

CKSD Curriculum Unit (Chapter 1)
Principles of Democracy
Suggested Length of Unit 12 to 14 Days
Instructor: Mr. Rodgers / Mr. Burket

Foundations of Government

- In this unit we will examine the origins of government, types of government, and the role of government in the economic system

Major Academic Standards Addressed

Government and Civics

- 5.1.12.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
 - 5.1.12.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
 - 5.1.12.C. Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality
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What students should know

- The basic functions of government are to provide leadership, maintain order, provide public services, provide national and economic security, and provide economic assistance
 - The difference between a nation and state
 - The major theories on the origins of the state, including social contract theory
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Objectives:

- **SWBAT:**
 - correctly answer of 25 out of 30 test questions which a combination of multiple choice questions, matching, true/false, and short answer questions on the content listed above.
 - Describe the features of a state
 - Explain why governments were created
 - Categorize the functions of governments
 - Describe the goals of capitalism
 - Explain Adam Smith's belief in a laissez-faire economic approach
 - Summarize Karl Marx's basic theory about communism
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Essential Questions

- What are the purposes of government?
 - What principles guide different types of government?
 - What is the role of government in different types of economic systems?
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Assessments

- **In-class assignments**
 - Interpreting and Analyzing Images
 - Political Cartoons
 - Period Paintings
 - Period Photographs
 - Maps / Graphs / Diagrams
 - Interpreting period documents
 - Examples
 - Declaration of Independence
 - US Constitution
 - Tests (M.C. & Short answer with varying degrees of Web's D.O.K.)
 - In-class Assignments
 - Guided reading or viewing questions
 - Actively participating orally or in writing
 - Quizzes (One per marking period)
 - Note Book (Define vocabulary terms and answer lesson review questions)
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Best Instructional Practice(s):

- Previewing key vocabulary words
- Clear, direct, and explicit instruction
- Formative Assessment
- Teacher think-a-louds
- Graphic Organizers
- Self-Assessment
- Scaffolding
- Jig-sawing

**CKSD Curriculum Unit (chapter 2)
8th Grade American History
Suggested Length of Unit – 14 to 16 Days
Instructor: Mr. Rodgers / Mr. Burket**

Origins of American Government

- In this unit we will examine our government in colonial America, the fight for independence, America's 1st constitution (Article of Confederation), and the creation of the U.S. Constitution

Major Academic Standards Addressed

Government and Civics

- 5.1.12.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
- 5.1.12.C. Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality
- 5.1.12.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

What students should know

- How to explain our political heritage (ie. English Bill of Rights, English law, Limited government, Representative government, Magna Carta, and Political Philosophers) influenced and shaped our current federal government.
- That colonial governments had little interference from the English Crown and Parliament for most of the time prior to the Revolutionary War.
- The first governing body that united the 13 colonial governments was the Continental Congress and its most consequential actions.
- The Declaration of Independence expressed that all people had natural rights that cannot be taken away by government, that government should be founded on human liberty and on the concept of consent of the governed.
- The Articles of Confederation was our first constitution as a free and independent nation. However, it did not give the central government nearly enough power to confront the problems a young nation was facing. As a result of its inability to confront such problems, the founders of this nation created the U.S. Constitution which gave the necessary power to our central government.
- The problems and solutions in the creation of the U.S. Constitutions. For example, how would voting power be divided among big states versus smaller populated states AND how it would be doled out for states with large slave populations versus small slave populaces. Another example would be the debate over having a strong government or an intentionally weak one (Federalists vs. Antifederalist)

Objectives:

- **SWBAT:** correctly answer of 25 out of 30 test questions which a combination of multiple choice questions, matching, true/false, and short answer questions on the content listed above.

- Describe the limits set on the monarchy in the English Bill of Rights
 - Explain representative government
 - Identify sources that influenced the formation of colonial government
 - Analyze the ways colonial governments were limited and representative
 - Explain the reasons the colonists declared independence
 - Analyze the text of the Declaration of Independence
 - Compare and contrast what the national government could and could not do under the Articles of Confederation
 - Identify problems that arose in the Confederation period
 - Explain the differences between the Virginia Plan and the New Jersey plan and how the Connecticut Compromise resolved the differences
 - Analyze the impact slavery had in the formation of the Constitution
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Essential Questions

- What influenced the development of our government institution?
 - Why and how did the colonists declare independence?
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Assessments

- Same as Unit 1
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Best Instructional Practice(s):

- Same as Unit 1

**CKSD Curriculum Unit (chapter 3)
8th Grade American History
Suggested Length of Unit – 20 to 22 Days
Instructor: Mr. Rodgers / Mr. Burket**

The Constitution

- In this unit we will examine the principles of the Constitution, the 3 branches of government, constitutional amendments, and state constitutions
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Major Academic Standards Addressed

Government and Civics

- 5.1.12.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
- 5.1.12.C. Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality

- 5.1.12.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
- 5.1.12.E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.12.A. Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.

