

Southern York County School District Instructional Plan

Course/Subject: United States Government and Economics

Grade Level: 12

Textbook(s)/Instructional Materials Used:

- **Civics in Practice: Principles of Government and Economics; Copyright: 2007; Publisher: Holt, Rinehart, Winston; ISBN # 0-03-042983-8**

Dates: August-September

Unit Plan: Introduction to Government/Citizenship

Stage 1 – Desired Results

PA Core State Assessments/Standards:

5.1.12.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

5.1.12.B: Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

5.1.12.C: Evaluate the application of the principles and ideals in contemporary civic life.

- **Liberty / Freedom**
- **Democracy**
- **Justice**
- **Equality**

5.2.12.D: Evaluate and demonstrate what makes competent and responsible citizens.

5.1.12.F: Evaluate the role of nationalism in uniting and dividing citizens.

5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.6.11-12.A: Write arguments focused on discipline-specific content.

CC.8.6.11-12.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research

Understanding(s):

Students will understand...

1. That the study of Civics is vital for every American citizen.
2. The core values of citizenship in America has stayed relatively the same since the founding of the nation.
3. The current controversies and issues involving citizenship in America.
4. The role government plays in our daily lives.
5. That people can become citizens in a variety of ways.
6. That there are traits and characteristics of a good American citizen.

Essential Question(s):

- To what extent is the study of civics necessary for American citizens?
- To what extent do the foundational values of America compare to those today?
- What are the characteristics of a good citizen?
- To what extent do Americans value citizenship?
- Why is government necessary in our world today?
- To what extent should government be involved in our lives?

<p>7. The current controversies and issues involving citizenship in America.</p> <p>8. The role government plays in our daily lives.</p> <p>9. There are varied governmental systems in the world today.</p> <p>10. The amount of individual freedoms a citizen has is dependent upon the type of government.</p>	<ul style="list-style-type: none"> ▪ To what extent should government grant freedoms to citizens?
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<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Civics ▪ Citizenship ▪ Government ▪ Immigrants ▪ Aliens ▪ Naturalization ▪ Native-Born ▪ Refugees ▪ Census ▪ Birthrate ▪ Death rate ▪ Demographics ▪ Migration ▪ Rustbelt ▪ Sunbelt ▪ Nationalism ▪ Characteristics of good citizens. ▪ Responsibilities of citizens. ▪ Various systems of government in the world today. ▪ The naturalization process. ▪ Requirements to become a citizen. ▪ Current issues related to immigration. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify key values of American citizens. ▪ Identify everyday traits practiced by American citizens. ▪ Complete the U.S. citizenship test and evaluate its difficulty. ▪ Summarize the naturalization process. ▪ Analyze the current issues of immigration in the United States focusing on illegal immigration. ▪ Develop solutions to the illegal immigration issue that exists in the U.S. ▪ Patriotism is a value of citizenship, but extreme patriotism (nationalism) can lead to societal division. ▪ Differentiate between the different methods an individual can become an American citizen. ▪ Assess the role that government plays in the lives of American citizens. ▪ Compare varied systems of government that exist in the world today. ▪ Explain why government is needed in the world today. ▪ Evaluate the limits of individual freedoms that exist in varied governmental systems.
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<p>Dates: September – October</p>	<p>Unit Plan: Foundations of Government and Founding Documents</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p>5.1.12.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.12.B: Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12.C: Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> ▪ Liberty / Freedom ▪ Democracy ▪ Justice ▪ Equality <p>5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p> <p>5.2.12.D: Evaluate and demonstrate what makes competent and responsible citizens.</p> <p>CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>

CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.5.11-12.J: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

CC.8.6.11-12.A: Write arguments focused on discipline-specific content.

CC.8.6.11-12.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The reason why governments exist in the world today. 2. The duties that government provides in a society. 3. The philosophical foundations of the Social Contract as stated by John Locke, Thomas Hobbes and Jean Jacques Rousseau. 4. The tenuous nature that exists between citizens' rights and public safety. 5. Fundamental reasons for America's decision to declare its independence from Great Britain. 6. The impact that the writings of Thomas Paine had on swaying American opinion in support of the Revolutionary War. 7. The political philosophies expounded in the Declaration of Independence and the source of said ideas. 8. The structure of the Declaration of Independence and its significance as a model protest document. 9. The political structure that was established by the Articles of Confederation. 10. The strengths and weaknesses of the Articles of Confederation. 11. The impact that Shays' Rebellion had on Americans viewpoints regarding the Articles of Confederation. 12. The purpose behind the Constitutional Convention and result of the convention's efforts. 13. The conflicts that occurred when writing the Constitution and the resolutions attained through compromise. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What are the roles of government? ▪ To what extent should government go to protect the nation and its citizens? ▪ How did the Enlightenment affect the Founding Fathers ideas concerning government? ▪ What influence did the publication of Common Sense have on the colonies prior to the American Revolution? ▪ What fundamental ideals are established in the Declaration of Independence? ▪ Why did the Articles of Confederation fail as a framework for government?
<p>Learning Objectives: <i>Students will know...</i></p>	<p><i>Students will be able to:</i></p>

