

Course Title: Government and Economics

Massachusetts History and Social Studies Curriculum Learning Standards: USG1.1 - USG1.5

Unit: Reasons for Government and Different Types of Governing

Essential Questions:
What are the Types of Government?
From who or what do Governments derive their Powers?
What are the advantages of the Rule of Law?
How is Local Government Organized?

Detailed Curriculum Standard	Skills/Objectives	Resources	Instructional Strategies	Assessments
USG.1.1 Distinguish among civic, political, and private life.	After completion of the lesson, students will be able to: Name specific examples of civic life, political participation, and private endeavors	“Government for Everybody” Henceforth known as “Text” Chapter 1	Lecture Note taking Reading comprehension Class discussion	Reading Quiz In class writing assignment Unit Test Homework
USG.1.2 Define the terms citizenship, Politics, and government, and give examples of how political solutions to public policy problems are generated through interactions of citizens and civil associations with their government.	Explain local issues to be debated at a Town Meeting and the role of the moderator, the selectmen, the advisory board, and the general public	Text: Chapter 1 Handouts Graphic Organizer Notes	Note taking Reading comprehension Class discussion and debates	Type 2 Writing Assignment Unit Test Homework
USG.1.3 Describe the purposes and functions of government	Articulate the different ways politics and government combine to manage property rights and avoid violence	Text: Chapter 1 Handouts Graphic Organizer Notes	Lecture Note taking Reading comprehension	Reading Quiz Graphic Organizer Unit Test Homework
USG.1.4 Define and provide examples of different forms of government, including direct democracy, representative democracy, republic, monarchy, oligarchy, and autocracy.	Connect different modes of governance with real life examples of the same	Text: Chapter 2 Handouts Graphic Organizer Notes	Lecture Note taking Class discussion and debates	Graphic Organizer Check Unit Test Homework
USG.1.5 Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals.	Articulate the structure and reasons for local government and the advantages of a rule of law when compared with other forms of legitimacy.	Text: Chapters 1 & 4 Handouts Graphic Organizer	Lecture Note taking Reading comprehension	Reading Quiz Notebook check Debate

		Notes	Class discussion and debates	Unit Test Homework
Literacy Standards: 2, 4, 10	Analyze primary and secondary sources to extract factual information. Utilize sources to identify cause and effect Define key vocabulary using context	See primary source documents above Textbook Newspaper articles	Handouts Lecture Procuring appropriate news article to illustrate the proper principle	Quiz Document Based Questions Unit Test Homework
Writing Standards: 1, 2,	Research given topics to explain, illustrate, and debate specified topic Write a clear and coherent argument on a given debate topic. Provide evidence to support view point. Provide supporting details when answering, analyzing, and reflecting on a given topic.	See primary source documents above Textbook Handouts Newspaper articles	Modeling examples Handouts	Quiz Newspaper Article Review Unit Test Homework

Essential Terms: Democracy, Aristocracy, Autocracy, Theocracy, Plutocracy, Magna Carta, Mayflower Compact, Declaration of Independence, Constitution, Town Charter, Town Meeting, Citizenship, Jurisdiction, Justice, Rule of Law, Republican, Common Law, Precedent

Course Title: Government

Massachusetts History and Social Studies Curriculum Learning Standards: USG1.6-USG1.10

Unit: Introducing Federalism, Alternative Systems and the Rule of Law

Essential Questions:
Who are the current office holders at all levels of government?
Who was John Adams?
What is unique about the Massachusetts Constitution?

Detailed Curriculum Standard	Objectives	Resources	Instructional Strategies	Assessments
USG.1.6 Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority, through limited government and the rule of law.	After completion of the lesson, students will be able to: Articulate the structure and reasons for local government and the advantages of a rule of law when compared with other forms of legitimacy.	Text: Chapters 1 & 4 Text of 9 th Amendment, 10 th Amendment, 14 th Amendment Handouts Graphic Organizer Notes	Web quest on office holders Discrimination legislation research Lecture Note taking Class discussion and debates	Reading Quiz In class writing assignment Debate Unit Test
USG.1.7 Distinguish limited from unlimited government, and provide examples of each type of government.	Name the different criteria used to establish legitimacy and give real life examples of the same	Chart detailing federal system Chart detailing local government hierarchy Newspaper Articles chosen by instructor for current relevance Handouts Graphic Organizer Notes	Lecture Note taking Reading comprehension Class discussion and debates	Completion of Graphic Organizer Quiz In class writing assignment Unit Test
USG.1.9 Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights. Examples: Magna Carta (1215), Mayflower Compact (1620), Massachusetts Body of Liberties (1641), English Bill of Rights (1689), Locke's Treatises of Civil Government (1690), Pennsylvania Charter of Privileges (1701), Virginia Declaration of	Review the differences between the Articles of Confederation and the United States Constitution. Use prior knowledge of other founding documents as examples of fundamental American political philosophy	Massachusetts State Constitution Mayflower Compact United States Constitution Handouts Graphic Organizer Notes	Lecture Note taking Class Constitution	Reading Quiz Type 1 Writing Debate Group Project Unit Test

