

## Basic Topics of Government

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
												M	10 Days	1

### P.A.S.S. Objective

- I. Define government as the formal institution with the authority to make and implement binding decisions about such matters as distribution of resources, allocation of benefits and burdens, and management of conflicts.**
- II. Analyze the philosophical and historical development of government as an institution.**
  - A. Discuss the development of democracy in ancient Greece and Rome, England, and the American colonies.
  - B. Explain contributions of Locke, Hobbes, Rousseau, Montesquieu, and Blackstone.
- III. Describe the purpose of government and analyze how its powers are acquired, used, and justified.**
  - A. Examine political authority, its sources and functions, and the difference between authority and power without authority.
  - B. Outline examples of formal institutions with the authority to control and direct the behavior of those in a society (e.g., tribal councils, courts, monarchies, and democratic legislatures).
- VI. Analyze the United States Constitution:**
  - A. Purposes expressed in the Preamble

### District Objective(s)

Students will:

1. Explain the purposes for which government exists.
2. Identify the essential characteristics of a state.
3. Outline the four most influential theories of the origins of the state.
4. Distinguish between the unitary system of government and the federal system of government.
5. Name ways that governments serve the state.
6. Describe the development of democracy in ancient Greece, Rome, and England.
7. Describe the differences between constitutions and constitutional governments.
8. Compare democracy with other forms of government.
9. Analyze how the operation of American government illustrates the basic topics of American democracy.

 ITBS

 CRT

 EOI

 AP

**Textbook Rating**
**1**

### Topics

### Textbook Correlation

10. Purpose of Government
  - a. National Security and Defense
  - b. Protection from self and others
  - c. Provide public services (fire, police)
2. Greeks
  - a. Aristotle
  - b. Plato
  - c. Benevolent Dictatorship
3. Theories of Origin of Nation States
  - a. Evolutionary (nuclear family)
  - b. Force theory (who has the power)
  - c. Divine right
  - d. Social contract
    1. Hobbes, Rousseau, Blackstone, Locke
    2. Thomas Jefferson – Declaration of Independence
4. Forms of Government
  - a. Unitary, Confederation, Federation
  - b. Presidential, Parliamentary
  - c. Dictatorship, Oligarchy, Republic, Democracy

Chapter 1 Section 1

Chapter 1 Section 2

<b>We the People Reference</b>	<b>Activities</b>
Lessons 1, 2, 3	Guide to the Essentials: Flow Chart Graphic Organizer -- Chapter 1 page 14
<b>Additional Resources</b>	Political Cartoons: Interpreting Political Cartoons – page 5
<p>Standardized notes on the Greeks– available from dept. chairperson</p> <p><b>Web Sites</b>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a> (click on 4teachers)  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Guided Reading and Review: Unit 1 page 4 , Chapter 1 Section</p>
<b>Assessments</b>	
<p>Document Based Essay: Primary Sources page 3 Compare Thomas Jefferson’s Declaration of Independence to John Locke’s Second Treatise on Government</p> <p>Have students read the passages under <i>Origins of the State</i> on pages 7-8 and then answer the question below.</p> <p>Individual freedom in a democracy can best be described as</p> <ol style="list-style-type: none"> <li>a. absolute.</li> <li>b. threatened by anarchy.</li> <li>c. balanced by societal and governmental rules.</li> <li>d. secondary to the rights of society.</li> </ol>	

Origins of Colonial Government																
K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter		
												M	10 Days	1		
<p><b>P.A.S.S. Objective</b></p> <p><b>II. Analyze the philosophical and historical development of government as an institution.</b></p> <p>A. Discuss the development of democracy in ancient Greece and Rome, England, and the American colonies.</p> <p>B. Explain contributions of Locke, Hobbes, Rousseau, Montesquieu, and Blackstone.</p> <p><b>IV. Describe and analyze examples of fundamental United States constitutional principles contained in the <i>Magna Carta</i>, English Bill of Rights, Declaration of Independence, Articles of Confederation, United States Constitution, <i>Federalist Papers</i>, and the Bill of Rights.</b></p>																
<p><b>District Objective(s)</b></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>Identify the basic ideas about government that English colonists brought to America.</li> <li>Examine how governments first developed in the 13 colonies.</li> <li>Explain the principle of limited government.</li> <li>Identify the factor that shaped this nation’s political heritage.</li> </ol>																
<input type="checkbox"/> ITBS <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP												Textbook Rating			1	
<b>Topics</b>												<b>Textbook Correlations</b>				
<p><b>Origins of Colonial Government</b></p> <ol style="list-style-type: none"> <li>Basic Topics             <ol style="list-style-type: none"> <li>Ordered</li> <li>Limited</li> <li>Representative</li> </ol> </li> <li>Documents             <ol style="list-style-type: none"> <li><i>Magna Carta</i></li> <li>Petition of Right</li> <li>English Bill of Rights</li> <li>Toleration Act (freedom from religious persecution)                 <ol style="list-style-type: none"> <li>Great Awakening</li> <li>Enlightenment</li> </ol> </li> </ol> </li> <li>Colonial Government             <ol style="list-style-type: none"> <li>Royal Colonies</li> <li>Proprietary Colonies (ownership)</li> <li>Charter (Social Contract)</li> </ol> </li> <li>Evolution of Democratic Government in the U.S.             <ol style="list-style-type: none"> <li>Mayflower Compact</li> <li>Virginia House of Burgesses</li> <li>New England Town Meetings</li> </ol> </li> </ol>												Chapter 2 Section 1				
												pp. 721-722				

