

U.S. World Affairs and Government Syllabus

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Text: United State Government by Glencoe

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Course Description: In this class we will learn everything about the United States government from the philosophies behind it to the way each branch operates. We will start with an examination of the types and foundations of government, continue with the origins and branches of our government, and conclude with a look at the criminal justice process and the Georgia state government.

Expectations of students taking this course are demanding. Throughout the semester you will have unit tests and projects, essays, book reports, and analytical responses to primary source documents. Your strong work ethic will be your biggest asset in this course! Please do not allow yourself to fall behind and if you need help, ask for it!

Course Information and Expectations:

- Materials:** You are required to have the following materials for class:
 - **Notebook**
 - **loose paper**
 - **colored pencils/markers**
 - **pens/pencils**
 - **several glue sticks** (at least 4)
- Make-Up work:** Students will have **5 days** to make-up missed work.
 - Homework is due on Google Classroom even if the student is absent.
 - Tests/Quizzes must be made up the day the student returns from the absence. Make up tests/quizzes are subject to be essay format (teacher discretion).
 - Projects must be turned in on the due date specified by the teacher, **even if the student is absent.**
- Late Work:** Work is considered late if it is not turned in the moment it is due. Late work will start with a 70.
- Evaluation:**
 - Classwork - 25%
 - Homework - 15%
 - Projects - 10%
 - Tests & Quizzes - 30%
 - Final Exam/EOC - 20%
- Grading Scale**

Grades shall be calculated on assignments, tests, and/or projects in the following method:

 - A = 90 to 100
 - B = 80 to 89
 - C = 71 to 79
 - D = 70
 - F = Below 70
- Tardiness:** You must be in the class before the sound of the bell and in your seat when the bell rings. MHS tardy policy will be followed.
- Conduct:** Any conduct that is disruptive to the learning environment will result in disciplinary action.
- Progress Reports:** Progress Reports will be issued by myself approximately every 4 weeks.
- Attendance:** Attendance is CRITICAL TO YOUR SUCCESS.
- Food, Drink:** **GUM ALLOWED but do not pop or smack!** Water & other vending machine drink will be allowed in class. Candy sales, breakfast, lunch, etc. will NOT be allowed in class **WE RESERVE THE RIGHT TO DISCONTINUE IF WE HAVE TO CLEAN UP BEHIND YOU!!!**
- Restroom Use:** Please use the bathroom prior to coming to class. If an emergency should arise, you will be allowed to go to the bathroom. We will follow NMHS bathroom policy.
- Cheating:** Any student that is caught cheating or plagiarizing on a Test, Project, Paper, etc. will receive a zero on that assignment and **will** receive a call home.

American Government Course Outline

Unit 1: Foundations and the United States Constitution: This will include the founding fathers of this country, the different philosophies that our government is based on, and the documents that helped shape our government. (Standards: SSCG 1, 2, 19)
This unit will focus on an analysis of the development of the Constitution and the organization of our government. (Standards: SSCG 3, 4, 6)

Unit 2: Legislative Branch of government: This will include how our legislative branch was originally set up, how it is set up today, who makes up this branch, and how they are an important piece of the American government system. (Standards SSCG 9, 10, 11)

Unit 3: Executive Branch of government and the Election Process: This will include how our executive branch was originally set up, how it is set up today, who makes up this branch, and how they are an important piece of the American government system. (Standards SSCG 12, 13, 14, 15, 20)

Unit 4: Judicial Branch of government: This will include who makes up this branch, the jobs that they take on, and important court cases in the history of American government. (Standards SSCG 16)

Unit 5: Federal, State and Local Government: This will include how our State and local governments work in this country both politically and economically. (Standards SSCG 21, 22) In this unit, we will begin by examining the rights provided to citizens in the Bill of Rights. Continuing, we will focus on participation in our government, political parties, interest groups, mass media, and public opinion. (Standards: SSCG 6, 7, 8) This will include a factual and psychological look at criminal behavior and punishment in this country. We will also take a comparative look at other countries in these areas. (Standards SSCG 21, 22)

Please complete the form below, including your Email address and any contact numbers that we can use throughout the school year and sign acknowledging that you have read and understood the syllabus.

