

**Government Units of Study  
2013 - 2014**

<b>Social Studies – Class: Government</b>	<b>Unit 1: Governmental Systems</b>	<b>Unit 2: Political Leaders, Selection, Styles of Leadership</b>	<b>Unit 3: Concepts of Democracy</b>	<b>Unit 4: Democracies and Republics</b>	<b>Unit 5: Economic Systems</b>	<b>Unit 6: Documents, Enlightenment Writing</b>
<b>Key Skills</b>	I will compare and contrast governmental systems including democratic, Totalitarian, monarchic, oligarchic, and theocratic and evaluate their importance.	1. I will explain how political leaders are selected in presidential and Parliamentary systems. 2. I will explain the different styles of leadership such as Authoritarian, Democratic, and laissez faire.	I will describe the concepts of democracy.	I will compare and contrast democracies and republics.	I will identify and explain the roles of government in a market economy.	I will describe ideas that are in the U.S. Constitution and Government that were “borrowed” from other historical documents.
<b>Academic Vocabulary</b>	1.Democratic 2.Oligarchic 3.Totalitarian 4.Theocratic 5.Monarchic 6.Sovereignty 7.Republic	1.Laissez faire 2.Presidential system 3.Authoritarian 4.Parliamentary systems	1.Equality 2.Majority Rule Minority Rights 3.Compromise	1.Democracy 2.Republic 3.Representative Democracy	1.Karl Marx 2.Property Rights 3.Capitalism 4.Adam Smith 5. Mixed Economy 6.Competition 7.Market economy 8.Command Economy 9.Communism 10. Socialism 11.Economic justice	1.Magna Carta 2.Hobbes 3.Montesquieu 4.Enlightenment 5.Locke 6.Rousseau 7.Social Contract 8.Mayflower Compact
<b>Reading Skills</b>	Students will analyze political cartoons that illustrate the	Students will analyze different leadership styles.	Students will read about the 5 concepts of democracy	Students will read a description of both democracies and republics.	Students will read a description of the different types of economic systems.	Student will analyze the Declaration of Independence

**Government Units of Study  
2013 - 2014**

	different governmental systems					
<b>Writing Skills</b>	Students will create a chart or diagram to contrast/compare the listed governmental systems	Create a Venn diagram comparing Presidential and Parliamentary systems	Students will make a flipbook of the concepts of democracy or Students will create a graphic organizer demonstrating the 5 concepts of democracy.	Students will classify the governments as democratic or republican.	After studying different economic systems, students will describe the roles of government in each system.	Students will translate the Declaration of Independence into their own words
<b>Power Standards/GLEs Assessed</b>	Compare and contrast governmental systems, current and historical, including those that are democratic, republican, totalitarian, monarchic, oligarchic, and theocratic and describe their impact.	Explain the processes pertaining to: 1. Selection of political leaders (with an emphasis on presidential and parliamentary systems 2. Functions and styles of leadership (including authoritarian, democratic, <i>and laissez faire</i> )	Explain the importance of the following concepts of democracy. 1. Worth of the individual 2. Equality of all people 3. Necessity of compromise 4. Individual freedom 5. Majority rule and minority rights	Identify and give examples of democracies and republics.	Identify the roles of government in capitalism (market economy), socialism and Communism.	Describe the historical foundations of the United States government system as reflected in the following documents: 1. Magna Carta 2. Enlightenment writing of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory 3. Mayflower Compact
<b>Approximate Instruction Dates</b>	1 Week	1 Week	2 Weeks	½ Week	2 Weeks	1 Week