Rights (1776), Declaration of Independence (1776), United States Constitution (1787), Bill of Rights (1791), and the Massachusetts Constitution of 1780				
Literacy Standards 1, 2, 4, 10	Analyze primary source documents. Identify and explain topic-specific vocabulary. Identify cause and effect.	See primary source documents above Textbook	Primary source analysis worksheet Key terms note taking	Reading Quiz In class writing assignment Debate Unit Test
Writing Standards 1, 2, 9	Develop organized and coherent writing that shows comprehensive knowledge of topic.	See primary source documents above Instructor created essay questions	Debates Essay questions	Reading Quiz In class writing assignment Debate Unit Test

Essential Terms: Separation of Powers, Bicameral, Representative, Senator, Legislative, Executive, Judicial, President, Governor, State Rep, State Senator, Town Manager, Selectman, Superintendent, School Committee, Speaker of the House, Senate Majority Leader, Chief Justice, Vice President, Lt. Governor, Treasurer, Attorney General, Auditor, Secretary of State, Judicial Review, Concurrent Powers, Enumerated Powers, Distinct Powers, Jurisdiction, Conflict between Branches and between Jurisdictions, Judicial Review, Counties, Propositions, Referendums, Foreign Policy, 9th Amendment, 10th Amendment, 14th Amendment, Naturalization, Extradition, Deportation

Unit: The Constitution

Essential Questions:

What branches are described in Articles 1, 2, and 3 of the US Constitution?

How do these descriptions set up a system of Checks and Balances?

What is the “Elastic Clause”?

What is the Amendment process?

What is “Due Poces of Law”?

Detailed Curriculum Standard	Objectives	Resources	Instructional Strategies	Assessments
USG.2.1 Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).	<p>After completion of the lesson, students will be able to:</p> <p>Explain the connections between events from the Revolutionary era and modern political attitudes</p>	<p>Text: Chapter 3</p> <p>PowerPoint: Articles of Confederation</p> <p>PowerPoint: Constitutional Convention</p> <p>Handouts</p> <p>Graphic Organizer</p> <p>Notes</p>	<p>Lecture</p> <p>Note taking based off power points</p> <p>Worksheet</p> <p>Cooperative Learning Project</p>	<p>Reading Quiz</p> <p>Assimilated Notes from cooperative learning project</p> <p>Debate</p> <p>Unit Test</p> <p>Homework</p>
USG.2.4 Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, republicanism, federalism, and individual rights, which are embedded in founding-era documents	<p>Compare and contrast examples of political organization and philosophy at the local, state, and federal level</p>	<p>Text: Chapters 2 & 3</p> <p>Federalist Paper 10</p> <p>Federalist Paper 71</p> <p>Handouts</p> <p>Graphic Organizer</p> <p>Notes</p>	<p>Lecture</p> <p>Note taking</p> <p>Group breakdown of Federalist papers</p> <p>Worksheet</p> <p>Class discussion and debate</p>	<p>Reading Quiz</p> <p>Type III writing assignment</p> <p>Graded Discussion</p> <p>Unit Test</p> <p>Homework</p>
<p>USG.2.5 Explain how a shared American civic identity is embodied in founding-era documents and in core documents of subsequent periods of United States history.</p> <p>Examples: The Seneca Falls Declaration of Sentiments and Resolutions (1848), Abraham Lincoln’s Gettysburg Address (1863) and Second Inaugural Address (1865), Theodore Roosevelt’s “The New</p>	<p>Give examples from American History of recurring ideas and themes connected to the current civic identity and to:</p> <p>Give examples from American history when changes were made to commonly held positions</p>	<p>Text: Chapter 3</p> <p>Supreme Court case resource guide</p> <p>“Letter from a Birmingham Jail”</p> <p>“The New Nationalism”</p> <p>JFK’s Inaugural Address</p> <p>Handouts</p>	<p>Lecture</p> <p>Note taking</p> <p>Worksheet</p> <p>Class discussion and debate</p>	<p>Reading Quiz</p> <p>Homework</p> <p>Debate</p> <p>Unit Test</p>