Thank you,
Dr. Malaika Syphertt

Student Name

Parent/Guardian

Day Contact Number

Evening Contact Number

Parent/Guardian Email Address

Student Signature

Parent/Guardian Signature

Additionally, we will at times be viewing videos and video clips in class that correlate to the material we are discussing. While most of these are non-rated videos that have been produced for educational purposes only, there is an occasional PG or PG-13 video/clip that will be used. Advance notice will be given in the student agenda for those videos and more information can be provided at your request. Please sign below if you give your child permission to watch these videos/clips.

Parent Signature _____

Grade: 9-12

Subject/Course: American Government

Unit#: 1: Foundations and The United States Constitution

**Standards/Elements for the Unit
(with DOK level identified)**

CDA #1a

SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

- a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights. (DOK 2)
- b. Analyze the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), and Montesquieu (The Spirit of Laws) as they affect our concept of government. (DOK 2)

SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.

- a. Compare and contrast the Declaration of Independence and the Social Contract Theory. (DOK 2)
- b. Evaluate the Declaration of Independence as a persuasive argument. (DOK 3)

SSCG19 The student will compare and contrast governments that are unitary, confederal, and federal; autocratic, oligarchic and democratic; and presidential and parliamentary. (DOK 2)

CDA#1b.

SSCG3 The student will demonstrate knowledge of the United States Constitution.

- a. Explain the main ideas in debate over ratification; include those in The Federalist. (DOK 1)
- b. Analyze the purpose of government stated in the Preamble of the United States Constitution. (DOK 2)
- c. Explain the fundamental principles upon which the United States Constitution is based; include the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism. (DOK 1)

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

- b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers. (DOK 2)

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

- a. Examine the Bill of Rights with emphasis on First Amendment freedoms. (DOK 2)

