

Tunkhannock Area School District
Grade 11_American Government
Curriculum Map

Foundations of American Government

Targeted Standard(s): Common Core

- 5.3 K – How do systems of government differ?
- 5.1 A – Why does government exist?
- 5.1 H – How did the Framers contribute to the creation of the Constitution?
- 5.1 E – How do documents and ideals shape U.S. government?
- 6.1 A – What are the strengths and weaknesses of traditional, market, and command economies?
- 6.1 B – How are economic questions answered through the different types of economies?

Targeted Standard(s): SAS:

- **5.3.12.J:** Evaluate critical issues in various contemporary **governments**.
- **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.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
- **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.G:** Evaluate various **economic systems**.

Standards for Reading in History/Social Studies 11-12

- CC8.5.11-12.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.
- CC8.5.11-12B.. 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.
- CC8.5.11-12.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).
- CC8.5.11-12.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.

Standards for Writing in History/Social Studies 11-12

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- CC8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

- CC8.6.11-12.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.

Enduring Understandings:

- Problems associated with the creation of a new representative governmental system
- Ramifications of compromises in the political arena
- Individual political responsibilities of citizens
- The power of citizens to change their governmental system

Essential Questions:

- What problems associated with the new government combined to create the “Critical Period”?
- What compromises led to the adoption of the Constitution?
- What role did delegates play at the Constitutional Convention through the ratification process?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

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<ul style="list-style-type: none"> • The first attempts at American governance • The problems associated with the early years of American government • The process leading to the creation of the Constitution • The compromises leading to ratification • Explore the affects of market economies in the United States 	<ul style="list-style-type: none"> • Describe what government was like in the newly independent United States. • Explain reasons why the 1780s were known as the “Critical Period” in American history • Describe how the Constitution was written • Explain how the Constitution was formally approved • Evaluate and analyze traditional, market, and command economies and their impact on the United States economy 	<ul style="list-style-type: none"> • Lecture, multi-media presentations, note taking, research, and primary source document perusal 	<ul style="list-style-type: none"> • Tests, quizzes, projects, discussions, and homework
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<p>Materials/Resources/Technology</p>
<ul style="list-style-type: none"> • Magruder’s American Government text and American Civic by Holt, Rinehart, and Winston

Constitution of the United States

Targeted Standard(s): Common Core

- 5.1 E – How do documents and ideals shape U.S. government?
- 5.1 I – How do different forms of government effect the rule of law?
- 5.1 C – How did principles and ideals shape government?
- 5.1 F – How do the PA and U.S. Constitution effect individual rights?
- 5.1 B – Why does the rule of law exist in government?
- 5.1 J – How does government protect and guarantee individual rights and the common good?
- 5.1 G – How do we use, display, and respect the U.S. flag?
- 5.2 F – How might individual rights and the common good conflict?
- 5.1 K – How are symbols and holidays influenced by government?
- 5.1 M – How do speeches and writings impact civic life?

Targeted Standard(s): SAS:

- **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
- **5.1.12.E:** Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- **5.1.12.F:** Evaluate the role of **nationalism** in uniting and dividing **citizens**.

Reading Standards for Literacy Grades 11-12

- 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.

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

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- 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.

Enduring Understandings:

- How the values and principles in government documents are applied and interpreted by citizens
- How government objectives conflict with individual rights

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<ul style="list-style-type: none"> Individual rights (and protections) from governmental bodies
<p>Essential Questions:</p> <ul style="list-style-type: none"> How do the six basic principles reflect the values and principles of the United States? Why are constitutional protections limited? How does police power produce conflicts with individual rights?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> The six basic principles of the Constitution and how they are applied The purpose and intentions of the authors of the Bill of Rights How far constitutional protections extend The rights of the accused and where they originated 	<ul style="list-style-type: none"> Examine the six basic principles upon which the Constitution is built Explain why the Constitution includes guarantees of individual rights Identify the scope and limits of the protections of the person Identify the constitutional protections for persons 	<ul style="list-style-type: none"> Lecture, multi-media presentations, note taking, research, and primary source document perusal 	<ul style="list-style-type: none"> Tests, quizzes, projects, discussions, and homework

Materials/Resources/Technology
<ul style="list-style-type: none"> Magruder’s American Government text and American Civic by Holt, Rinehart, and Winston

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Federalism: The Nation and the States

Targeted Standard(s): Common Core

- 5.3 B – Why are there branches of government?
- 5.3 A – How is government structured and organized?
- 5.1 D – How do documents and ideals shape U.S. government?

