

United States Government

Teacher: Brian Bellew

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
August	<p>The Nature of Politics and Government</p> <p>What is the purpose of Government? USG.1</p> <p>Students will 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. They will 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 own communities</p>	<p>The Nature of Politics and Government</p> <p>Students will 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. They will 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 own communities. USG.1.1</p> <p>Define civic life, political life and private life and describe the activities of individuals in each of these spheres. Civic, Political, and Private Lives USG.1.2</p> <p>Define the terms and explain the relationship between politics, government, and public policy. Citizens With Political Solutions USG.1.3</p> <p>Describe the purposes and functions of government through the interpretation of the Preamble of the United States Constitution. (Core Standard) The Purposes and Functions of Government USG.1.4</p> <p>Define and contrast types of government including direct democracy, monarchy, oligarchy, and totalitarianism. (Core Standard) Different Forms of Government USG.1.5</p> <p>Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government. (Core Standard) Limited and Unlimited</p>	<p>The Nature of Politics and Government</p> <p>Students will identify the difference between civic life, political life and private life.</p> <p>Students will define the terms and explain the relationship between politics, government, and public policy.</p> <p>Students will define politics and government and compare their definition with other students.</p> <p>Students will create an essay in which they will discuss the purpose and nature of government. They will also discuss some of the things they believe government should and should not do.</p> <p>Students will attend a public government meeting each nine weeks. In the evaluation of this meeting students will identify those serving in governmental roles and those serving in citizen roles. The students will also express how citizens may be involved with this process and directly involved with this meeting.</p> <p>Students will list public governments and private governments and discuss the differences.</p> <p>Students will identify 100 activities that government performs.</p> <p>Students will explore the different types of government currently in use in the world and discuss the strengths and weakness of each by creating a poster advertising one of these forms of governments. They will also include an</p>

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		<p>Governments</p> <p>A History of Constitutional Governments</p> <p>USG.1.6</p> <p>Compare and contrast unitary, confederal, and federal systems of government. (Core Standard)</p> <p>Unitary, Confederate, and Federal Governments</p> <p>USG.1.7</p> <p>Explain how civil society contributes to the maintenance of limited government in a representative democracy or democratic republic, such as the United States. (Core Standard)</p> <p>A Limited Government Needs a Civil Society</p> <p>Students will explain how civil society contributes to the maintenance of limited government in a representative democracy or democratic republic, such as the United States.</p> <p>USG.1.8</p> <p>Define and provide examples of constitutionalism, rule of law, limited government and popular sovereignty in the United States</p> <p>Constitution and explain the relationship of these three constitutional principles to the protection of the rights of individuals. (Core Standard)</p> <p>The Rule of Law Plus</p> <p>Constitutionalism Equals Limited Government</p> <p>USG.1.9</p> <p>Explain the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government. (Core Standard)</p> <p>USG.1.10</p> <p>Describe the sources of authority from ancient to modern times that provided governmental legitimacy. (Core Standard)</p> <p>Authority and Consent of the Governed</p> <p>USG.1.11</p> <p>Describe how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties.</p>	<p>explanation of the government in terms of source of the government's power.</p> <p>Students will complete comprehensive work sheets, Guided Readings, quizzes and tests.</p>