<b>We the People Reference</b>	<b>Activities</b>
Lessons 4, 5, 6, 7	Map Assignments page 31 in textbook Colonial Map-- Northern, Middle, Southern Colonial Governments: Royal Proprietary Charter  Guide to the Essentials: Graphic Summary <i>Landmark English Documents</i> page 18
<b>Additional Resources</b>	
Primary Sources page 68  <b>Web Sites</b> <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a> (click on 4teachers)  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a>	
<b>Assessments</b>	
<p>Have students read the Primary Sources passages from the English Bill of Rights on page 30 and then answer the question below.</p> <p>Based on these passages, what was Parliament’s primary concern in writing this document?</p> <p>A. To limit the power of the monarchy.          B. To keep the king from pretending things.          C. To transfer all power from the monarchy to Parliament.          D. To make petitioning illegal.</p> <p>Essay:          The concept of limited government would not have developed in England without the signing of the Magna Carta and the Petition of Right. To what degree is this an accurate statement?</p>	

## Events Leading to the Declaration of Independence

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter		
												M	15 Days	1		
<p><b>P.A.S.S. Objective</b></p> <p><b>II. Analyze the philosophical and historical development of government as an institution.</b></p> <p>A. Discuss the development of democracy in ancient Greece and Rome, England, and the American colonies.</p>																
<p><b>District Objective(s)</b></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Trace the events leading to the writing of the Declaration of Independence.</li> <li>2. Identify the issues behind colonial protests.</li> </ol>																
<input type="checkbox"/> ITBS <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP												Textbook Rating			1	
<b>Topics</b>												<b>Textbook Correlation</b>				
<ol style="list-style-type: none"> <li>3. Economic Issues               <ol style="list-style-type: none"> <li>a. Effects of Mercantilism</li> <li>b. Inequitable Application of British Law                   <ol style="list-style-type: none"> <li>1. French and Indian War - 1754</li> <li>2. Proclamation of 1763</li> <li>3. Sugar Act</li> <li>4. Stamp Act</li> <li>5. Declaratory Act</li> <li>6. Coercive Acts (Intolerable) (Quebec Act)</li> </ol> </li> <li>c. British Laws - Colonial Reactions                   <ol style="list-style-type: none"> <li>1. Proclamation of 1763</li> <li>2. Sugar Act - 1764</li> <li>3. Stamp Act Congress - 1765</li> <li>4. Sons of Liberty - 1765</li> <li>5. Boycotts - 1765</li> <li>6. Quartering Act - 1765</li> <li>7. Repeal of Stamp Act - 1766</li> <li>8. Townshend Acts - 1767</li> <li>9. Suspension of New York Assembly-1767</li> <li>10. Repeal of Townshend Acts - 1770</li> <li>11. Boston Massacre - 1770</li> <li>12. Committees of Correspondence 1772-1774</li> <li>13. Tea Act - 1773</li> <li>14. Boston Tea Party - 1773</li> <li>15. Coercive (Intolerable) Acts - 1774</li> <li>16. Quebec Act - 1774</li> </ol> </li> </ol> </li> <li>2. Political Issues               <ol style="list-style-type: none"> <li>a. First Continental Congress - Sept., 1774</li> <li>b. Patrick Henry - March, 1775</li> <li>c. Thomas Paine, <i>Common Sense, The Crisis</i>, Jan., 1776</li> <li>d. Second Continental Congress - May, 1775</li> <li>e. Declaration of Independence - July, 1776                   <ol style="list-style-type: none"> <li>1. Reasons for Separation</li> <li>2. New Theory of Government</li> <li>3. Formal Declaration of War</li> </ol> </li> </ol> </li> <li>3. Revolutionary War - 1775: Lexington/Concord, Battle of Saratoga, Battle of Yorktown, Treaty of Paris</li> </ol>												Chapter 2 Section 2				

<b>We the People Reference</b>	<b>Activities</b>
Lessons 8, 9	Have students develop a chart that would give the name of the British Acts, the dates they were issued, a description of Act, and colonial reaction to each one.
<b>Additional Resources</b>	
<p><i>Rise of the American Nation</i> Chapters 6, 7</p> <p><b>Web Sites</b>  <a href="http://www.glencoe.com">www.glencoe.com</a>   <a href="http://www.hprtec.org">www.hprtec.org</a> (click on 4teachers)   <a href="http://www.historylink.com">www.historylink.com</a>   <a href="http://www.historychannel.com">www.historychannel.com</a>   <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>   <a href="http://www.maps101.com">www.maps101.com</a>   <a href="http://www.historynet.com">www.historynet.com</a>   <a href="http://geography.miningco.com">http://geography.miningco.com</a>   <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>   <a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Political Cartoon Interpretation page 8</p> <p>Coming of Independence Time Line Unit I page 11</p>
<b>Assessments</b>	
<p>Essay: Analyze and describe the events leading to the Declaration of Independence by the colonists.</p> <p>Have students read the passages under <i>Growing Colonial Unity</i> on pages 35-36 and then answer the question below.</p> <p>What is the best explanation for why early attempts at colonial cooperation failed?</p> <p>A. No one put forth a formal plan.  B. The British Board of Trade prevented colonists from proposing plans.  C. Colonists were content with the government as it was.  D. Colonists still considered themselves British subjects and did not feel particular loyalty to the other colonies.</p>	

From Confederation to Constitution																
K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter		
												M	8 Days	1		
<p><b>P.A.S.S. Objective</b></p> <p><b>IV. Describe and analyze examples of fundamental United States constitutional principles contained in the <i>Magna Carta</i>, English Bill of Rights, Declaration of Independence, Articles of Confederation, United States Constitution, <i>Federalist Papers</i>, and the Bill of Rights.</b></p>																
<p><b>District Objective(s)</b></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>List the strengths and weaknesses of the Articles of Constitution.</li> <li>Describe how the government was organized under the Articles of Confederation.</li> <li>Summarize the problems the United States faced after independence.</li> </ol>																
<input type="checkbox"/> ITBS <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP												Textbook Rating			1	
Topics												Textbook Correlation				
<ol style="list-style-type: none"> <li>Articles of Confederation               <ol style="list-style-type: none"> <li>Achievements of first formal national government                   <ol style="list-style-type: none"> <li>Land Ordinance of 1785</li> <li>Northwest Ordinance of 1787</li> </ol> </li> <li>Governmental Structure                   <ol style="list-style-type: none"> <li>Powers of Congress</li> <li>State Rights</li> </ol> </li> <li>Weaknesses of Articles                   <ol style="list-style-type: none"> <li>Economic (taxes, tariffs, commerce)</li> <li>Violation of personal and property rights (Shays's Rebellion)</li> <li>Lack of strong central government</li> </ol> </li> </ol> </li> </ol>												Chapter 2 Section 3				

