

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Civics	GRADE(S): 10
UNIT 1: Foundations of Citizenship	TIMEFRAME:

PA CORE STANDARDS:

Civics and Government:

5.1 PRINCIPALS AND DOCUMENTS OF GOVERNMENT

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

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

5.1.C. C. Evaluate the application of the principles and ideals in contemporary civic life. Liberty/Freedom, Democracy, Justice.

5.1.C. D. Evaluate state and federal powers based on significant documents and other critical sources. Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.

5.1.C. E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.1.C. F. Evaluate the role of nationalism in uniting and dividing citizens.

5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

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

5.2.C. B. Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

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

5.2.C. D. Evaluate and demonstrate what makes competent and responsible citizens.

5.3 HOW GOVERNMENT WORKS

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

5.3.C. B. Compare and contrast policymaking in various contemporary world governments.

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

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

5.3.C. E. Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.

5.3.C. F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

5.3.C. G. Evaluate the impact of interest groups in developing public policy.

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

5.3.C. I. Evaluate tax policies of various states and countries.

5.3.C. J. Evaluate critical issues in various contemporary governments.

5.4 HOW INTERNATIONAL RELATIONSHIPS FUNCTION

5.4.C. A. Examine foreign policy perspectives, including realism, idealism, and liberalism.

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

5.4.C. C. Evaluate the effectiveness of international organizations, both governmental and nongovernmental.

5.4.C. D. Evaluate the role of mass media in world politics.

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

ASSESSMENT ANCHORS:

C.1.1 Purpose and Functions of Government

C.1.1.1 Evaluate the development and impact of domestic policy.

C.1.1.2 Explain how U.S. foreign policy is developed and analyze its domestic and global impacts.

C.1.1.3 Analyze the evolution of civil and human rights and explain the role that governments play in protecting those rights.

C.1.2 Forms of Government/Significant Documents

C.1.2.1 Analyze the characteristics of and methods employed by various systems of government to achieve their goals.

C.1.2.2 Describe and analyze local, state, and federal roles in policy making by citing evidence of their authority to do so.

C.1.3 Processes of Government

C.1.3.1 Analyze the structure, organization, and operation of various levels of government as they relate to the creation of legislation and the enforcement of laws.

C.1.3.2 Analyze and describe election processes.

C.1.4 Interpretation and Application of Law

C.1.4.1 Analyze the powers, influence, and limitations of government agencies in creating, amending, and enforcing policies.

C.1.4.2 Analyze the interpretation of the U.S. Constitution and the Pennsylvania Constitution by the courts.

C.2.1 Role of Individual Citizens

C.2.1.1 Analyze the civic roles, rights, and responsibilities of individuals in the United States.

C.2.1.2 Evaluate the factors that make competent and responsible citizens.

C.2.2 Functions of Groups and Organizations

C.2.2.1 Analyze the roles of political parties and special interest groups.

C.2.2.2 Analyze the methods used to influence the political process, public policy, and public opinion.

C.2.3 Political Philosophies

C.2.3.1 Analyze the application of civic principles and ideals in contemporary life.

C.2.3.2 Examine arguments for the necessity of government.

C.2.4 Competing Interests and Ideas

C.2.4.1 Critique the various roles that individuals, symbols, and symbolic events play in civic discourse.

C.2.4.2 Evaluate strategies used to avoid or resolve conflict in society and government.

C.2.4.3 Analyze the role of media on the creation or resolution of conflict in society.

KEY CONCEPTS

1. Citizens understand their rights and practice their responsibilities in a vibrant society.
2. Civil discourse and thoughtful deliberation are necessary to promote the common good and protect the individual.
3. Adherence to the rule of law validates an individual's responsibility to society.
4. Engaged citizens understand the workings of government and use historic precedents in shaping thought and action.
5. An engaged citizen is a life-long learner continuing to benefit from internal maturity and external influences.
6. A thoughtful citizen evaluates the accuracy of communications and analyzes media sources attempting to influence the public agenda.
7. The choices we make, whether as consumers or as citizens active in politics, impact people around the globe.
8. The rapid pace of technological change has established unprecedented economic, political, and cultural interdependence among nations and individuals.
9. Nationalism plays a number of influential roles with far-reaching consequences in an interdependent world.
10. Political and economic ideas motivate societies to new behaviors.
11. The enjoyment of human rights and their exercise are dependent upon the community of nations and their citizens maintaining vigilance on governments and their actions.
12. Technological innovation shakes the institutions of society to their roots, with advantageous and disastrous consequences.

UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. **Identify** the variety of places where Americans live.
 - Americans are moving from colder climates to warmer climates.
 - Americans are moving from rural areas to urban areas.
2. **Describe** how the American workforce is changing.
 - Manufacturing jobs are declining while the service sector is increasing.
3. **Analyze** why the average age of Americans is increasing.
 - The improvements in medical care increase life expectancy.
 - The baby boom generation is getting older.
 - The average family size is declining.
4. **Summarize** how Americans varied backgrounds contribute to what it means to be a United States citizen.
 - Americans are a very diverse people reflected in their jobs, races, ethnicities, and religions.
 - Diversity has advantages and disadvantages.
5. **Analyze** what is meant by the "American Identity".
 - America is an immigrant nation.
 - America is not a "melting pot"; it is more of a "mosaic".
6. **Summarize** the contributions of European, Hispanic, African, Asian, and Native Americans to American society.
 - Europeans brought their traditions of religion, government, and languages.
 - Hispanics have a common culture and language but can be from any country.
 - African-Americans are the only group who did not come to America voluntarily.
 - Asians worked on the Transcontinental Railroad and set up small businesses.
 - Native Americans settled the continent before Columbus arrived and lived a traditional lifestyle.
7. **Describe** the United States population today.
 - Population statistics come from the U.S. Census taken every 10 years.
 - The United States is becoming more diverse with non-white populations growing.
8. **Analyze** why equal respect is part of the American Dream.
 - Equal respect is one of the values that attract immigrants to come to America.
9. **Describe** the basic values that unite us as a nation.
 - Equality, freedom, and justice are the values that unite Americans.
10. **Summarize** how Americans can help achieve our ideals.
 - The evolution of American society sees us still working to achieve equal respect for all.
11. **Describe** why people form groups.
 - People form groups to meet emotional, physical, spiritual, and financial needs.
12. **Describe** the five major social institutions.
 - The five major social institutions are government, religion, education, economy, and family.
13. **Identify** the ways that families meet people's needs.
 - Families provide the basic needs of life: food, shelter, and clothing.
 - Families teach important values and rules.
 - Stable families benefit society.
14. **Analyze** the role of religion.
 - Religion provides comfort, answers to spiritual questions, sense of community, and rules to live by.
 - Conflicting religious views can cause social tension.
15. **Describe** the importance of education.
 - Education provides the necessary skills and knowledge for people to function in society: jobs, functions of government and law.
 - Schools teach values and customs.
16. **List** the characteristics of the American economy
 - There are producers and consumers of goods, a market place where there is an exchange of goods, cost of producing and selling goods, and we use money.
17. **Identify** American economic freedoms.
 - Freedom to buy and sell, to compete, to own property, to choose an occupation, and to make a profit.

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18. **Summarize** why government is needed.
 - Government is needed to keep the peace, protect the country, provide necessary services and maintain other institutions.
19. **Describe** how the three different forms of government work.
 - Monarchy is rule by one individual.
 - Dictatorship is a government that is controlled by one person called a dictator.
 - Democracy is a government where power is shared by all the people.
20. **Describe** the roles of law in government.
 - Laws are created by government to create a stable society and are enforced by the government to ensure justice and order is maintained.
21. **Describe** who a citizen is and how a person becomes an American citizen.
 - A citizen is a person with certain rights and duties under a government.
 - A person becomes an American citizen by being a natural born citizen or going through the naturalization process.
22. **Analyze** the office of citizen and what important powers citizens possess.
 - We are a government of the people, for the people and by the people.
 - Citizens have the power to decide what our government will and will not do.
23. **Summarize** some of the many rights guaranteed to American citizens.
 - American citizens have the rights to vote, hold elected office, as well as other rights listed in the Bill of Rights.
24. **List** the duties and obligations citizens share.
 - The duties of American citizens are obey the law, defend the nation, serve on a jury or as a witness in court, pay taxes, and attend school.
25. **Summarize** the responsibilities of citizenship.
 - The responsibilities of citizens are to work toward the common good, vote, hold a government office, participate in election campaigns, influence government and serve the community.
26. **Describe** how social roles involve expected behaviors.
 - As a consumer, you will buy goods and participate in the economy.
 - As a citizen, you should vote, follow the laws, help defend the nation and be educated.
 - As a family member, you should be supportive of fellow family members.
 - As a student or worker, you should gain skills and knowledge that further society.
 - As a friend or social group member, you should provide emotional support for fellow community members.

SUGGESTED ACTIVITIES:

1. **Create** a two column chart of rights and responsibilities/limitations. On the left side of the chart list a "right" and on the right side counteract that "right" with a responsibility and a limitation.
2. **Create** a pie chart on demographics of the United States using current census information.
3. **Create** a map of the different cultural, economic, and political regions of the United States.
4. **Develop** a web diagram of the five social institutions.
5. **Conduct** a cooperative group learning jigsaw activity for the five social institutions.
6. **Develop** a 3 column T-chart that compares and contrasts the three forms of government.
7. **Develop** a naturalization test for immigrants.
8. **Create**, in groups of three, an informative poster about the rights, duties, and responsibilities of citizens. Include visuals and class presentation.

ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

9. **Create** a 3D cube out of paper with each side being a social role played by an individual. On each side a picture should represent the role as well as information explaining how the role is played.

SUGGESTED WRITING TOPICS:

Write a Persuasive Essay:

Topic: The Values that Unite Americans.

Choose one (1) of the three (3) values that unite Americans and explain why this value is more important than the other values. Use strong evidence from your research, logic, and reasoning to support your position.

Write a Persuasive Essay:

Topic: Society's Training Grounds

In a 3-5 paragraph essay, either defend or refute the following: The family is the most important social institution in any society. Use strong evidence from your research, logic, and reasoning to support your position.

Write an Informative Essay:

Topic: Freedom in the American Economy

In a 3 paragraph essay, explain the role of Freedom in the American Economy.

- Introduce and define the term freedom in paragraph 1.
- Describe the characteristics of the American economy and examples of economic freedoms in the American economy.

Write an Argumentative Essay:

Topic: Rights, Duties, and Responsibilities

In a 3-5 paragraph essay, either defend or refute the following prompt: Voting in the United States should be mandatory. Use strong evidence from your research, logic, and reasoning to support.