<p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Absolutist government ▪ Democratic Government ▪ The Enlightenment ▪ Social Contract Theory ▪ Common Sense ▪ Declaration of Independence ▪ Articles of Confederation ▪ Constitution ▪ Shays' Rebellion ▪ Mayflower Compact ▪ Popular Sovereignty ▪ Federalists ▪ Anti-Federalists ▪ New Jersey Plan ▪ Virginia Plan ▪ Great Compromise ▪ $\frac{3}{5}$ Compromise ▪ Federalist Papers <ul style="list-style-type: none"> ▪ The role of governments in the world today. ▪ The role the Enlightenment had on the Founding Fathers. ▪ The basic structure of protest documents. ▪ The pros and cons of the Articles of Confederation. ▪ The Constitution was written to create a more stable government. 	<ul style="list-style-type: none"> ▪ Explain the purpose of governments in the world today. ▪ Compare the philosophies of absolutist and democratic government. ▪ Assess the delicate balance between government protection and limiting rights of citizens. ▪ Evaluate the contributions of Locke, Hobbes and Rousseau on American political philosophy during the American Revolution Era. ▪ Summarize the writings of Thomas Paine and formulate a theory on his contribution to the Revolutionary War. ▪ Explain the structure of the Declaration of Independence. ▪ Compare the ideas expressed in the Declaration of Independence with Enlightenment Era thought. ▪ Compare the structure of government in the Articles of Confederation with the structure of the Constitution. ▪ Formulate reasons why the Articles of Confederation was a failed structure for government. ▪ Illustrate how Shays' Rebellion proved to be an example of the failed structure of the Articles of Confederation. ▪ Summarize the debate over ratification of the Constitution. ▪ Summarize the conflicts that arose during the framing of the Constitution and the compromises made by the various factions that existed.
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Dates: October	Unit Plan: The U.S. Constitution
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p>5.1.12.C: Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> ▪ Liberty / Freedom ▪ Democracy ▪ Justice ▪ Equality <p>5.1.12.D: Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> ▪ Declaration of Independence ▪ United States Constitution ▪ Bill of Rights ▪ Pennsylvania Constitution <p>5.2.12.A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.</p> <p>5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p> <p>5.3.12.A: Analyze the changes in power and authority among the three branches of government over time.</p>

<p>5.3.12.F: Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p> <p>5.3.12.J: Evaluate critical issues in various contemporary governments.</p> <p>CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ide</p> <p>CC.8.5.11-12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CC.8.5.11-12.J: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p> <p>CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The reasons why the Constitutional Convention was held. 2. The structural make-up of the Constitution. 3. The arguments made by Federalists and Anti-Federalist during the ratification of the Constitution. 4. The impact the Federalist Papers had on the ratification process. 5. The goals established in the Preamble of the Constitution. 6. The main elements of the seven articles in the Constitution. 7. The concept of checks and balances and how they prevent one branch from becoming too powerful. 8. The major political principles espoused in the Constitution. 9. The concept of separation of powers among the three branches of government. 10. The Constitution sets up a federal system with powers given to both national and state governments. 11. The nature of delegated (expressed), concurrent and reserved powers. 12. The provision in the Constitution to allow change to the document through amendments. 13. The amendment process that allows flexibility of the document. 14. The enduring nature of the Constitution. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why were citizens worried the Constitution gave the government too much power? ▪ How do you have a powerful central government and protect citizen's individual rights? ▪ How was the United States improved through the goals of the Constitution? ▪ Have the goals been attained? ▪ To what degree does the U.S. government establish a government of the people, by the people, for the people? ▪ How are the powers of the federal government divided? ▪ Do checks and balances work? ▪ Under what circumstances should state law trump federal law? ▪ How do amendments allow the Constitution to grow and change? ▪ Why has the Constitution been able to last through the test of time?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Constitution 	<p><i>Students will be able to:</i></p>