<p>Nationalism” speech (1910), Woodrow Wilson’s “Peace Without Victory” speech (1917), Franklin Roosevelt’s “Four Freedoms” speech (1941), John F. Kennedy’s inaugural address (1961), Martin Luther King, Jr.’s “I Have A Dream” speech and “Letter from Birmingham City Jail” (1963), and selected opinions in landmark decisions of the United States Supreme Court such as Justice Robert Jackson’s opinion for the Court in West Virginia Board of Education v. Barnette (1943) and Justice Oliver Wendell Holmes’ dissenting opinion in the case of Abrams v. United States (1919)</p>		<p>Graphic Organizer</p> <p>Notes</p>		
<p>Literacy Standards: 1, 2, 4, 10</p>	<p>Analyze primary sources and secondary sources.</p> <p>Define key words throughout text.</p>	<p>Textbook</p> <p>See primary source documents above</p> <p>Handouts</p>	<p>Guided reading assignments</p>	<p>Reading Quiz</p> <p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>
<p>Writing Standards: 1, 2, 9</p>	<p>Draws evidence from text to support analysis.</p> <p>Produce clear and coherent writing for a specific purpose.</p> <p>Compare and contrast</p>	<p>Textbook</p> <p>See primary source documents above</p>	<p>Guided reading assignments</p> <p>Group discussion and debate</p>	<p>Reading Quiz</p> <p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>

Essential Terms: Qualifications, Terms, Enumerated Powers, Checks and Balances, Interpretation, Appointment, Ratification, Advise and Consent, Legislative, Executive, Judicial, Necessary and Proper, Commerce Clause, Amendment, 2/3rds and 3/4ths, 14th Amendment

Unit: Bill of Rights

Essential Questions:

What is the First Amendment and how has it been interpreted historically?

What are some of the limits to an unabridged freedom of speech?

What are some of the cases and the circumstances concerning free speech that have been interpreted by the Supreme Court?

Detailed Curriculum Standard	Objectives/Skills	Resources	Instructional Strategies	Assessments
USG.2.6 Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.	<p>After completion of the lesson, students will be able to:</p> <p>Discuss and debate interpretations by the Supreme Court of the Bill of Rights and their impact on all aspects of American political and civic life</p>	<p>Supreme Court case resource guide</p> <ul style="list-style-type: none"> - Plessy v Ferguson - Brown v Board of Education <p>Text: Chapters 17-20</p> <p>Handouts</p> <p>Graphic Organizer</p> <p>Notes</p>	<p>Lecture</p> <p>Note taking</p> <p>Worksheet</p> <p>Class discussion and debate</p>	<p>Reading Quiz</p> <p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>
USG.2.7 Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life.	<p>Discuss and debate interpretations by the Supreme Court of the Bill of Rights and their impact on all aspects of American political and civic life</p>	<p>Supreme Court case resource guide</p> <ul style="list-style-type: none"> - NY Times v U.S. - Lawrence v Texas <p>Text: Chapters 17-20</p> <p>Handouts</p> <p>Graphic Organizer</p> <p>Notes</p>	<p>Socratic Seminar on Gay Rights</p> <p>Lecture</p> <p>Note taking</p> <p>Worksheet</p> <p>Class discussion and debate</p>	<p>Reading Quiz</p> <p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>
<p>JSG.2.8 Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict.</p> <p>Examples: Analyze issues involving liberty in conflict with equality, liberty in conflict with authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.</p>	<p>Discuss and debate interpretations by the Supreme Court of the Bill of Rights and their impact on all aspects of American political and civic life</p>	<p>Supreme Court case resource guide</p> <ul style="list-style-type: none"> - Korematsu v U.S. - Schenck v U.S. - Scales v U.S. <p>Text: Chapters 17-20</p> <p>Text of the 14th Amendment</p> <p>Patriot Act</p> <p>Handouts</p> <p>Graphic Organizer</p>	<p>Lecture</p> <p>Note taking</p> <p>Worksheet</p> <p>Class discussion and debate</p>	<p>Reading Quiz</p> <p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>

		Notes		
USG.2.9 Compare and contrast ideas on government of the Federalists and the Anti-Federalists during their debates on ratification of the U.S. Constitution (1787–1788).	Express the connection between past debates and current philosophical arguments concerning the role and size of government	Text: Chapter 3 PowerPoint: Articles of Confederation PowerPoint: Constitutional Convention Federalist Paper 10 Handouts Graphic Organizer Notes	Lecture Note taking Worksheet Class discussion and debate	Reading Quiz In class writing assignment Debate Unit Test
USG.2.10 Analyze and explain ideas about liberty, equality, and justice in American society using documents such as in Reverend Luther King’s “I Have A Dream” speech and Letter from Birmingham City Jail (1963), and compare King’s ideas to those in such founding-era documents as the Virginia Declaration of Rights (1776), the Declaration of Independence (1776), Massachusetts Declaration of Rights (1780), and the Federalist Papers (1788)	Articulate the need for the “equal protection” clause and its applicability today	Text: Chapter 9 Supreme Court case resource guide - Miranda v Arizona - Gideon v Wainright - Brown v Mississippi - Powell v Alabama Federalist Paper 10 Federalist Paper 51 Handouts Graphic Organizer Notes	Lecture Note taking Worksheet Class discussion and debate	Reading Quiz In class writing assignment Debate Unit Test
Literacy Standards 1, 2, 4, 10	Primary source analysis Compare and contrast Cause and effect	See primary source documents above Textbook	Dissect primary sources Reading comprehension	Reading Quiz In class writing assignment Debate Unit Test
Writing Standards 1, 2, 9	Compile a notes page on a reform Cite sources Support opinion with applicable facts	See primary source documents above Internet Library	Modeling note page	Reading Quiz In class writing assignment Debate

