

**District Curriculum Document**

*This is to be created at the district level using teacher teams*

Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p><b>Reading Standards</b></p> <ol style="list-style-type: none"> <li><b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanations best accords with textual evidence, acknowledging where the text leaves matters uncertain</li> <li><b>RH.11-12.6</b> Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</li> <li><b>RH.11-12.9</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> </ol> <p><b>Writing Standards</b></p> <ol style="list-style-type: none"> <li><b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.               <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol> </li> <li><b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</li> <li><b>WHST.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the</li> </ol>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> <li>Evaluate why actions or events occur and support your conclusions with evidence while considering other perspectives.</li> <li>Compare differing authors’ point of view on the same historical event or current issue.</li> <li>Compare primary and secondary sources to create a clear understanding of an idea or event.</li> </ol> <p>Writing Standards:</p> <ol style="list-style-type: none"> <li>Write an argument focused on class content.               <ol style="list-style-type: none"> <li>Introduce a knowledgeable claim/argument and establish the significance of that claim/argument.</li> <li>Develop and support claims and counterclaims with evidence.</li> <li>Provide a conclusion to support your claim/argument.</li> </ol> </li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</li> <li>Gather relevant information from multiple sources, analyze the strengths and limitations of each source, and use appropriate citation methods.</li> </ol>

<p>strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard form for citation.</p>	
<b>Supporting Standards</b>	
<p><b>Reading Standards</b></p> <p><b>RH.11-12.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p><b>Writing Standards</b></p> <p><b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"><li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li><li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li><li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li><li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the argument; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li><li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>f. Provide a concluding statement or section that follows from or supports the argument presented.</li></ol> <p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	

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Topic Big Ideas/Essential Questions/Guiding Question	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<ol style="list-style-type: none"> <li>1. There are three common characteristics to all forms of government. <i>What is the difference between presidential and parliamentary? What is the difference between unitary and federal? What is the difference between dictatorship and democracy/republic?</i></li> <li>2. Historical documents aided the founding fathers in the formation of the United States government. <i>What key political ideals do we see in the Declaration of Independence? What did we learn from the weaknesses of the Articles of Confederation? Why is the Constitution the supreme law of the land? Why did the anti-federalists see a need for a Bill of Rights? What was the purpose of the Federalist Papers?</i></li> <li>3. Enlightenment philosophies are essential components of our foundational government. <i>What enlightenment philosophies are essential components of our foundational government? How did the four philosophers contribute to the creation of U.S. Constitution? How do our fundamental views about human nature affect our views on government?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast different forms of government, such as presidential with parliamentary, unitary with federal, dictatorship with democracy. (4.5.1)</li> <li>2. Analyze the essential philosophies, ideals, and objectives of the foundational documents of the United States, including the Declaration of Independence, the Articles of Confederation, the United States Constitution, the Bill of Rights, and Federalist Papers. (4.1.2)</li> <li>3. Explain the central principles of the United States governmental system including a written constitution, rule of law, popular sovereignty, limited government, separation of powers, checks and balances, majority rule with minority rights, judicial review, and federalism. (4.1.3)</li> </ol>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> <li>1. Compare and contrast different forms of government based on who can participate, distribution of power, and the relationship between the legislative and executive branch.</li> <li>2. Analyze the essential purpose and ideas of the foundational documents that contributed to the current United States Government. (Declaration of Independence, the Articles of Confederation, the United States Constitution, and Federalist Papers)</li> <li>3. Explain the central principles of the United States governmental system including a written constitution, rule of law, popular sovereignty, limited government, separation of powers, checks and balances, majority rule with minority rights, judicial review, and federalism.</li> </ol>
Supporting Standards		
<ol style="list-style-type: none"> <li>1. Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791). (1.1.1)</li> <li>2. Analyze important events and individuals responsible for bringing about political changes in the United States. (1.1.2)</li> </ol>		