<ul style="list-style-type: none"> ▪ Preamble ▪ Federalist Papers ▪ Bill of Rights ▪ Constitutional Article ▪ Ratification ▪ Checks and Balances ▪ Separation of Powers ▪ Federalism ▪ Delegated (Expressed) Powers ▪ Reserved Powers ▪ Concurrent Powers ▪ Legislative Branch ▪ Executive Branch ▪ Judicial Branch ▪ Elastic Clause ▪ Amendment ▪ Supremacy Clause <ul style="list-style-type: none"> ▪ The Constitution was created to remedy the problems associated with the Articles of Confederation. ▪ The structure of the Constitution. ▪ Opposing viewpoints during the ratification debate. ▪ The need for the addition of the Bill of Rights to insure ratification. ▪ The duties of the Legislative, Executive and Judicial Branches. ▪ The concepts of separation of powers and checks and balances. ▪ The elements of a federal system. ▪ How the ideals expressed in the Constitution are similar to the varied founding documents. ▪ The method to change the Constitution. ▪ The Constitution is a living document. 	<ul style="list-style-type: none"> ▪ Explain the need to eliminate the Articles of Confederation and draft a new framework of government. ▪ Explain the goals of the Constitution as stated in the Preamble. ▪ Determine if the goals stated in the Preamble have been attained in the United States today. ▪ Point out the arguments for and against ratification of the Constitution. ▪ Explain the importance of the Federalist Papers in the ratification process. ▪ Express the importance of acceptance of the Bill of Rights in the ratification process. ▪ Classify the seven articles of the Constitution and formulate an idea of which article was most important to the Framers. ▪ Explain the powers granted to the Legislative, Executive and Judicial branches according to the Constitution. ▪ Demonstrate how the system of checks and balances prevent one branch of the federal government from becoming too powerful. ▪ Diagram specific checks that each branch has on the other branches of the federal government. ▪ Explain the powers granted to the federal government in Article I Section 8 of the Constitution. ▪ Summarize the importance of the Elastic Clause (Necessary and Proper Clause) in allowing the federal government to stretch its Constitutional power. ▪ Explain the federal system set up by the Constitution. ▪ Outline the powers granted to federal and state governments under the federal system. ▪ Outline the powers shared by both federal and state governments through concurrent powers. ▪ Compare the political ideals outlined in the Constitutional with the ideals expressed in the founding documents. ▪ Summarize the amendment process and the methods that allow for a change to the Constitution. ▪ Express the importance of the amendment process that allows the Constitution to endure.
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Dates: November	Unit Plan: The Bill of Rights and the Amendments
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Stage 1 – Desired Results

PA Core State Assessments/Standards:
5.1.12.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

5.1.12.C: Evaluate the application of the principles and ideals in contemporary civic life.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.12.D: Evaluate state and federal powers based on significant documents and other critical sources.

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

5.2.12.A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.

5.3.12.F: Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Understanding(s):

Students will understand...

1. That the first 10 amendments make up our Bill of Rights.
2. The Bill of Rights was important in the ratification of the Constitution.
3. Many concepts related to civil rights are protected by the Bill of Rights.
4. The most basic civil rights as seen by the Framers of the Constitution are protected in the 1st Amendment.
5. The specific rights guaranteed in the Bill of Rights and current issues that relate to the document today.
6. Due process is a key element to legal proceedings today.
7. Double jeopardy is prohibited as stated in the 5th Amendment.
8. The concept of self-incrimination is an important right protected by the 5th Amendment.
9. The concept of eminent domain and how it relates to the 5th Amendment.
10. Supreme Court rulings helped to shape the Constitutional framework for the Bill of Rights.

Essential Question(s):

- How are citizens protected from government in the United States?
- To what extent is the Constitution a living document?
- How do Supreme Court rulings impact the interpretation of the Bill of Rights and amendments?
- How does the Bill of Rights protect individuals accused of crimes?
- How do the amendments provide for structural change of the Constitution?
- How do the amendments extend voting rights to Americans?
- How do the amendments refine and define the office of the Presidency?
- What is "precedent" and how does it impact the interpretation of the Bill of Rights?

<p>11. The Supreme Court is constantly interpreting the Bill of Rights, and changes its opinion from time to time.</p> <p>12. Amendments 11-27 provide additional voting rights, structural changes to the Constitution and clarifications concerning the Executive Branch.</p>	
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Bill of Rights ▪ Freedoms of Speech, Press, Religion, Assembly, Petition ▪ Search and Seizure ▪ Habeas Corpus ▪ Ex Post Facto ▪ Indictment ▪ Double Jeopardy ▪ Civil Rights ▪ Gideon v. Wainright ▪ Miranda v. Arizona ▪ Roe v. Wade ▪ Escobedo v. Illinois ▪ Reserve Clause ▪ Federalism ▪ Lame Duck ▪ Suffrage ▪ Prohibition ▪ Cruel and Unusual Punishment ▪ Eminent Domain ▪ Grand Jury ▪ Due Process ▪ Search Warrant <ul style="list-style-type: none"> ▪ The rights protected by the Bill of Rights. ▪ Landmark Supreme Court cases that helped to further define rights protected by the Bill of Rights. ▪ Supreme Court interpretations of the Bill of Rights. ▪ Voting Rights Amendments that expanded suffrage in the United States. ▪ Amendments that further defined term limits, the lame duck period and presidential succession. ▪ Amendments that made structural changes to the Constitution itself. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and explain the specific rights protected in the Bill of Rights. ▪ Examine Supreme Court cases related to the 1st Amendment and interpret Supreme Court rulings related to the amendment. ▪ Discuss the 2nd Amendment and summarize current opposing viewpoints related to the right to bear arms. ▪ Analyze Supreme Court cases related to the 4th Amendment. ▪ Outline the varied rights protected by the 5th Amendment. ▪ Understand the importance of the 6th Amendment and explain how the Supreme Court’s interpretation of the amendment changed over time. ▪ Formulate an opinion on the concept of “cruel and unusual punishment” and explain the current Supreme Court interpretation of the 8th Amendment. ▪ Classify certain rights protected by the 9th Amendment. ▪ Explain the importance of the 10th Amendment as it relates to federalism. ▪ Predict how the Supreme Court might interpret the Bill of Rights in the future focusing on current issues in society. ▪ Classify Amendments 11-27 into changes in voting, structural changes or changes to the Presidency.
<p>Dates: December-January</p>	<p>Unit Plan: The Three Branches of the Federal Government</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>5.1.12.D: Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> ▪ Declaration of Independence ▪ United States Constitution 	

- **Bill of Rights**
- **Pennsylvania Constitution**

5.2.12.C: Evaluate political leadership and public service in a republican form of government.