<b>We the People Reference</b>	<b>Activities</b>
Lessons 10 - 11	Land Ordinance of 1785: Draw a township using the criteria created by the Land Ordinance of 1785
<b>Additional Resources</b>	
<p><i>Rise of the American Nation</i> Chapter 8</p> <p><b>Web Sites</b>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a> (click on 4teachers)  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Guide to the Essentials: Graphic Summary page 20</p> <p>Guided Reading Chapter 2 Section 3 Unit I page 13</p>
<b>Assessments</b>	
<p>Essay: Describe the procedures that a territory was required to follow when applying to become a state.</p> <p>Take It to the Net</p> <p>Review the early plans for the U. S. government, and write a paragraph explaining four major differences between the Articles of Confederation and the Constitution. Explain the significance of these differences and how they affected the young nation. You may use the links provided in the Social Studies area at the following Web site for help in completing this activity. <a href="http://www.phschool.com">www.phschool.com</a></p>	

<b>Writing the Constitution</b>														
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Teaching Time</b>	<b>Quarter</b>
												<b>M</b>	<b>10 Days</b>	<b>2</b>
<p><b>P.A.S.S. Objective</b></p> <p><b>V. Identify and explain the fundamental concepts of the system of government of the United States.</b></p> <p><b>VI. Analyze the United States Constitution.</b></p> <p>A. Purposes expressed in the Preamble</p> <p>G. Branches of government</p> <p>H. Powers and limitations</p> <p>I. Amendment process</p>														
<p><b>District Objective(s)</b></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>Outline the development of the Constitution from the Constitutional Convention to ratification.</li> <li>Specify issues on which the delegates to the Constitutional Convention had to compromise.</li> <li>Describe the structure of the American government.</li> </ol>														
<input type="checkbox"/> <b>ITBS</b> <input type="checkbox"/> <b>CRT</b> <input type="checkbox"/> <b>EOI</b> <input checked="" type="checkbox"/> <b>AP</b>												<b>Textbook Rating 1</b>		
<b>Topics</b>												<b>Textbook Correlation</b>		

<ol style="list-style-type: none"> <li>1. Writing the New Constitution <ol style="list-style-type: none"> <li>a. Virginia Plan</li> <li>b. New Jersey Plan</li> <li>c. Connecticut Compromise</li> <li>d. Three-fifths Compromise</li> <li>e. Commerce and Slave Trade Compromise</li> <li>f. Presidential Compromise <ol style="list-style-type: none"> <li>1. Single executive rather than group</li> <li>2. Elected to 4 years term rather than annual or life</li> <li>3. President would be Commander-in-Chief of Military</li> <li>4. President elected not by people or Congress but by Electoral College</li> </ol> </li> </ol> </li> <li>2. Ratification <ol style="list-style-type: none"> <li>a. Federalists</li> <li>b. Anti-Federalists</li> </ol> </li> </ol>	<p>Chapter 2 Section 4</p> <p>Madison’s Notes pp. 751-752</p> <p>Chapter 2 Section 5 Federal Papers pp. 783-790</p> <p>Responses pp. 790-792</p>
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<b>We the People Reference</b>	<b>Activities</b>
Lessons 12 - 19	Guide to the Essentials: Creating the Constitution – page 21
<b>Additional Resources</b>	Guide to the Essentials: Ratifying the Constitution – page 22

Guided Reading and Review  
Chapter 4, Section 4, page 15

Political Cartoons  
Chapter 2, Section 4-5, page 10-11

<p><b><u>Web Sites</u></b>  <a href="http://www.glencoe.com">www.glencoe.com</a>   <a href="http://www.hprtec.org">www.hprtec.org</a> (click on 4teachers)   <a href="http://www.historylink.com">www.historylink.com</a>   <a href="http://www.historychannel.com">www.historychannel.com</a>   <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>   <a href="http://www.maps101.com">www.maps101.com</a>   <a href="http://www.historynet.com">www.historynet.com</a>   <a href="http://geography.miningco.com">http://geography.miningco.com</a>   <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>   <a href="http://www.historylink101.com">www.historylink101.com</a></p>	
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**Assessments**

Essay: Analyze the differing positions of the Federalist and anti-Federalist.

Critical Thinking Skills for Life: Virginia Plan and New Jersey Plan, page 55

Have students read the passages under *The Virginia Plan* and then complete the sentence below.

From the passages, you can infer that smaller States might have found the Virginia Plan too radical because

- A. it thoroughly rejected the Articles.
- B. by basing representation in the houses on population or monetary support, it favored the larger States.
- C. it did not call for an executive branch.
- D. it did not provide for a national judiciary.

**The Constitution**

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
												M	20 Days	2

<b>P.A.S.S. Objective</b>	
<b>V.</b>	<b>Identify and explain the fundamental concepts of the system of government of the U. S.</b>
<b>VI.</b>	<b>Analyze the United States Constitution.</b>
A.	Purposes expressed in the Preamble
B.	Branches of government
C.	Powers and limitations
D.	Amendment process
<b>VIII.</b>	<b>Analyze how the United States Constitution has evolved since 1789.</b>
A.	The Constitutional Amendments, the conflicts they addressed, and the reasons for their adoption.