**Curriculum Unit: 1 - Origin & Structure Subject Area: American Govt. Grade Level: 12<sup>th</sup> Time: 5 weeks**

3. Analyze the impact of geography on the American political system, such as electoral politics and congressional redistricting. (2.5.1)
4. Analyze the economic impact of government policy (3.2.1)
5. Compare and contrast different economic systems and relate each to different forms of government. (3.2.2.)
6. Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England. (4.1.1)
7. Identify and describe the three branches of federal government, their powers, and responsibilities. (4.2.1)
8. Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments. (4.2.2)
9. 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. (4.2.3)
10. Analyze and evaluate states' rights disputes past and present. (4.4.2)
11. Discuss how the interpretation and application of the United States Constitution has evolved. (4.4.4)

**Academic and Unit Vocabulary (people, ideas and vocabulary)**

**Academic:** compare, contrast, participate, distribution, characteristics, difference, analyze, foundational, contributed, aided, ideals, supreme, weaknesses, purpose, explain, principles, essential, component, fundamental

**Content:** government, presidential, parliamentary, unitary, federal, confederation, dictatorship, democracy, republic, legislative, executive, judicial, Declaration of Independence, Articles of Confederation, United States Constitution (Preamble, Article I, Article II, Article III, Bill of Rights, Amendments, formal, informal), amendment process, Federalist Papers, federalists, anti-federalists, Great Compromise, rule of law, popular sovereignty, separation of powers, checks and balances, majority rule with minority rights, judicial review, federalism, ratification, ordered government, limited government, representative government, Social Contract, Natural Rights, Supremacy Clause, Full Faith and Credit Clause

**People:** Jefferson, Madison, Washington, Franklin, Hamilton, Locke, Hobbes, Rousseau, Montesquieu

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Topic Big Ideas/Essential Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. The influence of political ideologies determines political attitudes and behaviors. <i>What is the political spectrum? What are the factors that affect political socialization? What are the two main ideologies in the United States? Where do these ideologies fall on the political spectrum? How do demographics influence ideology? How do your views on political issues determine your ideology? How can specific characteristics or traits influence participation? How can citizens participate in the democratic system?</i></p> <p>2. Political parties and other political organizations work within our federal system to influence policy. <i>What is a political party and what are their functions? What is an interest group and how does it influence policy? What role does money play in campaign and elections? How do other political organizations work within the two-party system? How does our federal system allow political parties and other organizations to influence policy?</i></p> <p>3. The Constitution of the United States has protected voting rights through the adoption of Amendments. <i>How does the First Amendment protect political participation and the right to vote? How have the following amendments expanded and/or protected voting rights: 15<sup>th</sup>, 19<sup>th</sup>, 23<sup>rd</sup>, 24<sup>th</sup>, 26<sup>th</sup>?</i></p> <p>4. The electoral process included specific steps and qualifications. <i>When do different elections take place? What are qualifications to vote in Idaho? What type of elections do political parties use to determine their candidate for the general election?</i></p>	<p>1. Identify the ways in which citizens can participate in the political process at the local, state, and national level. (4.3.3)</p> <p>2. Trace the development and role of political parties and other political organizations and their impact on the American system of government. (4.2.4)</p> <p>3. Discuss how the interpretation and application of the United States Constitution has evolved. (4.4.4)</p> <p>4. Explain the electoral process at each level of government. (4.2.6)</p>	<p>1. a. Evaluate where specific views/issues fall on the political spectrum and where your personal ideologies fall. b. Explain ways in which citizens can influence the political process.</p> <p>2. Explain how political parties and other political organizations impact elections and policy.</p> <p>3. Trace the evolution of voting rights as articulated in the Constitution of the United States.</p> <p>4. a. Explain the types of elections and the campaign process. b. Explain the steps eligible voters take to exercise their right to vote.</p>

Supporting Standards

1. Analyze important events and individuals responsible for bringing about political changes in the United States. (9-12.G.1.1.2)
2. Analyze the impact of geography on the American political system, such as electoral politics and congressional redistricting. (9-12.G.2.5.1)
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. (9-12.G.4.2.3)
4. Analyze the role of other political organizations and their impact on the American system of government. (9-12.G.4.2.5)
5. Name key officials, both elected and appointed, in the legislative, executive, and judicial branches at the State and Federal levels. (9-12.G.4.2.7)
6. Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights. (9-12.G.4.3.1)