| Know (facts, formulas, vocabulary) | Understand By the end of this unit, I want my students to understand that... | Do (Skills) |
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| <p>CDA 1a: Limited Government- gov't is not all powerful (CG1a)</p> <p>Government is the institution through which a society makes and enforces public policy. (CG3b)</p> <p>Public policies are the procedures and laws that guide a country. (CG3b)</p> <p>Three major documents: (CG1a)</p> <ul style="list-style-type: none"> ● Magna Carta ● English Bill of Rights ● Petition of Rights <p>Three major philosophers: (CG1b)</p> <ul style="list-style-type: none"> ● Locke <ul style="list-style-type: none"> ○ Social contract theory ○ <i>Second Treatise</i> ○ Natural rights ● Hobbes <ul style="list-style-type: none"> ○ <i>Leviathan</i> ○ Social Contract Theory ● Montesquieu <ul style="list-style-type: none"> ○ <i>The Spirit of Laws</i> ○ Separation of Power and Checks and Balances <p>Declaration of Independence borrows the idea of natural rights. (CG2)</p> <p>Origin of State Theories: (CG2)</p> <ul style="list-style-type: none"> ● Social Contract (USA) ● Divine Rights ● Evolutionary ● Force <p>Types of Government: (CG19)</p> <ul style="list-style-type: none"> ● Dictatorship <ul style="list-style-type: none"> ○ Autocracy ○ Oligarchy ● Democracy <ul style="list-style-type: none"> ○ Direct ○ Indirect/Republic ● Unitary ● Federal ● Confederate ● Presidential ● Parliamentary ● The USA has Presidential, Democratic, Federal <p>CDA1b- Declaration of Independence: (CG2)</p> <ul style="list-style-type: none"> ● Influenced by previous colonial events ● Based on important documents and philosophers | <p>The government formed by the founding fathers at the Constitutional Convention was not created in isolation; but rather, was based on historical evidence, major ideas in political philosophy, and past experiences under British rule.</p> | <p>Identify rule of law and limited government in the Magna Carta, Petition of Rights and English Bill of Rights. (1a.) (DOK1)</p> <p>Compare the Magna Carta, Petition of Rights, and English Bill of Rights to the rights granted in the Bill of Rights. (1a.) (DOK2)</p> <p>Analyze the writings of Locke, Hobbes and Montesquieu looking for ordered government, limited government, rule of law, representative government, separation of powers, natural rights, and checks and balances.(1b.) (DOK 2)</p> <p>Compare and contrast the Declaration of Independence and the writings of Locke and Hobbes. (1b. and 2a.) (DOK2)</p> <p>Evaluate the persuasive arguments in the Declaration of Independence. (2b.) (DOK3)</p> <p>Identify and explain the grievances listed in the Declaration of Independence. (2) (DOK 2)</p> <p>Connect the grievances listed in the Declaration of Independence to the events leading to the DOI and the rights provided by the Bill of Rights. (2) (DOK 2)</p> <p>Explain the major points of debate at the Constitutional Convention. (3) (DOK 1)</p> <p>Explain the arguments between the Federalists and the Anti-federalists over the Constitution. (3a.) (DOK 1)</p> <p>Read the Federalist Papers and pick out their arguments for ratification. (3a.) (DOK 1)</p> <p>Analyze the Preamble identifying the purposes of government. (3b.) (DOK 2)</p> <p>Explain the fundamental principles of the US Constitution. (3c.) (DOK 1)</p> <p>Analyze the system of checks and balances and the relationship between the three branches. (4b.) (DOK 2)</p> |
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| <ul style="list-style-type: none"> ● List of grievances with King George ● Written to persuade colonists and world to support American Independence <p>Constitutional Convention: (CG3)</p> <ul style="list-style-type: none"> ● Wrought with debate ● Government formed was based on colonial events ● Ratification <ul style="list-style-type: none"> ○ Debate between Federalists and Anti-Federalists- Bill of Rights added to compromise (CG6) ○ Had to have 9 states; wanted all ○ Federalist Papers <p>Constitution: (CG3)</p> <ul style="list-style-type: none"> ● Parts: <ul style="list-style-type: none"> ○ Preamble (intro) <ul style="list-style-type: none"> ▪ Purpose of gov't ○ Articles (7) ○ Amendments (27) ● Branches: <ul style="list-style-type: none"> ○ Executive ○ Legislative ○ Judicial ● Basic Principles: <ul style="list-style-type: none"> ○ Judicial Review <ul style="list-style-type: none"> ▪ Marbury v Madison ○ Popular Sovereignty ○ Separation of Powers (CG4) ○ Checks and Balances (CG4) ○ Federalism | | <p>Explain the importance of a Bill of Rights and the protections provided by it. (6a.) (DOK 2)</p> <p>Identify the rights protected/violated by scenarios.(6a.) (DOK 2)</p> <p>Compare and contrast the different types of government.(19) (DOK 2)</p> <p>Evaluate which type of government they think is best. (19) (DOK 2)</p> |
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Grade: 9-12

Subject/Course: American Government

Unit#:2 Unit Name: The Legislative Branch

| Standards/Elements for the Unit (with DOK level identified) |
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| <p>SSCG4- The student will demonstrate knowledge of the organization and powers of the national government.</p> <p>a. Describe the structure and powers of the legislative, executive, and judicial branches. (DOK2)</p> <p>b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers. (DOK2)</p> |

SSCG9- The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house. (DOK2)

SSCG10- The student will describe the legislative process including the roles played by committees and leadership.

- a. Explain the steps in the legislative process. (DOK1)
- b. Explain the function of various leadership positions within the legislature. (DOK1)

SSCG11- The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process.

- a. Explain the function of lobbyists. (DOK1)
- b. Describe the laws and rules that govern lobbyists. (DOK1)
- c. Explain the function of special interest groups. (DOK1)

| <p style="text-align: center;">Know (facts, formulas, vocabulary)</p> | <p style="text-align: center;">Understand By the end of this unit, I want my students to understand that...</p> | <p style="text-align: center;">Do (Skills)</p> |
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| <p>Legislative Branch = Congress: (CG4)</p> <ul style="list-style-type: none"> ● Bicameral- made up of two parts ● Senate ● House of Representatives <p>The Senate: (CG9)</p> <ul style="list-style-type: none"> ● Upper House ● Equal representation: 2 per state ● Serves a six year term ● Led by the President of the Senate (the US Vice President) | <p>ounding Fathers established a bicameral legislature, thus creating an inherently complex legislative process, which ensured fewer laws passed and promoted a limited government influenced by the citizenry and other actors.</p> | <p>Explain the structure of the Legislative Branch as stated in Article I of the U.S. Constitution (4a.) (DOK 1)</p> <p>Explain the powers given to the Legislative Branch in the U.S. Constitution (4a.) (DOK 1)</p> <ul style="list-style-type: none"> ● Enumerated ● Implied ● Inherent ● Denied ● Concurrent |