				Unit Test
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Essential Terms: Precedent, Common Law, Clear and Present Danger, Public Safety, Inciting a Riot, National Security, Respecting the Minority, Propaganda, Libel, Slander, Subversion, Time, Place and Manner, Obscenity, Right to Assembly, Rights to Free Press, Schenk v. US, Scales v. US, Smith Act, Tinker v. Des Moines, Hazelwood v. Kulmeirer, Texas v. Johnson, Miller v. California, John Peter Zenger Patriot Act, In Loco Parentis

Massachusetts History and Social Studies Curriculum Learning Standards: USG3.1-USG3.5

Unit: The Presidency

Essential Questions:
 What are the components of the American Presidency?
 How is the President elected?
 What are the different institutions that impact the election and the service of a President?
 What are the different roles of the American President?
 Are any of the roles of the President in conflict with another?
 When have American Presidents exercised their varied powers?
 What are the limits to the Powers of the President?
 What are examples of the limits of the Powers of the President?

Detailed Curriculum Standard	Objectives/Skills	Resources	Instructional Strategies	Assessments
USG.3.1 Compare and contrast governments that are unitary, confederate, and federal.	After completion of the lesson, students will be able to: Connect different modes of governance with real life examples of the same	Text: Chapter 2 Handouts Graphic Organizer Notes	Lecture Guided reading assignments Group discussion and debate	Reading Quiz In class writing assignment Debate Unit Test
USG.3.2 Identify and describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.	Compare and contrast the powers of the President of the United States and Executive Branch of Massachusetts	Text: Chapters 4, 15-16 Handouts Graphic Organizer Notes	Lecture Guided reading assignments Group discussion and debate	Reading Quiz In class writing assignment Debate Unit Test
USG.3.3 Explain the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government or representative democracy, and popular sovereignty. Provide examples of these principles in the governments of the United States and the state of	List and provide examples of the Five Principles that belie the US Constitution	Text: Chapters 4, 15-16 Handouts Graphic Organizer Notes	Lecture Guided reading assignments Group discussion and debate	Reading Quiz In class writing assignment Debate Unit Test

Massachusetts.				
USG.3.4 Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary.	Explain the impact of the decision Marbury v. Madison and the process that brings a case to the Court	Text: Chapters 8 & 9 Handouts Graphic Organizer Notes	Lecture Guided reading assignments Group discussion and debate	Reading Quiz In class writing assignment Debate Unit Test
USG.3.5 Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution	Define enumerated and implied powers and create a chart distinguishing one from the other	Text: Chapter 4 Readings describing implied powers: - Executive Privilege - Executive Orders - Emergency Powers PowerPoint on Enumerated/Implied Powers Handouts Graphic Organizer Notes	Lecture Guided reading assignments Group discussion and debate	Reading Quiz In class writing assignment Debate Unit Test
Literacy Standards 1, 2, 4, 10	Primary source analysis Compare and contrast Cause and effect	See primary source documents above Textbook	Dissect primary sources Reading comprehension	Reading Quiz In class writing assignment Debate Unit Test
Writing Standards 1, 2, 9	Compile a notes page on a reform Cite sources Support opinion with applicable facts	See primary source documents above Internet Library	Guided reading assignments Group discussion and debate	Reading Quiz In class writing assignment Debate Unit Test

Essential Terms: Cabinet Secretaries, Undersecretaries, Appointment, Bureaucracy, Public Policy, Centralization, Federalism, Political Parties, Electoral College, Primaries, Conventions, Assassinations, Succession, Head of Party, Head of State, Chief Diplomat, Voice of the People, Chief Administrator, Commander in Chief, Protector of the Peace, Chief Legislator, States Rights, Federalizing the National Guard, Mediation, Chief of Staff, Lobbyist, Bully Pulpit, Line Item Veto, Override of a Veto, War Powers Act, Robert Bork Case, Impeachment, Congressional Committees

Unit: Political Parties & Congress

Essential Questions:

- What are differences between the United States and Massachusetts government?
- What positions are in the Cabinet?
- What powers does the Cabinet have?
- What are the major political parties?
- What are some differences between Democrats and Republicans?
- How does a bill become a law?
- What powers does Congress possess?
- How does the U.S. Congress differ from the Massachusetts Congress?