Academic and Unit Vocabulary (people, ideas and vocabulary)

**Academic:** Influence, participate, identify, evaluate, explain, trace, developments, discuss, interpretation, application, specific, characteristics, traits, impact, organizations, functions, evolution, articulated, expand, protect, significance, evolved, adoption, different, determine, general, steps/process, exercise, qualifications, affect

**Content:** political parties, moderate, independent, political socialization, public opinion, bias, media, propaganda, political ideologies, political spectrum, political platform, liberal, conservative, Republican, Democrat, lobbyist, interest group, Political Action Committee (PACs), voting, two-party system, third parties, campaign finance, Federal Election Commission (FEC), *Buckley v. Valeo*, *Citizens United v. FEC*, hard money, soft money, campaigns, elections, 1<sup>st</sup> Amendment, 15<sup>th</sup> Amendment, 19<sup>th</sup> Amendment, 23<sup>rd</sup> Amendment, 24<sup>th</sup> Amendment, 26<sup>th</sup> Amendment, Voting Rights Act, suffrage, disenfranchised, electoral process, primaries (open/closed), caucus, general elections, nomination, candidate, incumbent, national convention, precinct, polling place, district, ballot, electorate, voter qualifications, electoral college, popular vote

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Topic Big Ideas/Essential Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. The Executive Office of the President (EOP), the cabinet and the federal bureaucracy/various agencies all work together to enforce the laws of the country. <i>What are the types of powers of the executive office and provide examples? What are the objectives of the Executive Office of the President (EOP), the cabinet and the federal bureaucracy/various agencies? How do these groups work together within the Executive branch? What is the President’s role in the budget-making process? Which events contributed to growth of Presidential Powers? How has the Power of the President expanded over time?</i></p>	<p>1. Identify and describe the three branches of federal government, their powers, and responsibilities. (9-12.G.4.2.1)</p>	<p>1. Explain the powers of the Executive Branch and how the Executive Office of the President (EOP), the cabinet and the federal bureaucracy/ Various agencies work together within the Executive branch.</p>
<p>2. The electoral college determines the President and Vice President. <i>What is the electoral college and how is it used to elect the President and Vice President? How are electoral college votes determined? What are the pros and cons of the electoral college?</i></p>	<p>2. Explain the electoral process at each level of government. (9-12.G.4.2.6)</p>	<p>2. Explain how and why the electoral college system chooses the President and Vice President of the United States.</p>
<p>3. The Office of the President consists of many roles and responsibilities. <i>How do the different powers support a system of checks and balances? What are the roles of the Presidency? How have these roles applied to current and/or past Presidents? Under the 25<sup>th</sup> Amendment, what are the two ways the Vice President can become President? What is the Presidential line of succession?</i></p>	<p>3. Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government. (9-12.G.4.4.3)</p>	<p>3. a. Analyze the roles of the President.  b. Explain the President’s, Vice President’s and the cabinet’s role in the 25<sup>th</sup> Amendment.</p>
<p>4. The Executive branch oversees and influences foreign policy. <i>What factors played a role in our movement from isolationism to internationalism? What is the role of North Atlantic Treaty Organization (NATO)? What is the role of the United Nations (UN)? What is the status and role of current U.S. trade agreements? What is the United States’ role in international environmental policy?</i></p>	<p>4. Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian. (9-12.G.5.1.1)</p>	<p>4. Explain the current U.S. foreign policy in security, environmental, economic, and humanitarian issues</p>

