






United States Government

East Chicago Central High School

United States Government


Units of Study

<u>Unit 1:</u>	The Foundations of Governments and the Beginnings of American Government	 15 days
<u>Unit 2:</u>	The Constitution	 20 days
<u>Unit 3:</u>	Naturalization	 10 days
<u>Unit 4:</u>	Executive Branch at Work	 15 days
<u>Unit 5:</u>	Citizenship and Political Behavior	 20 days


Appendices

Appendix A: Curriculum Refinement Form









Standards Breakdown







 **Green:** Priority Standards












 **Pink:** Supporting Standards





 **Gray:** Additional Standards

UNITS

		1	2	3	4	5
The Nature of Politics and Government	1.1					
	1.2					
	1.3					
	1.4					
	1.5					
	1.6					
	1.7					
	1.8					
	1.9					

Foundations of Government in the United States	2.1					
	2.2					
	2.3					
	2.4					
	2.5					
	2.6					
	2.7					
	2.8					

Purposes, Principles, and Institutions of the Government of the United States	3.1					
	3.2					
	3.3					
	3.4					
	3.5					
	3.6					
	3.7					
	3.8					
	3.9					
	3.10					
	3.11					
	3.12					
	3.13					
	3.14					
	3.15					
	3.16					
	3.17					
	3.18					
	3.19					
	3.20					
	3.21					

The Relationship of the United States to Other Nations in World Affairs	4.1					
	4.2					
	4.3					
	4.4					
	4.5					
	4.6					
	4.7					

	4.8				●	
	4.9					

Roles of Citizens in the United States	5.1					●
	5.2			●		
	5.3			●		
	5.4		●			
	5.5					
	5.6					
	5.7					●
	5.8					

Content Area Literacy	1.1	●	●	●	●	●
	1.2					
	2.1	●	●	●	●	●
	2.2	●	●	●	●	●
	2.3					
	3.1	●	●	●	●	●
	3.2					
	3.3					
	4.1	●	●	●	●	●
	4.2					
	4.3					
	5.1					
	5.2	●	●	●	●	●
	6.1					
	6.2	●	●	●	●	●
	7.1					
	7.2					
	7.3	●	●	●	●	●

General Description of the Unit

Unit 1 examines the origins of government, citizenship, and the formation of the United States Government. Key concepts covered include: principles of government, types of governments, origins of the modern democratic state, the basics of democracy, origins of American political ideas, the fight for independence, the early republic, and creating and ratifying the United States Constitution.

Literacy Assessments:

- [The Preamble Teacher Document](#)
- [The Preamble Student Document](#)

- [Constitutional Convention Teacher Document](#)
- [Constitutional Convention Student Document](#)

- [Politics, Government, & Public Policy Teacher Document](#)
- [Politics, Government, & Public Policy Student Document](#)

Priority Standards

- **USG.1.2:** Define the terms and explain the relationship between politics, government, and public policy.
- **USG.1.4:** Compare and contrast types of government including representative democracy, monarchy, oligarchy, totalitarianism, including anarchy.
- **USG.2.1:** Summarize the colonial, revolutionary, and Founding-Era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).

Supporting Standards

- **USG.1.3:** Interpret and analyze the purposes and functions of government found in the Preamble of the United States Constitution.
- **USG.1.6:** Compare and contrast unitary, confederate, and federal systems of government.
- **USG.1.9:** Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties.
- **USG.2.2:** Understand the concept of compromise and evaluate its application during the Constitutional Convention.
- **USG.2.5:** Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.
- **USG.2.6:** Explain how a shared American civic identity is based on commitment to foundational ideas in Founding Era documents and how it has changed through subsequent periods of United States history to present day.

Content Area Literacy Standards

- **9-10.LH.2.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **9-10.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **9-10.LH.5.2:** Write informative texts, including analyses of historical events.

Enduring Understandings

- Students identify, define, compare, and contrast ideas regarding the nature of government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. Students also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their

Essential Questions

- How are governments formed?
- How is it determined what the best type of government for a society is?
- What is power? Who decides who has power and doesn't?
- What Constitutional compromise do you think was the most important? Why?

own communities.

- Students identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They also analyze the meaning and application of core ideas to government, politics and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.