<b>District Objective(s)</b>	
Students will:	
1.	Identify the principles on which the Constitution is based.
2.	List the parts of the Constitution.
3.	Explain how the amendment process illustrates federalism.
4.	Identify amendments that concern individual's rights.
5.	Cite amendments that reflect change in society.
6.	Specify amendments that affect the structure and power of government.

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Topics	Textbook Correlation
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<p>7. Basic Principles of the Constitution</p> <p>8. Specific Issues within the Constitution</p> <p style="padding-left: 20px;">a. Challenges to Early Federalism</p> <p style="padding-left: 40px;">1. Kentucky and Virginia Resolutions</p> <p style="padding-left: 40px;">2. McCulloch v. Maryland 1819</p> <p style="padding-left: 40px;">3. Ordinance of Nullification in South Carolina, 1832</p> <p style="padding-left: 40px;">4. Rise of Sectionalism</p> <p style="padding-left: 20px;">b. Protection of Rights</p> <p style="padding-left: 40px;">1. Writ of Habeas Corpus</p> <p style="padding-left: 40px;">2. No bills of attainder</p> <p style="padding-left: 40px;">3. Ex post facto laws</p> <p style="padding-left: 40px;">4. Writs of assistance</p> <p style="padding-left: 20px;">c. Three Branches of Government</p> <p style="padding-left: 40px;">1. Checks and balances</p> <p style="padding-left: 40px;">2. Separation of powers</p> <p style="padding-left: 20px;">d. Amending the Constitution</p> <p>3. Amendments</p> <p style="padding-left: 20px;">a. Bill of Rights 1 - 10</p> <p style="padding-left: 20px;">b. Civil War 13, 14, 15</p> <p style="padding-left: 20px;">c. Suffrage 15, 19, 23, 24, 26</p> <p style="padding-left: 20px;">d. Presidential 12, 20, 22, 23, 25</p> <p style="padding-left: 20px;">e. Housekeeping 11, 16, 17, 18, 21, 27</p>	<p>Chapter 3 Section 1</p> <p>Chapter 11 Section 4</p> <p>Chapter 20 Sections 2-3</p> <p>Chapter 3 Section 1</p> <p>Chapter 3</p> <p style="padding-left: 40px;">Section 2 (formal)</p> <p>Chapter 3</p> <p style="padding-left: 40px;">Section 3 (informal)</p>
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<b>We the People Reference</b>	<b>Activities</b>
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<p>Lessons 23 - 25; 27 - 34</p>	<p>Guide to the Essentials Graphic Summary: Six Principles to the Constitution page 24</p>
<p><b>Additional Resources</b></p>	
<p><b>Web Sites</b> www.glencoe.com</p> <p>www.hprtec.org (click on 4teachers)</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Guide to the Essentials Formal Amendment Section page 25</p> <p>Guided Reading and Review Unit I, Section 3, page 24</p> <p>Skills for Life: Using the Internet Unit I, page 26</p> <p>Flip Chart for the amendments</p>
<p><b>Assessments</b></p>	
<p>Interpreting Political Cartoons Chapter 3, pp 12 - 14</p> <p>Have students read the Primary Sources selection from <i>The Federalist</i> on page 67 and then complete the sentence below.</p> <p>From the passage, you can infer that Madison believed tyranny</p> <ul style="list-style-type: none"> <li>A. results when power is held equally by many groups.</li> <li>B. could not happen in a democracy.</li> <li>C. is a result of having a strong executive branch.</li> <li>D. is a danger when powers are not separated among the branches of government.</li> </ul>	

<b>Rise of Political Parties</b>														Teaching Time	Quarter	
K	1	2	3	4	5	6	7	8	9	10	11	12				
												M	8 Days	2		
<b>P.A.S.S. Objective</b> <b>IX. Explain and give contemporary examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision-making of government institutions.</b>																
<b>District Objective(s)</b> Students will: <ol style="list-style-type: none"> <li>1. Explain the role of third parties in American politics.</li> <li>2. Describe how the American party system developed.</li> <li>3. Summarize the characteristics of political party organization.</li> <li>4. Identify the functions that political parties fulfill.</li> </ol>																
<input type="checkbox"/> ITBS <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP												Textbook Rating			1	
<b>Topics</b>												<b>Textbook Correlation</b>				
5. Historical Development, Evolution, and Role of Political Parties in the United States: Custom, Not Law <ol style="list-style-type: none"> <li>a. Federalists</li> <li>b. Anti-Federalists</li> <li>c. Democrats</li> <li>d. Republicans</li> <li>e. Impact of Third Parties</li> </ol>												Chapter 5 Section 3 - 5				

<b>We the People Reference</b>	<b>Activities</b>
Lesson 20	Guided Reading and Review Unit II, Chapter 5, page 5, Section 1
<b>Additional Resources</b>	Primary Sources: Reforming American Government Chapter 5, page 7
<u><b>Web Sites</b></u> <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a> (click on 4teachers)  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a>	Guide to the Essentials Chapter 5, Section 4, page 35 Party Organization: Unit II, Chapter 5, Section 5, page 10
<b>Assessments</b>	

Interpreting Political Cartoons  
Chapter 5, Section 5, page 22

Have students read the passages under *The Era of the Democrats, 1800-1860* on pages 127-128 and then answer the question below.

From the passages, what can you infer was the main reason that Democrats had lost power by the end of this era?

- A. The Whigs were undefeatable.
- B. Because of so many factions, the Democratic party had become fragmented.
- C. The Civil War caused disunity.
- D. President Jackson was not reelected.

Critical Thinking Essay

Suppose you considering voting for a presidential candidate from a minor party. Explain the benefits and drawbacks of casting your vote that way.