## Supporting Standards

1. Analyze the impact of geography on the American political system, such as electoral politics and congressional redistricting. (9-12.G.2.5.1)
2. Analyze the economic impact of government policy. (9-12.G.3.2.1)
3. Explain the central principles of the United States governmental system including a ... separation of powers, checks and balances, ... (9-12.G.4.1.3)
4. 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. (9-12.G.4.2.3)
5. Trace the development and role of political parties and other political organizations and their impact on the American system of government. (9-12.G.4.2.4)
6. Name key officials, both elected and appointed, in the legislative, executive, and judicial branches at the State and Federal levels. (9-12.G.4.2.7)
7. Describe the characteristics of United States foreign policy and how it has been created and implemented over time. (9-12.G.5.1.2)
8. Identify and evaluate the role of the United States in international organizations and agreements. (9-12.G.5.1.3)

## Academic and Unit Vocabulary (people, ideas and vocabulary)

**Academic:** principles, evaluate, mutual, impact, composition, objectives, factors, compare, contrast, relate, analyze

**Content:** Article II, Executive branch, Constitution, separation of powers, checks and balances, presidential formal and informal powers, legislative powers, executive powers, judicial power, military powers, diplomatic powers, Examples of Powers (appointment power, ordinance, executive orders, executive agreement, executive privilege, removal, clemency/pardon/reprieve/amnesty, recognition, State of the Union, War Powers Resolution), revenue, mandatory spending, discretionary spending, deficit spending, foreign policy, treaty, isolationism, internationalism, diplomacy, deterrence, WWII, Cold War, collective security, regional security alliances, North Atlantic Treaty Organization (NATO), United Nations (UN), current trade agreements (e.g. North American Free Trade Agreement (NAFTA)/United States-Mexico-Canada Agreement (USMCA), current international environmental policy (e.g. Paris Climate Agreement), Roles of the President (Chief Executive, Chief Administrator, Chief of State, Chief Diplomat, Chief Legislator, Commander in Chief, Chief of Party, Chief Citizen, Chief Economist), terms and qualifications for President, Presidential Succession Act 1947, agenda, electoral college system, electors, 12<sup>th</sup> amendment, 22<sup>nd</sup> amendment, 25<sup>th</sup> amendment, balance the ticket, federal agencies, bureaucracy, cabinet departments, Executive Office of the President (EOP), federal budget

**People:** President, Vice President, Speaker of the House, President Pro-Tempore, Secretary of State, Secretary of Treasury, Secretary of Defense, Theodore Roosevelt, William Howard Taft, Woodrow Wilson, Franklin Delano Roosevelt, Harry S. Truman

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Topic Big Ideas/Essential Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. Congress is the branch of government which allows for bicameral policy-making. <i>What is the fundamental Constitutional role of Congress? How does Congress ensure its policies are implemented properly? What are the Congressional terms and qualifications? Why do the terms and qualifications vary between the House and Senate? What powers does the Legislative Branch have over the other 2 branches of government (checks and balances)? How does the process of creating a bill within Congress demonstrate the principle of checks and balances? What is the process by which a bill becomes a law? What is the significance of the Necessary and Proper Clause in relation to expressed and implied powers? Which branch did the founding fathers intend to be the most powerful?</i></p>	<p>1. Identify and describe the three branches of federal government, their powers, and responsibilities. (9-12.G.4.2.1)</p>	<p>1. a. Analyze how the structure, powers, and functions of both houses of Congress affect the policy-making process.  b. Describe the process of how a bill becomes a law.</p>
<p>2. Proportional and equal representation are essential to the legislative branch. <i>What is the significance of reapportionment on the redistricting process (census, gerrymandering)? What are the four behaviors Congress uses to represent their constituents (voting options)?</i></p>	<p>2. Explain the electoral process at each level of government. (9-12.G.4.2.6)</p>	<p>2. Explain how Congress is influenced by reapportionment and redistricting.</p>
<p>3. Political parties play a role in the policy-making process. <i>What leadership positions are the most influential in the House and Senate? What is the difference between a unified and divided government in policy-making? How does party leadership impact policy-making in the House and the Senate? Why does a change in party leadership affect policy-making?</i></p>	<p>3. Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government. (9-12.G.4.4.3)</p>	<p>3. Evaluate how partisan leadership affects policymaking.</p>

