# American Government

## 1st Quarter

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<tr>
<th>State Standards</th>
<th>Task Analysis</th>
<th>Vocabulary (suggestions only)</th>
<th>Text location and additional resources</th>
<th>Assessment</th>
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<tr>
<td><strong>Goal 4.2:</strong> Build an understanding of the organization and formation of the American system of government</td>
<td><strong>9-12 G. 4.2.6 Principles of Government</strong>&lt;br&gt;- Basic Concepts of Democracy&lt;br&gt;- Students will be able to identify the basic forms of government with an emphasis on democracy.&lt;br&gt;- Analyze the different forms of government</td>
<td>• State&lt;br• Public Policy&lt;br• Sovereignty&lt;br• Preamble to Constitution&lt;br• Unitary&lt;br• Presidential&lt;br• Democratic&lt;br• Confederate&lt;br• Federal</td>
<td>Magruder’s Ch 1&lt;brEssential Question: Is government necessary?</td>
<td>• Identify the purposes of government as listed in the preamble</td>
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<td><strong>Goal 4.1:</strong> Build an understanding of the foundational principles of the American political system.</td>
<td><strong>9-12.G.4.1.1</strong>&lt;br• Recognize and identify the similarities and differences of Limited/Ordered/Representative Gov.&lt;br• Articles of Confederation</td>
<td>• Limited Gov.&lt;br• Ordered Gov.&lt;br• Representative Gov.&lt;br• Natural law&lt;br• Common law</td>
<td>Magruder’s Ch 2&lt;brEssential Question: How does the Constitution reflect the times in which it was written?</td>
<td>• Compare and Contrast the Articles of Confederation and the Constitution</td>
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<td><strong>Goal 4.1:</strong> Build an understanding of the foundational principles of the American political system.</td>
<td><strong>9-12.G.4.1.2</strong>&lt;br• Analyze the ideals and objectives of original organizing documents of the United States&lt;br• Declaration of Independence, Articles of Confederation, US Constitution and Amendments</td>
<td>• Framers&lt;br• Virginia Plan&lt;br• New Jersey Plan&lt;br• Compromise&lt;br• Federalists, Anti-Federalists&lt;br• Unicameral, bicameral&lt;br• Boycott&lt;br• Ratification</td>
<td>Magruder’s Ch 2</td>
<td>• Identify most important groups involved in the ratification process&lt;br• List positive and negative aspects of the documents</td>
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| Goal 4.1: Build an understanding of the foundational principles of the American political system. | 9-12.G.4.1.3 | • Federalism  
• Separation of powers  
• Checks and Balances  
• Majority Rule and Minority Rights  
• Limited Government  
• Constitution  |
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<td>• Explain the central principles of the United States governmental system including written constitutional, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism</td>
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|  | Magruder’s Ch 3  
Essential Question: How has the Constitution lasted through changing times?  |
|  | • Understand the significance of the Bill of Rights and how those liberties apply to contemporary society  |

| Goal 4.2: Build an understanding of the organization and formation of the American system of government. | 9-12.G.4.2.1 | • Judicial  
• Executive  
• Legislative  
• Judicial Review  |
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<td>• Identify the three branches of federal government, their powers, and responsibilities</td>
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<td></td>
<td>Articles I, II, III of Constitution</td>
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|  | • Diagram 3 branches of government  
• Explain the functions of the three branches of government  |