**Government Units of Study  
2013 - 2014**

<b>Social Studies – Class: Government</b>	<b>Unit 7: Representation</b>	<b>Unit 8: Due Process of Law</b>	<b>Unit 9: Changing Role of Government</b>	<b>Unit 10: Constitutional Principles</b>	<b>Unit 11: Constitution</b>	<b>Unit 12: Citizenship</b>
<b>Key Skills</b>	I will apply the concept/idea of representation to past and present events.	I will apply the concept/idea of due process of law to past and present events.	I will explain and assess the changes in philosophy, limits, and duties of Government over time.	<ol style="list-style-type: none"> <li>1. I will apply the concept/idea of separation of powers to past and present events.</li> <li>2. I will apply the concept/idea of checks and balances to past and present events.</li> <li>3. I will apply the concept/idea of Federalism to past and present events.</li> <li>4. I will apply the concept/idea of popular sovereignty to past and present events</li> <li>5. I will apply the concept/idea of judicial review to past and present events.</li> </ol>	I will describe the Constitution, its amendments and its principles.	<ol style="list-style-type: none"> <li>1. I will be able to define citizenship.</li> <li>2. I will list and explain the responsibilities and duties I have as a citizen.</li> </ol>
<b>Academic Vocabulary</b>	<ol style="list-style-type: none"> <li>1. Representation</li> <li>2. Direct Democracy</li> <li>3. Indirect Democracy</li> <li>4. New Jersey Plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Due process of law</li> <li>2. Miranda vs Arizona</li> <li>3. Rule of Law</li> </ol>	<ol style="list-style-type: none"> <li>1. Duties</li> <li>2. Philosophy</li> <li>3. Limits</li> </ol>	<ol style="list-style-type: none"> <li>1. Separation of powers</li> <li>2. Legislative Branch</li> <li>3. Judicial Branch</li> <li>4. Executive Branch</li> <li>4. Montesquieu</li> </ol>	<ol style="list-style-type: none"> <li>1. Plessy v. Ferguson</li> <li>2. Brown v Board of Education</li> <li>3. Bill of Rights</li> <li>4. Virginia Plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Civic responsibilities</li> <li>2. Jus Sanguinis</li> <li>3. Citizen</li> <li>4. Civic duty</li> <li>5. Jus Soli Alien</li> </ol>

**Government Units of Study  
2013 - 2014**

	<p>5.Virginia Plan 6.Connecticut Compromise (Great Compromise) 7.Representative Democracy</p>			<p>5.Checks and balances 6.Constitutional principles 7.Federalism 8.Reserved Powers 9.Delegated/Expressed Powers 10.McCulloch v Maryland 11.Concurrent Powers 12.Inherent Powers 13.Implied Powers 14.Popular sovereignty 15.Judicial review 16.Marbury v Madison</p>	<p>5.New Jersey Plan 6.Suffrage 7.Connecticut Compromise</p>	<p>6.Naturalization</p>
<b>Reading Skills</b>	Students will read the New Jersey and Virginia Plans	Students will read landmark court cases	Students will read historical documents demonstrating the changing role of government	Given the cases of: Marbury v. Madison, McCulloch v. Maryland, Miranda v Arizona, Plessy v. Ferguson, and Brown v. Topeka Board of Education have students analyze how each case demonstrates judicial review and how they led to social changes in the U.S.	Students will read the 27 amendments to the Constitution.	Students will read a list of scenarios to determine whether they are a responsibility or a duty of citizenship.
<b>Writing Skills</b>	Student will explain	Students will	Students will write a	Students will	Students will	Make a list of

