

American Government Unit 1: Foundations of American Government

Time: 2 weeks

Standards/ Objectives:

**SSCG1: The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government**

- a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights.
- b. Analyze the following writings as they affect the American concept of government: Thomas Hobbs – *Leviathan*, John Locke – *second Treatise on Government* and Baron de Montesquieu – *The Spirit of Laws*

**SSCG2: The student will analyze the natural rights philosophy and the nature of government as expressed in the Declaration of Independence.**

- a. compare and contrast the Declaration of Independence and the Social Contract Theory
- b. Evaluate the Declaration of Independence as a persuasive argument.

**SSCG19: The student will compare and contrast governments that are unitary, confederal and federal; autocratic, oligarchic, and democratic; and presidential and parliamentary.**

<u>Topics</u>	<u>Government Alive Section</u>
(Day) 1. Syllabus, class policies, political beliefs	-----
2 The Roots of Democracy (Notes)	Preview
3. Types of government (Notes)	Preview
4. The Colonial Period (Groups)	1-2
5. <b>QUIZ DAY</b>	<b>2-3</b>
6. Uniting for Independence (Notes)	3-4
7. The Articles of Confederation	4-5
8. The Constitutional Convention	5-6
9 Unit one test review	review
10. Quia Unit one work due/unit 1 Test	

Key Terms

nation-state                      sovereignty              government              politics              social contract theory  
 Thomas Hobbs                  Leviathan              “state of nature”      John Locke      2<sup>nd</sup> Treatise on Gov’t  
 “life, liberty, property” right      unitary system      federal system      confederacy  
 Constitution              The Federalists      oligarchy              monarchy              totalitarianism  
 Representative and direct democracy      republic              liberty              majority              minority  
 Magna Carta              Petition of Rights              English Bill of Rights              Montesquieu  
 The Spirit of Laws              separation of powers              Declaration of Independence  
 Articles of Confederation              unicameral              Shay’s Rebellion              Constitutional Rebellion  
 Founding Fathers              Anti-Federalists              New Jersey Plan              Virginia Plan  
 Connecticut compromise              3/5’s compromise              Commerce              Slave trade

American Government Unit 2: The United States Constitution

Time: 2 weeks

Standards/Objectives

**SSCG3: The student will demonstrate knowledge of the United States Constitution.**

- a. Explain the main ideas in debate over ratification; include those in The Federalists.
- b. Analyze the purpose of government stated in the Preamble of the United States Constitution.
- c. Explain the fundamental principles upon which the United States Constitution is based; include rule of law, popular sovereignty, separation of powers, checks and balances and federalism.

**SSCG4: The student will demonstrate knowledge of the organization and powers of the national government.**

- a. Describe the structure and powers of the legislative, executive and judicial branches.
- b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

**SSCG5: The student will demonstrate knowledge of the federal system of government described in the United States Constitution.**

- a. Explain the relationship of state governments to the national government.
- b. Define the difference between enumerated powers and implied powers.
- c. Describe the extent to which power is shared.
- d. Identify powers denied to the state and national governments.
- e. Analyze the ongoing debate that focuses on the balance of power between state and national governments.
- f. Analyze the supremacy clause found in Article VI and the role of the United States Constitution as the “supreme law of the land”

<u>Topics</u>	<u>Government Alive</u>	
Day 1: Preamble to the Constitution	Notes	-----
Day 2: Structure and Principles of the Constitution	Notes	-----
Day 3: Three Branches of Government	Groups	Preview
Day 4: Amending the Constitution	Groups	2-3
Day 5: <b>OUIZ DAY</b> Amendments	INDP.	2-3
Day 6: Amendments	Notes	-----
Day 7: Federalism: National and State Powers	Groups	4
Day 8: Relations among the States	Groups	5-Processing
Day 9: Developing Federalism	Review	
<b>Day 10: UNIT 2 TEST – Quia work Due</b>		

Key Terms

The Preamble articles supremacy clause rights and freedoms jurisdiction  
 amendment popular sovereignty federalism separation of powers checks and balances  
 Judicial review limited government Marbury vs. Madison Legislative Branch enumerated powers  
 McCulloch vs. Maryland elastic clause necessary and proper clause congress bicameral Senate  
 House of Representatives Executive branch President Vice president federal bureaucracy justice  
 Judicial Branch Federal Courts Supreme Court Circuit Court appellate court amendment process  
 Petition balanced budget ratification formal changes informal changes impeach treaty  
 executive agreement judicial restraint judicial activism division of powers delegated powers  
 expressed powers implied powers inherent powers concurrent powers denied powers extradite  
 “full faith and credit” civil law “privileges and immunities” interstate compacts state’s rights  
 nationalist position commerce power income tax federal grants mandates preemption restraint