Detailed Curriculum Standard	Objectives/Skills	Resources	Instructional Strategies	Assessments
USG.3.6 Explain the functions of departments or agencies of the executive branch in the governments of the United States and the state of Massachusetts.	<p>After completion of the lesson, students will be able to:</p> <p>Research the Cabinet and present their findings to the class as a whole</p>	<p>Text: Chapter 7</p> <p>Whitehouse.gov/cabinet</p> <p>Handouts</p> <p>Graphic Organizer</p> <p>Notes</p>	<p>Reading comprehension</p> <p>Note taking</p> <p>Recall; dates, events, places, major ideas</p> <p>Generalize from given facts</p> <p>Establish cause and effect relationships</p>	<p>Reading Quiz</p> <p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>
USG.3.7 Trace the evolution of political parties in the American governmental system, and analyze their functions in elections and government at national and state levels of the federal system	<p>List the characteristics of the major political parties and express an understanding that the values of those parties are dynamic</p>	<p>Text: Chapter 18</p> <p>Handouts</p> <p>Graphic Organizer</p> <p>Notes</p>	<p>Ideological survey</p> <p>Reading comprehension</p> <p>Note taking</p> <p>Recall; dates, events, places, major ideas</p> <p>Generalize from given facts</p> <p>Establish cause and effect relationships</p>	<p>Reading Quiz</p> <p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>
USG.3.8 Explain the legal, fiscal, and operational relationships between state	<p>List different examples of mandates that originate at the state and/or</p>	<p>Text: Chapters 15, 16, 20</p>	<p>Reading comprehension</p>	<p>Reading Quiz</p>

and local governments in Massachusetts.	local level	Handouts Graphic Organizer Notes	Note taking Recall; dates, events, places, major ideas Generalize from given facts Establish cause and effect relationships	In class writing assignment Debate Unit Test
USG.3.9 Explain the formal process of how a bill becomes a law and define the terms initiative and referendum	Describe how a bill becomes a law and what procedures can impact it	Text: Chapter 11 Handouts Graphic Organizer Notes PowerPoint on Congress	Mock Congress Reading comprehension Note taking Recall; dates, events, places, major ideas Generalize from given facts Establish cause and effect relationships	Reading Quiz In class writing assignment Debate Unit Test
USG.3.10 Explain the difference between a town and a city form of government in Massachusetts, including the difference between a representative and an open town meeting.	Compare and contrast the decision making process between town and local governments	Text: Chapter 16 Handouts Graphic Organizer Notes	Reading comprehension Note taking Recall; dates, events, places, major ideas Generalize from given facts Establish cause and effect relationships	Reading Quiz In class writing assignment Debate Unit Test
Literacy Standards 1, 2, 4, 10	Primary source analysis Compare and contrast	See primary source documents above Textbook	Dissect primary sources Reading comprehension	Reading Quiz In class writing assignment

	Cause and effect			Debate Unit Test
Writing Standards 1, 2, 9	Compile a notes page on a reform Cite sources Support opinion with applicable facts	See primary source documents above Internet Library	Guided reading assignments Group discussion and debate	Reading Quiz In class writing assignment Debate Unit Test

Essential Terms: Concurrent Powers, Enumerated Powers, Distinct Powers, Jurisdiction, Conflict between Branches and between Jurisdictions, Judicial Review, Counties, Alexander Hamilton, political parties, Washington's Farewell Address, Federalists, Democratic-Republicans, Governor, State Rep, State Senator, Town Manager, Selectman, Superintendent, School Committee, Speaker of the House, Senate Majority Leader

Unit: Separation of Powers and Equal Protection

Essential Questions:

Why was the 14th Amendment necessary?

What branches are described in Articles 1, 2, and 3 of the US Constitution?

How do these descriptions set up a system of Checks and Balances?

What power does the Supreme Court possess?