RESOURCES:

1. Primary Sources
2. US Constitution, Bill of Rights, Declaration of Independence
3. Textbook
4. Internet
5. Separate But Equal: Brown v. Board of Education
6. A Civil Action: Civil Law
7. Documentary: Air Force One: Executive Branch
8. Documentary: Inside the Secret Service: Federalism within Justice Department
9. 12 Angry Men: Judicial Branch
10. Gideon's Trumpet: Bill of Rights
11. American Violet: Criminal Justice
12. www.icivics.org
13. Online Video Resources
 - <http://www.discoveryeducation.com/>
 - Just the Facts: Documents of Destiny: Creating a New Nation
Description: Flaws in the Articles of Confederation led to the creation of the U.S. Constitution, Historical topics and events discussed include the Federalist Papers, the Bill of Rights, and George Washington's Farewell Address
 - <http://www.discoveryeducation.com/>
 - Economics: A Framework for Teaching the Basic Concepts: Macroeconomic Concepts Segment 6 – Private vs. Public Interest
Description: The economy consists of private and public sectors. Sometimes the public sectors take over a private sector because of national interest. Sometimes private companies compete with and take business from the public sector.

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UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. **Describe** how the colonists acquired a voice in their government.
 - Colonists created their own legislatures and established royal charters.
 - Colonists created bills of rights for their colonies.
2. **Explain** the meaning of citizenship in the colonies.
 - White, male, landowners were citizens in the colonies.
 - Citizens were expected to serve their communities.
3. **Examine** and **explain** some roots of individual freedom in America.
 - Freedom of the Press: case study on John Peter Zenger.
 - Freedom of Religion: case study on Roger Williams and Rhode Island.
4. **Describe** the colonists' signs of discontent with English rule.
 - Tensions grew between colonial governments and the royal governors/English Parliament/the Crown who used power without regard for colonial citizens' rights.
5. **Analyze** why the colonists looked to ancient Greece and Rome for models of government.
 - Athenians created the first democracy.
 - Romans created the first republic.
 - Many aspects of both of these governments greatly influenced our ideas of government.
6. **Examine** the ways the English tradition influenced American government.
 - The Magna Carta and English Bill of Rights limited the power of the king and protected the citizens' rights.
7. **Describe** how relying on reason helped shape American government. Enlightenment philosophy brings to light the concepts of natural rights from Locke and separation of powers from Montesquieu.
8. **Explain** the clash of views that are summarized in the Declaration of Independence.
 - Colonists were angry about restrictions on trade, taxation without representation and violation of natural rights.
9. **Describe** how the Americans organized a new government.
 - State constitutions were formed under the Articles of Confederation.
10. **Summarize** the challenges that a struggling American government would have to face.
 - Weak federal government had problems resolving debt, controlling trade, which led to internal rebellion.
11. **Discuss** the debate among delegates over the kind of national government that was needed.
 - Delegates agreed on the need for a stronger national government with divided powers between states and federal government.
 - Delegates disagreed on how representation would be apportioned and how much power the national government would have.
12. **Explain** the compromises made as the national government was created.
 - The Great Compromise: structure of Congress and trade.
 - Three-Fifths Compromise: counting of slaves toward state populations for representation.
13. **Describe** the powers granted to the executive and judicial branches.
 - Delegates decided to elect one President that would run an executive branch that would enforce the laws passed by Congress.
 - Delegates established the Supreme Court to interpret the laws.
14. **Identify** and discuss the views of the Federalists and Anti-Federalists.
 - Federalists supported a strong federal government.
 - Anti-federalists believe the majority of power should reside with the states.
15. **Evaluate** the role of The Federalist Papers in the debate over the Constitution.
 - 85 articles were published to influence states to ratify the Constitution for the United States.
 - The Federalist Papers were successful in influencing ratification.
16. **Describe** the outcome of the struggle over ratification.
 - It was ratified with the promise of a future passage of a Bill of Rights.
 - It was a long and bitter process.
17. **Summarize** the Preamble to the Constitution
 - Goals of our government are to: form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty.

18. Describe the Articles of the Constitution.

- Article 1: The Legislative Branch
- Article 2: The Executive Branch
- Article 3: The Judicial Branch
- Article 4: The States
- Article 5: Amending the Constitution
- Article 6: The Supremacy of the Constitution
- Article 7: Ratification

19. Analyze the principles of limited government.

- Federalism is the division of power between state and federal government.
- Concurrent powers are powers shared by state and federal government.
- Reserved powers are powers that the Constitution neither gives to Congress nor denies to the States.
- Separation of Powers is the power of government divided among the three branches of government.
- Checks and Balances give each branch of government ways to limit the powers of the other two.

20. Summarize the amendment process.

- Amendments can be proposed in two ways; approval by a two-thirds vote in both the Senate and House of Representatives or a national convention called for by two-thirds of the states.
- Amendments can be ratified in two ways; approval by three-fourths of the nation's state legislatures or approval by special conventions in three-fourths of the states.
- Congress chooses which method for ratification will be used.

21. Summarize the debate in Congress over the Bill of Rights and its ratification.

- Federalists believed a Bill of Rights were unnecessary; however for Anti-federalists to agree to ratify the Constitution, Federalists agreed to create a Bill of Rights.
- Ten of the original twelve proposed amendments were ratified creating the Bill of Rights.

22. Describe how the First Amendment protects individual freedoms.

- The First Amendment protects American citizens' rights of freedom of religion, speech, press, to peaceably assemble, and to petition the government.

23. Summarize how the Bill of Rights protects people against abuse of power by the government.

- The Bill of Rights protects people against abuse of power by the government with the Second, Third, Fourth and Fifth Amendments.

24. Summarize how the Bill of Rights protects the people accused of crimes.

- The Bill of Rights protects the people accused of crimes with the Fifth, Sixth, and Eighth Amendments.

25. Debate the protections of other rights outlined in the Ninth and Tenth Amendments.

- Ninth Amendment declares that rights not mentioned in the Constitution belong to the people.
- Tenth Amendment declares that powers not given to the national government belong to the states or to the people.

26. Describe the role of the courts in interpreting citizens' rights.

- The courts are responsible for interpreting the meaning of citizens' rights.
- Courts decide whether rights have been violated by any laws.

27. Analyze the Tinker case and how it helped define freedom of speech.

- Students were suspended from school for wearing armbands as a protest against the Vietnam War.
- Students argued the school was denying them their freedom of speech.
- School argued that the armband rule was necessary for preserving discipline and schools are not places for political demonstrations.
- Lower court first ruled in favor of the school, in appeals the courts ruled in favor of the schools again.
- The Supreme Court ruled the armbands were a form of speech and they were not a disruption of the educational process and, therefore, protected under the First Amendment.

28. Describe how the courts protect freedom of expression for extreme groups in the Skokie case.

- In 1977 members of the American Nazi Party applied for a permit to march through Skokie, Ill which had a large Jewish population.
- Town officials required them to purchase \$350,000 of insurance before the permit would be issued.

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- The American Nazi Party planned a rally to protest the insurance requirement. Town officials told them they could not hold a demonstration.
 - The local court forbade anyone from wearing a Nazi uniform, displaying the swastika, or distributing any material promoting hatred.
 - Final ruling was the insurance requirement was a violation of the First Amendment as was the law about distributing materials that promoted hatred.
 - The First Amendment protects the expression of all ideas, even beliefs that threaten the basic principles of our nation.
- 29. Explain** how protecting rights of citizens is a continuing challenge for all.
- It is the courts' responsibility to interpret the people's rights and if laws violate them.
 - It is citizens' responsibility to hold government and each other accountable for protecting their rights.
 - Citizens must challenge government when there is a violation of rights.
- 30. Summarize** how slavery was abolished.
- In 1820, Congress passed the Missouri Compromise trying to limit the expansion of slavery into new territories only below 36 degrees 30 minutes north latitude.
 - In the 1857 Dred Scott case the court ruled that slaves were property and states could not tell citizens where they could and could not take their property.
 - In 1863 Abraham Lincoln issued the Emancipation Proclamation freeing all slaves in areas of rebellion during the Civil War.
 - In 1865 the Thirteenth Amendment was ratified which abolished slavery.
- 31. Identify** laws that helped African Americans, women, and young adults gain the right to vote.
- Fifteenth Amendment 1870: right to vote may not be denied to any person on the basis of race, color, or previous condition of servitude.
 - Nineteenth Amendment 1920: granted women the right to vote.
 - Twenty-Sixth Amendment 1971: lowered the voting age from 21 to 18.
- 32. Describe** how the Constitution adapts to the needs of society.
- The ability of the Constitution to be amended allows for changing attitudes, values, and conditions to be reflected when society deems appropriate.
- 33. Explain** the role of the Supreme Court.
- The Supreme Court has the final say over whether government officials and other citizens have correctly followed constitutional principles.
- 34. Analyze** how equality and segregation were at odds in our nation's history.
- At different times in our nation's history the court's interpretation of equality has been different.
 - Plessy v. Ferguson 1896: Supreme Court ruled that separate but equal is constitutional.
 - Brown v. Board of Education of Topeka 1954: Supreme Court ruled that separate but equal could never be equal and was inherently unequal.
 - Those differing interpretations have allowed segregation to exist while Americans were still experiencing "equality".
- 35. Debate** the conflict between equality and affirmative action in our nation's history.
- Regents of the University of California v. Bakke 1978: Supreme Court ruled it was constitutional to use race as one of the factors for admissions if the school wished to create more diversity.
- 36. Debate** women and equality.
- Supreme Court applied the equal protection clause to women as well.
 - Companies cannot treat male employees different from female employees, or have different hiring practices, or different job requirements based on sex.
- 37. Analyze** how the Constitution provides a framework for the future.
- The Constitution provides a framework for how to apply general principles to situations and issues.
 - The ability for those general principles to be applied to any situation in any time makes the Constitution (timeless).

SUGGESTED ACTIVITIES:

1. **Create** a list of grievances that the colonists expressed.
2. **Reenact** the John Peter Zenger trial.
3. **Create** a Venn diagram for Ancient Greek and Roman influences on American government.
4. **Compare** John Locke and Montesquieu and their influences on the American form of government. Write one paragraph on which one has a more profound effect on American society today.
5. **Create** a colonial protest picket sign or poster encouraging support for rebellion.
6. **Create** a T-chart with the rules of the Constitutional Convention on one side and the reasoning for each rule on the other side.
7. **Create** a Venn diagram of the Virginia, New Jersey, and Connecticut Plans.
8. **Write** an editorial supporting the ratification of the Constitution.
9. **Research** some of the *Federalist Papers*. Chose one and then **summarize** the main argument.
10. **Cooperative learning activity:** Each group is assigned an Article of the Constitution and the Preamble. Members of groups rotate around and share information or each group presents to the class.
11. **Divide** the Bill of Rights into three categories: protections of individual freedoms, abuse of power, and of the accused.
12. **Create** an informational poster about one part of the Bill of Rights.
13. **Create** a 28th Amendment to the Constitution.
14. **Describe**, in an essay, how the Constitution is flexible, providing three supporting examples throughout history.
15. **Write** a letter to the editor about affirmative action.

SUGGESTED WRITING TOPICS:

Write a Diary Entry:

Topic: Moving Toward Nationhood

- Assume the role of a Colonial citizen living in Philadelphia in 1776. Write a diary entry explaining your feelings about Thomas Paine's pamphlet, Common Sense. Include your thoughts on how effective Paine's message was in motivating people to join the Revolution.
- The students will assume the role of a farmer living in western Massachusetts under the Articles of Confederation. Write a letter to a

ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

relative living in a different state explaining the economic problems.