**Government Units of Study  
2013 - 2014**

	the Connecticut Compromise (Great Compromise)	explain the precedent set in each of the landmark cases.	constitution based on their view of the proper role of government	analyze the checks and balances involved with each step of the process of how a bill becomes a law.	describe the meaning of the amendments to the Constitution.	responsibilities/duties of citizens and describe what impact they can have on the community.
<b>Power Standards/GLEs Assessed</b>	Apply the following principle of constitutional democracy to historical and contemporary issues: representation.	Apply the following principle of constitutional democracy to historical and contemporary issues: due process of law	Assess the changing role of government: 1. Philosophy 2. Limits 3. Duties	Apply the following principle of constitutional democracy to historical and contemporary issues: 1.separation of powers 2.checks and balances 3.Federalism 4.Popular sovereignty, 5.judicial review	Analyze the evolution of American democracy, its ideas, institutions, and political processes, including: 1. Constitution and amendments with emphasis on the Bill of Rights, and the Federalist Papers. 2. Struggle for civil rights as it applies to suffrage (14,15, 19, 24 & 26 Amendments) 3. Equality under the law as it applies to Plessy v Ferguson and Brown v Board of Education.	Define American citizenship and determine the duties and responsibilities of individual citizens.
<b>Approximate Instruction</b>	½ week	On-Going	On-Going	3 Weeks	2 Weeks	½ Week

**Government Units of Study  
2013 - 2014**

<b>Dates</b>						
<b>Social Studies – Class: Government</b>	<b>Unit 13:</b> Political Parties and Interest Groups	<b>Unit 14:</b> Legislative Branch	<b>Unit 15:</b> Executive Branch	<b>Unit 16:</b> Financing the Government	<b>Unit 17:</b> Judicial Branch	<b>Unit 18:</b> State and Local Government
<b>Key Skills</b>	I will evaluate the characteristics, roles, and importance of political parties and interest groups.	I will be able to describe how a bill becomes a law	I will describe how laws are enforced.	I will analyze how people, businesses and government affect monetary and fiscal policy.	I will describe how laws are interpreted	I will describe the structure and purposes of state and local governments.
<b>Academic Vocabulary</b>	1.Political party 2.Interest group 3.Minor Party 4.Spoiler 5.Liberal 6.Conservative 7.Independent 8.Lobby 9.PAC	1.Bill 2.Conference Committee 3.Quorum 4.Filibuster 5.Cloture 6.Veto 7.Pocket Veto	1.Bureaucracy 2.Cabinet 3.Executive Departments 4.Executive Orders	1.Monetary policy 2.Federal Reserve System 3.Federal Reserve Board 4.Fiscal policy 5.Interest rates 6.Deficit 7.National Debt 8.Surplus	1.Judicial Review 2.Supreme Court 3.Appeals Court 4.District Court 5.Jurisdiction (Original, appellate, concurrent and exclusive) 6.Double Jeopardy 7. Majority opinion 8.Dissenting opinion 9.Concurring opinion	1.General Assembly 2.Governor 3.Municipality 4.Local 5.Initiative 6.Referendum 7.Recall 8.Mayor 9.City Manager 10.Commission System

**Government Units of Study  
2013 - 2014**

<b>Reading Skills</b>	The students will read the modern platforms of each of the major political parties.	The students will analyze Article 1 of the Constitution.	The students will analyze Article 2 of the Constitution	The students will analyze the 16 <sup>th</sup> amendment.	The students will analyze Article 3 of the Constitution.	The students will analyze the Missouri Constitution.
<b>Writing Skills</b>	Students will write the modern characteristics of the major political parties.	Students will create a chart to demonstrate the process of how a bill becomes a law.	Students will write a paragraph on the order of presidential succession.	Students will write a paragraph describing the government services that benefit them.	Student will create their own opinion on a major case in history.	Students will compare and contrast the Missouri Constitution with the United States Constitution
<b>Power Standards/GLEs Assessed</b>	Evaluate the roles and influence of political parties and interest groups	Describe the process of how laws are made	Describe how laws are enforced.	Analyze the roles that people, business and government play in economic systems, such as: 1. monetary policy (why the Federal Reserve System influences interest rates and money supply) 2. fiscal policy (government taxation and spending)	Describe how laws are interpreted by the court system	Describe the structure and purposes of government at the state and local level.
<b>Approximate Instruction Dates</b>	1 Week End of 1 <sup>st</sup> Semester	Beginning of 2 <sup>nd</sup> Semester 5 Weeks	4 Weeks	1 week	4 Weeks	1 Week  End of 2 <sup>nd</sup> Semester