Detailed Curriculum Standard	Objectives/Skills	Resources	Instructional Strategies	Assessments
USG.3.11 Compare core documents associated with the protection of individual rights, including the Bill of Rights, the Fourteenth Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.	<p>After completion of the lesson, students will be able to:</p> <p>Describe why the 14th Amendment was necessary to ensure that the Bill of Rights applied to all people and how its applicability has evolved since its passage</p>	<p>Text: Chapter 9</p> <p>Text of 14th Amendment Bill of Rights</p> <p>Supreme Court case resource guide:</p> <ul style="list-style-type: none"> - Wisconsin v Yoder - Gregg v Georgia - Near v Minnesota <p>Handouts</p> <p>Graphic Organizer</p> <p>Notes</p>	<p>Lecture</p> <p>Guided reading assignments</p> <p>Group discussion and debate</p>	<p>Reading Quiz</p> <p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>
USG.3.12 Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.	<p>Produce evidence of political influence in action at the state and local level</p>	<p>Text: Chapter 19</p> <p>Article: "Era of Know Nothings"</p> <p>Handouts</p> <p>Graphic Organizer</p> <p>Notes</p>	<p>Current Events Article Analysis</p> <p>Lecture</p> <p>Guided reading assignments</p> <p>Group discussion and debate</p>	<p>Reading Quiz</p> <p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>
USG.3.13 Analyze and evaluate decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as Marbury v. Madison (1803), Baker v. Carr (1962), United States v. Nixon (1974), City of Boerne, Texas v. Flores (1997), and Clinton v. City of New York (1998).	<p>Explain what role the Supreme Court has taken in defining the separation of powers in the U.S. government</p>	<p>Text: Chapters 8 & 9</p> <p>Supreme Court case resource guide:</p> <ul style="list-style-type: none"> - Marbury v Madison - U.S. v Nixon - Gonzales v Carhart <p>Handouts</p> <p>Graphic Organizer</p>	<p>Lecture</p> <p>Guided reading assignments</p> <p>Group discussion and debate</p>	<p>Reading Quiz</p> <p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>

		Notes		
USG.3.14 Analyze and evaluate decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as McCulloch v. Maryland (1819), Texas v. White (1869), Alden v. Maine (1999). by the United States Supreme Court about the constitutional principle of federalism in cases such as McCulloch v. Maryland (1819), Texas v. White (1869), Alden v. Maine (1999).	Explain what role the Supreme Court has taken in defining the federal role in the U.S. government	Text: Chapter 4 Supreme Court case resource guide: - McCulloch v Maryland PowerPoint on Federalism Handouts Graphic Organizer Notes	Lecture Guided reading assignments Group discussion and debate	Reading Quiz In class writing assignment Debate Unit Test
Literacy Standards 1, 2, 4, 10	Primary source analysis Determining significance of events Extracting important details	Textbook See primary sources above	Establish cause and effect relationships Predict consequences	Reading Quiz In class writing assignment Debate Unit Test
Writing Standards 1, 2, 9	Draws evidence from text to support analysis. Produce clear and coherent writing for a specific purpose. Compare and contrast	Textbook See primary source documents above	Guided reading assignments Group discussion and debate	Reading Quiz In class writing assignment Debate Unit Test

Essential Terms: Enumerated Powers, Checks and Balances, Legislative, Executive, Judicial, Wisconsin v Yoder, Gregg v Georgia, Near v Minnesota, Marbury v Madison, U.S., Nixon, Gonzales v Carhart

Massachusetts History and Social Studies Curriculum Learning Standards: USG4.1 – USG4.5				
Unit: Foreign Policy				
Essential Questions: How do countries maintain relationships with other countries? What means most effectively create allies? What differences may lead nations to war? What are some historical events that serve as examples of foreign policy choices?				
Detailed Curriculum Standard	Objectives/Skills	Resources	Instructional Strategies	Assessments
USG.4.1 Describe how the world is divided politically, and give examples of the ways nation states interact, including trade,	After completion of the lesson, students will be able to:	Text: Chapter 14 Handout: Foreign Policy speeches	Graphic Organizer on U.S. foreign policies	Reading Quiz In class writing

tourism, diplomacy, treaties and agreements, and military action.	Explain the interaction of nations through the foreign policy power of the Executive Branch	Monroe Doctrine Roosevelt Doctrine Good Neighbor Policy Truman Doctrine Lecture notes	Primary source analysis Dissect primary sources Reading comprehension	assignment Debate Unit Test
USG.4.2 Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in system of government, and religious or ethnic conflicts.	List reasons why countries may come into conflict and the common responses (ex. Sanctions, war, etc.) that governments take to respond to these conflicts	Text: Chapter 14 Handout: Foreign Policy speeches Monroe Doctrine Roosevelt Doctrine Good Neighbor Policy Truman Doctrine Lecture notes	Graphic Organizer on U.S. foreign policies Primary source analysis Dissect primary sources Reading comprehension	Reading Quiz In class writing assignment Debate Unit Test
USG.4.3 Identify and explain powers that the United States Constitution gives to the President and Congress in the area of foreign affairs ..	Students will be able to identify and describe the 10 roles of the President	Articles 1-3 U.S. Constitution Federalist Paper 51 Text: Chapter 14 Handout: Roles of the Presidency Film: "The American President"	Primary source analysis Dissect primary sources Reading comprehension	Reading Quiz In class writing assignment Debate Unit Test
USG.4.4 Describe the tools used to carry out United States foreign policy. Examples: Diplomacy, economic aid, military aid, humanitarian aid, treaties, sanctions, and military intervention	List reasons why countries may come into conflict and the common responses (ex. Sanctions, war, etc.) that governments take to respond to these conflicts	Text: Chapter 14 Lecture notes Handout: Roles of the Presidency	Graphic Organizer on U.S. foreign policies Primary source analysis Dissect primary sources Reading comprehension	Reading Quiz In class writing assignment Debate Unit Test
Literacy Standards 1, 2, 4, 10	Analyze primary sources and secondary sources. Define key words throughout text.	Textbook Packet See primary source documents above	Lecture Guided reading assignments Group Discussion and debate	Reading Quiz In class writing assignment Debate Unit Test
Writing Standards 1, 2, 9	Draws evidence from text to support analysis. Produce clear and coherent writing for a specific purpose.	Textbook Primary source documents	Lecture Guided reading assignments	Reading Quiz In class writing assignment

