Differences between Dem/Rep on the issues 6. Development of individual opinion and ideas	PERFORMANCE TASK(S)/Think GRASPS:Party Platforms P 5. Political Party Survey(form/sum) 6. Issue/Candidate Mapping
6. Electoral College/Popular Vote Calculations	OTHER EVIDENCE: 5. Summative - Calculate how a candidate can win the pop but not electoral vote

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

- 19. What is the difference between political identity and ideology?
- 20. Where do you stand on the issues - ISIDEWITH Quiz
- 21. Political Party Ideology - Survey/Quiz
- 22. My Beliefs - students identify the topics they are most interested/concerned with (opinion/ideas/party/ways to address it)

- 23. Presidential Elections - Electoral College v. Popular Vote
- 24. Popular Vote v. Proportional Voting - Debate Discussion (election/representative/district fairness)
- 25. Platform Test - differences between Dem/Rep
- 26. 2024 Pres Election - determine a presidential winner (lose pop vote but win election), Calculate both Pop Vote/EC vote
- 27. [Type Here]

Unit 4 [Collective Action Principles]

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Course Title: [American Politics]	Course Author: [Holzhauser]	Grade Level(s): [12]	Time/Duration: [43]
Course Summary: (optional) [Type Here]			3 wks
Unit Name: [Collective Action Principles]	Unit Number: [4]	Created: [Type Here]	Revised: TBD

Standards Addressed:

- **Standard - 5.1.12.B**
- Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- **Standard - 5.1.12.C**
- Evaluate the application of the principles and ideals in contemporary **civic life**.
- **Standard - 5.2.12.B**
- Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- **Standard - 5.2.12.D**
- Evaluate and demonstrate what makes competent and responsible **citizens**.
-

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

How does collective action impact political agenda?

Transfer

Students will be able to independently use their learning to...

12. Identify the prisoner's dilemma
13. Analyze how collective action impacts political agendas with the prisoner's dilemma.
14. Compare and contrast methods to overcome the prisoner's dilemma.
15. What is dominant game strategy and how does that work with politics.

Meaning

UNDERSTANDINGS

Students will understand that...

11. The tension between social relations and how the prisoner's dilemma can be used for individual interests in politics
12. How exploitation and the lack of cooperation impact the collective goal
13. The tragedy of the commons and the free rider problem play a pivotal role in dominant game strategy.

ESSENTIAL QUESTIONS

10. What precisely is the prisoner's dilemma, and why is it so important for the study of American Politics?
11. How does the tragedy of the commons lead to ruination of common resources?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

- 8. Why the prisoner's dilemma has become one of the most widely used concepts in social sciences
- 9. How the prisoner's dilemma can be used for political exchanges.

SKILLS

Students will be skilled at (be able to do)...

- 9. Identify dominant game strategy (political strategy)
- 10. Create a matrix that identifies dominant game strategy and the lack of political cooperation

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?
[Jump to Table of Contents](#)

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> 7. Game strategy between partners (defect or cooperate) 8. Matrix creation 	PERFORMANCE TASK(S)/Think GRASPS: Real world prisoner's dilemma matrix <ul style="list-style-type: none"> 7. Located pertinent information from varied sources 8. Identified the cause/effect relationship between ideas and policy through a matrix
<ul style="list-style-type: none"> 7. Political Agenda Solution Paper 8. Role of Prisoner's Dilemma/Current Examples 	OTHER EVIDENCE: <ul style="list-style-type: none"> 6. Examination of advertising dilemmas

7. Lack of cooperation and strategy for individual goals

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

28. Partners and give them a scenario where they cannot talk to see if they work individually or cooperatively (they play black or red) - Dominant game strategy
29. Explain the classic Prisoner's Dilemma - Mr. Pink and Mr. Black - They either remain silent or confess
30. Create a matrix about the choices they make and the impacts it has on their partner
31. How does the Prisoner's Dilemma relate to collective action decisions handout.
32. Complete advertising strategies guide
33. Create a matrix on role that the prisoner's dilemma has on nuclear armament
34. Design and Develop a political agenda solution with the prisoner's dilemma.