5.3.12.A: Analyze the changes in power and authority among the three branches of government over time.

5.3.12.B: Compare and contrast policy-making in various contemporary world governments.

5.3.12.C: Evaluate how government agencies create, amend, and enforce regulations.

5.3.12.D: Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

5.3.12.E: Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.

5.3.12.F: Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

5.3.12.G: Evaluate the impact of interest groups in developing public policy.

5.3.12.H: Evaluate the role of mass media in setting public agenda and influencing political life.

5.3.12.J: Evaluate critical issues in various contemporary governments.

5.4.12.A: Examine foreign policy perspectives, including realism, idealism, and liberalism.

5.4.12.B: Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).

5.4.12.C: Evaluate the effectiveness of international organizations, both governmental and non-governmental.

5.4.12.D: Evaluate the role of mass media in world politics.

5.4.12.E: Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.

CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.5.11-12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CC.8.6.11-12.A: Write arguments focused on discipline-specific content.

CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.11-12.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.8.6.11-12.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.8.6.11-12.F: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.8.6.11-12.G: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow

of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.11-12.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Understanding(s):

Students will understand...

1. The Legislative Branch is the lawmaking body of the federal government.
2. The Executive Branch is the law enforcing body of the federal government.
3. The Judicial Branch interprets the law in the federal government.
4. The representation in the House of Representatives is based on population.
5. That representation in the Senate is based on equality of states.
6. There are varying constitutional qualifications an individual must have to be a Congressman or President.
7. There are varying terms of office for a congressman, president or federal judge.
8. The Legislative Branch is granted specific powers granted by the Constitution.
9. Committees in Congress play a major role in the law making process.
10. Political leadership in Congress resides in officers and committee chairpersons.
11. The lawmaking process involves many steps from proposed bill to law.
12. Writing a bill is a difficult and complex process.
13. Lobbyists play a major role in the law making process.
14. The President has tremendous influence on public policy.
15. The views of varied media outlets can play a major role in policy making and elections.
16. The process to become president involves both primaries and general elections.
17. The Electoral College vote determines the winner of presidential elections.
18. The Executive Branch is the largest branch of the federal government.
19. The Cabinet and White House staff advises the President on specific issues related to their executive department.
20. The President carries out many different roles while in office.
21. The President is granted specific powers granted in Article II of the Constitution.
22. The Supreme Court case Marbury v. Madison played a major role developing the concept of judicial review.
23. The Supreme Court is an appeals court.

Essential Question(s):

- How is the federal government structured?
- How does a bill become a law?
- How is the President of the United States elected?
- Should the Electoral College be eliminated?
- What role do lobbyists and special interest groups play in making public and foreign policy?
- How did the Supreme Court obtain the authority to rule laws unconstitutional?
- How does the Cabinet and his staff impact the decisions made by the President?
- What roles does the President carry out on a daily basis?
- What cases are heard in federal courts?
- Who has the most power in the House of Representatives and the Senate?
- What role do political parties have in the lawmaking process?
- How can the media influence politics and elections?
- How can the media influence foreign policy?
- Are the three branches actually equal in power?