American Government Unit 3: Civil Liberties, Civil Rights and Criminal Justice

Time: 2 weeks

Standards/Objectives

**SSCG6: The student will demonstrate knowledge of civil liberties and civil rights.**

- a. Examine the Bill of Rights with emphasis on First Amendment Rights
- b. Analyze due process law expressed in the 5<sup>th</sup> and 14<sup>th</sup> amendments
- c. Explain how government seeks to maintain balance between individual liberties and the public interests.
- d. Explain every citizen's right to be treated equally under the law.

**SSCG21: The student will describe the causes and effects of criminal activity.**

- a. Examine the nature and causes of crime.
- b. Explain the effects of criminal acts have on their intended victims.
- c. Categorize different types of crimes.
- d. Explain the different types of defenses used by perpetrators of crime.

**SSCG22: The student will demonstrate knowledge of the criminal justice process**

- a. Analyze the steps in the criminal justice process
- b. Explain an individual's due process rights
- c. Describe the steps in a criminal trial of a civil suit
- d. Examine the different types of sentences a convicted person can receive

<u>Topics</u>		<u>Government Alive</u>
Day 1: Constitutional Rights	Notes	-----
Day 2: Freedom of Religion	Notes	-----
Day 3: Freedom of Speech		Preview- 2
Day 4: Freedom of the Press		3-6
Day 5: <b>QUIZ DAY</b>		3-6
Day 6: Freedom of Assembly	Notes	-----
Day 7: The Rights of the Accused		(Ch.16) Preview -2
Day 8: Equal Protection under the Law		3-5
Day 9: Test Review		6-8
Day 10: Unit 3 Test- Quia Unit 3 Work Due		

Key Terms

Human rights Bill of Rights incorporation 14<sup>th</sup> Amendment civil liberty due process  
Gitlow vs. New York Nationalization Establishment clause free exercise clause "wall of  
separation" Lemon vs. Kurtzman Three-part test Engel vs. Vitale Reynolds vs. Unites States  
Pure speech symbolic speech seditious speech "clear and present danger"  
Schenk vs. United States bad tendency doctrine preferred position doctrine  
Defamatory speech slander libel Prior restraint sequestered gag order Federal  
Communications Commission (FCC) Obscenity "commercial speech"  
Public assembly limits on assembly picketing heckler's veto freedom of association  
4<sup>th</sup> Amendment search and seizure felony exclusionary rule Mapp vs. Ohio  
Wiretaps counsel Gideon vs. Wainwright self-incrimination Miranda vs. Arizona  
"Miranda rights" double jeopardy 8<sup>th</sup> amendment cruel and unusual punishment  
Equal protection rational basis test suspect classification fundamental rights discrimination  
Civil rights racial discrimination segregation Jim Crow laws Plessy vs. Ferguson  
Separate but equal doctrine Brown vs. Board of Education Civil Rights Act of 1964  
Civil rights movement

American Government Unit 4: Civic Responsibility

Time: 2 weeks

Standard/ Objectives

**SSCG7: The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues and respecting different opinions.**

**SSCG8: the student will demonstrate knowledge of local, state and national elections.**

- a. Describe the organization, role, and constituencies of political parties.
- b. Describe the nomination and election process.
- c. Examine campaign funding and spending.
- d. Analyze the influence of media coverage, campaign advertising and public opinion polls.
- e. Identify how amendments extend the right to vote.

<u>Topics/ Assignments</u>		<u>Government Alive</u>
Day 1: Party Organization	Notes/ One Big Party	-----
Day 2: 3 <sup>rd</sup> Party Research	Notes/ Choose 3 <sup>rd</sup> party	-----
Day 3: Government Alive	Groups	(Ch.8) preview-2
Day 4: Nominating Candidates	Groups	2-3
Day 5: Election Campaigns / <b>QUIZ DAY</b>		3 <sup>rd</sup> party research/ Quia Day
Day 6: Voting	Notes	-----
Day 7: Influences on Voters / 3 <sup>rd</sup> party Projects		3-4
Day 8: Interest Groups/ Media and Government	Interest Groups	4- Processing
Day 9: The Media and Public Opinion		Review/ finish GA
Day 10: <b>UNIT 4 TEST – Quia Unit 4 work due</b>		