Write a Brief Essay:

Topic: The Struggle for Ratification

- Class Debate Federalists vs. Anti-Federalists...In a brief essay explain the arguments used by the Anti-federalists against ratification of the Constitution. Use evidence from your research, logic, and reasoning to support your position.

Write an Essay:

Topic: The Supreme Law of the Land

- In a 5 paragraph essay explain the concept of Separation of Powers with checks and balances. Identify and describe specific checks each branch has on the others. Use evidence from your research, logic, and reasoning to support your position.

Write an Article:

Topic: Interpreting the Bill of Rights

- Students will have a choice of writing a news article on one of two 1st amendment court cases (Tinker v. Des Moines Independent Community School District; National Socialist Party of America v. Village of Skokie). Articles should include background information of the case and the decision of the Supreme Court.

Write an Informative Essay:

Topic: Changing the Law of the Land

- Write a 5 paragraph informative essay on the impact of the Civil War on the Constitution of the United States. Students must identify the changes brought about by the 13th, 14th and 15th amendments to the Constitution. Use evidence from your research, logic, and reasoning to support your essay.

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RESOURCES:

1. Primary Sources
2. Textbook
3. Internet
4. Separate But Equal: Brown v. Board of Education
5. A Civil Action: Civil Law
6. Documentary: Air Force One: Executive Branch
7. Documentary: Inside the Secret Service: Federalism within Justice Department
8. 12 Angry Men: Judicial Branch
9. Gideon's Trumpet: Bill of Rights
10. American Violet: Criminal Justice
11. www.icivics.org
12. Online Video Resources
 - <http://www.discoveryeducation.com/>
 - Standard Deviants School American Government: Introduction to Government Segment 3 – Some Types of Government
Description: This segment examines aristocracy, oligarchy, monarchy, direct democracy and indirect democracy.
 - <http://www.discoveryeducation.com/>
 - Federal Government: The Legislative Branch Segment 3 – States vs. Congressional Districts
Description: Congressional representatives serve districts within states and respond to local concerns, while senators serve entire states, and therefore, are further removed from local issues.

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COURSE: Civics	GRADE(S): 10
UNIT 3: The Federal Government	TIMEFRAME:

PA CORE STANDARDS:

Civics and Government:

5.5 PRINCIPALS AND DOCUMENTS OF GOVERNMENT

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

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

5.1.C. C. Evaluate the application of the principles and ideals in contemporary civic life. Liberty/Freedom, Democracy, Justice.

5.1.C. D. Evaluate state and federal powers based on significant documents and other critical sources. Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.

5.1.C. E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.1.C. F. Evaluate the role of nationalism in uniting and dividing citizens.

5.6 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

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

5.2.C. B. Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

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

5.2.C. D. Evaluate and demonstrate what makes competent and responsible citizens.

5.3 HOW GOVERNMENT WORKS

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

5.3.C. B. Compare and contrast policymaking in various contemporary world governments.

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

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

5.3.C. E. Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.

5.3.C. F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

5.3.C. G. Evaluate the impact of interest groups in developing public policy.

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

5.3.C. I. Evaluate tax policies of various states and countries.

5.3.C. J. Evaluate critical issues in various contemporary governments.

5.4 HOW INTERNATIONAL RELATIONSHIPS FUNCTION

5.4.C. A. Examine foreign policy perspectives, including realism, idealism, and liberalism.

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

5.4.C. C. Evaluate the effectiveness of international organizations, both governmental and nongovernmental.

5.4.C. D. Evaluate the role of mass media in world politics.

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

ASSESSMENT ANCHORS:

C.1.1 Purpose and Functions of Government

C.1.1.1 Evaluate the development and impact of domestic policy.

C.1.1.2 Explain how U.S. foreign policy is developed and analyze its domestic and global impacts.

C.1.1.3 Analyze the evolution of civil and human rights and explain the role that governments play in protecting those rights.

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C.1.2 Forms of Government/Significant Documents

C.1.2.1 Analyze the characteristics of and methods employed by various systems of government to achieve their goals.

C.1.2.2 Describe and analyze local, state, and federal roles in policy making by citing evidence of their authority to do so.

C.1.3 Processes of Government

C.1.3.1 Analyze the structure, organization, and operation of various levels of government as they relate to the creation of legislation and the enforcement of laws.

C.1.3.2 Analyze and describe election processes.

C.1.4 Interpretation and Application of Law

C.1.4.1 Analyze the powers, influence, and limitations of government agencies in creating, amending, and enforcing policies.

C.1.4.2 Analyze the interpretation of the U.S. Constitution and the Pennsylvania Constitution by the courts.

C.2.1 Role of Individual Citizens

C.2.1.1 Analyze the civic roles, rights, and responsibilities of individuals in the United States.

C.2.1.2 Evaluate the factors that make competent and responsible citizens.

C.2.2 Functions of Groups and Organizations

C.2.2.1 Analyze the roles of political parties and special interest groups.

C.2.2.2 Analyze the methods used to influence the political process, public policy, and public opinion.

C.2.3 Political Philosophies

C.2.3.1 Analyze the application of civic principles and ideals in contemporary life.

C.2.3.2 Examine arguments for the necessity of government.

C.2.4 Competing Interests and Ideas

C.2.4.1 Critique the various roles that individuals, symbols, and symbolic events play in civic discourse.

C.2.4.2 Evaluate strategies used to avoid or resolve conflict in society and government.

C.2.4.3 Analyze the role of media on the creation or resolution of conflict in society.

KEY CONCEPTS

1. Citizens understand their rights and practice their responsibilities in a vibrant society.
2. Civil discourse and thoughtful deliberation are necessary to promote the common good and protect the individual.
3. Adherence to the rule of law validates an individual's responsibility to society.
4. Engaged citizens understand the workings of government and use historic precedents in shaping thought and action.
5. An engaged citizen is a life-long learner continuing to benefit from internal maturity and external influences.
6. A thoughtful citizen evaluates the accuracy of communications and analyzes media sources attempting to influence the public agenda.
7. The choices we make, whether as consumers or as citizens active in politics, impact people around the globe.
8. The rapid pace of technological change has established unprecedented economic, political, and cultural interdependence among nations and individuals.
9. Nationalism plays a number of influential roles with far-reaching consequences in an interdependent world.
10. Political and economic ideas motivate societies to new behaviors.
11. The enjoyment of human rights and their exercise are dependent upon the community of nations and their citizens maintaining vigilance on governments and their actions.
12. Technological innovation shakes the institutions of society to their roots, with advantageous and disastrous consequences.

UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. **List** and **explain** the responsibilities of lawmaking.
 - Each member of Congress has the responsibility to meet the needs of his\her constituents and the entire nation. They are servants of the people.
 - Congress has the power to create legislation. They vote on hundreds of bills each year.
 - Members of Congress have a responsibility to their party.
 - Members of Congress work with interest groups on certain legislation and goals. Interest groups hire lobbyists to work with members of Congress on their behalf.
2. **Describe** the day of a member of Congress at work.
 - Members of Congress must research and learn about numerous problems and issues.
 - Members try to be on the floor of Congress as much as possible or serve on Congressional Committees. Members listen and give speeches in Congress and vote on legislation.
 - Write legislation and have numerous meetings with other Members of Congress or constituents.
 - Members travel between their offices in States/Districts and Washington D.C. and they rely heavily on their staffs to run those offices.
3. **Explore** and **evaluate** the jobs of Representatives and Senators
 - Representations are apportioned according to population data reported in the U.S. census.
 - Members of the House represent an area of a state known as a congressional district with an average of 647,000 people. Congressional Districts are drawn up by State Legislatures.
 - States can gain or lose Representatives according to growth or reduction of population.
 - There are 435 Representatives and each serves a two year term. Every two years the entire House of Representatives runs for re-election.
 - Each State receives two Senators who serve the entire state in which they are elected.
 - There are 100 Senators and each serves a 6 year term. Every two years 1/3 of the Senate must run for re-election.
4. **Identify** the requirements, salaries, and benefits for being a Representative or Senator.
 - Representatives
 - 25 years old
 - Must live in the District in which they are elected
 - Citizen for at least 7 years
 - Salary \$174,000, Speaker \$223,500, Party leaders \$193,400
 - Two offices, salary for staff, travel expenses and franking privileges
 - Senators
 - 30 years old
 - Must live in the State in which they are elected.
 - Citizen for 9 years
 - Salary \$174,000, Party Leader \$193,400
 - Two offices, salary for staff, travel expenses and franking privileges
5. **List** and **describe** the powers given to congress.
 - Promoting the General Welfare by creating laws that help people live better. Laws that can regulate commerce with a foreign government and the between states.
 - Create an opportunity for economic success or the requiring of companies to pay minimum wages.
 - Congress has the power to collect taxes and borrow money to help the country function.
 - Congress has the "Power of the Purse", a power to create a budget.
 - Provide for a Common Defense
 - Establish and maintain the army and navy.
 - Declare war
 - Passed the 1973 War Powers act, which limited the President's power to wage war.
 - Establish Justice
 - Create federal courts below the Supreme Court
 - Approve appointments to federal courts
 - Impeach government officials and hold impeachment trials
 - Non-legislative Powers
 - Conduct investigations
6. **Identify** and **explain** the limits on the powers of congress.
 - General limits come from the system of checks and balances
 - Veto, Judicial Review

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- Article 1 section 9 Powers Denied to Congress
 - Only can suspend the writ of Habeas Corpus in times of invasion or civil war
 - Cannot pass a bill of attainder, which would convict a person of a crime without a trial.
 - Cannot pass ex post facto laws, punishment for an act committed at a time before the law was passed.

7. **Identify** the leaders of both houses of Congress and their responsibilities

- House of Representatives
 - Speaker of the House - most powerful member of the House, presides over sessions, decides order of business, appoints members of committees and refers bills to committees.
 - House Majority Floor Leader - party leader who guides bills through the house and works closely with committee members.
 - House Majority Whip - assists floor leaders and persuades members of their party to vote and support a party's position in certain legislation.
 - House Minority Floor Leader - party leader who guides bills through the house and works closely with committee members.
 - House Minority Whip - assists floor leaders and persuades members of their party to vote and support a party's position in certain legislation.
- Senate
 - Vice President - presides over Senate
 - President pro-tempore - fills in for the Vice President in his absence.
 - Senate Majority Floor Leader - party leader who guides bills through the house and works closely with committee members.
 - Senate Majority Whip - assists floor leaders and persuades members of their party to vote and support a party's position in certain legislation.
 - Senate Minority Floor Leader - party leader who guides bills through the house and works closely with committee members.
 - Senate Minority Whip - assists floor leaders and persuades members of their party to vote and support a party's position in certain legislation.

8. **Describe** the work of congressional committees.