Key Concepts

USG.1.2

- I can explain the relationship between government, politics, and public policy.

USG.1.4

- I can compare and contrast various forms of government that exist in the world.
 - democracy
 - direct democracy
 - indirect democracy
 - republic
 - theocracy
 - absolute monarchy
 - constitutional monarchy
 - *anarchy

USG.2.1

- I can analyze events that led to the beginnings of American Government.
 - French and Indian War
 - Taxation without Representation
 - First Continental Congress
 - Second Continental Congress
 - Declaring Independence
 - Revolutionary War
 - Articles of Confederation
 - Shays' Rebellion
 - The Constitutional Convention
 - Ratification

Related Concepts

USG.1.3

- I can interpret the six purposes of government, the three characteristics of government, and the four major goals of government.

USG.1.6

- I can compare and contrast various forms of governments based on:
 - who can participate in the governing process
 - democracy
 - dictatorship
 - where (geographically) is the power held
 - federal
 - unitary
 - confederation
 - what is the relationship (power structure) between those who create laws and those who enforce laws
 - presidential
 - parliamentary

USG.2.5

- I can evaluate how the relationship between the 13 North American Colonies and Great Britain deteriorated over taxes and a lack of representation, and how this issue led to the colonists declaring their independence.

USG.2.6

- I can distinguish the weaknesses of The Articles of Confederation and how those weaknesses led to the creation of the United States Constitution.

USG.2.2

- I can differentiate between Federalists and Anti-Federalists.

Vocabulary

- government
- politics
- public policy
- domestic
- tranquility
- welfare
- liberty
- state
- territory
- legislative
- executive
- judicial
- colony
- taxation
- representation
- unicameral
- bicameral
- inferior courts
- constitutionalism

Resources

Resources & Materials

Texts & Articles

Videos & Media

- iCivics
- Kahoot
- Quizizz

- AVID
- iCivics
- Khan Academy
- NEWSELA

- Crash Course
- PBS
- Teacher Created Powerpoint Presentations

School Resources

Textbook

US Government

Formative Assessments

Quizzes
Project
Concept Formation Activity

General Description of the Unit

Unit 2 is an overview of the United States Constitution. Key concepts covered include: the parts of the Constitution (preamble, articles, and amendments), amending the Constitution, principles of the Constitution, and the relationship between the National Government and the States.

Literacy Assessments:

- [Amending Constitutions Teacher Document](#)
- [Amending Constitutions Student Document](#)

- [Enumerated, Implied, & Denied Powers Teacher Document](#)
- [Enumerated, Implied, & Denied Powers Student Document](#)

Priority Standards

- **USG.3.1:** Analyze the United States Constitution and explain characteristics of government in the United States, which define it as a federal, presidential, constitutional, and representative democracy.
- **USG.3.6:** Compare and contrast the enumerated, implied, and denied powers in both the United States Constitution and the Indiana Constitution.
- **USG.3.7:** Explain the relationships among branches of the United States government and Indiana government, which involve separation and sharing of powers as a means to limited government.

Supporting Standards

- **USG.1.7:** Define and provide examples of constitutionalism, rule of law, limited government, and popular sovereignty in the United States Constitution and explain the relationship of these constitutional principles to the protection of the rights of individuals.
- **USG.1.8:** Evaluate the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.
- **USG.3.13:** Explain the electoral process in terms of election laws and election systems on the national, state, and local level.
- **USG.3.16:** Explain and evaluate the original purpose and role of the Electoral College and its relevance today.
- **USG.3.2:** Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, and republican government. Provide examples of these principles in the governments of the United States and Indiana.
- **USG.3.5:** Explain the section of Article IV, Section 4, of the United States Constitution which says, “The United States shall guarantee to every State in the Union a Republican form of government.”
- **USG.5.4:** Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court; analyze and evaluate landmark cases of the United States Supreme Court concerning civil rights and liberties of individuals.

Content Area Literacy Standards

- **9-10.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **9-10.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- **9-10.LH.6.2:** Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Enduring Understandings

Essential Questions

- Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students describe the structures and functions of American constitutional government at national, state, and local levels and practice skills of citizenship in relation to their constitutional government.