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| <ul style="list-style-type: none"> ● The President Pro Tempore “substitutes” for the President of the Senate. ● Special Powers: tries an impeachment, approves appointments and treaties <p>The House of Representative: (CG9)</p> <ul style="list-style-type: none"> ● Lower House ● Representation based on population of each state: 435 total ● Serves a two year term ● Led by the Speaker of the House ● Special Powers: calls for an impeachment, “power of the purse” ● Gerrymandering <p>Primary function is to make laws. (CG4)</p> <p>Legislative Process (CG10a)</p> <ul style="list-style-type: none"> ● Introduction ● Committee/Sub-Committee Action ● Floor Action ● Other House ● Conference Committee ● Presidential Action <ul style="list-style-type: none"> ○ Sign ○ Veto ○ Pocket Veto <p>Article I establishes the Legislative branch. (CG4)</p> <p>Leadership Positions: (CG10b)</p> <ul style="list-style-type: none"> ● President of Senate and President Pro Tempore ● Speaker of the House ● Majority/Minority Leader ● Majority/Minority Whip ● Committee Chair <p>Types of Committees: (CG10)</p> <ul style="list-style-type: none"> ● Standing ● Subcommittees ● Joint Committees ● Conference Committees <p>Types of Powers: (CG4, CG9)</p> <ul style="list-style-type: none"> ● Delegated ● Enumerated ● Implied (Necessary and Proper Clause) <p>Lobbying (CG11a)</p> | | <p>Analyze relationship between the Legislative Branch and the Executive Branch (4b.) (DOK 2)</p> <p>Analyze relationship between the Legislative Branch and the Judicial Branch (4b.) (DOK 2)</p> <p>Evaluate the differences between the House and the Senate. (CG9) (DOK 2)</p> <p>Explain the steps in the legislative process. (CG10a.) (DOK 1)</p> <p>Explain the function of various leadership positions within Congress.(CG10b.) (DOK 1)</p> <p>Explain the function of lobbyists and special interest groups. (CG11a./c.) (DOK 1)</p> <p>Describe the laws and rules that government lobbyists and special interest groups. (CG11b.) (DOK 1)</p> |
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| <p>Special Interest Groups (CG11c)</p> <p>Political Action Committees (CG11c)</p> <p>Lobbyists must follow laws and rules: no bribery must be registered with the government and are limited in the amount they can contribute to political campaigns. (CG11b)</p> <ul style="list-style-type: none"> ● 1946 Federal Regulation of Lobbying Act <p>Checks and Balances of/on the Legislative Branch (CG4b)</p> <ul style="list-style-type: none"> ● Leg impeaches President and Judges. ● President can veto bills. ● Judicial can declare laws unconstitutional. | | |
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Grade: 9-12

Subject/Course: American Government

Unit#: 3 Unit Name: The Executive Branch and Election Process

| Standards/Elements for the Unit (with DOK level identified) |
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| <p><u>CDA #2a.</u></p> <p>SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.</p> <p>a. Describe the structure and powers of the legislative, executive, and judicial branches. (DOK 2)</p> <p>b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers. (DOK 2)</p> <p>SSCG12 The student will analyze the various roles played by the President of the United States; include Commander-in-Chief of the Armed Forces, chief executive, chief agenda setter, representative of the nation, chief of state, foreign policy leader, and party leader. (DOK 2)</p> <p>SSCG13 The student will describe the qualifications for becoming President of the United States.</p> <p>a. Explain the written qualifications for President of the United States. (DOK 1)</p> <p>b. Describe unwritten qualifications common to past presidents. (DOK 2)</p> <p>SSCG14 The student will explain the impeachment process and its usage for elected officials.</p> |

- a. Explain the impeachment process as defined in the U.S. Constitution. (DOK 1)
- b. Describe the impeachment proceedings of Andrew Johnson and Bill Clinton. (DOK 1)

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

- a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies. (DOK 2)
- b. Explain the functions of the Cabinet. (DOK 1)

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy; economic, military, and humanitarian aid; treaties; sanctions and military intervention). (DOK 1)

CDA #2b.