Key Terms

Political party independent precinct precinct captain ward party county chairperson  
State central committee party state chairperson national convention national committee  
Party national chairperson Democratic party Republican Party patronage  
Caucus nominating convention bosses direct primary closed primary open primary  
Plurality runoff primary petition ticket convention delegates proportional representation  
Platform Electoral College campaign strategy campaign manager image campaign financing  
Federal Election Commission political action committee (PAC) issue advocacy advertising  
Soft money canvass register National Voter Registration Act polling place office-group ballot  
Ticket-splitting party-column ballot absentee ballot factors that influence voters  
Cross-pressured voters straight-party ticket independent voter propaganda factions  
Interest groups AFL-CIO NFU AARP ABA AMA public-interest groups news release  
Leak news briefing press conference backgrounders media event horse-race coverage  
Front-runner spot advertising

## American Government Unit 5: Legislative Branch

Time: 2 weeks

### Standards/Objectives

**SSCG9: The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership and representation of each house.**

**SSCG10: The student will describe the legislative process including the roles played by committees and leadership.**

- a. Explain the steps of the legislative process.
- b. Explain the functions of various leadership positions within the legislature

**SSCG11: The student will describe the influence of lobbyists (business, labor and professional organizations) and special interest groups on the legislative process.**

- a. Explain the function of lobbyists.
- b. Describe the laws and rules that govern lobbyists.
- c. Explain the function of special interest groups.

<u>Topics/Activities</u>		<u>Government Alive</u>
Day 1: Congressional Membership	Notes	-----
Day 2: The House of Representatives	Groups	(Ch. 11) preview
Day 3: The Senate	Groups	2-3
Day 4: Congressional Committees	Groups	3-4
Day 5: Powers of Congress – <b>QUIZ DAY</b>	Groups	4-5
Day 6: How a Bill Becomes a Law	Notes	-----
Day 7: Taxing and Spending Bills	Groups	(Ch.12) preview -2
Day 8: Influencing Congress/ Mock Legislative Activity	Groups	3-4
Day 9: Review	Review/INDP.	5
Day 10: <b>UNIT 5 TEST – Quia work Unit 5 Work Due</b>		

### Key Terms

Bicameral legislature sessions census reapportionment redistricting district gerrymandering  
At-large franking constituents Speaker of the House caucus majority leader whip  
Minority leader bill calendar rules committee quorum calendar of general orders filibuster  
Standing committees subcommittees select committees joint committees conference committees  
Ways and Means appropriations seniority system  
Powers: expressed, enumerated, necessary and proper, implied, denied elastic clause  
Writ of habeas corpus bill of attainder ex post facto  
Revenue bills appropriations bills national debt interstate commerce private bills public bills  
Simple resolution joint resolution concurrent resolution rider Christmas tree bill first reading  
Pigeonholing markup session voice vote standing vote division vote roll-call vote conferees  
Conference report veto pocket veto override closed rule authorization bill uncontrollables  
entitlements lobbyists lobbying PAC's

American Government Unit 6: The Executive Branch and Federal Bureaucracy

Time: 2 weeks

Standards/objectives

**SSCG12: The student will analyze the various roles played by the President of the United States; include Commander-in-Chief of the Armed Forces, chief executive, chief agenda setter, representative of the nation, chief of state, foreign policy leader and party leader**

**SSCG13: The student will describe the qualifications for becoming President of the United States.**

- a. Explain the written qualifications for president of the United States
- b. Describe unwritten qualifications common to past presidents.

**SSCG14: The student will explain the impeachment process and its usage for elected officials.**

- a. Explain the impeachment process as defined in the U.S. Constitution.
- b. Describe the impeachment proceedings of Andrew Johnson and Bill Clinton

**SSCG15: the student will explain the functions of the departments and agencies of the federal bureaucracy.**

- a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations and executive agencies
- b. Explain the functions of the cabinet.

**SSCG20: The student will describe the tools used to carry out United States foreign policy.**

<u>Topics/ Assignments</u>		<u>Government Alive</u>
Day 1: President and Vice President	Notes	-----
Day 2: Electing the President	I-civics	The Electoral Process
Day 3: The Cabinet and the Executive Office	Groups	(Ch. 13) preview -2
Day 4: Presidential Powers	Groups	2-3
Day 5: Roles of the President – <b>QUIZ DAY</b>	<b>INDP.</b>	<b>Quia Work Day</b>
Day 6: Roles of the President cont'd	Notes	
Day 7: The Federal Bureaucracy	Groups	3-4
Day 8: Foreign Policy	Groups	5
Day 9: Test Review	Groups	6/ finish GA
Day 10: <b>Unit 6 Test – Quia unit 6 work due</b>		

