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		
philosophies (prior to 1776/1787) would influence be	oth the Declaration of Independence and Constitution.	
Common Misconceptions		
A basic understanding of John Locke's Social Contr		
Declaring our independence was supported by all		
Unity and cooperation among the colonies was eas		
The National Government was more important tha		
Big Idea(s)	Essential Question(s)	
Government exists in many forms	Why do all societies need some form of	
Layered government (federalism) is our system	government? What are the different theories behind the	
of government.	creation of the modern state?	
nodification to just us important us on		
National government	play in the creation of colonial governments?	
	How did the formation of colonial government	
	and the events of the era influence the	
Constitution?		
Asses	sments	
Unit Test or Project		
Concepts	Skills	
(what students need to know)	(what students must be able to do)	
Social Contract	Students should be able to identify and provide	
Federalism	examples of the 3 basic purposes of government.	
Constitutional Convention		
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	
	the Constitutional Convention in 1707	
	Students should be able to explain the concept of	
	Federalism and cite specific examples of the	
	differences between local, state, and national	
	government.	
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	CV Priority Standard/PA Academic Standard
5.1.C.C Evaluate the app	plication of the principles and ideals in contemporary civic life
	Taught in Unit(s)
Introduction - Philosoph	y of American Government
Explanation/Example of	of Standard

Civic life and participation is centered around our contribution to society in a democratic manner.

Common Misconceptions

Only a few people actually participate in governing

Having principles and ideals only leads to arguments among citizens

Governing at the local level does not impact much of what we do

big idea(s)
In a democratic society, while the majority rules
we must take steps to ensure all persons
rights/freedoms are protected.
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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.

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.

Essential Question(s) How did the philosophy behind the 'social contract' impact the Founding Fathers and the

creation of American government? How does the democratic/republican style of government compare to other forms of government?

What principles of our government are shaped by the details found in the U.S. Constitution?

Assessments

Unit Test	
Concepts	Skills
(what students need to know)	(what students must be able to do)
Individual Liberty	Students should be able to identify the
Active Citizen Participation	characteristics of a Republic from the role of a
Majority Rule, Minority Rights	citizen.
Widespread Education Favorable Economy	Students should be able to analyze events in American history where society has faced challenges to the characteristics of a Republic.
	Students should be able to address ways in which they can become active members of society.

CV Priority Standard/PA Academic Standard		
5.1.C.D. Evaluate state and federal powers based		
sources.		
Taught i	n Unit(s)	
The Constitution		
Explanation/Example of Standard		
Federalism creates a layered system of government be government structure is often a mirror of the federal g shared with the federal government.		
Common Misconceptions		
The federal government has unlimited authority.		
State government powers are all the same across t	he 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) Federalism Separation of Powers Checks and Balances Judicial Review	Skills (what students must be able to do) 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	
Popular Sovereignty Limited Government Expressed Powers Cooperative/Dual Federalism	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) Big Idea(s) Our basic freedoms and rights are outlined in the first ten amendments The Supreme Court has made many rulings that have interpreted/explained the meaning of those rights. Due Process of law includes the legal rights in numerous amendments and are guaranteed for all persons Assessments Test/Project Concepts (what students need to know) Due Process of Law Miranda Rights Supreme Court rulings.		
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Due Process of Law Miranda Rights Students should be able to evaluate the limitations that have been put on our freedoms through	Concepts	Skills
Miranda Rights that have been put on our freedoms through	(what students need to know)	
	Due Process of Law	
Judicial Review Supreme Court rulings.	Miranda Rights	1
	Judicial Review	Supreme Court rulings.

Students should have the ability to define the basic features of due process of law.

CV	Priorit	v Standaro	1/PA	Academi	c 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	Skills	
(what students need to know)	(what students must be able to do)	
Soft money vs. Hard money	Students should be able to differentiate between	
Liberal, conservative, moderate	liberal and conservative viewpoints on national	
Democrat vs. Republican	issues.	
Campaign Finance Reform		

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)

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.

Essential Question(s)

How does a bill become a law? How do Congressional leaders maintain order and facilitate the legislative process?

What are the powers, duties and responsibilities of the President?

How is the president assisted by other members of the executive branch?

Assessments

Unit Test and/or Project

Concepts	Skills
(what students need to know)	(what students must be able to do)
Senate House of Representatives Filibuster Pork Barrel Log-rolling	Students should be able to explain the process by which a bill becomes a law. Students should be able to identify the roles of the President.