- Standing Committees
 - To increase efficiency in Congress, bills are sent to committees for study and debate.
 - Committees study bills, hold hearings/public meetings, propose changes
 - Committees can kill bills or report bills to Congress
- Select and Joint Committees
 - Select committees are formed for specific issues that do not fall into the area of standing committees
 - Joint Committees are made up of members of both the House and Senate. Usually they are selected to conduct investigations.
- Conference Committees
 - An exact bill must pass through both houses of congress before a president can sign it into law. Conference committees are used to compromise on differences between a House and Senate version of a bill.

9. **Describe** the legislative role of the President.

- President signs passed legislation into law or if he holds legislation for 10 days while congress is in session, it automatically becomes law.
- President can directly veto legislation or if he holds a bill for ten days and congress ends its session, it becomes a pocket veto.

10. **Describe** the process of stopping a bill from being passed.

- Bills can be voted down in committee or on the floor.
- Bills can be filibustered in the Senate by the minority party.
- A cloture vote is used to vote to end the debate on a bill and end a filibuster.

11. **Discuss** how compromise bills are accepted and become law.

- Bills can be debated and a negotiation can occur between members of both houses in a Conference Committee.

12. **Explain** how a bill dies in committee.

- Majority members of a committee can vote a bill down and essentially the bill "dies in committee".

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13. Analyze why the Framers created the office of President with limits.

- The tyranny of the British King was fresh in the minds of the Framers and they did not want to allow the President to be able to abuse his power like the King.
- They created a position that was given very few specific powers as well as other ways to prevent the abuse of power.

14. Describe the various roles of the President.

- Chief Executive
 - Head of the executive branch.
 - Makes sure that the laws be faithfully executed.
 - Allows the President to give orders through executive orders.
- Commander in Chief
 - As the top officer in the Army and Navy, civilian authority is maintained over the military.
 - Expected to approve military tactics and set military goals.
 - Can send troops into combat without Congressional approval for up to 60 days.
- Chief Diplomat
 - Most important representative of America.
 - Sets foreign policy.
 - Chooses Ambassadors to other countries with Senate approval.
 - Has ability to make executive agreements with other countries.
- Legislative Leader
 - Can make recommendations to Congress for laws to be proposed.
 - Sets domestic policy.
 - Has the power of the veto.
 - Writes the budget.
 - Can call special sessions of Congress, if Congress is not currently meeting.
- Judicial Powers
 - President nominates Supreme Court justices when there is an opening on the court.
 - President nominates Federal judges for other Federal courts.
 - Can reduce or pardon a person convicted of a crime in Federal court.
- Party Leader
 - Uses the office of the President to further his party's agenda.
 - Helps fundraise and campaign for party candidates in lower level elections.
- Chief of State
 - President speaks for the whole nation.
 - Performs ceremonial duties such as greeting important visitors and giving out medals.

15. Identify which of the President's roles have been created by tradition.

- The roles of Party Leader and Chief of State have been created by tradition, not outlined in the Constitution.

16. Describe the Executive Office of the President.

- Helps the President make foreign and domestic policy decisions.
- Its main job is to advise the President on important matters, not carry out laws.

17. Identify the executive departments.

- | | | |
|--------------------------------------|--|------------------------------|
| • Dept. of State | • Dept. of the Treasury | • Dept. of Defense |
| • Dept. of Interior | • Dept. of Agriculture | • Dept. of Justice |
| • Dept. of Commerce | • Dept. of Labor | • Dept. of Education |
| • Dept. of Transportation | • Dept. of Energy | • Dept. of Veteran Affairs |
| • Dept. of Health and Human Services | • Dept. of Housing and Urban Development | • Dept. of Homeland Security |

18. Describe the independent agencies.

- Independent agencies carry out many of the duties of the Executive branch.
- Approximately 60 independent agencies.
- Three types of independent agencies.
 - Executive Agencies: under direct control of the President. (NASA, EPA)
 - Regulatory Commissions: make and carry out rules for certain businesses or economic activity fairly free from political influences. (FCC, CPSC, SEC)
 - Government Corporations: provide a public service that private businesses find to be too risky or expensive to provide at a profit margin. (Postal Service)

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19. Describe the Civil Service System.

- Civil servants are government workers that were hired, not elected, to their jobs.
- In 1883 the Civil Service System is created and civil servants start to be hired based on merit.
- Civil servants stay on the job from Administration to Administration.

20. Summarize the limits of the President's freedom to take action.

- Presidents can enter into talks and agreements with other nations, but Senate needs to approve any treaties negotiated.
- Presidents have the right to keep some information secret from Congress and the public under executive privilege, but it cannot be used to hide crimes and Congress can subpoena certain information.

21. Describe how government leaders seek a balance between strong Presidential leadership and the needs of democracy.

- It is recognized that Presidents at times need to be able to act independently from the other two branches of government, such as in times of emergency or crisis.
- Left unchecked though, Presidents could abuse that power of being able to act independently.
- A balance must be met between the ability to act quickly in times of crisis, but still be under the system of checks and balances set forth in the Constitution.

22. Identify how past Presidents have used the power of the office.

- President Jefferson and the Louisiana Purchase
 - France offered the Louisiana Territory for sale and Jefferson wanted to buy it.
 - Jefferson used the power of the President to make treaties to purchase it.
 - Senate ratified his treaty.
- President Truman and the Steel Mills
 - In 1952 during the Korean War steelworkers went on strike.
 - Truman, recognizing we needed steel for the war, issued an Executive Order placing the mills under the control of Secretary of Commerce.
 - Supreme Court ruled Truman overreached his power and said the President does not have the power to take private property without due process, even during times of national emergency.
- President Nixon and Watergate
 - President Nixon was involved in a cover-up of the Democratic National Committee Headquarters.
 - There was evidence of the involvement on a secret tape recording system in the oval office.
 - After the Senate demanded the tapes, Nixon refused, claiming executive privilege.
 - House Judiciary Committee recommended impeachment, but Nixon resigned before the House could vote.

23. Explain the need for laws and courts in our society.

- Laws are created to organize society so that people's rights are protected.
- Courts are part of a legal system that hears cases in order to resolve disputes in society.

24. Describe the function of courts.

- Legal conflicts are resolved by courts of law. Courts interpret laws and determine how to apply the law to a given situation.
- Courts resolve both criminal and civil conflicts.
- Criminal cases involve the breaking of a law in society, either State or Federal. Civil cases involve a dispute between citizens or violations of Constitutional rights.
- Courts may have to decide what the law in question means or if the law is allowed by the Constitution. This legal decision can establish a precedent or a guideline for similar cases in the future.

25. Discuss the roles of members of the court.

- The judge applies the law the conflict by directing the proceedings and must remain neutral.
- The jury decides the facts of the case. A trial by jury is a right guaranteed by the United States Constitution to a person accused of a crime.
- The plaintiff brings the complaint against the answering party.
- The defendant is the answering party.
- The prosecution brings a criminal case to court against the defendant or the defense.

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- 26. Discuss** and **compare** the roles of state courts and federal courts
- The legal system in the United States is made up of two separate but interconnected court systems, state and federal.
 - Federal courts can have the greatest impact or set the broadest precedents, but most cases start in lower courts. Federal courts hear two kinds of cases, one being cases dealing with Federal law and two, issues that go beyond the authority of individual states.
 - 95 percent of criminal cases are heard in state courts.
 - Federal and State courts have different jurisdictions involving cases at state and federal levels.
 - Both federal and state court systems include appellate courts.
- 27. Explain** the function of District Courts.
- District courts are considered the workhorse of the Federal court system and there are 94 district courts throughout the United States. Each state has at least one district court.
 - District courts hear approximately 300,000 cases a year and these Federal courts are courts of original jurisdiction.
 - District courts mainly operate the same as state trial courts.
- 28. Discuss** the role of the courts of appeals.
- The next highest level of federal courts above the District courts.
 - There are 12 courts of appeal and they are often referred to as Circuit courts.
 - Each Circuit hears cases on appeal from District courts in a specific geographic area. These appellate courts have no juries, call no witnesses, and do not examine any evidence. The three judge panel decides if the lower court decision was fair, the trial was conducted in a legal manner and the law was interpreted correctly.
- 29. Analyze** the function of the Supreme Court and evaluate its purpose.
- The Supreme Court is the highest court in the Federal court system. The main purpose of the Supreme Court is to serve as the final appeals court for both the State and Federal court systems.
 - The Supreme Court's decision is the final decision for a case. It cannot be appealed to another court. The Supreme Court justices have the last word, not always the best word but the final say in a case.
- 30. Determine** and **explain** the role of Federal judges.
- Federal judges do the work of the Judicial Branch. Judges are very different from members of the legislative branch as they are influenced by the Constitution and the law not interest groups, lobbyists and votes.
 - Federal judges are appointed by the President and confirmed by the Senate. Federal judges serve for life as long as they are acting in good behavior.
 - Federal Judges must balance the rights of individuals and the interests of the Nation while upholding the rule of law. Decisions handed down from the Supreme Court can have a lasting impact and set a strong precedent that can endure for generations.
- 31. Analyze** the importance of Judicial Review.
- Judicial Review is the power of the Supreme Court to overturn any law, or executive action that they deem to be unconstitutional.
 - The power of Judicial Review was established in the landmark Supreme Court case Marbury v. Madison.
- 32. Analyze** the Supreme Court Justices and explain the work that they do.
- Federal judges do the work of the Judicial Branch. Judges must be impartial and are not influenced by interest groups, lobbyists, voters, or the political process.
 - Federal judges are appointed by the President and confirmed by the Senate. They serve for life under good behavior and an independence from political processes.
- 33. Describe** how the Supreme Court is a Changing Court.
- The Supreme Court has gone through tremendous changes in our history.
 - The Justices have changed with different administrations and the court has moved between activism and restraint. Judicial Activism occurs when judges take an active role in policy making by overturning laws relatively often. Judicial restraint is an effort by judges to avoid overturning laws to leave policymaking up to the other two branches of government.
- 34. Evaluate** the relationship between the Supreme Court and the other branches of government.
- The President has the power to appoint justices to vacant positions on the bench.
 - The Senate confirms Presidential appointments.
 - Congress has the power to impeach (House) and put Judges on trial (Senate).

SUGGESTED ACTIVITIES:

1. **Create** a T chart comparing Senators with Representatives. Compare terms, salaries, responsibilities, requirements, and loyalties.
2. **Develop** a web diagram that explains the powers given to Congress.
3. **View** School House Rock YouTube video on how a bill becomes a law.
4. **Create** a poster on the organization of Congress.
5. **Search**, using the internet, for bills that have been filibustered, died in committee, became compromise bills, and had a cloture vote.
6. **Play**, in groups of 3-5 students, the game Head Bandz about the seven roles the President plays.
7. **Internet Scavenger Hunt** the names of all of the heads of Executive Departments and the White House staff.
8. **Draw** a picture of a balance scale. On one side list the powers of the president and the other side limitations of a President's powers.
9. **Assign**, in groups of 4-6 students, a civil or criminal case. **Perform** a 3-5 minute skit about the case. **Record** what role each student was playing during the skit (prosecutor, defendant, plaintiff, judge, juror, defense attorney, etc.)
10. **Create** a poster that maps out how a criminal and civil case makes it all the way to the Supreme Court.
11. **View** Crash Course Episode #20 Government and Politics on YouTube about how the Supreme Court works.
12. **Research** an important Supreme Court case and **create** an informational poster for it.

