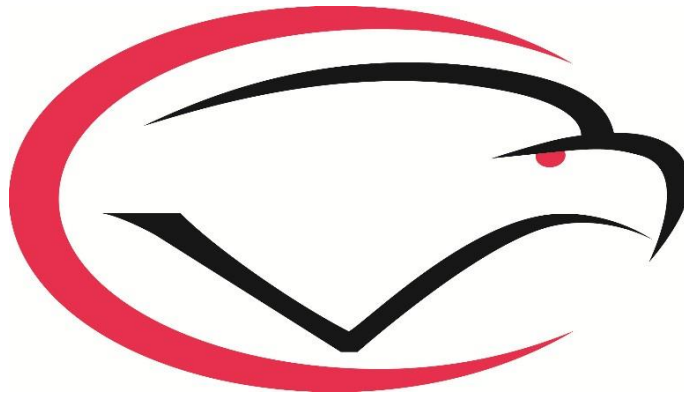


Secondary Curriculum Maps



Cumberland Valley School District
Soaring to Greatness, Committed to Excellence

American Government

CVSD American Government Curriculum Map 10th Grade

| CV Priority Standard/PA Academic Standard | |
|---|---|
| 5.1.C.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. | |
| Taught in Unit(s) | |
| Introduction - Philosophy of American Government | |
| Explanation/Example of Standard | |
| Documents and actions of early Americans shaped the events of the American Revolution. Early political philosophies (prior to 1776/1787) would influence both the Declaration of Independence and Constitution. | |
| Common Misconceptions | |
| A basic understanding of John Locke's Social Contract Declaring our independence was supported by all colonists Unity and cooperation among the colonies was easily achieved The National Government was more important than the State Governments | |
| Big Idea(s) | Essential Question(s) |
| Government exists in many forms Layered government (federalism) is our system of government. Local government is just as important as our National government | Why do all societies need some form of government? What are the different theories behind the creation of the modern state? What role did English ideologies and concepts play in the creation of colonial governments? How did the formation of colonial government and the events of the era influence the Constitution? |
| Assessments | |
| Unit Test or Project | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| Social Contract Federalism Constitutional Convention Purposes of Government | Students should be able to identify and provide examples of the 3 basic purposes of government. Students should be able to analyze the political philosophy of John Locke and apply its' basic ideas to the American Revolution. Students should be able to explain the sequence of events shaped the American Revolution, ending with the Constitutional Convention in 1787 Students should be able to explain the concept of Federalism and cite specific examples of the differences between local, state, and national government. |

| CV Priority Standard/PA Academic Standard | |
|--|---|
| 5.1.C.C Evaluate the application of the principles and ideals in contemporary civic life | |
| Taught in Unit(s) | |
| Introduction - Philosophy of American Government | |
| Explanation/Example of Standard | |
| Civic life and participation is centered around our contribution to society in a democratic manner. | |
| Common Misconceptions | |
| <p>Only a few people actually participate in governing</p> <p>Having principles and ideals only leads to arguments among citizens</p> <p>Governing at the local level does not impact much of what we do</p> | |
| Big Idea(s) | Essential Question(s) |
| <p>In a democratic society, while the majority rules we must take steps to ensure all persons rights/freedoms are protected.</p> <p>In a democratic society, individual liberty and having the ability to engage in civic life through voting, promoting political issues, etc. leads to healthy debate.</p> <p>A republican form of government involves a citizenry that participates, engages in diverse solutions to complex matters, and respects the values of a variety of groups.</p> | <p>How did the philosophy behind the 'social contract' impact the Founding Fathers and the creation of American government?</p> <p>How does the democratic/republican style of government compare to other forms of government?</p> <p>What principles of our government are shaped by the details found in the U.S. Constitution?</p> |
| Assessments | |
| Unit Test | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <p>Individual Liberty</p> <p>Active Citizen Participation</p> <p>Majority Rule, Minority Rights</p> <p>Widespread Education</p> <p>Favorable Economy</p> | <p>Students should be able to identify the characteristics of a Republic from the role of a citizen.</p> <p>Students should be able to analyze events in American history where society has faced challenges to the characteristics of a Republic.</p> <p>Students should be able to address ways in which they can become active members of society.</p> |