## Supporting Standards

1. Analyze the impact of geography on the American political system, such as electoral politics and congressional redistricting. (9-12.G.2.5.1)
2. Explain the central principles of the United States governmental system including a written constitution, rule of law, popular sovereignty, limited government, separation of powers, checks and balances, majority rule with minority rights, judicial review, and federalism. (9-12.G.4.1.3)
3. Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments. (9-12.G.4.2.2)
4. 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. (9-12.G.4.2.3)
5. Trace the development and role of political parties and other political organizations and their impact on the American system of government. (9-12.G.4.2.4)
6. Analyze the role of other political organizations and their impact on the American system of government. (9-12.G.4.2.5)
7. Name key officials, both elected and appointed, in the legislative, executive, and judicial branches at the State and Federal levels. (9-12.G.4.2.7)
8. Name the U.S. Senators and Representatives to Congress from Idaho. (9-12.G.4.2.8)
9. Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian. (9-12.G.5.1.1)
10. Describe the characteristics of United States foreign policy and how it has been created and implemented over time. (9-12.G.5.1.2)
11. Identify and evaluate the role of the United States in international organizations and agreements. (9-12.G.5.1.3)

## Academic and Unit Vocabulary (people, ideas and vocabulary)

**Academic:** process, differentiate, provide, evaluate, fundamental, ensure, implement, properly, principle, relation, decision-making, structure, function, essential,

**Content:** Article I, Legislative branch, Congress, Senate, House of Representatives, legislature, bicameral, bill, policy, domestic policy, law, congressional districts, apportionment, reapportionment, redistricting, gerrymandering, *Baker v. Carr*, census, 17<sup>th</sup> Amendment, incumbency rate, constituency, partisanship, bipartisanship, majority rule, minority rights, separation of powers, checks and balances, expressed powers, implied powers, inherent powers, Necessary and Proper Clause, veto, pocket veto, congressional override, committees, conference committee, joint committees, standing committees, select committees, seniority rule, committee chair, founding fathers, representatives, senators, quorum, filibuster, cloture, budget, oversight, electoral process, single-member districts, general-ticket system, mid-term/off-year elections, at-large elections, divided government, trustee, politico, delegate, partisan, continuous body, Congressional terms and qualifications, congressional session/term, adjourns, special session, confirmation, impeachment process, appropriations, proportional representation, equal representation, party caucus, gridlock

**People:** Current Congressional Representatives from Idaho, Senate leadership & House leadership (President Pro-Tempore, Speaker of the House, majority leader, minority leader, whips, Congressman)

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Topic Big Ideas/Essential Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. State, local and tribal government work to serve the needs of their citizens. <i>How does the U.S. Constitution address the relationship between state governments and federal government? How do structures and powers of the legislative, executive and judicial branches differ within the levels of government? What are the qualifications and terms for elected Idaho officials? How do state and local government generate revenue and how is it allocated/spent? In what ways do tribal governments work with state and federal agencies? Hunting, fishing, land leasing, Indian Gaming Regulatory Act.</i></p> <p>2. Social, economic and political factors play a role in state and local politics. <i>Which political party controls the state legislature? How do social and economic [agriculture, religion, universities] factors play a role in party control?</i></p> <p>3. Citizens can directly impact policy at the state and local level. <i>How does direct democracy exist at the state and local levels?</i></p>	<p>1. Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments. (9-12.G.4.2.2)</p> <p>2. Trace the development and role of political parties and other political organizations and their impact on the American system of government. (9-12.G.4.2.4)</p> <p>3. Identify the ways in which citizens can participate in the political process at the local, state, and national level. (9-12.G.4.3.3)</p>	<p>1a. Analyze how the state, federal, local, and tribal governments work together to serve their citizens.</p> <p>b. Compare and contrast the structures and powers of the federal, state, local and tribal governments.</p> <p>c. Explain how tribal governments work with state and federal agencies.</p> <p>2. Explain the social and economic and political factors which influence state policy and political parties in Idaho.</p> <p>3. Explain ways individual citizens can directly impact state and local policies.</p>
<b>Supporting Standards</b>		
<p>1. Analyze the economic impact of government policy. (9-12.G.3.2.1)</p> <p>2. 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. (9-12.G.4.2.3)</p>		