**Three Branches of Government: Legislative**

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
												M	20 Days	3

**P.A.S.S. Objective**

**VII. Compare and contrast the roles of the executive, legislative, and judicial branches of government at the federal, state, and local levels.**

**X. Describe campaigns for national, state, and local elective office:**

- D. Demographic causes and political effects of reapportionment and redistricting.
- G. The term limitation movement

**District Objective(s)**

Students will:

1. Determine ways in which the lawmaking function is central to democracy.
2. Identify the key differences in membership of the House and Senate.
3. Contrast the rules and organization of the House of Representatives with those of the Senate.
4. Analyze the role of filibusters in Senate debates.
5. Identify the legislative and non-legislative powers of Congress.
6. Detail how Congress may remove an official from office.
7. Identify how Congress oversees the activities of the executive branch.
8. Examine how the Constitution and the federal system affect the power that Congress exercises.
9. Determine the purposes for which Congress was granted each of its expressed powers.
10. Examine the reasons why the Framers included the Necessary and Proper Clause in the Constitution.
11. Examine how a bill becomes a law.
12. Describe Congress's role in taxing and spending.
13. Compare authorization bills with appropriations bills
14. Define filibuster and how cloture can be imposed.
15. Examine demographic causes and political effects of reapportionment and redistricting.

ITBS       CRT       EOI       AP      **Textbook Rating 1**

**Topics**      **Textbook Correlation**

<ul style="list-style-type: none"> <li>16. Structure: Article I of the Constitution <ul style="list-style-type: none"> <li>a. Organization of Congress</li> <li>b. Strict vs. Liberal Construction</li> </ul> </li> <li>2. Senate <ul style="list-style-type: none"> <li>a. Advise and Consent on Treaties</li> <li>b. Confirm Executive Appointments</li> <li>c. Conduct Trial of Impeachment</li> <li>d. Terminology: filibuster/cloture</li> </ul> </li> <li>3. House of Representatives <ul style="list-style-type: none"> <li>a. Tax Legislation Originates</li> <li>b. Votes to Impeach</li> </ul> </li> <li>4. Powers: Article I, Section 8 <ul style="list-style-type: none"> <li>a. Delegated <ul style="list-style-type: none"> <li>1. Expressed</li> <li>2. Implied (elastic, necessary and proper clause)</li> <li>3. Inherent</li> </ul> </li> <li>b. Prohibited: Article I, Section 9</li> <li>c. Reserved (10<sup>th</sup> Amendment)</li> </ul> </li> <li>5. How a Bill Becomes Law</li> <li>6. Reapportionment and Redistricting</li> <li>7. Reform Movements/Term Limitations</li> </ul>	<p>Chapters 10-12</p> <p>Chapter 4 Section 1 pp. 89-91</p>
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<b>We the People Reference</b>	<b>Activities</b>
Lesson 13	Unit III, pages 4 and 6 House of Representatives and Senate Chart
<b>Additional Resources</b>	Primary Sources: Gerrymander page 12
<u><b>Web Sites</b></u> <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a> (click on 4teachers)  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a>	Guide to Essentials Graphic Summary: Reapportioning page 56  Unit III, page 11 Chapter 11, Section 1 The Scope of Congressional Powers  Textbook, page 272 House and Senate Comparison Textbook, page 312 Impeachment Process Textbook, page 91 Inherent Power

**Assessments**

Expressed Powers, Unit III, pages 13 and 15

Guide to the Essentials

Graphic Summary: Implied Powers  
page 63

Political Cartoon Analysis

How a Bill Becomes a Law: The House  
page 47

**Three Branches of Government: Executive**

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
												M	14 Days	3

**P.A.S.S. Objective**

- VII. Compare and contrast the roles of the executive, legislative, and judicial branches of government at the federal, state, and local levels.**
- IX. Explain and give contemporary examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision-making of government institutions.**
- X. Describe campaigns for national, state, and local elective office.**
- XIII. Explain how United States and Oklahoma legislative, executive, and judicial institutions make public policy.**

**District Objective(s)**

Students will:

- 9. Examine the constitutional and personal qualifications for the office of President.
- 10. Evaluate the Electoral college method of choosing the President.
- 11. Describe the sources of the growing power of the President since the time of the writing of the Constitution.
- 12. Analyze the checks that Congress can exercise to control presidential power.
- 13. Explain how the cabinet is selected.
- 14. Evaluate the role the cabinet plays in advising the President.
- 15. Describe the components of the Executive Office of the President.
- 16. Analyze the influence of third party candidates.
- 17. Examine the impact of primaries, voter turnout and political parties.
- 18. Examine reform movements.

ITBS     CRT     EOI     AP

**Textbook Rating 1**

Topics	Textbook Correlation
19. Structure: Article II of the Constitution <ul style="list-style-type: none"> <li>a. Cabinet</li> <li>b. Regulatory agencies</li> <li>c. Bureaucracies</li> </ul> 20. Presidential Powers: Article II, Section 2-3           21. How the President is Elected <ul style="list-style-type: none"> <li>a. Electoral College: Strengths and Weakness (Elections 1824, 1876, 1888)</li> <li>b. How Electors are Selected</li> <li>c. Caucus, Primary Election, National Nominating Conventions               <ul style="list-style-type: none"> <li>1. Open Primary</li> <li>2. Closed Primary</li> <li>3. Blanket Primary</li> </ul> </li> <li>d. Third Party Influences               <ul style="list-style-type: none"> <li>1. Bullmoose Party</li> <li>2. George Wallace</li> <li>3. H. Ross Perot</li> </ul> </li> <li>e. Campaign Funding and Spending</li> <li>f. Influence of media coverage, campaign advertising, public opinion polls</li> <li>g. Reform Movements: Campaign Funding, Term Limitations (22<sup>nd</sup> amendment), Electoral College</li> </ul>	Chapters 13-14  Chapter 15 Sections 1 - 2  Chapter 7  Chapter 5 - 6

We the People Reference	Activities
Lessons 14, 18	<p style="text-align: center;"><b>Simulate a Political Convention</b></p> Outline the framework of how a candidate is elected to the presidency: <ol style="list-style-type: none"> <li>1. Declare a political ideology, candidacy</li> <li>2. Build a political organization</li> <li>3. Campaign finance and use of media</li> <li>4. Purpose of primary</li> <li>5. Convention</li> <li>6. Election and Electoral College</li> </ol> <p>Primary Sources: Vice Presidency Chapter 13, page 15</p>
<b>Additional Resources</b>	
<p><u><b>Web Sites</b></u></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a> (click on 4teachers)</p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.maps101.com">www.maps101.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p> <p><a href="http://www.historylink101.com">www.historylink101.com</a></p>	

## Assessments

Unit IV Assessment Book, page 2, 4, 6, 24

Have students read the passages under *The Fifteenth Amendment* on pages 159-160 and then answer the question below.