- Are there any rights that are not currently in the Constitution or Bill of Rights that you think should be?
- Should the Electoral College be altered? Abolished?
- Should we limit offensive expressions?
- Who decides what's offensive?
- How should the federal government handle states that are making marijuana legal or decriminalized?
- What do phrases in the Preamble mean to you?

Key Concepts	Related Concepts	Vocabulary
<p>USG.3.1</p> <ul style="list-style-type: none"> ● I can identify the parts of the United States Constitution and the six basic principles embedded in the document. <p>USG.3.6</p> <ul style="list-style-type: none"> ● I can distinguish the three forms of powers delegated to the federal government. I can explain the division of powers between the federal government and state governments, and I can also detail powers that both levels of government share and powers that both levels of government are denied. <p>USG.3.7</p> <ul style="list-style-type: none"> ● I can use Articles I, II, and III to illustrate the separation of powers among the branches of government and demonstrate how the branches of government work together when creating laws. 	<p>USG.1.7</p> <ul style="list-style-type: none"> ● I can explain how the six basic principles of the Constitution prevent abuse of power and safeguard the rights of citizens. <ul style="list-style-type: none"> ○ popular sovereignty ○ limited government ○ separation of powers ○ checks and balances ○ judicial review ○ federalism <p>USG.1.8</p> <ul style="list-style-type: none"> ● I can assess the value of the Constitution as it relates to maintaining order without infringing on civil liberties. <p>USG.3.13</p> <ul style="list-style-type: none"> ● I can describe the similarities of the electoral process at all levels of government. <p>USG.3.16</p> <ul style="list-style-type: none"> ● I can analyze why the Framers of the Constitution created the Electoral College and explain why the Electoral College is disputed by segments of society today. <p>USG.3.2</p> <ul style="list-style-type: none"> ● I can locate and explain examples of the six basic principles of the Constitution in the document. <p>USG.3.5</p> <ul style="list-style-type: none"> ● I can explain the three obligations the Federal Government has to the fifty States. <ul style="list-style-type: none"> ○ republican form of government ○ protection from invasion or internal disorder ○ respect territorial integrity <p>USG.5.4</p> <ul style="list-style-type: none"> ● I can interpret Supreme Court cases that relate to civil rights and liberties that are granted in the Bill of Rights. 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● popular sovereignty ● limited government ● separation of powers ● checks and balances ● judicial review ● federalism ● rule of law ● unconstitutional ● amendment ● treaty ● division of powers ● delegated powers ● exclusive powers ● expressed powers ● implied powers ● inherent powers ● reserved powers ● concurrent powers ● denied powers ● extradition

- Schenck v. United States
- Gitlow v. New York
- Mapp v. Ohio
- Gideon v. Wainwright
- Miranda v. Arizona
- New Jersey v. T.L.O.
- Tinker v. Des Moines Independent Community School District
- Engel v. Vitale
- United States v. Cruikshank

Resources

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- Quizizz

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General Description of the Unit

Unit 3 explores the roles of citizenship, immigration, and naturalization. Key concepts covered include: duties, civic responsibilities, and personal responsibilities of citizens, American historical events and geography, American elected officials, immigration laws, and the naturalization process.

Priority Standards

- **USG.5.2:** Analyze the roles and responsibilities of citizens in Indiana and the United States.

Supporting Standards

- **USG.2.3:** Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.
- **USG.2.8:** Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, and representative democracy.
- **USG.5.3:** Discuss the individual’s legal obligation to obey the law, serve as a juror, and pay taxes.

Content Area Literacy Standards

- **11-12.LH.7.3:** Draw evidence from informational texts to support analysis, reflection, and research.
- **9-10.LH.4.1:** Integrate quantitative or technical analysis (Examples: charts, research data) with qualitative analysis in print or digital text.

Enduring Understandings

- Students identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They also analyze the meaning and application of core ideas to government, politics and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.
- Students explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

Essential Questions

- Do citizens of the US have a responsibility to protect the interests of undocumented people in the US?
- Should undocumented people or those here legally without being citizens be guaranteed the same protections under the Constitution?
- What role does civil disobedience play in advancing our society?

Key Concepts

USG.5.2

- I can differentiate the roles, duties, and responsibilities citizens of the United States have.

Related Concepts

USG.2.3

- I can extrapolate from the Declaration of Independence the ideas of individual rights, common good, and government.