3. Explain the electoral process at each level of government. (9-12.G.4.2.6)
4. Name key officials, both elected and appointed, in the legislative, executive, and judicial branches at the State and Federal levels. (9-12.G.4.2.7)
5. Explain the implications of dual citizenship with regard to American Indians. (9-12.G.4.3.2)
6. Analyze and evaluate states' rights disputes past and present. (9-12.G.4.4.2)

**Academic and Unit Vocabulary (people, ideas and vocabulary)**

**Academic:** explain, functions, powers, interactions, relationships, analyze, divide, trace, development, roles, organizations, directly, impact, explain, central principle, identify, generate, address, structures, procedures, powers, factors, contribute, control, influence, compare, contrast

**Content:** State constitution, state level (legislative, executive, and judicial), federalism, federal governments, state governments, local governments, tribal governments, agencies, sovereignty, territories, county, municipal, city ordinances, 10<sup>th</sup> Amendment, amendment process, Full Faith and Credit Clause, balanced budget, Joint Finance Appropriation Committee (JFAC), revenue, tax, allocated/appropriated, expenditure, local services, grants, mandates, mayor-council government, council-manager, county commissioners, commission form, citizen, direct democracy, initiative, referendum, recall, policy, statutes, city codes, court system of Idaho, state legislature, legislator, U.S. vs. State Senators, U.S. vs. State Representatives, state districts, Idaho State Supreme Court, 7 State Constitutional Positions (Governor, Lt. Governor, Attorney General, Superintendent of Public Instruction, Secretary of State, State Treasurer, State Controller), qualifications and terms of Idaho elected officials, elections, primaries, reapportionment, apportionment, gerrymandering, census, Indian Gaming Regulatory Act, land leasing, social factors, economic factors, 9<sup>th</sup> Circuit Court of Appeals

**People:** Local Representatives (varies)

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*This is to be created at the district level using teacher teams*

Topic Big Ideas/Essential Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. The Judicial branch checks the powers of Congress, the President, the States and the majority. the other branches of government and the states. <i>How did Marbury v. Madison give the Judicial branch power in the system of checks and balances?</i></p> <p>2. The primary role of the Judicial Branch of government is to interpret the law. <i>What is the difference between civil, criminal and Constitutional law? What are the types of courts and their jurisdiction? What are due process protections? What are the two required civil participations in the judicial system? What the three types of Supreme Court decisions? How are federal judges selected and what is their term of office? How does a case reach the Supreme Court?</i></p> <p>3. Supreme Court decisions have expanded individual rights and liberties. <i>What is the significance of each of the following cases as they pertain to individual rights? (Miranda v. Arizona, Gideon v. Wainwright, TLO v. New Jersey, Tinker v. Des Moines, Griswold v. Connecticut, Morse v. Fredrick, Bethel v. Fraser, Hazelwood v. Kuhlmeier) How have individual rights evolved through Supreme Court rulings?</i></p> <p>4. Supreme Court decisions, by means of interpreting the Constitution, have expanded minority and civil rights. <i>What is the difference between civil liberties and civil rights? What role has the Supreme court played in the protection of minority rights? Why are the following cases significant as they pertain to minority/civil rights? What role has federalism played in the interpretation of the Constitution? (Dred Scott v. Sanford, Plessy v. Ferguson, Brown v. Board, Obergefell v. Hodges, Reed v. Reed, US v. Virginia, United States v. City of New York (FDNY)).</i></p>	<p>1. Explain the central principles of the United States governmental system including ..., rule of law, ... checks and balances, majority rule with minority rights, judicial review, and federalism. (9-12.G.4.1.3)</p> <p>2. Identify and describe the three branches of federal government [Judicial], their powers, and responsibilities. (9-12.G.4.2.1)</p> <p>3. Analyze and evaluate decisions about individual rights in landmark cases of the Supreme Court of the United States. (9-12.G.4.3.4)</p> <p>4. Discuss how the interpretation and application of the United States Constitution has evolved. (9-12.G.4.4.4)</p>	<p>1. a. Explain the impact of <i>Marbury v. Madison</i>.</p> <p>2. Describe the powers and responsibilities of the Judicial Branch of government.</p> <p>3. Analyze the impact of the following cases on the evolution of individual rights: <i>Miranda v. Arizona, Gideon v. Wainwright, TLO v. New Jersey, Tinker v. Des Moines, Griswold v. Connecticut</i>.</p> <p>4. Explain how the 14<sup>th</sup> Amendment’s Equal Protection Clause applies to minority groups.</p>