SUGGESTED WRITING TOPICS:

Write an Informative Essay:

Topic: The Powers of Congress

- Students will research the Preamble to the Constitution and Article 1, Sections 8 and 9.
- Students will write a 3-5 paragraph informative essay explaining powers granted to Congress and how they are related to the goals stated in the Preamble. Students should also include limits on the powers of Congress as a protection to the people. Use evidence from your research, logic, and reasoning to support your position.

Write a Persuasive Essay:

Topic: The Roles of the President

- Students will choose one (1) of the five(5) roles that the President assumes and explain in a three(3) paragraph persuasive essay why

ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation Case Study

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this role is the most important role played by the President. Use evidence from your research, logic, and reasoning to support your position.

Write an Informative Essay:

Topic: The Supreme Court

- Students will write an informative essay on the influences on judicial decision making. In a complete 3-5 paragraph essay students will identify and define precedent and judicial independence. Furthermore, students should explain how judges need to be impartial and base their decisions on law and the Constitution. Use evidence from your research, logic, and reasoning to support your position.

RESOURCES:

Primary Sources

1. Textbook
2. Internet
3. Separate But Equal: Brown v. Board of Education
4. A Civil Action: Civil Law
5. Documentary: Air Force One: Executive Branch
6. Documentary: Inside the Secret Service: Federalism within Justice Department
7. 12 Angry Men: Judicial Branch
8. Gideon's Trumpet: Bill of Rights
9. American Violet: Criminal Justice
10. <http://www.legis.state.pa.us/index.cfm>
11. www.icivics.org
12. <http://www.livingroomcandidate.org>
13. Online Video Resources
 - <http://www.discoveryeducation.com/>
 - Standard Deviants School American Government: The Three Branches of American Government
Description: Review of the three branches of American government and the system of checks and balances.
 - <http://www.discoveryeducation.com/>
 - Just the Facts: American History: The Election Process in America
Description: The election process, the electoral college, and the importance of voting are discussed and illustrated.
 - <http://www.discoveryeducation.com/>
 - Campaign Essentials: Ballot Battles
Description: This documentary delves into the issues of voting as the nation prepares for another high-stakes election and the quality of the process is at the forefront once again. Four years ago, the close presidential race exposed an imperfect system made of faulty machines, uncounted absentee ballots and sloppy procedures. But the cure may be worse than the disease. Now there are new laws, new computerized voting machines, and new demands for disability voting rights.
 - <http://www.c-spanvideo.org/program/RoleofCongress>
 - Roll of Congressional Campaign Committees
Description: Shane Goldmacher discussed his cover story which details how the political parties recruit congressional candidates and the overall role of the congressional campaign committees.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Civics	GRADE(S): 10
UNIT 4: State and Local Government	TIMEFRAME:

PA CORE STANDARDS:

Civics and Government:

5.7 PRINCIPALS AND DOCUMENTS OF GOVERNMENT

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

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

5.1.C. C. Evaluate the application of the principles and ideals in contemporary civic life. Liberty/Freedom, Democracy, Justice.

5.1.C. D. Evaluate State and Federal powers based on significant documents and other critical sources. Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.

5.1.C. E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.1.C. F. Evaluate the role of Nationalism in uniting and dividing citizens.

5.8 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

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

5.2.C. B. Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

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

5.2.C. D. Evaluate and demonstrate what makes competent and responsible citizens.

5.3 HOW GOVERNMENT WORKS

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

5.3.C. B. Compare and contrast policymaking in various contemporary world governments.

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

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

5.3.C. E. Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.

5.3.C. F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

5.3.C. G. Evaluate the impact of interest groups in developing public policy.

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

5.3.C. I. Evaluate tax policies of various states and countries.

5.3.C. J. Evaluate critical issues in various contemporary governments.

5.4 HOW INTERNATIONAL RELATIONSHIPS FUNCTION

5.4.C. A. Examine foreign policy perspectives, including realism, idealism, and liberalism.

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

5.4.C. C. Evaluate the effectiveness of international organizations, both governmental and nongovernmental.

5.4.C. D. Evaluate the role of mass media in world politics.

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

ASSESSMENT ANCHORS:

C.1.1 Purpose and Functions of Government

C.1.1.1 Evaluate the development and impact of domestic policy.

C.1.1.2 Explain how U.S. foreign policy is developed and analyze its domestic and global impacts.

C.1.1.3 Analyze the evolution of civil and human rights and explain the role that governments play in protecting those rights.

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C.1.2 Forms of Government/Significant Documents

C.1.2.1 Analyze the characteristics of and methods employed by various systems of government to achieve their goals.

C.1.2.2 Describe and analyze local, state, and federal roles in policy making by citing evidence of their authority to do so.

C.1.3 Processes of Government

C.1.3.1 Analyze the structure, organization, and operation of various levels of government as they relate to the creation of legislation and the enforcement of laws.

C.1.3.2 Analyze and describe election processes.

C.1.4 Interpretation and Application of Law

C.1.4.1 Analyze the powers, influence, and limitations of government agencies in creating, amending, and enforcing policies.

C.1.4.2 Analyze the interpretation of the U.S. Constitution and the Pennsylvania Constitution by the courts.

C.2.1 Role of Individual Citizens

C.2.1.1 Analyze the civic roles, rights, and responsibilities of individuals in the United States.

C.2.1.2 Evaluate the factors that make competent and responsible citizens.

C.2.2 Functions of Groups and Organizations

C.2.2.1 Analyze the roles of political parties and special interest groups.

C.2.2.2 Analyze the methods used to influence the political process, public policy, and public opinion.

C.2.3 Political Philosophies

C.2.3.1 Analyze the application of civic principles and ideals in contemporary life.

C.2.3.2 Examine arguments for the necessity of government.

C.2.4 Competing Interests and Ideas

C.2.4.1 Critique the various roles that individuals, symbols, and symbolic events play in civic discourse.

C.2.4.2 Evaluate strategies used to avoid or resolve conflict in society and government.

C.2.4.3 Analyze the role of media on the creation or resolution of conflict in society.

KEY CONCEPTS

1. Citizens understand their rights and practice their responsibilities in a vibrant society.
2. Civil discourse and thoughtful deliberation are necessary to promote the common good and protect the individual.
3. Adherence to the rule of law validates an individual's responsibility to society.
4. Engaged citizens understand the workings of government and use historic precedents in shaping thought and action.
5. An engaged citizen is a life-long learner continuing to benefit from internal maturity and external influences.
6. A thoughtful citizen evaluates the accuracy of communications and analyzes media sources attempting to influence the public agenda.
7. The choices we make, whether as consumers or as citizens active in politics, impact people around the globe.
8. The rapid pace of technological change has established unprecedented economic, political, and cultural interdependence among nations and individuals.
9. Nationalism plays a number of influential roles with far-reaching consequences in an interdependent world.
10. Political and economic ideas motivate societies to new behaviors.
11. The enjoyment of human rights and their exercise are dependent upon the community of nations and their citizens maintaining vigilance on governments and their actions.
12. Technological innovation shakes the institutions of society to their roots, with advantageous and disastrous consequences.

UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. **Describe** how public policy is a major concern of all levels of government.
 - Public issues that need government response occur at all levels of government, not just at the Federal level.
2. **Describe** how Federalism involves state powers and shared powers.
 - The Framers could not agree on having either a strong national government or power remaining with the states.
 - The Framers decided on a system of federalism in which all powers not specifically given to the national government resided with the states.
 - The Framers also decided some powers would be shared between the states and the federal government, such as collecting taxes, borrowing money, setting up courts, enforcing laws, and punishing lawbreakers.
3. **Explore** the concept of Federalism in action.
 - Federalism is like a marble cake, with the powers mixed and overlapping between the levels of government.
 - Example National Security: Local police, State police, and the FBI all work together to protect Americans from terrorist attacks.
 - The FBI shares information with the states about terrorist suspects.
 - The State police investigate and provide surveillance.
 - The Local police are the first on the scene in event of a terrorist attack, secure the crime scene, and usually are the ones who apprehend the terrorist if caught at the scene.
4. **Describe** who a State Legislator is.
 - In early American history, State Legislators were farmers, businessmen, and lawyers who performed their legislator duties for only a few weeks a year.
 - Today, State Legislators are usually full-time lawmakers with plans for lifelong careers in politics.
5. **Summarize** the organization of State Legislatures.
 - All states, except Nebraska, have a bicameral legislature made up of a Senate and House of Representatives, sometimes also called General Assemblies.
 - Legislative terms are divided into sessions, usually not more than six months.
 - State legislative seats are apportioned based on equal representation in both houses.
6. **Describe** how states make laws.
 - States make laws same as the Federal government.
 - Bills are introduced, assigned a number, and placed in the appropriate committee. If passed at Committee level, it is voted on in one House. Then it is voted on in the other House with the Governor either vetoing or signing the bill into law.
 - States allow differing levels of citizen input into drafting laws.
 - Initiative
 - Referendum
 - Recall
7. **Analyze** how state governments are financed.
 - States finance their governments from a variety of sources of revenue.
 - Taxes: state income, sales, excise, and real estate
 - Bonds and lotteries
 - Federal funds in the form of block or categorical grants, as well as intergovernmental revenue.
8. **Summarize** the roles of the governor.
 - Chief Executive
 - Similar to the President, oversees the Executive branch and makes sure laws are enforced.
 - Appoints hundreds of officials to carry out Executive branch work.
 - Commander-in-chief
 - In charge of the National Guard, or state militia, and can call on them in time of disaster or riots.
 - Legislative Leader
 - Governor can propose his/her own bills.
 - Governor proposes the budget.
 - Governors can veto bills, and in most states have the power of line item veto.

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- Judicial Role
 - Some governors appoint certain state judges.
 - Governors can reduce or overturn the sentences of people convicted of crimes.

9. Identify other state executive officials.

- Lieutenant Governor: has the same roles as the Vice-President.
- Secretary of State: is in charge of official records and documents and supervises state elections.
- Attorney General: is the state's chief legal officer.
- Treasurer: is the state's chief financial officer.
- All are elected, not appointed like the President's cabinet.

10. Describe some state executive agencies.

Dept. of Education: makes sure that state and national education laws are carried out.

- Sets the number of school days required.
- Sets requirements for teacher certification.
- Sets standards for curriculum.
- Dept. of Transportation: maintains state transportation systems.
- Environmental Protection Agency: protects the environment and ensures clean air and water.

11. Describe what state courts do.

- State courts act as a check on the power of the other two branches of state government.
 - Decide if state laws are constitutional.
 - Protect the rights and freedoms of state citizens.
- Decide guilt or innocence in criminal cases
- Hear civil cases.

12. Describe judges in state courts.

- Perform the same duties as federal judges, but the way they are selected and lengths of terms differ.
 - Selection: State judges are elected making them more accountable to the people they serve and act as a check on the governor's power.
 - Length of Term: most state judges are elected for terms from 4-15 years.
 - Most state judges can be impeached.
 - Terms can be cut short by judicial action commissions that investigate allegations of wrongdoing.