Targeted Standard(s): SAS:

- **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
- **5.3.12.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**.

Reading Standards for Literacy Grades 11-12

- 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.

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

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<ul style="list-style-type: none"> b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. <ul style="list-style-type: none"> • CC8.6.11-12.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.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The need for governments to have clearly established responsibilities • The need for cooperation between government bodies
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why did the Framers seek to create a central government strong enough to meet the nation’s needs and still preserve the strength of the States? • Why are most of the powers of the National Government exercised by the National Government alone? •

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The definition of federalism • Specific federal and state powers and those that are concurrent • The relationship between States and the federal government 	<ul style="list-style-type: none"> • Know and explain the meaning of Federalism • Distinguish between powers delegated to the National Government and those reserved to the States • Analyze the obligations that the National Government has to the States under the Constitution 	<ul style="list-style-type: none"> • Lecture, multi-media presentations, note taking, research, and primary source document perusal 	<ul style="list-style-type: none"> • Tests, quizzes, projects, discussions, and homework

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	<ul style="list-style-type: none">• Understand the Constitutional provisions that promote cooperation between the federal government and among the States		
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Materials/Resources/Technology			
<ul style="list-style-type: none">• Magruder’s American Government text and American Civic by Holt, Rinehart, and Winston			

Political Parties

Targeted Standard(s): Common Core

- 5.3 E – How do political parties and leaders influence government?

Targeted Standard(s): SAS:

- **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**

Standards for Reading in Social Studies/History 11-12

- 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.

Standards for Writing in History/Studies Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
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 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- 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.

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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The benefits of citizens joining together when they share similar beliefs • Individual political responsibilities of citizens
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the primary purpose of political parties? • What are the benefits of a two-party system vs. a multi-party system? • What are the contributions of minor parties to the U.S. political arena?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The role of political parties in politics • The causes of a two-party system in the United States • The origins of political parties • The affects of minor parties on politics 	<ul style="list-style-type: none"> • Know what a political party is and what they do • Find out for what reasons does the United States have a two-party system • Examine how the political parties developed during the history of the country • Understand the nature and role of minor parties in American politics 	<ul style="list-style-type: none"> • Lecture, multi-media presentations, note taking, research, and primary source document perusal 	<ul style="list-style-type: none"> • Tests, quizzes, projects, discussions, and homework

Materials/Resources/Technology
<ul style="list-style-type: none"> • Magruder’s American Government text and American Civic by Holt, Rinehart, and Winston

Voter Behavior and Elections

Targeted Standard(s): Common Core

- 5.3 F – How does the election process work?
- 5.2 B – How are citizens' rights and responsibilities related?
- 5.2 G – Why are competent and responsible citizens necessary in government?
- 5.2 D – Why are political leaderships and public service necessary in government?
- 5.3 H – How do interest groups impact government?
- 5.1 I – How and why does government raise money?

Targeted Standard(s): SAS

- **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.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.G:** Evaluate the impact of **interest groups** in developing public policy.
- **5.3.12.I:** Evaluate tax policies of various **states** and countries.

Standards for Reading in Social Studies/History 11-12

- 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.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.

Writing Standards for Literacy 11-12

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

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- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC8.6.11-12.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.