Supporting Standards

1. Analyze important events and individuals responsible for bringing about political changes in the United States. (9-12.G.1.1.2)
2. 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. (9-12.G.4.2.3)
3. Trace the development and role of political parties and other political organizations and their impact on the American system of government. (9-12.G.4.2.4)
4. Name key officials, both elected and appointed, in the legislative, executive, and judicial branches at the State and Federal levels. (9-12.G.4.2.7)
5. Analyze the struggles for the extension of civil rights. (9-12.G.4.4.1)

Academic and Unit Vocabulary (people, ideas and vocabulary)

**Academic:** Explain, central, principles, identify, describe, analyze, evaluate, decisions, opinion, interpretation, application, evolved, impact, protection, interprets, difference, composition, civil, participation, significance, expanded

**Content:** Article III, Judicial branch, judicial review, constitutionality, rule of law, federalism, majority rule/minority rights, checks and balances, types of courts (criminal/civil/constitutional), jurisdiction (original/appellate, exclusive/concurrent), plaintiff, defendant, burden of proof, writ of certiorari, certificate, jury, selective incorporation, terms, appointment process, types of law (civil, criminal, constitutional), dual court system: State vs Federal Courts, Types of Courts (appeals, district, inferior courts), Opinion of the Court, majority opinion, concurring opinions, dissenting opinions, precedents, Rule of Four, judicial activism, judicial restraint, lawyer, double jeopardy, prosecution, Supreme Court, civil rights, civil liberties, minority groups

**Amendments:** Amendments 1 through 10, 14<sup>th</sup> Amendment, due process, habeas corpus, burden of proof, jury duty, subpoena, equal protection, rule of law

**Landmark cases:** *Marbury v. Madison*

1<sup>st</sup> Amendment: *Schenck v. United States*, *Tinker v. Des Moines*, *Morse v. Frederick*, *Bethel v. Fraser*, *Lemon v. Kurtzman*, *Santa Fe School District v. Jane Doe*, *Hazelwood v. Kuhlmeier*

2<sup>nd</sup> Amendment: *DC v. Heller*, *McDonald v. Chicago*

4<sup>th</sup> Amendment: *TLO v. New Jersey*, *Mapp v. Ohio*, *United States v. Leon*, *Vernonia School District v. Acton*

5<sup>th</sup> Amendment: *Miranda v. Arizona*, *Kelo v. New London*

6<sup>th</sup> Amendment: *Gideon v. Wainwright*

8<sup>th</sup> Amendment: *Ingraham v. Wright*, *Furman v. Georgia*, *Coker v. Georgia*, *Roper v. Simmons*

9<sup>th</sup> Amendment: *Griswold v. Connecticut*, *Roe v. Wade*

14<sup>th</sup> Amendment:

- *Dred Scott v. Sanford*, *Plessy v. Fergusson*, *Brown v. Board of Education*, *United States v. The City of New York (FDNY)*, *Grutter v. Bollinger*
- *Reed v. Reed*, *US v. Virginia*
- *Obergfell v. Hodges*
- *Kent v. United States*
- *Korematsu v. United States*

**People:** Earl Warren, Supreme Court Justices (varies), John Marshall