USG.2.8

- I can examine current events and relate them to political and civic life.

USG.5.3

- I can identify the duties of a United States citizen.
 - obey the law
 - serve on a jury
 - pay taxes
 - attend school

Vocabulary

citizenship

- naturalization
- duties
- responsibilities
- dual citizenship
- oath
- obligations
- indigenous people
- immigrant
- refugee
- deportation
- visa

○ register for the draft
(males 18-26)

Resources

Resources & Materials

- iCivics
- Kahoot
- Quizizz

Texts & Articles

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Videos & Media

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General Description of the Unit

Unit 4 investigates the executive branch at work. Key concepts covered include: the federal bureaucracy, the Executive Office of the President, the executive departments, the independent agencies, foreign policy and diplomacy, and national security.

Literacy Assessments:

- [US Foreign Policy Teacher Document](#)
- [US Foreign Policy Student Document](#)

- [Cabinet of the Executive Branch Teacher Document](#)
- [Cabinet of the Executive Branch Student Document](#)

Priority Standards

- **USG.3.12:** Analyze the functions of the Cabinet of the executive branch in the United States and in Indiana.
- **USG.4.6:** Identify and describe strategies available to the United States government to achieve foreign policy objectives.

Supporting Standards

- **USG.4.3:** Analyze reasons for conflict among nations, such as competition for resources and territory, differences in ideology, and religious or ethnic conflicts as they affect the United States or United States foreign policy.
- **USG.4.4:** Provide examples of governmental and non-governmental international organizations and explain their role in international affairs.
- **USG.4.5:** Analyze powers the United States Constitution gives to the executive, legislative and judicial branches of government in the area of foreign affairs.
- **USG.4.8:** Identify and explain world issues, including political, cultural, demographic, economic and environmental challenges that affect the United States foreign policy in specific regions of the world.

Content Area Literacy Standards

- **11-12.LH.7.3:** Draw evidence from informational texts to support analysis, reflection, and research.
- **9-10.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- **9-10.LH.5.2:** Write informative texts, including analyses of historical events.

Enduring Understandings

- Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students describe the structures and functions of American constitutional government at national, state, and local levels and practice skills of citizenship in relation to their constitutional government.
- Students analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

Essential Questions

- Is the job of the President too big for one person? Should we have a plural executive?
- How does public opinion shape the presidency?
- Should the President be limited on the number of executive orders s/he can use?
- Should members of the Senate have to be present when negotiating treaties?

Key Concepts

- USG.3.12**
- I can explain the functions of the 15 Executive Departments in the Executive Branch.
- USG.4.6**
- I can explain the three main strategies implemented by the

Related Concepts

- USG.4.3**
- I can identify and explain various sources of conflicts the United States has with foreign nations.
 - resources
 - territory

Vocabulary

- bureaucracy
- federal budget
 - fiscal year
 - Executive Office of the President
 - executive departments
 - independent agencies

<p>United States when dealing with foreign countries.</p> <ul style="list-style-type: none"> ○ foreign aid ○ commerce ○ military 	<ul style="list-style-type: none"> ○ ideological differences ○ cultural differences <p>USG.4.4</p> <ul style="list-style-type: none"> ● I can classify various international organizations and explain their impact on global affairs. <ul style="list-style-type: none"> ○ United Nations & WHO ○ Red Cross ○ Red Crescent ○ NATO ○ The European Union ○ The World Bank <p>USG.4.5</p> <ul style="list-style-type: none"> ● I can identify powers granted to the three branches of government pertaining to international concerns. <ul style="list-style-type: none"> ○ Article 1, Section 8, Clause 10 ○ Article 2, Section 2 ○ Article 3, Section 3 <p>USG.4.8</p> <ul style="list-style-type: none"> ● I can research global issues and explain how they impact United States foreign policy. 	<ul style="list-style-type: none"> ● civilian ● civil service ● foreign policy ● foreign affairs ● domestic affairs ● isolationism ● internationalism ● foreign aid ● passport ● ambassador ● diplomatic immunity ● embassy ● espionage ● terrorism
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Resources