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	<p>Foundations of Government in the United States</p> <p>How did we get the government of the United States? How is it different?</p> <p>USG.2 Students will 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 will also analyze issues about the meaning and application of these core ideas to government, politics and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.</p>	<p>(Core Standard) Foundations of Government in the United States</p> <p>Students will 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 will also analyze issues about the meaning and application of these core ideas to government, politics and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.</p> <p>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). (Core Standard)</p> <p>USG.2.2 Define and provide examples of foundational ideas of American government, including natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights, which are embedded in Founding-Era documents. (Core Standard)</p> <p>USG.2.3 Explain how a common and shared American civic identity is based on commitment to foundational ideas in Founding-Era documents and in core documents of subsequent periods of United States history. (Core Standard)</p> <p>Liberty, Equality, and Justice in Three Centuries A Shared Civic Identity</p> <p>USG.2.4 Compare and contrast the ideas of the Federalists and the Anti-Federalists regarding the respective roles of state and</p>	<p>Foundations of Government in the United States</p> <p>Students will create a group project in which they will identify one of the key principles of the U.S. Constitution and explain in as a bulletin board display and a class presentation. They will define the concept in terms of student language and in a song, chant or poem. They will also express major elements of this concept in a visual element. They will relate how this concept has been worked out in U.S. history and Supreme Court decisions.</p> <p>Students will examine the Declaration of Independence, the Articles of Confederation, the Constitution, and the Bill of Rights and write an essay. Students will create an essay in which they will discuss the purpose and nature of government. They will also discuss some of the things they believe government should and should not do and reflect on the nature of man and degree of government power and personal freedom that is best for society.</p> <p>Students will create an individual or group project in which they will give a minimum of 12 hours per student of community service to people or organization of Wayne County.</p> <p>Students will complete comprehensive work sheets and tests.</p> <p>Students will discuss the effect of government on society.</p>

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		<p>national government on ratification of the United States Constitution (1787-1788). (Core Standard)</p> <p>USG.2.5</p> <p>Define 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, and social diversity. (Core Standard)</p> <p>The Principles of American Political and Civic Life</p> <p>USG.2.6</p> <p>Explain the importance for communities comprised of diverse individuals and groups to make a common commitment to fundamental principles and values of American democracy. (Core Standard)</p> <p>Committing to a Unified Civic Identity in a Pluralistic Society</p> <p>USG.2.7</p> <p>Identify and explain historical and contemporary efforts to narrow discrepancies between fundamental principles and values of American democracy and realities of American political and civic life. (Core Standard)</p>	
September	<p>Purposes, Principles and Institutions of Government in the United States</p> <p>What are the values of our system of government and how does it work?</p> <p>USG.3</p> <p>Students will 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. They will describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their</p>	<p>Purposes, Principles and Institutions of Government in the United States</p> <p>Students will 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. They will describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.</p> <p>USG.3.1</p> <p>Analyze the United States Constitution and explain characteristics of government in</p>	<p>Purposes, Principles and Institutions of Government in the United States</p> <p>Students will discuss the effect of government on society.</p> <p>Students working in small groups will create a time line of 25 key events that led to the creation of the constitution. They will explain what this event was and how it contributed to the final Constitution.</p> <p>Student will research changes and developments in our understanding of the meaning of key concepts in the constitution.</p> <p>Students will discuss the current</p>

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	constitutional government.	<p>the United States, which define it as a federal, presidential, constitutional and representative democracy. (Core Standard) Characteristics of American Government USG.3.2 Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, representative democracy, and popular sovereignty; provide examples of these principles in the governments of the United States and the state of Indiana. (Core Standard) Constitutional Principles USG.3.3 Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government. (Core Standard) Distributing Powers USG.3.4 Explain the relationship between limited government and a market economy. (Core Standard) 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." Article IV, Section 4 USG.3.6 Compare and contrast the enumerated, implied and denied powers in the United States Constitution and the Indiana Constitution. (Core Standard) Enumerated, Implied, Denied Powers 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. (Core Standard) Limiting Government by Sharing It</p>	<p>and possible roles of government in society.</p> <p>Students will identify the three divisions of the U.S. government (executive, legislative, and judicial) and their powers. They will role-play the interplay of these branches in the push and pull that is American government and politics.</p> <p>Students will discuss the division of power between the federal and state governments. They will identify and distinguish among the enumerated, implied, reserved and denied powers.</p> <p>Students will distinguish between state and federal courts. They will also distinguish between civil and criminal law.</p> <p>Students will explain the methods used to decide Supreme Court cases.</p> <p>Students will identify the different types of governmental power and link these powers to actual government actions.</p> <p>Students will debate Supreme Court cases having to deal with principles of separation of powers, checks and balances and rights of individuals.</p> <p>Students will complete comprehensive work sheets, Guided Readings, quizzes and tests.</p>