| Goal 4.4: Build an understanding of the evolution of democracy | 9-12.G.4.4.4 | • Judicial  
• Executive  
• Legislative  
• Judicial Review  
• Necessary and Proper Clause  |
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<td>Discuss the interpretation and application of the United States Constitution.</td>
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<td></td>
<td>Articles I, II, III of Constitution</td>
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<td></td>
<td>• Explain the system of checks and balances</td>
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| Goal 4.2: Build an understanding of the organization and formation of the American system of government. | 9-12.G.4.2.2 | • Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments | • Federalism  
• Expressed Powers  
• Implied Powers  
• Inherent Powers  
• Reserved Powers  
• Full Faith and Credit Clause  
• Extradition  
• Privileges and Immunities Clause | Magruder’s Ch 4  
Essential Question: Is the federal system the best way to govern the United States? | • Identify contemporary examples of Federalism and its impact on relations among states |
| Goal 4.2: Build an understanding of the organization and formation of the American system of government. | 9-12.G.4.2.3 | • Analyze and explain sovereignty and the treaty/trust relationship the United States has with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing | • Sovereignty  
• Treaty  
• Reservation | Magruder’s Ch 4 | • Identify the relationship between the federal government and native Americans in regard to treaties and trust |
| Goal 4.4: Build an understanding of the evolution of democracy | 9-12.G.4.4.2 | • Analyze and evaluate states’ rights disputes past and present. | • 10th Amendment  
• 14th Amendment  
• South Dakota v Dole | Magruder’s Ch 4 | • Identify specific state’s rights disputes such as the Affordable Care Act or the drinking age |
| Goal 4.2: Build an understanding of the organization and formation of the American system of government. | 9-12.G.4.2.5 | • Explain the electoral process at each level of government | • Elector  
• Electoral College  
• Primary  
• Absentee voting  
• Coattail effect  
• Caucus  
• Convention  
• Non-voting | Magruder’s Ch 6 /7  
Essential Question: Why do voters act as they do?  
www.270towin.com | • Run a mock election  
• Register eligible students to vote  
• Compare and contrast the strengths and weaknesses of |
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<tr>
<th>Goal 4.3 Build an understanding that all people in the United States have rights and assume responsibilities.</th>
<th>9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.</th>
<th>• Sociological and Psychological factors of voting</th>
<th>the electoral college and a direct popular election</th>
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<td>Goal 4.2 Build an understanding of the organization and formation of the American system of government</td>
<td>9-12.G.4.2.5 Explain the electoral process at each level of government</td>
<td>• Voting</td>
<td>Magruder’s Ch 5/6 Essential Question: Does the two party system help or harm democracy?</td>
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<td>Goal 4.2.4 Build and understanding of the media and its role in shaping public opinion</td>
<td>9-12 G.4.2.4 Analyze the role of the media and its impact on American Government and Politics.</td>
<td>• Two-party system • Minor parties • Electoral college</td>
<td>Analyze the factors of political socialization and voter behavior on contemporary elections and other relevant issues</td>
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<td>Goal 4.2.4 Build an understanding of interest groups and the role that they play in the U.S. Government.</td>
<td>9-12.G.4.2.4 Analyze the role of interest groups and their impact on the American System of Government</td>
<td>• Public Opinion • Mass Media • Scientific Polling</td>
<td>Magruder’s Ch 7 Essential Question: How fair and effective is the electoral process?</td>
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<td>• Interest Group • Lobbying • Public Opinion • Public Policy</td>
<td>Identify the elements of the mass media and the role that the media plays in elections and policy making.</td>
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<td>Identify a specific interest group and discuss policy goals that they are trying to achieve.</td>
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<td><strong>3rd Quarter</strong></td>
<td><strong>Goal 4.4: Build an understanding of the evolution of democracy</strong></td>
<td><strong>Goal 4.2 Build an understanding of the organization of the formation of the American System of Government.</strong></td>
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<td><strong>9-12.G.4.4.3</strong> Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government.</td>
<td><strong>Executive Branch</strong></td>
<td><strong>Pocket Veto</strong></td>
<td><strong>Pardon</strong></td>
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<td><strong>Executive Branch</strong></td>
<td><strong>Legislative Branch</strong></td>
<td><strong>Veto</strong></td>
<td><strong>Amnesty</strong></td>
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<td><strong>Judicial Branch</strong></td>
<td><strong>Filibuster</strong></td>
<td><strong>Cloture</strong></td>
<td><strong>Commutation</strong></td>
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<td><strong>Bureaucracy</strong></td>
<td><strong>Speaker of the House</strong></td>
<td><strong>President Pro-Tem</strong></td>
<td><strong>Reprieve</strong></td>
</tr>
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<td><strong>Magruder’s Ch 10-14</strong></td>
<td><strong>Essential Question:</strong> Can and should the lawmaking process be improved?</td>
<td><strong>Essential Question:</strong> Whose views should members of Congress represent when voting?</td>
<td><strong>Essential Question:</strong> How much power should the President have?</td>
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<td><strong>Analyze the structure, terms, size, and powers of Congress.</strong></td>
<td><strong>Analyze the process of how a bill becomes law, and the roles of the Executive and Judicial Branches in that process.</strong></td>
<td><strong>Analyze the impeachments of American Presidents, and the use of Presidential Pardons.</strong></td>
</tr>
</tbody>
</table>
| Goal 4.3 Build an understanding that all people in the United States have rights and assume responsibilities. | 9-12.G.4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights. | • Naturalization  
• Jus sanguinis  
• Jus soli | Magruder’s Ch 21  
Essential Question: Why are there ongoing struggles for civil rights? |
|---|---|---|---|
| Goal 4.3 Build an understanding that all people in the United States have rights and assume responsibilities. | 9-12.G.4.3.2 Explain the implications of dual citizenship with regard to American Indians | • Shoshone  
• Bannock | Magruder’s Ch 21  
Essential Question: Why are there ongoing struggles for civil rights? |
| Goal 4.4: Build an understanding of the evolution of democracy | 9-12.G.4.4.1 Analyze the struggles for the extension of civil rights | • Civil liberties  
• Civil Rights  
• Due Process  
• Involuntary servitude  
• Suffrage  
• Jim Crow Laws  
• Separate but Equal  
• Integration  
• Affirmative Action | Magruder’s Ch 6, 21  
Essential Question: Why are there ongoing struggles for civil rights? |
| Goal 5.1: Build an understanding of multiple perspectives and global interdependence. | 9-12.G.5.1.2 Describe the characteristics of United States foreign policy and how it has been created and implemented over time. | • Nationalism  
• NATO  
• Internationalism  
• Monroe Doctrine  
• Truman Doctrine | Magruder’s Ch 14  
Essential Question: How much power should the President have?  
Description of the various powers of the president involving foreign policy |
| Goal 5.1: Build an understanding of multiple perspectives and global interdependence | 9-12.G.5.1.3 Identify and evaluate the role of the United States in international organizations and agreements, such as United Nations, NAFTA, and humanitarian organizations. | • International Red Cross  
• NAFTA  
• United Nations  
• UN Security Council | Magruder’s Ch 14  
Essential Question: How much power should the President have?  
Description of the missions of each of the international organizations and the role of the United States |
| Goal 4.3 Build an understanding that all people in the United States have rights and assume responsibilities. | 9-12.G.4.3.4 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States | • Majority Opinion (Concurring)  
• Minority Opinion | Magruder’s Ch 19,20,3  
Describe how the Supreme Court upholds the Constitution |
| rights and assume responsibilities. | States Supreme Court, including *Gideon v. Wainwright, Miranda v. Arizona, Marbury v. Madison* | (dissenting) | Essential Question: How can the judiciary balance individual rights with the common good? | through the hearing of various Constitutional challenges. |