SSCG8 The student will demonstrate knowledge of local, state, and national elections.

- a. Describe the organization, role, and constituencies of political parties. (DOK 2)
- b. Describe the nomination and election process. (DOK 1)
- c. Examine campaign funding and spending. (DOK 1)
- d. Analyze the influence of media coverage, campaign advertising, and public opinion polls. (DOK 2)
- e. Identify how amendments extend the right to vote. (DOK 1)

| Know (facts, formulas, vocabulary) | Understand By the end of this unit, I want my students to understand that... | Do (Skills) |
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| Structure of Executive Branch (4a.) <ul style="list-style-type: none"> ● Article II ● President, Vice President ● Presidential Succession ● 12th Amendment ● 20th Amendment ● 22nd Amendment ● 25th Amendment ● Term of Office Powers of Executive Branch (4a.): <ul style="list-style-type: none"> ● Enumerated (Expressed) ● Implied ● Inherent ● Denied ● Concurrent Executive Branch relationship with Legislative Branch (4b.): <ul style="list-style-type: none"> ● Veto, impeachment, and approval of appointments Executive Branch relationship with Judicial Branch (4b.): <ul style="list-style-type: none"> ● Appointment Power ● judicial review | The Founding Fathers established an Executive Branch to provide leadership for our country in foreign affairs and domestic crisis; overtime the power of the Executive Branch has increased as bureaucratic agencies have expanded the scope. With changes in America’s social and political structure, political parties evolved and influenced the nomination and election process. | Explain the structure of the Executive Branch as stated in Article II of the U.S. Constitution (4a.) (DOK 1) Explain the powers given to the Executive Branch in the U.S. Constitution (4a.) (DOK 1) <ul style="list-style-type: none"> ● Enumerated ● Implied ● Inherent ● Denied ● Concurrent Analyze relationship between the Executive Branch and the Legislative Branch (4b.) (DOK 2) Analyze relationship between the Executive Branch and the Judicial Branch (4b.) (DOK 2) Explain the organization, roles and constituencies of Political Parties in local, state, and national elections (8a.) (DOK 2) |

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| <p>Political Parties (8a.):</p> <ul style="list-style-type: none"> ● Organization, role, constituencies <p>Nomination & election process (8b.)</p> <p>Presidential campaign funding & spending (8c.)</p> <p>Media Coverage, campaigning advertising, and public opinion polls in presidential elections (8d.)</p> <ul style="list-style-type: none"> ● Propaganda <p>Voting Rights Amendments/Acts (8e.): 15th, 19th, 23rd, 24th, and 26th as well as the Civil Rights Acts (8e.)</p> <p>Roles of President – (12):</p> <ul style="list-style-type: none"> ● Commander-in-Chief, Chief Executive, Chief Agenda Setter (Chief Legislator), representative of nation, Chief of State, foreign policy leader, party leader <p>Qualifications for President/Vice President (13):</p> <ul style="list-style-type: none"> ● Written qualifications (13a.) ● Unwritten qualifications (13b.) <p>Impeachment Process (14a):</p> <p>Impeachment of Johnson & Clinton (14b)</p> <p>Federal Bureaucracy (15):</p> <ul style="list-style-type: none"> ● Independent Regulatory agencies ● Government Corporations ● Executive Agencies ● Cabinet <p>Tools of Foreign Policy (20):</p> <ul style="list-style-type: none"> ● Diplomacy ● economic aid, military aid, humanitarian aid ● treaties ● sanctions ● military intervention | | <p>Describe the process in which the President/Vice President is nominated and elected (8b.) (DOK 1)</p> <p>Explain the impact of funding and spending on Presidential campaigns. (8c.) (DOK 1)</p> <p>Examine how media coverage, campaign advertising and public opinion polls have an impact on presidential elections (8d.) (DOK 2)</p> <p>Describe the expansion of voting rights through Amendment(s) 15th, 19th, 23rd, 24th, and 26th as well as the Civil Rights Acts (8e.) (DOK 1)</p> <p>Evaluate how the President fulfills the various roles (12) (DOK 2)</p> <p>Identify the written qualifications for President and Vice President as stated in Article II (13a.) (DOK 1)</p> <p>Analyze the unwritten qualifications common to those of previous presidents (13b.) (DOK 2)</p> <p>Describe the impeachment process as stated in Article I of the U.S. Constitution (14a.) (DOK 1)</p> <p>Explain the impeachment process of Andrew Johnson and Bill Clinton (14b.) (DOK 1)</p> <p>Explain the organization and responsibility of independent regulation, agencies, government corporation, executive agencies (15 a.) (DOK 1)</p> <p>Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies (15a.) (DOK 2)</p> <p>Describe the various roles and functions of Presidents Cabinet</p> |
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| | | <p>and Executive Departments (15b.) (DOK 1)</p> <p>Explain the various tools the Executive Branch uses to implement foreign policy, through diplomacy, foreign aid, treaties, sanctions, and military interventions (20) (DOK 1)</p> |
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Grade: 9-12