| CV Priority Standard/PA Academic Standard | |
|--|---|
| 5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources. | |
| Taught in Unit(s) | |
| The Constitution | |
| Explanation/Example of Standard | |
| Federalism creates a layered system of government between the states and the federal government. State government structure is often a mirror of the federal government, however their powers may be unique or shared with the federal government. | |
| Common Misconceptions | |
| The federal government has unlimited authority. State government powers are all the same across the country | |
| Big Idea(s) | Essential Question(s) |
| Federalism was an important concept to the Founding Fathers at the Constitutional Convention. States were designed to be laboratories of democracy to create laws/programs that fit the people of their state best. Governing powers among the States and Federal government can be broken in to 3 categories: Shared (Concurrent), Exclusive (to the federal), and Reserved (to the states). | |
| Assessments | |
| Test/Project | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| Federalism Separation of Powers Checks and Balances Judicial Review Popular Sovereignty Limited Government Expressed Powers Cooperative/Dual Federalism | Students should be able to differentiate the powers held by the states, those that are shared, and those that are reserved to the states Students should be able to identify and analyze instances where state powers/actions have conflicted with federal powers/actions. |

| CV Priority Standard/PA Academic Standard | |
|---|--|
| 5.1.C.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution | |
| Taught in Unit(s) | |
| The Constitution | |
| Explanation/Example of Standard | |
| The Bill of Rights/Amendments contain our rights and freedoms as a people. These rights and freedoms are the pillars of a democratic society and it is the role of both the PA government and the Federal government to protect these rights. | |
| Common Misconceptions | |
| Government gives us our rights | |
| Big Idea(s) | Essential Question(s) |
| <p>Our basic freedoms and rights are outlined in the first ten amendments</p> <p>The Supreme Court has made many rulings that have interpreted/explained the meaning of those rights.</p> <p>Due Process of law includes the legal rights in numerous amendments and are guaranteed for all persons</p> | <p>What are the purposes of the preamble, each article and amendment of the Constitution?</p> <p>How does the US practice a federal system of government?</p> <p>How have our rights and freedoms been interpreted through the court system specifically as it relates to judicial review?</p> |
| Assessments | |
| Test/Project | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <p>Due Process of Law</p> <p>Miranda Rights</p> <p>Judicial Review</p> | <p>Students should be able to evaluate the limitations that have been put on our freedoms through Supreme Court rulings.</p> <p>Students should have the ability to define the basic features of due process of law.</p> |

| CV Priority Standard/PA Academic Standard | |
|---|--|
| 5.3.C.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy. | |
| Taught in Unit(s) | |
| Political Participation | |
| Explanation/Example of Standard | |
| Students will be able to vote in elections within 1-2 years and need to understand how political parties, interest groups and the media can influence elections. They also need to understand how to construct a political ideology, what influences their ideology, and how it may or may not line up with the platforms of various political parties. | |
| Common Misconceptions | |
| Students often have a very limited understanding of what it means to be a “Democrat” or “Republican” and very little knowledge of Third parties. | |
| Big Idea(s) | Essential Question(s) |
| Political ideologies exist along a spectrum, they are not rigid classifications. Political parties have been an important fixture in American politics for a long time. Parties and their ideologies have shifted over time. Third parties have not been able to gain much traction in our two party system. | How do liberal and conservative viewpoints differ? How does someone’s background affect their ideology? How do political parties impact elections in the U.S.? Why is money vital to running a successful campaign? What are the qualifications to vote, and how does voting work? How has the electorate expanded since the creation of democracy in the U.S.? |
| Assessments | |
| Unit Test/Project | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| Soft money vs. Hard money Liberal, conservative, moderate Democrat vs. Republican Campaign Finance Reform | Students should be able to differentiate between liberal and conservative viewpoints on national issues. |