<p>Resources & Materials</p> <ul style="list-style-type: none"> ● iCivics ● Kahoot ● Quizizz 	<p>Texts & Articles</p> <ul style="list-style-type: none"> ● AVID ● iCivics ● Khan Academy ● NEWSELA 	<p>Videos & Media</p> <ul style="list-style-type: none"> ● Crash Course ● PBS ● Teacher Created Powerpoint Presentations
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School Resources

<p>Textbook</p> <p>US Government</p>	<p>Formative Assessments</p> <p>Quizzes Project Concept Formation Activity</p>
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General Description of the Unit

Unit 5 dissects citizenship and political behavior. Key concepts covered include: diversity and discrimination, equality before the law, federal civil rights laws, the history of voting rights, voting trends, the voting process, public opinion and polling, influencing public opinion and the mass media, interest groups, and political parties.

Literacy Assessments:

- [U.S. Citizenship Teacher Document](#)
- [U.S. Citizenship Student Document](#)

Priority Standards

- **USG.3.15:** Examine the progression of political parties and their ideologies and the broad political spectrum in the American governmental system and analyze their functions in elections and government at national, state, and local levels of the federal system.
- **USG.5.1:** Define the legal meaning of citizenship in the United States; identify the requirements for citizenship in the United States and residency in Indiana; and differentiate between the criteria used for attaining both.

Supporting Standards

- **USG.1.1:** Define civic life, political life, and private life and describe the activities of individuals in each of these spheres.
- **USG.3.18:** Identify the role of special interest groups in politics and explain their impact on federal, state, and local public policy.
- **USG.3.21:** Describe the influence of the media and technology on public opinion and public policy.
- **USG.5.7:** Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.

Content Area Literacy Standards

- **9-10.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- **9-10.LH.4.1:** Integrate quantitative or technical analysis (Examples: charts, research data) with qualitative analysis in print or digital text.
- **9-10.LH.5.2:** Write informative texts, including analyses of historical events.

Enduring Understandings

- Students explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

Essential Questions

- How has the evolution of media influenced politics and political parties?
- Should voting be mandatory? What should the penalty be for not voting if it is mandatory?
- How much influence should special interest groups, PACs, and lobbyists have on our elected officials?

Key Concepts

USG.3.15

- I can identify and explain the ranges on the political spectrum, and apply them to the major political parties in the United States.
 - radical
 - liberal
 - moderate
 - conservative
 - reactionary

USG.5.1

- I can compare and contrast a naturalized citizen to a citizen at birth.

Related Concepts

USG.1.1

- I can identify and describe the various roles and activities that individuals have.
 - academic life
 - civic life
 - political life
 - private life
 - professional life

USG.3.18

- I can differentiate between a political party and an interest group, and I can identify the types of interest groups that exist.
 - economic interest groups

Vocabulary

- political party
- political spectrum
 - political efficacy
 - political socialization
 - bipartisan
 - independent
 - ideological party
 - economic protest party
 - splinter party
 - ballot
 - absentee voting
 - registration
 - purging
 - ward
 - precinct
 - transients
 - primary election

	<ul style="list-style-type: none"> ○ public interest groups ○ religious interest groups ○ civil rights interest groups ○ government interest groups ○ ideological interest groups <p>USG.3.21</p> <ul style="list-style-type: none"> ● I can evaluate the impact of political parties, technology, the media, interest groups, lobbyists, and PAC's, on the shaping of public policy and public opinion. <p>USG.5.7</p> <ul style="list-style-type: none"> ● I can describe how citizens participate in the political arena. 	<ul style="list-style-type: none"> ● general election ● nomination ● caucus ● petition ● self-announcement ● propaganda ● medium ● lobbyist ● hard money ● soft money ● PAC ● interest group ● public affairs ● public agenda ● public opinion ● public opinion poll
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Resources

<p>Resources & Materials</p> <ul style="list-style-type: none"> ● iCivics ● Kahoot ● Quizizz 	<p>Texts & Articles</p> <ul style="list-style-type: none"> ● AVID ● iCivics ● Khan Academy ● NEWSELA 	<p>Videos & Media</p> <ul style="list-style-type: none"> ● Crash Course ● PBS ● Teacher Created Powerpoint Presentations
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School Resources

<p>Textbook</p> <p>US Government</p>	<p>Formative Assessments</p> <p>Quizzes</p> <p>Project</p> <p>Concept Formation Activity</p>
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