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		<p>USG.3.8 Describe the fiscal and monetary policies incorporated by the United States government and Indiana government and evaluate how they affect individuals, groups and businesses. (Core Standard) Fiscal and Monetary Policies</p> <p>USG.3.9 Explain how a bill becomes law in the legislative process of the United States. (Core Standard) The Legislative Process</p> <p>USG.3.10 Describe the procedures for amending the United States Constitution and analyze why it is so difficult to amend the Constitution. (Core Standard)</p> <p>USG.3.11 Analyze the functions of the judicial branch of the United States and Indiana governments with emphasis on the principles of due process, judicial review and an independent judiciary. (Core Standard) Aspects of the Judicial System</p> <p>USG.3.12 Analyze the functions of major departments of the executive branch in the United States and in Indiana. (Core Standard) Departments, Agencies, and Public Policy</p> <p>USG.3.13 Explain the electoral process in terms of election laws and election systems on the national, state and local level. (Core Standard)</p> <p>USG.3.14 Summarize the evolution of political parties and their ideologies in the American governmental system and analyze their functions in elections and government at national, state and local levels of the federal system. (Core Standard) The Evolution of Political Parties</p> <p>USG.3.15 Explain and evaluate the original purpose and function of the Electoral College and its relevance today. (Core Standard)</p> <p>USG.3.16</p>	

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		<p>Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens.</p> <p>How State and Local Governments Are Organized USG.3.17</p> <p>Identify special interest groups and explain their impact on the development of state and local public policy. (Core Standard) USG.3.18</p> <p>Identify and analyze decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as <i>Marbury v. Madison</i> (1803), <i>Baker v. Carr</i> (1962), <i>United States v. Nixon</i> (1974), <i>Clinton v. City of New York</i> (1998) and <i>Bush v. Gore</i> (2000). (Core Standard)</p> <p>The Supreme Court on Separation of Powers and Checks and Balances USG.3.19</p> <p>Identify and analyze decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as <i>McCulloch v. Maryland</i> (1819), <i>Alden v. Maine</i> (1999) and the denial of certiorari for the <i>Terri Schiavo</i> case (2005). (Core Standard)</p>	
October	<p>Elections</p> <p>How do we get our leaders?</p>	<p>Elections</p> <p>Explain the electoral process in terms of election laws and election systems on the national, state and local level.</p> <p>Summarize the evolution of political parties and their ideologies in the American governmental system and analyze their functions in elections and government at national, state and local levels of the federal system. USG.3.13</p> <p>Explain the electoral process in terms of election laws and election systems on the national, state and local level. (Core Standard) USG.3.14</p> <p>Summarize the evolution of</p>	<p>Elections</p> <p>Students will explore the meaning of conservative, moderate, and liberal.</p> <p>Students will research the Republican and Democratic party's history and beliefs. They will also research two minor parties of their choice.</p> <p>Students will create a poster identifying a personal alive or dead and categorizing their political philosophy based on statements they have made or actions they have taken.</p> <p>Students will create an essay</p>

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		<p>political parties and their ideologies in the American governmental system and analyze their functions in elections and government at national, state and local levels of the federal system. (Core Standard)</p> <p>The Evolution of Political Parties USG.3.15</p> <p>Explain and evaluate the original purpose and function of the Electoral College and its relevance today. (Core Standard) USG.3.16</p> <p>Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens.</p> <p>How State and Local Governments Are Organized USG.3.17</p> <p>Identify special interest groups and explain their impact on the development of state and local public policy. (Core Standard)</p>	<p>comparing the two major political parties. They will also compare and contrast the role of the third parties with that of the major parties in the United States.</p> <p>Students will explore the qualities of a great leader and compare them to the elements needed to get elected.</p> <p>Students will research the cost of elections and discuss the concepts and values involved in the current system as compared to a public supported system of campaign funding.</p> <p>Students will write letters to their representatives urging them to support views favored by the students. The students will follow the voting record of these representatives.</p> <p>Students will research issues facing the United States using a variety of media. They will then discuss their results with classmates.</p> <p>Students will complete comprehensive work sheets, Guided Readings, quizzes and tests.</p>
November	<p>Legislation</p> <p>Where do our laws come from?</p>	<p>Legislation</p> <p>Students will experience how a bill becomes law in the legislative process of the United States. USG.3.9</p> <p>Explain how a bill becomes law in the legislative process of the United States. (Core Standard) USG.3.7</p> <p>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. (Core Standard) USG.3.17</p> <p>Identify special interest groups and explain their impact on the development of state and local</p>	<p>Legislation</p> <p>Students will look for special interest groups that are concerned with their chosen issue and research the position taken by this group.</p> <p>The students will also research the rating these groups give their government representatives.</p> <p>Students will research the voting record of their representatives.</p> <p>Students will create a flow chart of the steps a bill takes to become a law.</p> <p>Students will identify the powers of congress.</p>