Unit 5 [Tragedy of the Commons]

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Course Title: [American Politics]	Course Author: [Holzhauser]	Grade Level(s): [12]	Time/Duration: 43
Course Summary: (optional) [Type Here]			2.5 weeks
Unit Name: Tragedy of the Commons	Unit Number: [5]	Created: Spring 2022	Revised: TBD
Standards Addressed:			

- **Standard - 5.1.12.A**
- Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.
- **Standard - 5.1.12.B**
- Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- **Standard - 5.2.12.A**
- Evaluate an individual's **civil rights**, responsibilities and obligations in various contemporary **governments**.

- **Standard - 5.2.12.B**
- Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

How does tragedy of the commons resemble free riding?

Transfer

Students will be able to independently use their learning to...

16. Investigate current/contemporary examples of tragedy of the commons

17. Use knowledge of children's books and entertainment that are used to examine the tragedy of the commons.

Meaning

UNDERSTANDINGS

Students will understand that...

14. Free riding is a common element of collective action
15. Tragedy of the commons resembles free riding in that the provision of a public good is divorced from its consumption.
16. Many allegories can be used to explain the depletion of the commons.
17. Solutions differ between social scientists
18. Proper institutional design can be used to avoid the tragedy of the commons.

ESSENTIAL QUESTIONS

12. What are the costs of collective action?
13. How does the tragedy of the commons lead to an individual's concentration on the costless consumption of a good result in ruination.
14. What real world analogies exist?
15. How can institutional design combat the tragedy of the commons.

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

10. The impacts of free riding on collective action
11. That tragedy of the commons concentrates on individuals' costless consumption of a public good that results in its ruination
12. The Lorax, Hardin, Ostrom and their work to examine and connect the current example to the tragedy of the commons.

SKILLS

Students will be skilled at (be able to do)...

11. Develop a logical argument on how the tragedy of the commons was used in the Lorax by Dr. Seuss
12. Show a real world examples of tragedy of the commons
13. Compare and contrast political scientists solutions for tragedy of the cmons
14. Format and create a MLA research paper
15. Create a movie presentation.

Stage 2: Assessments/Evidence of Learning

*What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?*

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Evaluative Criteria	Assessment Evidence
9. Collective Action Problem, Free Riding, Tragedy of the Commons, Impacts of proper institutional design. 10. Individual consumption and ruination	PERFORMANCE TASK(S)/Think GRASPS:Research Paper on Tragedy of the Commons 9. Located pertinent information from varied sources 10. Identified the cause/effect relationship between ideas and policy
9. Contemporary Tragedy/Solutions Summative Paper 10. Contemporary persuasive presentation	OTHER EVIDENCE: 8. Quiz on allegories of tragedy of the commons 9. Hardin v. Ostrem reading comprehension

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

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Summary of Key Learning Events and Instruction

- 35. Introduce the allegory tradey of the commons
- 36. Primary sources Hardin/Ostrom
- 37. Show the Lorax
- 38. What is the message discussion?
- 39. Students are given MLA source refresher
- 40. Project - Paper and demonstration is introduced

Unit 6 [Civil Liberties]

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Course Title: [American Politics]	Course Author: [Holzhauser]	Grade Level(s): [12]	Time/Duration: [43]
Course Summary: (optional) [Type Here]			6 weeks
Unit Name: [Civil Liberties]	Unit Number: [6]	Created: Spring 2022	Revised: TBD

Standards Addressed:

- **Standard - 5.1.12.A**
- Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.

Standard - 5.1.12.C

Evaluate the application of the principles and ideals in contemporary **civic life**.

- **Liberty / Freedom**
- **Democracy**
- **Justice**
- **Equality**

Standard - 5.1.12.D

Evaluate **state** and federal powers based on significant documents and other critical sources.

- Declaration of Independence
- United States Constitution
- **Bill of Rights**
- Pennsylvania Constitution
- **Standard - 5.1.12.E**
- Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

What roles, if any, do Congress, the president, and the states play in defining civil liberties?