Enduring Understandings:

- Individual political responsibilities of citizens
- The power of citizens to change their governmental system

Essential Questions:

- How has the United States expanded voting rights over time?
- Why don’t more Americans vote? What factors contribute to this phenomenon?
- Why is the nomination process critically important to a democratic government?
- Why does the fact that money plays a key role in politics present serious problems to a democratic government?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

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<ul style="list-style-type: none"> • Expanding voting rights to various populations throughout history • Who is currently eligible to vote • Why Americans do not show up at the polls • What type of person belongs to each political party • Various ways to become a political candidate • Find out where and when elections take place • The role and effects that money has on the election process 	<ul style="list-style-type: none"> • Examine how the right to vote evolved in the United States • Determine who may vote in the United States today • Examine the scope of the non-voter problem • Understand party identification • Identify the several methods by which a candidate can gain a party's nomination • Find out where and when elections take place • Examine how the use of money is regulated in elections today 	<ul style="list-style-type: none"> • Lecture, multi-media presentations, note taking, research, and primary source document perusal 	<ul style="list-style-type: none"> • Tests, quizzes, projects, discussions, and homework
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Magruder's American Government text and American Civic by Holt, Rinehart, and Winston

The Executive Branch

Targeted Standard(s): Common Core

- 5.2 D – Why is political leadership and public service in a republican form of government necessary?
- 5.3 B – What are the responsibilities and powers of the national government?
- 5.3 D – How does government perform services for its citizens?

Targeted Standard(s): SAS:

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

Standards for Reading in Social Studies/History 11-12

- 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.

Standards for Writing in Social Studies/History 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
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 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

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<ul style="list-style-type: none"> • CC8.6.11-12.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.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The importance of having a president/leader in a representative democracy • Compromises in the election process of our leaders • Problems with the election process • The ability of government officials to interpret their powers differently
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the Constitution provide for an orderly succession of power if the President dies or leaves office? • Why did the Framers create the Electoral College for choosing the President and the Vice President? • What are the flaws within the Electoral College? • How and why have Presidential powers grown/changed over time?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The various roles of the President • Presidential succession • The growth of presidential power • Scope of presidential powers • Responsibilities within the executive branch 	<ul style="list-style-type: none"> • Cite the many roles that a president must play • Understand the Constitutional provisions for succeeding to the presidency • Analyze the ways in which presidential power has grown over time • Examine the scope of the President’s executive, diplomatic, military, legislative, and judicial power • Identify the responsibilities of each of the 14 executive departments 	<ul style="list-style-type: none"> • Lecture, multi-media presentations, note taking, research, and primary source document perusal 	<ul style="list-style-type: none"> • Tests, quizzes, projects, discussions, and homework

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Materials/Resources/Technology
<ul style="list-style-type: none">• Magruder's American Government text and American Civic by Holt, Rinehart, and Winston

The Legislative Branch

Targeted Standard(s): Common Core

- 5.3 A – How is government structured and organized?
- 5.3 C – How does a bill become a law?

Targeted Standard(s): SAS:

- **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**.

Reading Standards for Literacy Grades 11-12

- 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.

Standards for Writing in Social Studies/History 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- 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.

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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Importance of the lawmaking function to a representative democracy • Responsibilities of Congressional representatives to their constituents • Evolution of Congress (changes within the House and Senate)
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How is representation decided and how may this be manipulated by political parties? • What purpose do Representatives and Senators serve? • How do bills become laws? What role do committees play in this process?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The role of lawmaking • Reapportionment and the House of Representatives • Gerrymandering • Size of the Senate • Responsibilities of those in Congress • Congressional responsibilities as they apply to constituents • Purpose and types of committees How bills become laws 	<ul style="list-style-type: none"> • Determine the ways in which the lawmaking function is central to democracy • Examine the means by which and reasons why the House is reapportioned each decade • Examine Congressional districts and understand gerrymandering • Identify the means by which the size of the Senate is determined • Examine the several roles played by members of Congress as they perform their duties • Identify Congressional leaders and the source of their powers • Examine why the committee system is necessary and identify the different kinds of committees in Congress • Describe the lawmaking process in both houses of Congress 	<ul style="list-style-type: none"> • Lecture, multi-media presentations, note taking, research, and primary source document perusal 	<ul style="list-style-type: none"> • Tests, quizzes, projects, discussions, and homework

**Tunkhannock Area School District
Grade 11_American Government
Curriculum Map**

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Materials/Resources/Technology
<ul style="list-style-type: none">• Magruder's American Government text and American Civic by Holt, Rinehart, and Winston

Judicial Branch

Targeted Standard(s): Common Core

- 5.1 L – How do courts resolve conflicts?