			Group discussion and debate	Debate Unit Test
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Essential Terms: Diplomacy, War, Brinkmanship, Negotiation, Trade, Sanctions, Tariffs, Alliance, Treaty, Isolationism, Internationalist, Imperialism, Preemptive Strike, Washington's Farewell Address, Monroe Doctrine, Roosevelt Corollary, The 14 Points, Lend Lease, Truman Doctrine, Geneva Accords, Gulf of Tonkin Resolution, Détente

Massachusetts History and Social Studies Curriculum Learning Standards: USG4.6 – USG4.9

Unit: Foreign Policy and the United Nations

Essential Questions:
 What was the League of Nations?
 What powers does the United Nations possess?
 What are the main goals of United States foreign policy?

Detailed Curriculum Standard	Objectives/Skills	Resources	Instructional Strategies	Assessments
USG.4.7 Explain and evaluate participation by the United States government in international organizations. Example: The United Nations	After completion of the lesson, students will be able to: Explain the impact that international organizations can have on the real and/or perceived sovereignty of the United States	Text: Chapter 14 Handouts Graphic Organizer Notes	Primary source analysis Dissect primary sources Reading comprehension	Reading Quiz In class writing assignment Debate Unit Test
USG.4.9 Evaluate, take, and defend a position about whether or not the United States should promote the spread of democracy throughout the world, or in certain parts of the world, or not at all	List reasons why countries may come into conflict and the common responses (ex. Sanctions, war, etc.) that governments take to respond to these conflicts. Explain the role the United States should take in world affairs	Lecture notes Truman Doctrine Bush Doctrine Handouts Graphic Organizer Notes	Type 1 on whether or not the U.S. should encourage the spread of democracy Primary source analysis Dissect primary sources Reading comprehension	Reading Quiz In class writing assignment Debate Unit Test
Literacy Standards 1, 2, 4, 10	Analyze primary sources and secondary sources. Define key words throughout text.	Textbook Leaders packet See primary source documents above	Lecture Guided reading assignments Group Discussion and debate	Reading Quiz In class writing assignment Debate Unit Test
Writing Standards 1, 2, 9	Draws evidence from text to support analysis.	Textbook Primary source documents	Lecture Guided reading	Reading Quiz In class writing

	Produce clear and coherent writing for a specific purpose.		assignments Group discussion and debate	assignment Debate Unit Test
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Essential Terms: Gulf War, World Trade Center, USS Cole, Operation Iraqi Freedom, Arms Race, Espionage, Propaganda, Terrorism, National Security Council, National Security Act, CIA, Department of Defense, Ambassador, Envoy, Human Rights, United Nations, Neutrality

Massachusetts History and Social Studies Curriculum Learning Standards: USG5.1 – USG5.6				
Unit: Citizenship & Politics				
Essential Questions: What responsibilities do U.S. citizens have? How can Americans participate in their democracy? What is a political platform? What are interest groups?				
Detailed Curriculum Standard	Objectives/Skills	Resources	Instructional Strategies	Assessments
USG.5.1 Explain the meaning and responsibilities of citizenship in the United States and Massachusetts.	After completion of the lesson, students will be able to: List the duties and responsibilities of citizenship	Text: Chapter 20 Citizenship test Handouts Graphic Organizer Notes	Primary source analysis Dissect primary sources Reading comprehension	Reading Quiz In class writing assignment Debate Unit Test
USG.5.2 Describe roles of citizens in Massachusetts and the United States, including voting in public elections, participating in voluntary associations to promote the common good, and participating in political activities to influence public policy decisions of government.	Discuss the ways that Americans can participate in the democratic process	Text: Chapters 17 & 20 Handouts Graphic Organizer Notes	Primary source analysis Dissect primary sources Reading comprehension	Reading Quiz In class writing assignment Debate Unit Test
USG.5.3 Describe how citizens can monitor and influence local, state, and national government as individuals and members of interest groups.	Discuss the ways that Americans can participate in the democratic process	Text: Chapter 19 Handouts Graphic Organizer Notes	Mock Congress Primary source analysis Dissect primary sources Reading comprehension	Reading Quiz In class writing assignment Debate Unit Test
USG.5.4 Research the platforms of political parties and candidates for state or	Discuss the ways that Americans can participate in the democratic	Text: Chapters 17-19	Primary source analysis	Reading Quiz