<p>24. The Judicial Branch is made up of several federal courts located throughout the United States.</p> <p>25. There is a distinct difference between civil and criminal law.</p>	
<p>Learning Objectives: Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Legislative Branch ▪ Congress ▪ Judicial Branch ▪ Supreme Court ▪ Executive Branch ▪ Presidency ▪ Original Jurisdiction ▪ Appellate Jurisdiction ▪ Executive Privilege ▪ Elastic Clause ▪ Veto Power ▪ Standing Committees ▪ Censure ▪ Impeachment ▪ Judicial Review ▪ Marbury v. Madison ▪ Bill of Attainder ▪ Lobbyist ▪ Electoral College ▪ President's Cabinet ▪ Executive Departments ▪ Criminal Law ▪ Civil Law ▪ Guilt Beyond a Reasonable Doubt ▪ Preponderance of Evidence ▪ State of the Union Address ▪ Diplomacy ▪ United Nations ▪ Joint Chiefs of Staff ▪ Regulatory Commissions ▪ Bureaucracy ▪ Concurring Opinion ▪ Dissenting Opinion ▪ Primaries ▪ Open Primary ▪ Closed Primary ▪ The duties and powers of each branch of government. ▪ Constitutional qualifications and terms for congressman, the President and federal judges. ▪ The lawmaking process. ▪ How checks and balances affect the lawmaking process. ▪ The impact that lobbyists have in Washington D.C. ▪ The importance of standing committees in Congress. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Compare the Constitutional qualifications of members of the House of Representatives and the Senate? ▪ Identify the Constitutional qualifications of the President of the United States. ▪ Explain the qualifications to become a federal judge. ▪ Summarize the process in which an individual becomes a federal judge. ▪ Identify the powers of Congress as granted in Article I Section 8 of the Constitution. ▪ Identify the powers granted to the President in Article II of the Constitution. ▪ Examine incidents when the President attempts to expand his power focusing on Executive Privilege. ▪ Identify the powers granted to the Judiciary in Article III of the Constitution. ▪ Diagram how a bill becomes a law. ▪ Classify the standing committees in the House of Representatives and Senate. ▪ Determine how leadership in committees is granted. ▪ Express the powers committees have on proposed legislation. ▪ Illustrate how the system of checks and balances can impact proposed or current laws. ▪ Explain the impact the President has on creating and directing public and foreign policy. ▪ Explain the impact the President has on creating and directing foreign policy. ▪ Evaluate how American foreign policy has changed throughout history. ▪ Examine the role of mass media on public and foreign policy. ▪ Analyze the role of lobbyists and interest groups play on swaying the opinions of congressmen. ▪ Identify current important and powerful lobby groups. ▪ Describe the method in which a President is elected. ▪ Examine the current issues surrounding the Electoral College focusing on the 2000 election. ▪ Outline the varied executive departments that make up the President's Cabinet.

<ul style="list-style-type: none"> ▪ The steps needed to win a presidential election. ▪ The impact campaign financing has on presidential elections. ▪ The many roles of the presidency. ▪ The influence the Cabinet has on presidential decisions. ▪ The influence of the Joint Chiefs of Staff on presidential decisions. ▪ The concept of judicial review and its impact on the power of the Supreme Court. ▪ The differences between civil and criminal law. 	<ul style="list-style-type: none"> ▪ Classify the varied roles the President plays on a daily basis. ▪ Express the importance of Marbury v. Madison in determining the power of the judicial branch. ▪ Explain how the concept of judicial review extends to federal and state law. ▪ Compare criminal and civil law citing the major differences of both.
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Dates: January – February	Unit Plan: Pennsylvania State Government
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Stage 1 – Desired Results

PA Core State Assessments/Standards:

5.1.12.B: Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

5.1.12.D: Evaluate state and federal powers based on significant documents and other critical sources.

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

5.1.12.E: Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.2.12.A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.

5.2.12.C: Evaluate political leadership and public service in a republican form of government.

5.2.12.D: Evaluate and demonstrate what makes competent and responsible citizens.

5.3.12.A: Analyze the changes in power and authority among the three branches of government over time.

5.3.12.B: Compare and contrast policy-making in various contemporary world governments.

5.3.12.I: Evaluate tax policies of various states and countries.

5.3.12.J: Evaluate critical issues in various contemporary governments.

6.3.12.C: Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.

8.2.12.A: Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural and economic development of the US and the world.

8.2.12.B: Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history and the world.

CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The original Constitution of Pennsylvania was written before the U.S. Constitution. 2. The state governments in the United States are granted certain powers through the 10th Amendment (reserved powers). 3. The Pennsylvania Declaration of Rights influenced the Constitutional Bill of Rights. 4. The structure of the executive, legislative and judicial branches of the Commonwealth compared to the federal government. 5. The role of state governments in a federal system. 6. State and national governments share similar powers (concurrent powers). 7. State laws are subservient to federal laws (supremacy clause). 8. Citizens of Pennsylvania influence state government through elections. 9. Citizens of Pennsylvania influence state government through active participation and contact with state legislators. 10. Pennsylvania has greatly influenced United States history and its government. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How are the powers between national and state government delegated? ▪ What impact did the original Pennsylvania Constitution have on the U.S. Constitution? ▪ To what extent is the structure of the Pennsylvania Constitution similar to the U.S. Constitution? ▪ What rights are protected in the Pennsylvania Declaration of Rights? ▪ What Constitutional rights are protected to the citizens of Pennsylvania under the U.S. Bill of Rights? ▪ How are the powers of Pennsylvania state government related to the federal government? ▪ To what extent does the state government impact the lives of citizens in the Commonwealth? ▪ To what extent can citizens of the Commonwealth impact state government public policy? ▪ How are the citizens of the Commonwealth represented at the state level? ▪ To what extent has the history and geography of Pennsylvania impacted government in the Commonwealth in the past and today?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Pennsylvania Declaration of Rights ▪ Pennsylvania Constitution ▪ Reserved Powers ▪ Concurrent Powers ▪ Commonwealth ▪ General Assembly ▪ Supremacy Clause <ul style="list-style-type: none"> ▪ The structural differences between state and federal governments. ▪ The structure and history of the Pennsylvania Constitution. ▪ The Pennsylvania Declaration of Rights served as a model for the Bill of Rights. ▪ Specific powers reserved for state government. ▪ Specific powers shared by state and federal governments. ▪ The role of Pennsylvania government in elections. ▪ Identify and contact their state congressmen. ▪ The major issues that currently impact the Commonwealth. ▪ The taxing authority of the Commonwealth and how those revenues are spent. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Compare similarities and differences between the structure of state and federal governments. ▪ Analyze the impact that the Pennsylvania Constitution and Declaration of Rights had on the U.S Constitution. ▪ Differentiate the powers reserved to state governments with powers delegated to the federal government. ▪ Produce examples of concurrent powers shared by both state and federal government. ▪ Assess the impact of elections on policy making in the Commonwealth of Pennsylvania. ▪ Identify and contact state congressman from the local area. ▪ Evaluate issues that impact the Commonwealth today and construct possible solutions to them. ▪ Summarize the Supremacy Clause and its impact on Pennsylvania law. ▪ Evaluate Pennsylvania's historical importance in the development and structure of the United States in the past and today.