Why was the 15<sup>th</sup> Amendment ineffective for decades in ensuring the right of African Americans to vote?

- A. Congress did nothing to enforce it.
- B. Its wording was unclear and confusing.
- C. African Americans did not exercise their right to vote.
- D. Supreme Court decisions weakened the amendment.

Have students read the passages under *Primaries Today* on page 370 and then answer the question below.

What factor has increased the significance of money and name recognition in presidential primaries?

- A. front-loading
- B. State laws
- C. the New Hampshire primary
- D. the policies of the Democratic National Convention

### Three Branches of Government: Judicial

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
												M	13 Days	3

**P.A.S.S. Objective**

**VII. Compare and contrast the roles of the executive, legislative, and judicial branches of government at the federal, state, and local levels.**

**VIII. Analyze how the United States Constitution has evolved since 1789.**

- B. Landmark Supreme Court interpretations and executive orders which have addressed basic freedoms, due process, equal protection of the law, and government powers.

**District Objective(s)**

Students will:

1. Define the jurisdiction of the federal courts.
2. Explain differing court procedures under civil, criminal, and constitutional law.
3. Summarize the guiding principles of the American legal system.
4. Discuss the duties of constitutional courts.
5. Evaluate the method of selecting federal judges.
6. Define the jurisdiction of the Supreme Court.
7. Describe the duties of Supreme Court justices.
8. Examine the method of selecting and appointing Supreme Court justices.
9. Identify ways the Supreme Court shapes public policy.
10. Describe the factors that limit the Supreme Court.
11. Specify how cases reach the Supreme Court.
12. Describe how the Supreme Court selects, hears, and decides cases.
13. Explain the importance of Supreme Court opinions.
14. Explain how social forces influence Supreme Court decisions.
15. Describe how individual justices shape Supreme Court decisions.
16. Analyze the importance of landmark Supreme Court cases.

<input type="checkbox"/> ITBS <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP		<b>Textbook Rating</b> 1
<b>Topics</b>		<b>Textbook Correlation</b>
17. Structure: Article III of the Constitution <ol style="list-style-type: none"> <li>a. Dual Court System</li> <li>b. Federal v. State</li> </ol>		Chapter 18
2. Lower Courts <ol style="list-style-type: none"> <li>a. Constitutional Courts             <ol style="list-style-type: none"> <li>1. District Courts</li> <li>2. Courts of Appeal</li> </ol> </li> <li>b. Special Courts</li> </ol>		
3. Supreme Court <ol style="list-style-type: none"> <li>a. Jurisdiction: exclusive, concurrent, original, appellate</li> <li>b. Number of Justices: 9</li> </ol>		
4. Judicial Review <ol style="list-style-type: none"> <li>a. Marbury v. Madison - 1803</li> <li>b. McCulloch v. Maryland - 1819</li> </ol>		

<b>We the People Reference</b>	<b>Activities</b>
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Lessons 14, 21, 22	<p>Guide to the Essentials</p> <p>Graphic Summary: Types of Federal Jurisdiction, page 97</p> <p>Inferior Courts, page 98</p> <p>Special Courts, page 100</p>
<b>Additional Resources</b>	
<p><b><u>Web Sites</u></b></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a> (click on 4teachers)</p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.maps101.com">www.maps101.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p> <p><a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Political Cartoons: Special Courts page 73</p> <p>Primary Sources: The Selection of Supreme Court Justices, Chapter 18, page 20</p>
<b>Assessments</b>	
<p>Skills for Life: Drawing Conclusions Unit V, page 10</p> <p>Drawing Inferences Make a list of steps for selecting a federal judge. Next to each step, indicate whether it is a legal requirement or simply a traditional courtesy. For the steps labeled as a courtesy, explain why it might be wise for a President to observe such a courtesy.</p>	

## Civil Rights – Civil Liberties

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
												M	15 Days	4

**P.A.S.S. Objective**

**VIII. Analyze how the United States Constitution has evolved since 1789:**

- B. Landmark Supreme Court interpretations and executive orders which have addressed basic freedoms, due process, equal protection of the law, and government powers.

**District Objective(s)**

**Students will:**

1. Explain the importance of Supreme Court opinions.
2. Explain how social forces influence Supreme Court decisions.
3. Describe how individual justices shape Supreme Court decisions.
4. Analyze the importance of landmark Supreme Court cases.