local government and explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.	process and define what a political platform is	Film: "Bob Roberts" 270towin.com Handout: Electoral College	Dissect primary sources Reading comprehension	In class writing assignment Debate Unit Test
USG.5.6 Identify specific ways for individuals to serve their communities and participate responsibly in civil society and the political process at local, state, and national levels of government	Discuss the ways that Americans can participate in the democratic process	Text: Chapters 17-19 Lecture notes	Primary source analysis Dissect primary sources Reading comprehension	Reading Quiz In class writing assignment Debate Unit Test
Literacy Standards 1, 2, 4, 10	Analyze primary source documents. Identify and explain topic-specific vocabulary. Identify cause and effect.	See primary source documents above Textbook	Primary source analysis worksheet Key terms note taking	Reading Quiz In class writing assignment Debate Unit Test
Writing Standards 1, 2, 9	Draws evidence from text to support analysis. Produce clear and coherent writing for a specific purpose.	See primary source documents above Instructor created essay questions	Debates Essay questions	Reading Quiz In class writing assignment Debate Unit Test

Essential Terms: Citizenship, Public Policy, Platform, Political Parties, Civic Duty, Electoral College

Unit: Public Policy & Civic Duty

Detailed Curriculum Standard	Objectives/Skills	Resources	Instructional Strategies	Assessments
<p>USG.5.8 Analyze the arguments that evaluate the functions and values of voluntary participation by citizens in the civil associations that constitute civil society.</p> <p>Examples: Alexis de Tocqueville in Democracy in America, Volume I (1835) and Volume II (1839).</p>	<p>After completion of the lesson, students will be able to:</p> <p>Describe the virtues of citizens choosing to actively participate in their government</p>	<p>Text: Chapter 19</p>	<p>Primary source analysis</p> <p>Dissect primary sources</p> <p>Reading comprehension</p>	<p>Reading Quiz</p> <p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>
<p>USG.5.9 Together with other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, examine ways of participating in the decision making process about the issue, and draft a position paper on how the issue should be resolved.</p>	<p>Describe different policies that could be followed regarding different public policy issues faced by the government</p>	<p>Immigration Fact Storm</p> <p>Speech: “Compassionate Crusade”</p> <p>Handout: How to Become a Citizen or a legal immigrant</p> <p>Film: “The Last White Hope: The American Drug War”</p>	<p>Primary source analysis</p> <p>Dissect primary sources</p> <p>Reading comprehension</p>	<p>Immigration Project Summary/Analysis Essay</p> <p>Reading Quiz</p> <p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>
<p>USG.5.10 Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates</p>	<p>Analyze current political issues through discussion and debate</p>	<p>Handout: Roles of Congress</p> <p>Supreme Court Case resource guide</p> <ul style="list-style-type: none"> - Texas v Johnson - Snyder v Phelps - Lynch v Donnelly 	<p>Debate</p> <p>Primary source analysis</p> <p>Dissect primary sources</p> <p>Reading comprehension</p>	<p>Reading Quiz</p> <p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>
<p>Literacy Standards 1, 2, 4, 10</p>	<p>Analyze primary and secondary sources to extract factual information.</p> <p>Utilize sources to identify cause and effect</p> <p>Define key vocabulary using context</p>	<p>See primary source documents above</p> <p>Textbook</p> <p>Newspaper articles</p>	<p>Handouts</p> <p>Note taking</p> <p>Lecture</p> <p>Procuring appropriate news article to illustrate the proper principle</p>	<p>Reading Quiz</p> <p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>
<p>Writing Standards: 1, 2, 8, 9</p>	<p>Research given topics to explain, illustrate, and debate specified</p>	<p>See primary source documents above</p>	<p>Modeling examples</p>	<p>Reading Quiz</p>

	<p>topic</p> <p>Write a clear and coherent argument on a given debate topic. Provide evidence to support view point.</p> <p>Provide supporting details when answering, analyzing, and reflecting on a given topic.</p>	<p>Textbook</p> <p>Handouts</p> <p>Newspaper articles</p>	<p>Handouts</p>	<p>In class writing assignment</p> <p>Debate</p> <p>Unit Test</p>
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Essential Terms: Texas v Johnson, Snyder v Phelps, Lynch v Donnelly, Immigration, Polling