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	<p>The Relationship of the United States to Other Nations in World Affairs</p> <p>How do countries and governments relate and how can they get along better?</p> <p>USG.4 Students will analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.</p>	<p>public policy. (Core Standard)</p> <p>The Relationship of the United States to Other Nations in World Affairs</p> <p>Students will analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs. USG.4.1 Compare and contrast governments throughout the world with the United States government in terms of source of the government's power. (Core Standard) Comparative Political Systems USG.4.2 Describe how different governments interact in world affairs. (Core Standard) Comparative Political Systems USG.4.3 Identify and describe contemporary examples of conflict among nations. (Core Standard) USG.4.4 Identify the costs and benefits to the United States of participating in international organizations. (Core Standard) International Organizations USG.4.5 Analyze powers the United States Constitution gives to the</p>	<p>Students will compare and contrast the House of Representatives with the Senate.</p> <p>Students will identify the standing committees and compare their role with that of other committees.</p> <p>Students will role-play congress. Students will take the role of a member of the House of Representatives, Senate, or a lobbyist. They will then try to pass bills into law.</p> <p>Students will complete comprehensive work sheets, Guided Readings, quizzes and tests.</p> <p>The Relationship of the United States to Other Nations in World Affairs</p> <p>Students will make two maps of the world. 1. Identifying countries by wealth (GDP). 2. Identifying the military power (size of army and Nuclear power) of each country.</p> <p>Students will complete a chart in which governments will be identified by system type.</p> <p>Students will discuss how different governments interact in world affairs. They will identify governmental and non governmental units that are involved in resolving world problems.</p> <p>Students will create a world map identify conflicts in the world.</p> <p>Students will discuss the costs and benefits to the United States of participating in international organizations.</p> <p>Students will analyze powers the United States Constitution gives to the executive, legislative and</p>

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		<p>executive, legislative and judicial branches of government in the area of foreign affairs. (Core Standard)</p> <p>Foreign Affairs</p> <p>USG.4.6</p> <p>Identify and describe strategies available to the United States government to achieve foreign policy objectives. (Core Standard)</p> <p>USG.4.7</p> <p>Describe the influence individuals, businesses, labor and other organizations exercise on United States foreign policy. (Core Standard)</p> <p>Influences on Foreign Policy</p>	<p>judicial branches of government in the area of foreign affairs.</p> <p>Students will identify and describe strategies available to the United States government to achieve foreign policy objectives such as diplomatic aid, treaties, sanctions and military intervention.</p>
December	<p>Roles of Citizens in the United States</p> <p>What makes you a citizen and what difference does it make?</p> <p>USG.5</p> <p>Students will 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 will also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.</p>	<p>Roles of Citizens in the United States</p> <p>Students will 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 will also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.</p> <p>USG.5.1</p> <p>Define the legal meaning of citizenship in the United States. (Core Standard)</p> <p>USG.5.2</p> <p>Describe the requirements for citizenship in the United States and residency in Indiana and deliberate on criteria used for attaining both. (Core Standard)</p> <p>Analyzing the Route to Citizenship</p> <p>USG.5.3</p> <p>Analyze the roles of citizens in Indiana and the United States. (Core Standard)</p> <p>The Roles of Citizens</p> <p>USG.5.4</p> <p>Discuss the individual's legal obligation to obey the law, serve as a juror and pay taxes. (Core Standard)</p> <p>USG.5.5</p> <p>Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by</p>	<p>Roles of Citizens in the United States</p> <p>Students will define the legal meaning of citizenship in the United States.</p> <p>Students will explore the methods used to register to vote in Indiana.</p> <p>Students will register to vote or write a paper explaining the registration process.</p> <p>Students will discuss the individual's legal obligation to obey the law, serve as a juror and pay taxes.</p> <p>Students will 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.</p> <p>Students will explore the systems used to vote in America and discuss the pros and cons of these methods.</p> <p>Students will identify various special interest groups. They will explore their goals and functions by visiting their web sites.</p> <p>Students will attend a public government meeting each nine weeks. They will write a paper</p>