What students should know

- How the U.S. Constitution is divided and organized as a document and what sections correlate to what aspect of our government.
- The objectives of the US Constitution as stated in the preamble and be able to interpret a base meaning for each one.
- The principles of the US Constitutions as describe in the student text, accurately describe them, and be able to relate them to a current event. Such principles are; Popular sovereignty, limited government, Federalism, Separation of Powers, Checks/Balances, and Individual Rights.
- The roles, rights, & powers granted to each branch of government
- The roles, rights, & powers granted to the national government versus the states government by the USC
- The first 10 amendments of the USC and be able to accurately describe each one with great detail.
- Amendments 11 through 27 of the USC at a cursory level of understanding
- Describe the process of making an amendment to the USC
- The role that state and local governing bodies play in our lives today

Objectives:

- **SWBAT:** correctly answer of 25 out of 30 test questions which a combination of multiple choice questions, matching, true/false, and short answer questions on the content listed above.
- Explain the fundamental principles of the U.S. Constitution
- Apply their understanding of the Constitution to government actions
- Describe the Articles of Confederation
- Explain the fundamental principles of the U.S.C.
- Explain the legislative, executive, and judicial branches of government
- Describe what rights are guaranteed in the Bill of Rights

Essential Questions

- How does the U.S. Constitution structure government and divide power between the national and state governments?
- Why and how has the U.S. Constitution been amended and interpreted throughout our history?
- How do state constitution and local charters structure government and protect individual rights?

Assessments

- Same as Unit 1

Best Instructional Practice(s):

- Same as Unit 1

**CKSD Curriculum Unit (chapter 4)
8th Grade American History
Suggested Length of Unit – 20 to 22 Days
Instructor: Mr. Rodgers / Mr. Burket**

Federalism

In this unit we will examine the division of power, state/national government relations, state powers, interstate relations, and the variety of viewpoints about federalism

Government and Civics

- 5.2.12.B. Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- 5.3.12.B. Compare and contrast policymaking in various contemporary world governments.
- 5.3.12.F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

What students should know

The different relationships between local, state, and federal government and be able to express which has jurisdiction over what aspects of life.

- Some of it is shared and other aspects are exclusive to one or the other
- The powers that are “implied, expressed, reserved, and concurrent”
- The supremacy clause and how it works
- The guarantees the federal government provides state governments and the obligations of states to the federal government
- How federal aid and federal mandates work
- The role the supreme court plays in disputes between state and federal government
 - They will know the significance of the landmark supreme court case McCullough vs. Maryland
- The specific powers granted to state governments

- The dynamics of governmental relations between states (interstate compacts and lawsuits between states).
- The role public policy has on governmental actions. Some of those policies are periodic checks of laws to see if they are still needed (sunset law) and prohibiting public officials from holding meetings not open to the public (sunshine law).
- That competing political parties are encouraged in the design of our government
- That the major competing views on public policy are the states' rights position versus the nationalist position

Objectives:

- **SWBAT:** correctly answer of 25 out of 30 test questions which a combination of multiple choice questions, matching, true/false, and short answer questions on the content listed above.
- Analyze the sources of funding for public schools
- Explain the point of view that federal education laws are unconstitutional
- Explain how delegated, expressed, and implied powers differ
- Describe the obligations of the state
- Identify the role of the supreme court in settling disputes between the federal government and the states
- Explain what powers are held by the state governments
- Explain the different political parties' views on the balance of power between state and local governments

Essential Questions

- Why and how is power divided and shared among national, state, and local government?
- How does federalism promote democracy and civic participation?

Assessments

- Same as Unit 1

Best Instructional Practice(s):

- Same as Unit 1

**CKSD Curriculum Unit (Chapter 5)
8th Grade American History
Suggested Length of Unit – 20 to 22 Days
Instructor: Mr. Rodgers / Mr. Burket**

Structure of Congress

- In this unit we will dissect and delineate the inner workings of the structure of congress. We will examine congressional membership, the house of

representatives, the senate, congressional committees, and staff/support agencies

Major Academic Standards Addressed

Government and Civics

- 5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.
 - 5.3.12.A. Analyze the changes in power and authority among the three branches of government over time.
 - 5.3.12.I. Evaluate tax policies of various states and countries
 - 5.3.12.H. Evaluate the role of mass media in setting public agenda and influencing political life.
 - 5.3.12.G. Evaluate the impact of interest groups in developing public policy.
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What students should know

- The general structure and organization of the legislative branch in more detail than previously covered in earlier units
 - How congressional sessions work
 - How the number representatives are set in the House of Representatives
 - Each House has rules for its proceedings
 - Congress is organized into committees
 - The role of the vice president in the Senate
 - The most important officers in the Senate are the majority and minority leaders
 - That congressional committees research and write bills
 - The importance of congressional staff in the work of Congress
 - The role of committee staff
 - How the different congressional support agencies assist members of Congress
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Objectives:

- **SWBAT:**
 - Correctly answer of 25 out of 30 test questions which a combination of multiple choice questions, matching, true/false, and short answer questions on the content listed above.
 - Compare and contrast the characteristics of the House of Representatives and the Senate
 - Explain how the majority parties use gerrymandering to gain an advantage in future elections
 - The structure of the House of Representatives and Senate
 - The rules and customs of the House of Representatives and Senate
 - Define the filibuster and describe how it is used
 - Outline congressional committees are organized
 - Identify the role of congressional staff in the day-to-day operations of Congress
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Essential Questions

- What is the purpose and structure of Congress?
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Assessments

- Same as Unit 1
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Best Instructional Practice(s):

- Same as Unit 1