Dates: February	Unit Plan: Local Government
Stage 1 – Desired Results	
<p>PA Core State Assessments/Standards:</p> <p>5.1.12.B: Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</p> <p>5.2.12.A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.</p> <p>5.2.12.C: Evaluate political leadership and public service in a republican form of government.</p> <p>5.2.12.D: Evaluate and demonstrate what makes competent and responsible citizens.</p> <p>5.3.12.I: Evaluate tax policies of various states and countries.</p> <p>5.3.12.J: Evaluate critical issues in various contemporary governments.</p> <p>6.3.12.C: Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.</p> <p>CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CC.8.6.11-12.A: Write arguments focused on discipline-specific content.</p> <p>CC.8.6.11-12.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Separation of powers is not as clearly defined at the local level. 2. Local government includes both county and municipal levels. 3. Municipal governments are divided between cities, towns, townships and boroughs. 4. Elected officials at the local level can be easily contacted. 5. Citizens have easier and greater influence on public policies at the local level. 6. Local governments share some of the powers of state and federal governments. 7. Local issues may have greater impact on citizens' daily lives. 8. Citizens have a greater voice on the outcome of local issues. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent is the structure of local government similar to state and federal governments? ▪ What are the varied types of local governing authorities in Pennsylvania? ▪ To what extent does local government impact the daily life of citizens? ▪ How can citizens impact policy making at the local level? ▪ How are citizens represented at the local level?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Municipality ▪ Township ▪ Town ▪ Boroughs ▪ City ▪ Village ▪ Ordinances 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Compare the different types of local governments in Pennsylvania. ▪ Identify the type of government the students reside in. ▪ Identify and contact local elected officials in their area. ▪ Analyze current issues in local and county government.

<ul style="list-style-type: none"> ▪ City Council ▪ Mayor ▪ Commissions ▪ Supervisors ▪ The different types of municipalities in Pennsylvania. ▪ The structure of the municipality in which they reside. ▪ Identify and contact local government officials of their municipality. ▪ Identify major issues in their community possible solutions to them. ▪ Identify the varied local taxes that residents pay and how those revenues are spent. 	<ul style="list-style-type: none"> ▪ Assess current problems in local and county government and formulate solutions to the problems. ▪ Summarize the powers granted to officials at the county and municipal level. ▪ Examine the taxing authority of county and local government.
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Dates: March-April	Unit Plan: Economics and the Market Economy
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Stage 1 – Desired Results

PA Core State Assessments/Standards:

6.1.12.A: Predict the long-term consequences of decisions made because of scarcity.

6.1.12.B: Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.

6.1.12.C: Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.

6.1.12.D: Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.

6.2.12.A: Evaluate the flow of goods and services in an international economy.

6.2.12.B: Analyze the effect of changes in the level of competition in different markets.

6.2.12.C: Predict and evaluate how media affects markets.

6.2.12.D: Predict how changes in supply and demand affect equilibrium price and quantity sold.

6.2.12.G: Evaluate various economic systems.

6.3.12.D: Evaluate the role that governments play in international trade.

6.4.12.A: Evaluate the comparative advantage of nations in the production of goods and services.

6.4.12.B: Assess the growth and impact of international trade around the world.

6.4.12.C: Evaluate the impact of multinational corporations and other non-government organizations.

6.4.12.D: Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.

6.5.12.A: Analyze the factors influencing wages.

6.5.12.C: Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.

6.5.12.D: Analyze the role of profits and losses in the allocation of resources in a market economy.

6.5.12.F: Assess the impact of entrepreneurs on the economy.

6.5.12.G: Analyze the risks and returns of various investments.

CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.6.11-12.A: Write arguments focused on discipline-specific content.