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)	
The president can veto laws passed by Congress, appoint judges to the courts, and pardon criminals convicted by the courts. Congress can override the president's veto, impeach him, and has to confirm his appointments. The Supreme Court can overrule any law passed by Congress or executive action taken by the President.	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?	
Accesments		

Assessments

Unit Test or Project

Concepts	Skills
(what students need to know)	(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)
The Supreme Court only hears a very small number of cases that are ever appealed to them. Supreme Court rulings hold the same power as law, and are binding.	How does the Supreme Court accept cases and issue rulings? How do Supreme Court rulings end up creating policy by setting legal precedents?

Assessments

Unit Test or Project

Concepts	Skills
(what students need to know)	(what students must be able to do)
Legal precedent	Students will be able to explain the process by which
Majority opinion	cases are appealed to the Supreme Court and
Dissenting opinion	selected to be heard.
Concurring opinion	Students will be able to analyze Supreme Court cases and locate the majority opinion.

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Unit	Timeline	Topics	Priority Standards	Supporting Standards
	***************************************	Social Contract	5.1.C.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of gove	
			5.1.C.C Evaluate the application of the principles and ideals in contemporary civic life	5.1.C.E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
l. Philosophy	15 days	American Revolution		5.2.C.A Contrast the rights and responsbilities of a citizen in a democracy with a citizen in an authoritarian system
				5.2.C.D. Evaluate and demonstrate what makes competent and responsible citizens.
				5.3.C.I Explain various types of taxes and their purposes
2:	20 4	Constitution	5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources,	5.3.C.A. Examine the process of checks and balances among the three branches of government, including the creation of law
Constitution 20 days	20 days		5.1.C.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution	5.2.C.D. Evaluate and demonstrate what makes competent and responsible citizens
		Amendments		
-		Voting	5.3.C.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.	
		Political Participation	3.3.C.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.	5.2.C.C. Evaluate political leadership and public service in a republican form of government.
		Campaigns		5.2.C.A Analyze strategies used to resolve conflicts in society and government
3: Political	20 days	CanthaiRus		5.2.C.A Analyze strategies used to resolve conflicts in society and government 5.3.C.E. Compare and contrast the different election processes for local, state, and national offices
Participation	20 uays			5.3.C.E. Compare and contrast the different election processes for local, state, and national offices 5.3.C.G. Analyze the influence of interest groups in the political process
				5.3.C.H. Evaluate the role of mass media in setting public agenda and influencing political life
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			1	5.2.C.D. Evaluate and demonstrate what makes competent and responsible citizens
		Congress	5.2.C.C. Evaluate political leadership and public service in a republican form of government.	5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources.
4. Legislative	15 davs	Legislative Process	5.3.C.A Examine the process of checks and balances among the three branches of government including the creation of law.	5.2.C.A Analyze strategies used to resolve conflicts in society and government
Branch	15 days	Legismere Frocess	Sister examine the process of cheeks and darances among the three branches of government including the creation of law.	5.3.C.B. Analyze strategies used to resolve conflicts in society and government 5.3.C.B. Analyze the roles of local, state and national governments in policy-making
				5.5.C.B. Analyze the roles of local, state and national governments in policy-making
		President	5.2.C.C. Evaluate political leadership and public service in a republican form of government.	5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources.
5. Executive		Powers of President	5.3.C.A Examine the process of checks and balances among the three branches of government including the creation of law.	5.2.C.A Analyze strategies used to resolve conflicts in society and government
Branch	15 days	T OWER STATES INC.	boton aximine the process of cheeks and balaness among the tiree of allenes of government including the creation of law.	5.4.C.A Explain how United States foreign policy is developed
				5.4.C.B. Explain why and how different foreign policy tools are used to advance a nation's self interest
		·		1 or note appears why are not considered only soon are used to advance a haster a sect interest
		1	5.3.C.F Explain the Supreme Court's role in interpreting the U.S. Constitution.	
6. Judicial	15 days	Supreme Court		5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources.
Branch	15 days			5.3.C.F. Explain the Supreme Court's role in interpreting the US Constitution
		Civil Liberties Cases	5.3.C.A Examine the process of checks and balances among the three branches of government including the creation of law.	5.1.C.F Analyze the role political symbols play in civil disobedience and patriotic activities
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