ITBS     
  CRT     
  EOI     
  AP

**Textbook Rating 1**

**Topics**

**Textbook Correlation**

1. Incorporation of the Bill of Rights by 14<sup>th</sup> Amendment
5. Application of the Bill of Rights by the States
6. Legal Precedent
  - a. Dred Scott v. Sandford - 1857
  - b. Plessy v. Ferguson - 1896: “separate but equal”
  - c. Brown v. Board of Education - 1954: overturned Plessy v. Ferguson
4. Civil Rights and Civil Liberties
  - a. Gideon v. Wainwright - 1963
  - b. Miranda v. Arizona - 1966
  - c. Abington School District v. Schempp - 1963
  - d. Roe v. Wade - 1973
  - e. New Jersey v. T.L.O. - 1985
  - f. Tinker v. Des Moines Public Schools - 1963
  - g. Hazelwood School District v. Kuhlmeier
  - h. Civil Rights Acts of 1964, 1968
  - i. Voting Rights Act of 1965
  - j. Americans with Disabilities Act - 1990
  - k. Affirmative Action
    1. Board of Regents for University of California v. Bakke
  - l. Current interpretation of civil rights and civil liberties

Chapters 19-21

<b>We the People Reference</b>	<b>Activities</b>
Lessons 25, 26	Research and prepare a power point presentation: Landmark Supreme Court Decisions
<b>Additional Resources</b>	
<p><b><u>Web Sites</u></b>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a> (click on 4teachers)  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Civil Rights Book Report  Summary – Analysis – Response</p> <p>Primary Sources  Civil Rights Act of 1964, page 46  Voting Rights Act of 1965, page 47  Americans with Disabilities Act of 1990, page 51</p> <p>Constitution Study Guide  Overview of 14<sup>th</sup> Amendment  Chapter 4, Section 4, page 23</p>
<b>Assessments</b>	
<p>Have students read the Primary Sources quotation by Hugo Black on page 539 and then answer the question below.</p> <p>What is the <u>main</u> point of this passage?</p> <p>A. The Constitution prohibits laws respecting an establishment of religion.  B. It is not the government’s place to compose official prayers.  C. Religious programs may only be carried out by the government.  D. Americans want the right to recite religious prayers.</p> <p>Drawing Inferences Essay:  Consider the statement, “It is better that ten guilty persons go free than that one innocent person be punished.” What can you infer about the priorities of a society in which this is a firm belief?</p> <p>Predicting Consequences Essay:  If the guarantees against self-incrimination were removed from the Bill of Rights, what might be the effect on the modern criminal justice system? Would justice be more or less likely to be carried out?</p>	

<b>Role of the Citizen in American Democracy</b>																
K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter		
												M	4 Days	3		
<p><b>P.A.S.S. Objective</b></p> <p><b>XI. Explain the rights, responsibilities, and benefits of citizenship in the United States, such as voting, jury duty, obedience to lawful authority, and private ownership of property.</b></p> <p><b>XV. Analyze in writing, discussion, and debate current issues confronting local, state, and national governments in terms of perennial challenges to democracies.</b></p> <p><b>XVI. Develop the skills needed for informed participation in public affairs.</b></p>																
<p><b>District Objective(s)</b></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>Describe the obligations of citizenship in a constitutional democracy and ways that citizens exercise their rights and fulfill their responsibilities.</li> <li>Explain the relationship between good citizenship and self-interest in a representative democracy.</li> <li>Explain how the ideal of citizenship has adapted itself to an increasingly diverse society.</li> <li>Describe the importance of effective citizen participation in a constitutional democracy.</li> <li>Evaluate, take, and defend positions on effective ways in which citizens can fulfill their responsibilities.</li> </ol>																
<input type="checkbox"/> ITBS <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP												Textbook Rating			1	
Topics												Textbook Correlation				



<p>Historical and Legal Documents page 53</p> <p><b>Web Sites</b>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a> (click on 4teachers)  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a></p>	
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**Assessments**

<p>Project Citizen Portfolios and Presentations</p> <p>Guide to the Essentials  Graphic Summary: Ways of Gaining and Losing American Citizenship, page 15</p>
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**State Government**

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
												M	6 Days	4

**P.A.S.S. Objective**

**XIII. Explain how United States and Oklahoma legislative, executive, and judicial institutions make public policy.**

**District Objective(s)**

Students will:

1. Describe the trend toward professional state legislatures.
2. Compare the structure and organization of state legislature to the national Congress.
3. Identify the roles of interest groups, legislators, and governors in state legislation.
4. Discuss the development of the power of the governor's office.
5. Compare the state executive branch with the national executive branch.
6. Classify civil and criminal cases.
7. Outline the structure of the state court system.
8. Evaluate various methods for selecting state judges.

ITBS       CRT       EOI       AP

**Textbook Rating 1**

**Topics**

**Textbook Correlation**

1. State Legislature
  - a. Size and Structure
  - b. Qualifications and Elections
  - c. Powers
  - d. Historical Perspective: Progressive Reform in State Government, La Follette, i.e., Initiative Petition, Referendum, and Recall
2. State Executive: Governor and Administrative Branch
  - a. Qualifications and Election
  - b. Powers
    1. Executive
    2. Legislative: Line Item veto (43 state governors have it)
    3. Judicial (pardon, commute, reprieve, parole)
  - c. Other State Level Offices
    1. Lt. Governor
    2. Attorney General
    3. Treasurer
    4. Corporation Commission
3. State Judicial
  - a. State Supreme Court
  - b. Court of Criminal Appeals
  - c. District Court
    1. Civil
    2. District Court: Civil and Criminal
  - d. Municipal Court

Chapters 24-25

**We the People Reference**

**Activities**

<p>Lesson 22</p> <p>Supplemental Notes: Oklahoma Constitution</p>	<p>Research Project Topic: State Questions that deal with Initiative Petitions, i.e.,</p> <ul style="list-style-type: none"> <li>horse racing</li> <li>liquor by the drink and referendum</li> <li>car tag</li> <li>right to work</li> </ul> <p>Primary Sources: Term Limits Across the Country, page 26</p> <p>How to Propose Changes to a State Constitution, Textbook page 687</p>
<p style="text-align: center;"><b>Additional Resources</b></p> <p><b>Web Sites</b></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a> (click on 4teachers)</p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.maps101.com">www.maps101.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p> <p><a href="http://www.historylink101.com">www.historylink101.com</a></p>	
<p><b>Assessments</b></p>	
<p>Political Cartoon</p> <p style="padding-left: 40px;">Analysis: Financing State and Local Government</p> <p style="padding-left: 40px;">page 101, 102</p>	