CC.8.6.11-12.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Economics focuses on a society's method of satisfying wants and needs. 2. Economic systems often determine the type of government implemented in a country. 3. Macroeconomic decisions can affect the global economy. 4. The United States economy is a mixed economy. 5. People make economic decisions to satisfy needs and wants. 6. Cite factors that affect the economic choices made by consumers and governments. 7. Scarcity of resources has a direct influence on supply and demand. 8. The laws of supply and demand drive a market economy. 9. Sole proprietorships, partnerships and corporations operate within a market economy. 10. There are different advantages and disadvantages for every type of business organization. 11. Any business organization utilizes the four factors of production. 12. Productions costs help to drive the product price. 13. Corporations raise money by issuing stocks. 14. Marketing and distribution affect the price of products in a market economy. 15. Individual's ideas are protected by copyright and patent laws. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is economics? ▪ Why are economic systems needed? ▪ What economic systems exist in the world today? ▪ To what extent do economic systems shape the government of a country? ▪ What economic systems are implemented in the United States? ▪ What determines individuals' economic decisions? ▪ What influences the economic decisions made by governments around the world? ▪ To what extent does scarcity impact an economy? ▪ How does supply and demand affect an economy? ▪ What business organizations exist in a market economy? ▪ To what extent does the stock market influence market economies? ▪ How are the factors of production implemented within various business organizations? ▪ What role does marketing and distribution play in the market system? ▪ To what extent are individual inventions protected in the United States? ▪ How do economic decisions of one country influence economic systems throughout the world?
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<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Economics ▪ Economic Systems ▪ Traditional System ▪ Command System ▪ Market System ▪ Mixed Economy ▪ Macroeconomics ▪ Microeconomics ▪ Law of Supply ▪ Law of Demand ▪ Scarcity ▪ 4 Factors of Production ▪ Opportunity Cost ▪ Sole Proprietorship ▪ Partnership ▪ Corporation ▪ Stocks 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define economics. ▪ Summarize the importance of economics in our daily lives. ▪ Compare economic systems that exist in the world today. ▪ Evaluate the relationship of country's economic system with its government. ▪ Evaluate the role of the U.S. in a global economy. ▪ Summarize the relationship the U.S. with other world economies. ▪ Explain that the majority of countries today operate under a mixed economic system. ▪ Identify examples of a mixed economy in the United States. ▪ Assess the importance of supply and demand in a market system.
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<ul style="list-style-type: none"> ▪ Stock Market ▪ Production Costs ▪ Copyright ▪ Patent <ul style="list-style-type: none"> ▪ The importance of the economic decisions they make on a daily basis. ▪ The three types of economic systems that exist in the world today. ▪ Most countries have mixed economies. ▪ Supply and demand drive a market economy. ▪ Changes in supply and demand of a product or service will impact their price. ▪ Freedom of choice is a key component in a market system. ▪ Private ownership of business is the hallmark of a market economy. ▪ The structure, advantages and disadvantages of a sole proprietorship, partnership and corporation. ▪ The four factors of production. ▪ Production costs affect the price of goods and services. ▪ Stocks are shares of ownership in a corporation. ▪ Corporations raise capital by offering stock. ▪ The function and operation of stock exchanges. ▪ The methods in which investors can make money through the purchase of stocks. 	<ul style="list-style-type: none"> ▪ Determine the impact of changes in supply and demand on an economy. ▪ Compare the types of business organizations that exist in a market economy. ▪ Describe the methods used by business organizations to acquire land, labor and capital. ▪ Evaluate the importance of entrepreneurs in a market system. ▪ Explain how the costs of production affect the price of goods. ▪ Summarize the role of the stock market in a market economy. ▪ Create a stock portfolio and evaluate its performance over a three-month period. ▪ Appraise the importance of copyright and patent laws that protect individual ideas in a market economy.
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Dates: April - May	Unit Plan: Economic Indicators
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Stage 1 – Desired Results

PA Core State Assessments/Standards:

6.2.12.E: Evaluate the health of an economy (local, regional, national, global) using economic indicators.

6.5.12.B: Evaluate how changes in education, incentives, technology, and capital investment alter productivity.

6.5.12.E: Compare distribution of wealth across nations.

6.5.12.G: Analyze the risks and returns of various investments.

CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.F: Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

CC.8.5.11-12.H: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.6.11-12.A: Write arguments focused on discipline-specific content.