Transfer

Students will be able to independently use their learning to...

- 18. Describe what factors contributed to the nationalization of civil liberties in the US
- 19. Explain the protections and limitations of freedom of speech, religion, press, petition, assembly.

Meaning

UNDERSTANDINGS

Students will understand that...

- 19. Bill of rights checks majority rule
- 20. The first 10 amendments
- 21. Incorporation via the 14th amendment

ESSENTIAL QUESTIONS

- 16. What led to the nationalization of civil liberties
- 17. How did the Framers identify liberties in the Constitution

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

- 13. The change in civil liberties by fed/state gov.
- 14. Judicial interpretation

SKILLS

Students will be skilled at (be able to do)...

- 16. Rule as a supreme court justice
- 17. Identify the 2 clauses of religion

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
11. Religion intro cases 12. Passed ruling matching	PERFORMANCE TASK(S)/Think GRASPS: 11. Rule as a supreme court justice 12. Identify the case connection with your opinion
11. Essay - has the separation of church and state gone too far 12. [Type Here]	OTHER EVIDENCE: 10. Essay response

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

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Summary of Key Learning Events and Instruction

41. Intro to civil liberties text q/a
42. 1st amendment religion scenarios
43. Historical case log of SC cases
44. You be the judge handout

Unit 7 [2nd Amendment]

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Course Title: [American Politics]	Course Author: [Holzhauser]	Grade Level(s): [12]	Time/Duration: [43]
Course Summary: (optional) [Type Here]			2 weeks
Unit Name: 2nd Amendment]	Unit Number: [7]	Created: 4/19/22	Revised: TBD

Standards Addressed:

Standards Addressed:

- **Standard - 5.1.12.A**
- Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.

Standard - 5.1.12.C

Evaluate the application of the principles and ideals in contemporary **civic life**.

- **Liberty / Freedom**
- **Democracy**
- **Justice**
- **Equality**

Standard - 5.1.12.D

Evaluate **state** and federal powers based on significant documents and other critical sources.

- Declaration of Independence
- United States Constitution
- **Bill of Rights**
- Pennsylvania Constitution
- **Standard - 5.1.12.E**
- Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- **Standard - 5.1.12.E**

- Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

What role should the government have in regulating the 2nd amendment.

Transfer

Students will be able to independently use their learning to...

- 20. Identify Dc v Heller/McDonald V Chicago
- 21. Federal and State Laws

Meaning

UNDERSTANDINGS

Students will understand that...

- 22. The supreme court provides very few rulings on the 2nd amendment
- 23. The impact of collective v individual right
- 24. Rules and regulations for the state of PA

ESSENTIAL QUESTIONS

- 18. What guidelines has the SC provided on the 2nd Amendment?
- 19. What are the different state laws on the 2nd Amendment?

20. What role should the government have in restricting access with the 2nd amendment?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

15. Basic definition of semi/fully/straw purchase/PICS/Brady Hand Gun/Concealed Carry/Open Carry
16. Assault Rifles or Sport Rifle ban from 1994

SKILLS

Students will be skilled at (be able to do)...

18. Provide their opinion on what regulations should exist.
19. Providing justification or rationale to support their stance on the 2nd Amendment.

Stage 2: Assessments/Evidence of Learning
What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?
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Evaluative Criteria	Assessment Evidence
13. Pre test on terms 14. Post test on terms	PERFORMANCE TASK(S)/Think GRASPS: 13. Candidate response with citations
13. Candidate persuasive speech	OTHER EVIDENCE: 11. Rebuttal argument 12. Q/A format

Stage 3: Learning Plan

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Summary of Key Learning Events and Instruction

- 45. Pre test on terms
- 46. Distribute text - what does the text say
- 47. DC Heller/McDonald cases examination
- 48. Federal and PA restrictions Q/A
- 49. Persuasive Paper as a US Rep what do you believe the role of the government should be on the regulation of the 2nd Amend?