Targeted Standard(s): SAS:

- **5.2.12.B:** Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- **5.3.12.A:** Analyze the changes in power and **authority** among the three branches of **government** over time.

Standards for Reading in Social Studies/History 11-12

- 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.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.

Standards for Writing in Social Studies/History 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
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 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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<p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <ul style="list-style-type: none"> • CC8.6.11-12.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.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The role of a national court system in a representative democracy • Ramifications of court decisions in the political arena
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What led to the creation of a national court system? • What kinds of cases may federal courts hear? • What is the importance of the Supreme Court? • How has judicial review been applied since its inception?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Origins of the court system • Federal court jurisdiction • Characteristics and details about the Supreme Court • Importance of judicial review • Purpose of special courts 	<ul style="list-style-type: none"> • Examine the reasons why the National Court system was established • Explain jurisdiction and examine the kinds of jurisdictions held by federal courts • Determine where most federal cases are heard • Examine the reasons why the Supreme Court is often called the High Court • Determine the reasons why judicial review is a key feature in the American system of government • Determine the ways in which the special courts differ from Constitutional courts 	<ul style="list-style-type: none"> • Lecture, multi-media presentations, note taking, research, and primary source document perusal 	<ul style="list-style-type: none"> • Tests, quizzes, projects, discussions, and homework

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Materials/Resources/Technology

- Magruder’s American Government text and American Civic by Holt, Rinehart, and Winston

Immigration and Citizenship

Targeted Standard(s): Common Core

- 5.2 A – How did citizens fulfill their civic rights, responsibilities, and duties in various governments?
- 5.2 B – How are citizens’ rights and responsibilities related?
- 5.2 C – How do we identify and resolve conflict?
- 5.2 D – Why are political leadership and public service necessary in government?
- 5.2 E – How do citizens influence decisions and actions of government?
- 5.2 F – How might individual decisions and actions of government?
- 5.2 G – Why are competent and responsible citizens necessary in government?
- 5.4 A – How have nation-states affected the international policy?
- 5.4 B – How has international policy affected nation-states?
- 5.4 C – How does the U.S. impact the political ideals of nations?
- 5.4 D – How is foreign policy developed and implemented?
- 5.5 E – Why do international organizations exist and how do they function?
- 6.5 E – How is wealth distributed across society?

Targeted Standard(s): SAS:

- **5.2.12.A:** Evaluate an individual's **civil rights**, responsibilities and obligations in various contemporary **governments**.
- **5.2.12.B:** Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- **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**.
- **5.4.12.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.E:** Compare and contrast the politics of various **interest groups** and evaluate their impact on **foreign policy**.
- **6.5.12.E:** Compare distribution of wealth across nations.

Reading Standards for Literacy Grades 11-12

- 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.
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- 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.

Standards for Writing in Social Studies/History 11-12

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

Enduring Understandings:

- How societal makeup evolves
- How a governmental structure adapts and evolves to fit society's needs
- How different governmental systems learn to work together for the common good

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Essential Questions:

- How has the Constitution adapted to protect citizens throughout history?
- How is citizenship obtained?
- How does the United States interact with foreign governments?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Shifts that have occurred in American demographics • How equality is achieved through the Constitution • Steps to becoming a U.S. citizen • The immigration policy of the United States • How the United States works with other nations in terms of economics, technology, and culture • How the United States creates foreign policy and deals with international organizations • How the United States compares to other countries in terms of distribution of wealth 	<ul style="list-style-type: none"> • Describe how the makeup of the American population has changed over the course of history • Explain in what sense the Constitution guarantees equality to all persons • Explain how American citizenship can be acquired • Examine the immigration policy of the United States • Analyze the United States' interaction with other nations and governmental groups in world events in areas of economics, technology, and culture • Explain how foreign policy is developed and implemented through the functions of international organizations • Compare the distribution of wealth between the United States and other foreign countries 	<ul style="list-style-type: none"> • Lecture, multi-media presentations, note taking, research, and primary source document perusal 	<ul style="list-style-type: none"> • Tests, quizzes, projects, discussions, and homework

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Materials/Resources/Technology
<ul style="list-style-type: none">Magruder's American Government text and American Civic by Holt, Rinehart, and Winston