CC.8.6.11-12.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Economists use many tools to assess the health of an economy? 2. The business cycle helps measure various stages, and provides a snapshot of an economy at any given time. 3. Changes in the Consumer Price Index help economists evaluate fluctuations in inflation within a specific time period. 4. Individuals have to be actively seeking employment to factor into the unemployment rate. 5. Gross National Product and Gross National Product Per Capita are important methods to determine a nation's standard of living. 6. The performance of the stock market can directly impact the performance of an economy over time. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How does a nation assess the health of the economy? ▪ What role does the business cycle play when evaluating the economy? ▪ How is inflation measured over time? ▪ What elements of a country's population is measured when calculating unemployment? ▪ To what extent does the Gross National Product help to determine a country's standard of living? ▪ To what extent does the Dow Jones Industrial Average and Standard and Poor's ratings determine the health of an economy?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Business Cycle ▪ Peak ▪ Contraction ▪ Trough ▪ Expansion ▪ Consumer Price Index ▪ Inflation ▪ Deflation ▪ Unemployment Rate ▪ Gross National Product ▪ Gross National Product Per Capita ▪ Dow Jones Industrial Average ▪ Standard and Poor's <ul style="list-style-type: none"> ▪ Chart the four phases of the business cycle. ▪ Economists use the Consumer Price Index to measure changes in inflation. ▪ High inflation rates reduce the purchasing power of consumers. ▪ Economists use the unemployment rate to measure the health of the economy. ▪ The method used to determine unemployment at any given time. ▪ That there are both "healthy" and "unhealthy" types of unemployment in the economy. ▪ Economists use the Gross National Product and Gross National Product Per Capita to determine the health of the economy at any given time. ▪ Economists cite changes in the Dow Jones Industrial Average and Standard and Poor's rating to determine the health of the economy. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Locate and describe the four phases of the business cycle. ▪ Define inflation and explain its role in the economy. ▪ Analyze historical prices and predict their projected values using the Consumer Price Index. ▪ Evaluate prices of goods over time using the Consumer Price Index. ▪ Summarize the role inflation plays on an economy. ▪ Determine the labor force and calculate a nation's unemployment rate. ▪ Summarize the various types of unemployment. ▪ Compare Gross National Product and Gross National Product Per Capita. ▪ Assess the importance of GNPP when determining standard of living. ▪ Evaluate the impact the Dow Jones Industrial Average and the Standard and Poor's rating has psychologically on businesses and investors. ▪ Develop an argument that explains the economic indicator that best measures an economy's health.

Dates: May- June	Unit Plan: The Federal Reserve and Government Influence on the Economy
Stage 1 – Desired Results	
<p>PA Core State Assessments/Standards:</p> <p>6.2.12.F: Evaluate the impact of private economic institutions on the individual, the national and the international economy.</p> <p>6.3.12.A: Evaluate the costs and benefits of government decisions to provide public goods and services.</p> <p>6.3.12.B: Assess the government's role in regulating and stabilizing the state and national economy.</p> <p>6.3.12.C: Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.</p> <p>6.4.12.D: Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.</p> <p>6.5.12.H: Evaluate benefits and costs of changes in interest rates for individuals and society.</p> <p>CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CC.8.6.11-12.A: Write arguments focused on discipline-specific content.</p> <p>CC.8.6.11-12.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The Federal Reserve impacts the United States economy in many ways. 2. The Federal Reserve develops monetary policy, provides and effective payment system and regulates the nation's banks. 3. The Federal Reserve was created to help stabilize the nation's economy after a series of economic panics in United States history. 4. The Federal Reserve is known as both a public and private institution. 5. The Federal Reserve Board of Governors are appointed by the President and confirmed by the Senate. 6. The 12 Federal Reserve Banks act as the "banker's bank". 7. The money supply in the United States is controlled through the buying and selling of government securities. 8. Large fluctuations in the nation's money supply could lead to inflation or recession. 9. The value of money is derived by the trust citizens have in its value. 10. Government tax policy greatly influences the nation. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent does the United States government impact the American economy? ▪ How does a government raise money? ▪ What are the benefits and drawbacks of taxes? ▪ How was the Federal Reserve created? ▪ What is the structure of the Federal Reserve? ▪ What is the goal of the Federal Reserve? ▪ What methods does the Federal Reserve utilize in attempts to maintain a healthy economy? ▪ What gives money value? ▪ How is money created? ▪ To what extent does the money supply impact a nation's economy? ▪ How does the Federal Reserve attempt to control the money supply? ▪ How does Federal Reserve policy affect the availability credit in the economy? ▪ Does the Federal Reserve operate effectively?

<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ The Federal Reserve ▪ Monetary Policy ▪ Fiscal Policy ▪ Interest Rate ▪ Prime Rate ▪ Federal Reserve Banks ▪ Chairman of the Federal Reserve ▪ Federal Reserve Board of Governors ▪ The Federal Reserve was created to prevent banking crises that occurred throughout United States history. ▪ The three roles of the Federal Reserve are to provide and maintain an effective payments system, supervise and regulate banking operations and conduct monetary policy. ▪ That the Federal Reserve Board of Governors represents the public sector. ▪ The 12 member banks of the Federal Reserve represent the private sector. ▪ The Federal Reserve controls the country's money supply through the <ul style="list-style-type: none"> ▪ sale and purchase of government securities ▪ adjustment to the discount rate and reserve requirement ▪ acting as a lender to banks. ▪ Changes in money supply can have a positive or negative effect on the economy. ▪ The United States monetary system based on trust of the value of its currency. ▪ Federal Reserve policy directly contributed to the Great Recession of the prior decade. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Summarize the events that lead to the creation of the Federal Reserve. ▪ Explain the three roles the Federal Reserve plays in the nation's economy. ▪ Construct a diagram that depicts the structure of the Federal Reserve. ▪ Compare the public and private role of the Federal Reserve. ▪ Explain how the Federal Reserve controls the money supply. ▪ Discuss how the Federal Reserve is known as the "bankers' bank". ▪ Analyze the effects of too much or too little money in a nation's economy. ▪ Describe how the value of money is based on trust. ▪ Examine the effectiveness of Federal Reserve policy since its creation in 1913. ▪ Assess the decisions made by the Federal Reserve when dealing with the "Great Recession".
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