Key Terms

Compensation, Presidential Succession, elector, electoral vote, cabinet, leak, central clearance, national security advisor, press secretary, mandate, forum, executive order, impoundment, reprieve, pardon, amnesty, patronage, treaty, executive agreement, client group, liaison officer, injunction, iron triangle, embassy, consulate, consul, passport, visa, conscription

American Government Unit 7: Judicial Branch

Time 2 weeks

Standards/Objectives

**SSCG16: The student will demonstrate their knowledge of the operation of the federal judiciary.**

- a. Explain the jurisdiction of the Supreme Court, federal courts and the state courts.
- b. Examine how John Marshall established the Supreme Court as an independent, coequal branch of government through his opinion in Marbury vs. Madison.
- c. Describe how the Supreme Court decides cases.
- d. Compare the philosophies of judicial activism and judicial restraint.

<u>Topics</u>		<u>Government Alive</u>
Day 1: Power of the Federal Courts	Notes	-----
Day 2: Lower Federal Courts	Groups	(Ch.15) preview
Day 3: The Supreme Court	Groups	2-7
Day 4: The Supreme Court at Work	Groups	2-7
Day 5: <b>QUIZ DAY / Review</b>	Groups	2-7
Day 6: Shaping Public Policy	Land mark Cases	_____
Day 7: Influencing Court Decisions	Land mark cases	_____
Day 8: Quia work day/ catch-up	INDP.	-----
Day 9: Review		
Day 10: Test Unit 7/ CLASS – QUIA WORK Due		

Key Terms

Concurrent jurisdiction original jurisdiction appellate jurisdiction litigant due process clause  
Marbury vs. Madison judicial review “separate but equal doctrine”  
Grand jury indictment petit jury judicial circuit senatorial courtesy  
United States federal Circuit Court of Appeals for the Federal Court  
Riding the circuit opinion Earl Warren ABA NOW  
Opinions unanimous opinion concurring opinion writ of certiorari per curiam opinion  
Brief amicus curiae majority opinion dissenting opinion Charles Evans Hughes  
Impound stare decisis precedent advisory opinion Miranda vs. Arizona  
Bloc swing vote Plessey vs. Ferguson Brown vs. Board of Education of Topeka

American Government Unit 8: State and Local Government  
Chapters 23 and 24

Time 2 weeks

Standards/objectives

**SSCG17: The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.**

- a. Examine the legislative, executive and judicial branches.
- b. Examine the structure of local governments with emphasis on county, city and town
- c. Identify current state and local officials.
- d. Analyze the relationship between state and local governments.
- e. Evaluate direct democracy by the initiative, referendum and recall process

**SSCG18: The students will demonstrate knowledge of the powers of Georgia's state and local governments.**

- a. Examine the powers of state and local government.
- b. Examine the sources of revenue received by each level of government
- c. Analyze the services provided by state and local government.

<u>Topic/assignments</u>	<u>Homework Due</u>
Day 1: State Constitutions	23.1
Day 2: The Three Branches	23.2
Day 3: State Government Policy	23.3
Day 4: Financing State Government	23.4
Day 5: <b>QUIZ DAY</b> – current event in local government	current event
Day 6: Structure of Local Government	24.1
Day 7: Serving Localities	24.2
Day 8: Challenges in Urban Growth	24.3
Day 9: Review	
Day 10: <b>UNIT 7 TEST – CLASS/HOMEWORK PACKETS DUE</b>	

Key Terms

State constitutions bill of rights amendments initiative constitutional convention  
Constitutional commission referendum judicial review bicameral voting district  
Speaker of the house state senator lieutenant governor Governor recall national guard  
Attorney General opinions secretary of state state treasurer civil case criminal case  
State courts juvenile courts state judges corporate charter public utility workers' comp.  
Industrial development bonds pollution control conservation mandatory sentencing  
Victim compensation laws extradition parole shock incarceration house arrest education  
Public health public welfare Medicaid excise tax regressive tax progressive tax  
Proportional tax fees bonds lotteries intergovernmental revenue federal grants  
Categorical grant block grant federal mandates county county board municipality  
incorporation referendum SPLOST mayor-council forum commission form  
Council manager form zoning mass transit social services police protection fire protection  
Metropolitan area city suburb school board property tax intergovernmental revenue  
Urban renewal urban decline housing discrimination homelessness infrastructure revitalization  
gentrification