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	<p>decisions of the United States Supreme Court. (Core Standard) Citizens' Rights</p> <p>USG.5.6 Identify when it is constitutional for governments to limit the rights of individuals.</p> <p>USG.5.7 Explain and give examples of important citizen actions that monitor and influence local, state, and national government as individuals and members of interest groups. (Core Standard) Citizens' Influence</p> <p>USG.5.8 Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office. (Core Standard)</p> <p>Researching Candidates' Platforms</p> <p>USG.5.9 Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government. (Core Standard)</p>	<p>review each meeting and commenting on its quality.</p> <p>Students will complete comprehensive work sheets, Guided Readings, quizzes and tests.</p> <p>Students will describe how different governments interact in world affairs.</p> <p>Students will discuss the costs and benefits to the United States of participating in international organizations.</p> <p>Students will analyze powers the United States Constitution gives to the executive, legislative and Judicial branches of government in the area of foreign affairs.</p> <p>Students will identify and describe strategies available to the United States government to achieve foreign policy objectives such as diplomatic aid, treaties, sanctions and military intervention.</p>
<p>Additional Digital Resources:</p> <p>www.schoology.com</p> <p>www.kahoot.com</p> <p>www.quizlet.com</p> <p>www.youtbe.com/crashcourse</p> <p>procon.org</p> <p>icivics games: https://www.icivics.org/games (Argument Wars; Court Quest; Executive Command; Lawcraft; Supreme Decision; Win the White House)</p> <p>Federalist Papers: https://www.gutenberg.org/files/1404/1404-h/1404-h.htm</p> <p>Gerrymandering Activity/Game: http://www.redistrictinggame.org/</p> <p>Congressional Bills: https://www.govtrack.us/congress/bills/</p>	<p>Timeline: https://www.tiki-toki.com/</p> <p>Citizenship quiz: https://my.uscis.gov/en/prep/test/civics/view</p> <p>Political quiz: https://www.isidewith.com/</p> <p>Congressional Leadership: https://www.house.gov/leadership & http://www.senate.gov/senators/leadership.htm</p> <p>How a bill becomes law: https://corg.indiana.edu/e-learning-module-the-dynamic-legislative-process</p> <p>Congressional Committees: https://www.govtrack.us/congress/committees/</p> <p>Presidential cabinet: https://www.whitehouse.gov/the-press-office/2017/02/02/trump-administration-the-cabinet/</p> <p>Supreme Court case: https://www.oyez.org/</p>	<p>Campaign Finance: https://www.opensecrets.org/</p> <p>United Nations: http://www.un.org/en/index.html</p> <p>Republican platform: https://prod-cdn-static.gop.com/media/documents/DRAFT_12_FINAL%5B1%5D-ben_1468872234.pdf</p> <p>Democrat platform: http://www.presidency.ucsb.edu/papers_pdf/117717.pdf</p> <p>Libertarian platform: https://www.lp.org/platform/</p> <p>Constitution Party platform: https://www.constitutionparty.com/assets/2016-2020_National_Platform.pdf</p> <p>Green Party platform: http://www.gp.org/platform</p>