| CV Priority Standard/PA Academic Standard | |
|--|--|
| 5.2.C.C. Evaluate political leadership and public service in a republican form of government. | |
| Taught in Unit(s) | |
| Legislative Branch and Executive Branch | |
| Explanation/Example of Standard | |
| Individuals in positions of power within our government have a large amount of influence over lawmaking and policy-making whether it be through the legislative process, or executive powers. | |
| Common Misconceptions | |
| Many students don't fully understand the ways in which the President, members of Congress, or judges have influence over Government policy. | |
| Big Idea(s) | Essential Question(s) |
| Politicians possess enormous amounts of influence over public policy. Those in leadership positions such as President, Speaker of the House, Senate Majority leader, etc...have the ability to set the agenda for which legislation will be considered every year. | <p>How does a bill become a law?</p> <p>How do Congressional leaders maintain order and facilitate the legislative process?</p> <p>What are the powers, duties and responsibilities of the President?</p> <p>How is the president assisted by other members of the executive branch?</p> |
| Assessments | |
| Unit Test and/or Project | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| Senate House of Representatives Filibuster Pork Barrel Log-rolling | <p>Students should be able to explain the process by which a bill becomes a law.</p> <p>Students should be able to identify the roles of the President.</p> |

| CV Priority Standard/PA Academic Standard | |
|--|---|
| 5.3.C.A Examine the process of checks and balances among the three branches of government including the creation of law. | |
| Taught in Unit(s) | |
| Legislative Branch, Executive Branch, and Judicial Branch | |
| Explanation/Example of Standard | |
| Each branch of government is given several ways in which to check, or limit, the power of the other branches. It is the way in which the founders limited the power of the government in an attempt to keep any one group within the government from becoming too powerful. | |
| Common Misconceptions | |
| President has the ability to create laws unilaterally. Federal judges are elected, not appointed. | |
| Big Idea(s) | Essential Question(s) |
| <p>The president can veto laws passed by Congress, appoint judges to the courts, and pardon criminals convicted by the courts.</p> <p>Congress can override the president's veto, impeach him, and has to confirm his appointments.</p> <p>The Supreme Court can overrule any law passed by Congress or executive action taken by the President.</p> | <p>How can the power of a president be "checked"? What are the powers of Congress as outlined by the Constitution? What are the powers of the President as outlined by the Constitution?</p> |
| Assessments | |
| Unit Test or Project | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| Veto Impeachment Judicial Review Pardon Override | Students should be able to identify several of the ways in which each branch can check the power of the others. |

| CV Priority Standard/PA Academic Standard | |
|---|---|
| 5.3.C.F Explain the Supreme Court's role in interpreting the U.S. Constitution. | |
| Taught in Unit(s) | |
| Judicial Branch | |
| Explanation/Example of Standard | |
| The Supreme Court has the unique ability to interpret federal laws or executive actions and either uphold them or deem them unconstitutional and strike them down. It is one way to create policy that neither of the other branches can replicate. | |
| Common Misconceptions | |
| Students often don't understand how cases arrive at the Supreme Court, or how they are selected to be heard. | |
| Big Idea(s) | Essential Question(s) |
| <p>The Supreme Court only hears a very small number of cases that are ever appealed to them.</p> <p>Supreme Court rulings hold the same power as law, and are binding.</p> | <p>How does the Supreme Court accept cases and issue rulings?</p> <p>How do Supreme Court rulings end up creating policy by setting legal precedents?</p> |
| Assessments | |
| Unit Test or Project | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <p>Legal precedent</p> <p>Majority opinion</p> <p>Dissenting opinion</p> <p>Concurring opinion</p> | <p>Students will be able to explain the process by which cases are appealed to the Supreme Court and selected to be heard.</p> <p>Students will be able to analyze Supreme Court cases and locate the majority opinion.</p> |

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