Local Government														
K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
												M	4 Days	4
<b>P.A.S.S. Objective</b> <b>XIII. Explain how United States and Oklahoma legislative, executive, and judicial institutions make public policy.</b>														
<b>District Objective(s)</b> Students will: <ol style="list-style-type: none"> <li>1. Explain how local governments serve the people.</li> <li>2. Describe zoning laws.</li> <li>3. Explain local governments' responses to the changing needs of their constituents.</li> <li>4. Discuss local government in New England.</li> <li>5. Determine local governments' need for reliable sources of revenue.</li> <li>6. Explain block grants and revenue sharing.</li> <li>7. Recognize the many and varied sources of state revenue.</li> <li>8. Analyze the limitations on states' taxing powers.</li> </ol>														
<input type="checkbox"/> ITBS <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input type="checkbox"/> AP												<b>Textbook Rating 1</b>		
<b>Topics</b>												<b>Textbook Correlation</b>		
<ol style="list-style-type: none"> <li>1. Historical Development: City Political Machines               <ol style="list-style-type: none"> <li>a. Tweed Ring</li> <li>b. Tammany Hall</li> <li>c. Richard Daly</li> </ol> </li> <li>2. Geographical Division of State               <ol style="list-style-type: none"> <li>a. County</li> <li>b. Parish</li> <li>c. Borough</li> </ol> </li> <li>3. Offices               <ol style="list-style-type: none"> <li>a. Sheriff</li> <li>b. Assessor</li> <li>c. District Attorney</li> <li>d. Judge</li> <li>e. County Commissioners</li> </ol> </li> <li>4. Political Divisions               <ol style="list-style-type: none"> <li>a. Towns, Cities, and School Districts</li> </ol> </li> <li>5. Administrative Function               <ol style="list-style-type: none"> <li>a. Zoning</li> <li>b. Public Schools</li> <li>c. City Planning</li> </ol> </li> <li>6. Budgets and Revenues               <ol style="list-style-type: none"> <li>a. Provide Services</li> <li>b. Financing State and Local Government</li> </ol> </li> </ol>												Chapters 24 - 25		

<b>We the People Reference</b>	<b>Activities</b>
	<p>Cities and Metropolitan Areas Unit VII, Chapter 25, Section 2, page 15</p>
<b>Additional Resources</b>	
<p><b><u>Web Sites</u></b>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a> (click on 4teachers)  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Guide to the Essentials Forms of Local Government, page 133 Aspects of City Government, page 134 Services Provided by State and Local, page 135 Financing State and Local Government, page 136</p> <p>City Officials Speakers: mayor, city manager, city planner, etc.</p>
<b>Assessments</b>	
<p>Developing a City Plan</p>	

# Economics

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
												M	10 Days	4

**P.A.S.S. Objective**

- XII. Compare the United States’ political and economic systems with those of major democratic and authoritarian nations.**
- A. The structures and powers of political institutions
  - B. The rights and powers of the governed, such as grass roots citizens’ movements
  - C. Economic goals, institutions, and the role of government in the economy
  - D. The relationships between economic freedom and political freedom
  - E. The allocation of resources and its impact on productivity

**District Objective(s)**

Students will:

1. Discuss how economics can help them throughout their lives to be effective and informed citizens, consumers, savers, investors, producers, and employees.
2. Discuss the nature and structure of the national and global economy in which they will be making a living.
3. Compare global, political, and economic systems.

ITBS     
  CRT     
  EOI     
  AP

**Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Comparative Systems                             <ul style="list-style-type: none"> <li>a. Capitalism                                     <ol style="list-style-type: none"> <li>1. Economic Goals</li> <li>2. Role of Government in the Economy</li> <li>3. Allocation of Resources</li> <li>4. Audits</li> <li>5. Impact of Productivity</li> </ol> </li> <li>b. Communism                                     <ol style="list-style-type: none"> <li>1. Role of Economic and Political Freedom</li> </ol> </li> <li>c. Socialism</li> </ul> </li> <li>2. Terms                             <ul style="list-style-type: none"> <li>a. Gross National Product (GNP)</li> <li>b. Gross Domestic Product (GDP)</li> <li>c. balance of payments</li> <li>d. deficit</li> <li>e. prime rate</li> <li>f. National Debt</li> <li>g. law of diminishing return</li> <li>h. laissez-faire</li> <li>i. capital</li> <li>j. raw materials</li> <li>k. management</li> <li>l. labor</li> <li>m. treasury bills</li> <li>n. stock market</li> <li>o. inflation</li> <li>p. prosperity</li> <li>q. recession</li> <li>r. depression</li> <li>s. free enterprise</li> <li>t. monopoly</li> <li>u. trust</li> <li>v. supply/demand/ equilibrium</li> <li>w. competition</li> <li>x. innovation</li> <li>y. employment</li> <li>z. social security</li> <li>aa. durable/non/durable</li> <li>bb. gross</li> <li>cc. net</li> <li>dd. FDIC/FSLIC</li> </ul> </li> </ol>	<p>Chapters 22 - 23</p>

<b>We the People Reference</b>	<b>Activities</b>
	<p>Crossword Puzzles with the economic terms</p>
<b>Additional Resources</b>	<p>Guide to the Essentials</p>
<p><i>United States History: Eyes on the Economy</i></p> <p>Federal Reserve System Publications  Exchange Rate  Monetary System  The Story of Inflation  Foreign Trade</p> <p>Bank of New York Publications</p> <p><b>Web Sites</b>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a> (click on 4teachers)  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Capitalism, page 123  Socialism, page 124  Communism, page 125</p>
<b>Assessments</b>	
<p>Comparison Essay:  Analyze and describe the differences between economic systems of capitalism, socialism, and communism.</p>	