13. Describe counties and townships.

- Counties are the oldest unit of local government.
- Help state governments keep law and order and collect taxes.
- Governed by county boards.
- Counties pass ordinances.
- Best known county official is the sheriff; who runs the jail and enforces laws.
- Counties are divided into townships in the Middle Atlantic States and the Midwest.
- Townships originally were needed to help with setting up schools and repairing roads, but as transportation has improved counties have taken over most of those needs now too.

14. Describe how New England towns are run.

- Towns are villages with homes, a church, and a school with farmlands surrounding them.
- Voters meet once a year to pass laws, set taxes, and decide town budget.
- At the town meeting, voters elect a board of 3 to 5 members that carry out the business of the town during the year.

15. Identify special districts.

- Special districts are a unit of government that generally provides a single service for one community, or parts or all of several communities.
- Most common examples of special districts are school districts, conservation districts, and watersheds.

16. Describe the different types of city government.

- Municipality is a government that serves people who live in an urban area.
- Several types of city government:
 - Mayor-Council Plan: comes from England and is the form of government for about 35% of cities today.
 - Strong Mayor-Council Plan: relationship between Mayor and Council is much like that of the President and Congress.

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- Mayor is elected by voters, develops the budget, makes policies, and chooses city officials.
- Council is elected by voters and makes the ordinances.
- Weak Mayor-Council Plan: Council members are elected by the voters and they choose the mayor from either amongst themselves or outside of council.
 - Mayor does not have special executive powers
 - Council has all the power, acting as both legislative and executive branches.
 - Council chooses other officials and makes the ordinances.

17. Summarize how local governments provide education, health and public safety services.

- Education: most costly of all services provided by local government.
 - School districts build schools, hire teachers and provide education from K-12.
 - Funded through local property taxes along with state and federal funds.
- Health and Welfare: millions of Americans are poor, too ill to work, or unable to find jobs or homes.
 - Most public assistance programs are funded with federal, state, and local funds.
 - Local officials are responsible for administering the programs.
 - Local health officials are responsible for carrying out state health laws.
 - Health codes are enforced by local officials in restaurants, markets, hotels, and water to make sure federal and state standards are being met.
- Public Safety Services: fire, police and emergency services are provided by local agencies.
 - 911, fire departments, local police departments, and ambulance services are provided by local government and funded by local taxes.
 - Local government also ensure safety codes are enforced such as fire codes and building codes.

18. Identify how local governments provide utilities.

- Government has decided most often that competition among utility providers is inefficient and unproductive.
- However, government does oversee utility providers to make sure costs are not too high and services provided are up to standards.
- Local government can subsidize certain services that otherwise would not be provided if private companies had to risk all the costs alone.

19. Describe how local governments control land use.

- Most local governments have zoning ordinances that control how land is used.
- Local governments also plan for future growth in their communities as well as how they want their communities to evolve.
 - They can set aside areas for industrial, commercial, housing, and conservation purposes.

20. Describe how local governments collect revenue to pay for services.

- Taxes:
 - 25% of local government revenue comes from property taxes.
 - Local sales taxes
 - 3,300 local governments have local income taxes
- Service Charges and Profits: local governments often charge for certain services.
 - Building inspections
 - Bridge tolls
 - Park entrance fees
 - Parking meters and traffic tickets
 - Profits from government run utilities and parking garages
 - City-owned businesses such as arenas, theaters, and fairgrounds
- Borrowing: when revenues from taxes, fees, and city-owned businesses is not enough to cover costs, local governments may borrow money from banks to cover short term needs.
 - Long term borrowing needs are met through selling bonds.
- Sharing Revenue: Intergovernmental revenue is money given from one level of government to another level in the forms of block grants and categorical grants.

21. Describe relations among local governments and between local and state governments.

- Relations between local governments:
 - Local governments working together to meet regional needs are known as "councils of government".
 - Sometimes local governments come into **conflict** with each other.

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- Competing for the same companies to come to their city which bring jobs and tax revenue.
 - One local government's policies may negatively affect a neighboring community causing conflict.
- Sometimes local governments **cooperate** with each other.
 - Sometimes communities work together to provide services that would be too expensive for just one community to provide.
- Relations between local and state governments: many states decide how local governments will be set up, a few grant local governments home rule.
- Deciding what is a local government issue or a state issue can lead to **conflict** between state and local governments.
 - Who pays when the state allows fracking to occur for natural gas, but local communities are forced to deal with the polluted ground water and damaged roads from truck traffic.
- States often **cooperate** with local governments to solve local issues and help them carry out state programs.
 - When state roads are being built through local communities, both local and state governments cooperate to choose the best route.
 - States help local governments with law enforcement, health services, education, and finance.

22. Analyze relations among local, state, and federal governments.

- Relations between local, state, and federal governments can sometimes lead to conflict.
 - Local officials often disagree with federal and state officials about how grant money should be spent at the local level.
- Relations between local, state, and federal governments can sometimes lead to cooperation.
 - Many problems that affect local governments are state and federal problems as well and vice versa, such as pollution, crime, drug use, and economic down swings.

SUGGESTED ACTIVITIES:

1. **Write** an editorial determining if more power should reside with the states or the national government.
2. **Create** a map of the United States and label the states that have the power of recall, referendum, and initiative.
3. **Write** an essay comparing and contrasting the executive powers of Governors and the President.
4. **Create** a pyramid poster of the organization of state and local governments.
5. **Create** a drop table of the different local government plans. Briefly describe each plan, including advantages and drawbacks.
6. **Write** a 3 paragraph position paper stating if you think society should pay higher taxes for more government provided services or far fewer taxes and be provided less services.
7. **List** ways that local governments cooperate and have conflict with each other, state governments, and the national government.

ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

SUGGESTED WRITING TOPICS:

Write an Informative Essay:

Topic: Federalism – One Nation and Fifty States

- Write a 5 paragraph informative essay on the system of divided powers between the Federal and State governments, also known as Federalism. Students need to identify an example of both shared and reserved powers for each level of government. Finally, students should explain why it is needed and how it benefits the people. Use evidence from your research, logic, and reasoning to support your position.

Write an Informative Essay:

Topic: Conflict and Cooperation Between Governments

- Write a 5 paragraph informative essay on the need for local governments and the conflicts that arise between local governments in a state. Finally, students should explain how these conflicts can lead to cooperation between local governments and the role the state can play. Use evidence from your research, logic, and reasoning to support your position.

Write a Persuasive Essay:

Topic: Three Types of Economies

Choose one (1) of the three (3) types of economies studied and write a 5 paragraph persuasive essay explaining why their choice is the superior economy. Use strong evidence from your research, logic, and reasoning to support your position.

RESOURCES:

1. Primary Sources
2. Textbook
3. Internet
4. Separate But Equal: Brown v. Board of Education
5. A Civil Action: Civil Law
6. Documentary: Air Force One: Executive Branch
7. Documentary: Inside the Secret Service: Federalism within Justice Department
8. 12 Angry Men: Judicial Branch
9. Gideon's Trumpet: Bill of Rights
10. American Violet: Criminal Justice
11. www.icivics.org
12. www.portal.state.pa.us
13. www.whitehouse.gov
14. Online Video Resources
 - <http://www.discoveryeducation.com/>
 - Standard Deviants School American Government: Bureaucracy
Description: Describes different types of American bureaucracy, how it works, and how it creates accountability.
 - <http://www.discoveryeducation.com/>
 - Gambling and Judicial Review
Description: In Part One, the students will play the role of Supreme Court Justices to decide whether a state statute banning casino television advertising violates the First Amendment's guarantee of freedom of speech. Part Two asks students to reflect upon their experience as judges and focuses on the role of the United States Supreme Court in our government.
 - <http://www.discoveryeducation.com/>
 - American History: Racial Inequality: Remnants of a Troubled Time
Description: Investigate the United States' early history of slavery and the legacy of the battle for equal rights in this country. Examine the major social and economic challenges facing the North and the South after the Civil War. Take an in-depth look at Brown v. Board of Education, and assess the country's progress a half-century later.

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COURSE: Civics	GRADE(S): 10
UNIT 5: Foundations of Economics	TIMEFRAME:

PA CORE STANDARDS:

Civics and Government:

5.9 PRINCIPALS AND DOCUMENTS OF GOVERNMENT

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

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

5.1.C. C. Evaluate the application of the principles and ideals in contemporary civic life. Liberty/Freedom, Democracy, Justice.

5.1.C. D. Evaluate state and federal powers based on significant documents and other critical sources. Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.

5.1.C. E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.1.C. F. Evaluate the role of nationalism in uniting and dividing citizens.

5.10 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

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

5.2.C. B. Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

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5.2.C. D. Evaluate and demonstrate what makes competent and responsible citizens.

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

5.3.C. B. Compare and contrast policymaking in various contemporary world governments.

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

5.3.C. I. Evaluate tax policies of various states and countries.

5.3.C. J. Evaluate critical issues in various contemporary governments.

5.4 HOW INTERNATIONAL RELATIONSHIPS FUNCTION

5.4.C. A. Examine foreign policy perspectives, including realism, idealism, and liberalism.

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C.1.2 Forms of Government/Significant Documents

C.1.2.1 Analyze the characteristics of and methods employed by various systems of government to achieve their goals.

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C.2.1.1 Analyze the civic roles, rights, and responsibilities of individuals in the United States.

C.2.1.2 Evaluate the factors that make competent and responsible citizens.

C.2.2 Functions of Groups and Organizations

C.2.2.1 Analyze the roles of political parties and special interest groups.

C.2.2.2 Analyze the methods used to influence the political process, public policy, and public opinion.

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C.2.3.1 Analyze the application of civic principles and ideals in contemporary life.

C.2.3.2 Examine arguments for the necessity of government.

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C.2.4.1 Critique the various roles that individuals, symbols, and symbolic events play in civic discourse.

C.2.4.2 Evaluate strategies used to avoid or resolve conflict in society and government.

C.2.4.3 Analyze the role of media on the creation or resolution of conflict in society.

KEY CONCEPTS

1. Citizens understand their rights and practice their responsibilities in a vibrant society.
2. Civil discourse and thoughtful deliberation are necessary to promote the common good and protect the individual.
3. Adherence to the rule of law validates an individual's responsibility to society.
4. Engaged citizens understand the workings of government and use historic precedents in shaping thought and action.
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9. Nationalism plays a number of influential roles with far-reaching consequences in an interdependent world.
10. Political and economic ideas motivate societies to new behaviors.
11. The enjoyment of human rights and their exercise are dependent upon the community of nations and their citizens maintaining vigilance on governments and their actions.
12. Technological innovation shakes the institutions of society to their roots, with advantageous and disastrous consequences.

UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. **Describe** the characteristics of people's many wants and how resources satisfy wants.
 - People's most basic wants are for food, clothing, and shelter.
 - People's wants are almost endless.
 - Wants are influenced by environment, which society you live in, and one's values.
 - A person's wants can change over time even within the same environment and society.
 - Some wants can only be satisfied for short periods of time.
2. **Identify** the steps of production to consumption.
 - A person has a want that they need satisfied.
 - Resources of land, labor, and capital are combined in a process called production to create the goods and services that satisfy the want.
 - Goods and services are then made available to the person who wanted them through the process of distribution.
 - Finally, the goods and services are bought and used during the process of consumption, which then satisfy the want.
3. **Analyze** how choices are made to satisfy wants.
 - There are never enough resources to satisfy everyone's wants, therefore people have to make choices about which wants will be satisfied and which will not.
 - Consumers must evaluate the potential benefits of each possible choice.
 - Consumers then evaluate the cost of each potential decision, which is the cost of the decision as well as the benefits of the alternate choices that were foregone.
4. **Evaluate** how scarcity affects economic choices.
 - Scarcity means that resources are always limited compared with the number and variety of wants people have.
 - Individuals, communities, large businesses, and governments must consider scarcity when making economic decisions.
 - Each must prioritize how scarce resources should best be used.
 - Individuals, communities, businesses, and governments do not have the same goals that determine how resources are "best" used.
 - Individuals focus on greatest personal satisfaction.
 - Communities focus on what is for the greatest well-being of the community.
 - Businesses focus on profit.
 - Governments focus on pleasing the most vocal constituents and national agendas.
5. **Analyze** that determining what and how much to produce is a basic economic choice.
 - First basic economic question to be answered.
 - What people want and how much of it is the first decision to be answered in determining how to use scarce resources.
6. **Explain** why deciding how to produce goods and services is a second basic economic question.
 - Producers need to choose how they are going to produce their goods.
 - Most cost efficient way or with the highest quality?
 - Organically grown or use pesticides?
 - Made in USA or use cheap labor overseas?
 - Handmade with workers or use machinery?
 - Build and own a factory or rent warehouse space?
 - Use the latest technology or old fashion traditional ways?
7. **Describe** how deciding who will get goods and services is a third basic economic decision.
 - Producers need to decide how the goods and services will be divided up.
 - Be distributed equally among the people?
 - Should those with the most resources be able to receive the most products?
 - Should people receive what they want, or what they need?
 - Societal values and goals help decide who gets goods and services.
 - Societies that value freedom might let citizens compete freely for goods and services.
 - Societies that value equality might force citizens to share products and services regardless of ability to buy or purchase them.
8. **Describe** traditional economies.
 - Economy where the basic economic decisions are made according to long-established patterns of behavior that are unlikely to change.
 - Tradition dictates what to produce, how to produce it, who gets what is produced, and who

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owns the resources.

9. Describe command economies.

- Economy where the government or central authority owns or controls the factors of production and makes the basic economic decisions.
- Government usually controls the important parts of the economy such as transportation, communication, banking, manufacturing and education.
- Who gets what depends on the goals and values of the central authority, not private individuals.

10. Describe market economies.

- Economy in which private individuals own the factors of production and are free to make their own choices about production, distribution, and consumption.
- All economic decisions are dictated by the laws of supply and demand.
- Market economies are influenced by competition.
 - Producers compete to satisfy the wants of consumers.
 - Workers compete for jobs.
 - Owners compete for the best employees.
 - Buyers compete for products.
- Profit seeking influences market economies.
 - Profit is the incentive that encourages a person to take economic risks.
- Two names for the market economy.
 - Free Enterprise: system in which individuals in a market economy are free to undertake economic activities with little or no control by the government.
 - Capitalism: system in which people make their own decisions about how to save resources as capital and how to use their capital to produce goods and provide services.

11. Compare modern-day economics in China and the United States of America.

- Almost all modern-day economies are a form of a mixed economy that leans more toward command or market economies.
- Mixed-Command economy of China:
 - In the late 1980's and 1990's China took steps away from its fully command economy to have some aspects of a market economy.
 - Today in China there are more and more privately owned businesses.
 - Overseas companies are competing to invest in China.
 - China's government still continues to control the most important industries in the economy.
- Mixed-Market economy of United States of America:
 - Individuals and privately owned businesses own the factors of production in the economy.
 - Business owners are free to compete with each other.
 - Consumers are free to buy and consume any goods they want and can afford.
 - The government, however, does subsidize certain industries and provides certain services such as education, mail delivery, and national defense.
 - Government also provides such goods as highways and airports.

SUGGESTED ACTIVITIES:

- 8. View** the ACDCLeadership YouTube video on Scarcity and Exchange: EconMovies #1: Star Wars
- 9. Choose**, in small groups, a product to develop. Then, as a group, **decide** the basic economic decisions. **Present** to the class for class debate.
- 10. Research**, in groups of three, the three basic types of economies. **Create** a collage with pictures and information on poster board about each economic system.

ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

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SUGGESTED WRITING TOPIC:

Write a Persuasive Essay:

Topic: Three Types of Economies

- Choose one (1) of the three (3) types of economies studied and write a 5 paragraph persuasive essay explaining why their choice is the superior economy. Use evidence from your research, logic, and reasoning to support your position.

ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

RESOURCES:

1. Primary Sources
2. Textbook
3. Internet
4. Separate But Equal: Brown v. Board of Education
5. A Civil Action: Civil Law
6. Documentary: Air Force One: Executive Branch
7. Documentary: Inside the Secret Service: Federalism within Justice Department
8. 12 Angry Men: Judicial Branch
9. Gideon's Trumpet: Bill of Rights
10. American Violet: Criminal Justice
11. www.icivics.org
12. www.portal.state.pa.us
13. www.whitehouse.gov
14. Online Video Resources
 - <http://www.discoveryeducation.com/>
 - Standard Deviants School American Government: Bureaucracy
Description: Describes different types of American bureaucracy, how it works, and how it creates accountability.
 - <http://www.discoveryeducation.com/>
 - Gambling and Judicial Review
Description: In Part One, the students will play the role of Supreme Court Justices to decide whether a state statute banning casino television advertising violates the First Amendment's guarantee of freedom of speech. Part Two asks students to reflect upon their experience as judges and focuses on the role of the United States Supreme Court in our government.
 - <http://www.discoveryeducation.com/>
 - American History: Racial Inequality: Remnants of a Troubled Time
Description: Investigate the United States' early history of slavery and the legacy of the battle for equal rights in this country. Examine the major social and economic challenges facing the North and the South after the Civil War. Take an in-depth look at Brown v. Board of Education, and assess the country's progress a half-century later.

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COURSE: Civics	GRADE(S): 10
UNIT 6: American Legal System	TIMEFRAME:

PA CORE STANDARDS:

Civics and Government:

5.11 PRINCIPALS AND DOCUMENTS OF GOVERNMENT

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

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

5.1.C. C. Evaluate the application of the principles and ideals in contemporary civic life. Liberty/Freedom, Democracy, Justice.

5.1.C. D. Evaluate state and federal powers based on significant documents and other critical sources. Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.

5.1.C. E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.1.C. F. Evaluate the role of nationalism in uniting and dividing citizens.

5.12 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

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

5.2.C. B. Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

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

5.2.C. D. Evaluate and demonstrate what makes competent and responsible citizens.

5.3 HOW GOVERNMENT WORKS

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

5.3.C. B. Compare and contrast policymaking in various contemporary world governments.

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

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

5.3.C. E. Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.

5.3.C. F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

5.3.C. G. Evaluate the impact of interest groups in developing public policy.

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

5.3.C. I. Evaluate tax policies of various states and countries.

5.3.C. J. Evaluate critical issues in various contemporary governments.

5.4 HOW INTERNATIONAL RELATIONSHIPS FUNCTION

5.4.C. A. Examine foreign policy perspectives, including realism, idealism, and liberalism.

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

5.4.C. C. Evaluate the effectiveness of international organizations, both governmental and nongovernmental.

5.4.C. D. Evaluate the role of mass media in world politics.

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

ASSESSMENT ANCHORS:

C.1.1 Purpose and Functions of Government

C.1.1.1 Evaluate the development and impact of domestic policy.

C.1.1.2 Explain how U.S. foreign policy is developed and analyze its domestic and global impacts.

C.1.1.3 Analyze the evolution of civil and human rights and explain the role that governments play in protecting those rights.

C.1.2 Forms of Government/Significant Documents

C.1.2.1 Analyze the characteristics of and methods employed by various systems of government to achieve their goals.

C.1.2.2 Describe and analyze local, state, and federal roles in policy making by citing evidence of their authority to do so.

C.1.3 Processes of Government

C.1.3.1 Analyze the structure, organization, and operation of various levels of government as they relate to the creation of legislation and the enforcement of laws.

C.1.3.2 Analyze and describe election processes.

C.1.4 Interpretation and Application of Law

C.1.4.1 Analyze the powers, influence, and limitations of government agencies in creating, amending, and enforcing policies.

C.1.4.2 Analyze the interpretation of the U.S. Constitution and the Pennsylvania Constitution by the courts.

C.2.1 Role of Individual Citizens

C.2.1.1 Analyze the civic roles, rights, and responsibilities of individuals in the United States.

C.2.1.2 Evaluate the factors that make competent and responsible citizens.

C.2.2 Functions of Groups and Organizations

C.2.2.1 Analyze the roles of political parties and special interest groups.

C.2.2.2 Analyze the methods used to influence the political process, public policy, and public opinion.

C.2.3 Political Philosophies

C.2.3.1 Analyze the application of civic principles and ideals in contemporary life.

C.2.3.2 Examine arguments for the necessity of government.

C.2.4 Competing Interests and Ideas

C.2.4.1 Critique the various roles that individuals, symbols, and symbolic events play in civic discourse.

C.2.4.2 Evaluate strategies used to avoid or resolve conflict in society and government.

C.2.4.3 Analyze the role of media on the creation or resolution of conflict in society.

KEY CONCEPTS

1. Citizens understand their rights and practice their responsibilities in a vibrant society.
2. Civil discourse and thoughtful deliberation are necessary to promote the common good and protect the individual.
3. Adherence to the rule of law validates an individual's responsibility to society.
4. Engaged citizens understand the workings of government and use historic precedents in shaping thought and action.
5. An engaged citizen is a life-long learner continuing to benefit from internal maturity and external influences.
6. A thoughtful citizen evaluates the accuracy of communications and analyzes media sources attempting to influence the public agenda.
7. The choices we make, whether as consumers or as citizens active in politics, impact people around the globe.
8. The rapid pace of technological change has established unprecedented economic, political, and cultural interdependence among nations and individuals.
9. Nationalism plays a number of influential roles with far-reaching consequences in an interdependent world.
10. Political and economic ideas motivate societies to new behaviors.
11. The enjoyment of human rights and their exercise are dependent upon the community of nations and their citizens maintaining vigilance on governments and their actions.
12. Technological innovation shakes the institutions of society to their roots, with advantageous and disastrous consequences.

UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. **Examine** and **explain** the problem of crime in the United States.
 - Crime affects many people each year and costs people, businesses, and governments billions of dollars each year.
 - Crime levels differ from place to place. Statistics show crime generally occurs at a higher rate in poorer urban neighborhoods and lower rates in suburban and rural communities (population density).
 - Crime causes fear and uncertainty in society and, as it increases, quality of life decreases.
2. **Identify** and **describe** types of crime.
 - Crimes against people – acts that threaten, hurt, or end people's lives.
 - Murder or homicide
 - Rape
 - Assault
 - Crimes against property - These crimes occur more than any other type of crime.
 - Larceny - stealing anything of value (shoplifting, car theft).
 - Robbery - taking property from another person by force.
 - Burglary - breaking into a building and committing a crime of theft.
 - White-Collar Crime - committed by business workers and involves embezzlement or stealing money.
 - Victimless crime - crimes that hurt the perpetrator
 - Examples - drug use or gambling
 - Crimes against the government
 - Treason - betrayal of one's country
 - Terrorism - violence or threat of violence to manipulate the government and society with fear.
3. **Discuss** causes of crime.
 - Poverty and lack of education - people resort to crime because of lack of economic opportunity.
 - Social change and changing values
 - New technology sparks the need to learn new skills or migrate to other parts of the country.
 - Values change, people loose sense of what is right or wrong.
 - Poor Parenting - dysfunctional families and abusive parents raise children who do not function well as adults.
 - Drug use and mental illness - many crimes are perpetrated by individuals who are under the influence of drugs and alcohol. Many other crimes are committed by people suffering from mental illness.
 - Permissive courts - some people claim courts are too lenient. Too few criminals are sent to prison, or receive very short sentences.
 - Not enough money for police - too few law enforcement officers.
 - Violence in the media influences people especially children that certain criminal actions and violence is permissible or even "glorified".
4. **Describe** the arrest and pretrial process.
 - Suspects are arrested after police obtain probable cause or they have a warrant for a person's arrest. Police, during the arrest, must inform the suspect of their Constitutional rights.
 - The accused then is given a phone call and placed in a cell. They often will arrange a lawyer for their defense.
 - The District Attorney then receives the case and decides on how to proceed to gain a conviction.
 - The accused then receives a preliminary hearing in which the DA has to present enough evidence for a trial. The judge will then assign an attorney, if the defendant cannot afford one. Finally, the defendant will enter a plea of guilty or not guilty. If they plead not guilty, then the judge will set bail.
 - Grand Juries can be called for serious crimes and consist of 16-23 people. This type of jury determines if there is enough evidence to go to trial (5th amendment right).
 - Pretrial motions may be used in some cases especially pertaining to evidence or trial location.

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- Plea Bargaining occurs before a trial when the defendant pleads guilty to receive a lesser sentence and avoids going to trial. This process allows for more cases to be decided but people claim it causes more crime because criminals receive reduced sentences.
5. **Identify** and **explain** aspects of going to trial.
- Jury selection - the prosecution and defense select members of jury to the best of their ability to receive a favorable outcome for their side.
 - Trial – is guaranteed by the Constitution and is the process of determining a just outcome for both defendant and society. Witnesses are called to testify and evidence is presented to the jury. A Judge ensures the law is being followed and the trial proceedings are legal.
6. **Describe** the function of correctional institutions.
- Cities and counties run jails, which hold people waiting for trial and people that were convicted of misdemeanors.
 - States and the Federal government run prisons for people convicted of serious crimes.
 - Parole - an inmate's term may be reduced for good behavior and they would serve the rest of their sentence outside of prison.
 - Prisons will train inmates and some have work release programs for non-violent offenders.
7. **Discuss** challenges facing the criminal justice system.
- Lack of funding
 - Lack of judicial infrastructure and personnel. Overcrowding of prisons.
 - Increased number of young offenders and how to properly deal with young criminals.
8. **Identify** proposals for fighting crime.
- Crime prevention programs – neighborhood watch, education, attacking other social problems (poverty, drugs, mental illness).
 - Being tougher on criminals – longer mandatory sentences, capital punishment, less plea bargaining.
 - Rehabilitation – in prison programs dealing with drugs, alcohol, education and job training. Set up halfway houses and programs to help freed inmates upon release.
9. **Describe** the history of juvenile courts.
- Most states designate a juvenile as a person under the age of 18 (few states set age at 16-17).
 - The goal of juvenile court is to look after the well-being of the child. The court acts in the best interest of the child.
10. **Describe** juvenile court procedure.
- Police arrest a juvenile and the accused child goes through an informal court process. The case is sent to juvenile court and a social worker will review the case and decide if it should be dismissed or sent to court.
 - Initial Hearing - the judge must be convinced the law was broken and he/she examines the evidence in order to proceed or dismiss case.
 - Adjudicatory Hearing - this takes the place of a trial. It is not public. The defendant may have a lawyer and the judge decides the case.
 - Dispositional Hearing - judge determines the sentence in accordance with what is best for the child (State institution, group home, or probation).
 - Aftercare - parole officers work with children after their placement to help with school or work.
11. **Evaluate** possibilities for strengthening Juvenile Justice.
- Community-Based programs - group homes instead of large state facilities. Psychologists and social workers will be able to work with the children in a more regular setting. Youths could also continue their education.
 - Diversion programs - alternative programs to prevent crime and show youths other possibilities in life. Youths could be involved in wilderness programs or other educational camps.
12. **Explain** the principles of civil law.
- Main purpose is to settle a dispute. Civil courts depend on two main principles for settling conflicts: principle of compensation and principle of equity.
 - Compensation - a person has a right to receive compensation for damages they have received in a situation. Many times money is the form of compensation sought to relieve certain damages.

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- Equity - not every case can be settled with money, sometimes courts rely on equity or general rules of fairness. Courts may issue an injunction to force an action or stop harm.

13. Describe some types of Civil Cases.

- Property Cases - damages to property (usually money settlement)
- Trespassing Cases - equity settlement injunction ordering a person to stay away
- Consumer cases - dealing with product satisfaction and deal with the Uniform Commercial code. The Uniform Commercial code also deals with contracts between buyers and sellers.
- Housing Cases - cases between landlords and tenants dealing with the conditions of the lease.
- Domestic Relations Cases - cases dealing with divorce, and custody.
- Probate cases - disputes on how to divide property left in a will or an estate

14. Explain preparation for a civil trial.

- Court filings - lawsuit begins with a complaint that explains the harms against a plaintiff. It explains the damages and suggests a possible solution as in money or equity.
- The defendant responds with what is called an "answer" to the complaint that is an admission or denial of the complaint. If he/she submits a denial then they will receive a summons to appear in court.
- Then both plaintiff and defendant obtain evidence through the process called discovery. They can subpoena witnesses or documents, and depose a witness by questioning that person before trial.

15. Identify problems in civil courts.

- Court delays - too many cases not enough courts or personnel, some cases take more than a year to complete, gathering evidence causes many delays.
- High costs - trials are expensive and many experienced lawyers charge high hourly fees. Other costs include filing fees and payments for expert witnesses.

16. Explain ways to avoid civil trials.

- Mediation - people agree to use a third party to help settle a conflict. The mediator does not make a decision but helps each side come together and settle it amongst themselves.
- Arbitration - a third person to make a legal decision. This person usually a lawyer or an expert on the dispute will listen to both sides and offer a decision to end the dispute. More than 40 states have made all arbitrations binding, which means the decision must be followed.
- Private Judge - people hire a judge to decide their case. Often called "rent - a- judge".
- Referee - a judge can appoint a referee who is often a lawyer and they give up the right to a jury trial. In the end, the judge makes the final decision in the case.
- Mock trial - fast forward trial in which both sides give a summary to a jury which then give an unofficial verdict. This occurs when both sides decides not to go to trial, but would like to see how the case might have been decided. This save the courts time.

17. Describe ways of cutting costs of civil trials.

- Small claims court - when people have a dispute over a small amount of money (\$3,000 – 5,000), this court can offer a quick and inexpensive solution. Trials take less than an hour with a small filing fee. People represent themselves and the judge decides the case.
- Prepaid legal plans - similar to an insurance policy, for a fixed fee all court costs are covered.
- Storefront law offices - these offices provide low-cost legal services usually in a menu style format.

18. Evaluate the debate over large awards.

- Large awards from lawsuits have been debates for years. Some say they are necessary because they help bring justice for the harmed individual. Others argue large wards especially from corporations only leave a burden on the consumers or some services no longer exist because of the cost for insurance. (i.e. medical malpractice insurance)
- Laws have been created to insure that awards are fair and reasonable.

SUGGESTED ACTIVITIES:

11. **Create** a web diagram of the types of crimes.
12. **Write** a position paper explaining what you believe are the top three causes of crime and why you believe that.
13. **View** YouTube video on Criminal Justice System.
14. **Hold** a mock trial in the class. **Assign** every student a role to be played. (Judge, jurors, bailiff, prosecutor, defense attorney, court stenographer, members of the gallery, etc.)
15. **Create** a T-chart of the problems with the criminal justice system in America. On one side list the problems, on the other possible reforms to correct the problems.
16. **Speaker:** Have the School Resource Officer and/or Probation Officer come in and speak about the juvenile justice system.
17. **Develop** a Venn diagram comparing and contrasting the juvenile justice system with the adult justice system.
18. **Write** a position paper explaining the purpose of the juvenile justice system.
19. **Create** a web diagram of the different types of civil cases.
20. **Map** out the path a civil case takes through the civil justice system.
21. **Create** a T-chart of the problems with the civil justice system in America. On one side list the problems, on the other possible reforms to correct the problems.
22. **Create** a web diagram for alternatives to going to court with a civil case.
23. **Debate** large civil court settlements and if they should be allowed or limited. What are the societal impacts that would be felt by both sides?

SUGGESTED WRITING TOPICS:

Write a Persuasive Essay:

Topic: Crime in American Society

- Students will analyze the eight (8) causes of crime identified. They will choose one (1) cause of crime and write a 5 paragraph persuasive essay explaining why their choice is the most influential in causing crime. Use evidence from your research, logic, and reasoning to support your position.

Write a Persuasive Essay:

Topic: Choices in Civil Justice

- Resolved: Civil awards by corporations and insurance companies should be capped or limited in order to reduce harm to the

ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

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American consumers. Students will choose the affirmative (pro) or negative (con) side of this debate on large civil awards. The affirmative side agrees with the resolution and must support it in its entirety. The negative side can disagree with some or all of the resolution. Students should write a persuasive essay supporting the affirmative or negative and be prepared to debate another student in class. Use evidence from your research, logic, and reasoning to support your position.

RESOURCES:

1. Primary Sources
2. Textbook
3. Internet
4. Separate But Equal: Brown v. Board of Education
5. A Civil Action: Civil Law
6. Documentary: Air Force One: Executive Branch
7. Documentary: Inside the Secret Service: Federalism within Justice Department
8. 12 Angry Men: Judicial Branch
9. Gideon's Trumpet: Bill of Rights
10. American Violet: Criminal Justice
11. www.icivics.org
12. www.portal.state.pa.us
13. www.whitehouse.gov
14. Online Video Resources
 - <http://www.discoveryeducation.com/>
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