Subject/Course: American Government

Unit#:4 Unit Name: The Judicial Branch and Criminal Justice

| Standards/Elements for the Unit (with DOK level identified) |
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| <p>SSCG4- The student will demonstrate knowledge of the organization and powers of the national government.</p> <ul style="list-style-type: none"> c. Describe the structure and powers of the legislative, executive, and judicial branches. (DOK2) d. Analyze the relationship between the three branches in a system of checks and balances and separation of powers. (DOK2) <p>SSCG6- The student will demonstrate knowledge of civil liberties and civil rights.</p> <ul style="list-style-type: none"> a. Examine the Bill of Rights with emphasis on First Amendment freedoms. (DOK2) b. Analyze due process law expressed in the 5th and 14th Amendments. (DOK2) c. Explain selective incorporation of the Bill of Rights. (DOK1) d. Explain how government seeks to maintain the balance between individual liberties and the public interest. (DOK3) e. Explain every citizen’s right to be treated equally under the law. (DOK1) <p>SSCG16- The student will demonstrate knowledge of the operation of the federal judiciary.</p> <ul style="list-style-type: none"> a. Explain the jurisdiction of the Supreme Court, federal courts and the state courts. (DOK1) b. Examine how John Marshall established the Supreme Court as an independent coequal branch of government through his opinions in Marbury v Madison. (DOK2) c. Describe how the Supreme Court decides cases. (DOK1) d. Compare the philosophies of judicial activism and judicial restraint. (DOK2) |

- SSCG21- The student will describe the causes and effects of criminal activity.**
- Examine the nature and causes of crimes. (DOK1)
 - Explain the effects criminal acts have on their intended victims. (DOK2)
 - Categorize different types of crimes. (DOK2)
 - Explain the different types of defenses used by perpetrators of crime. (DOK2)
- SSCG22- The student will demonstrate knowledge of the criminal justice process.**
- Analyze the steps in the criminal justice process.(DOK1)
 - Explain an individual’s due process rights. (DOK1)
 - Describe the steps in a criminal trial or a civil suit. (DOK1)
 - Examine the different types of sentences a convicted person can receive. (DOK1)

| <p align="center">Know (facts, formulas, vocabulary)</p> | <p align="center">Understand By the end of this unit, I want my students to understand that...</p> | <p align="center">Do (Skills)</p> |
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| <p>Structure of Judicial Branch (4a.)</p> <ul style="list-style-type: none"> Article III Supreme Court Judiciary Act of 1789 Dual Court System <p>Powers of Judicial Branch (4a.)</p> <ul style="list-style-type: none"> Enumerated (Expressed) Implied Inherent Denied Concurrent <p>Judicial Branch relationship with Legislative Branch (4b.)</p> <ul style="list-style-type: none"> veto impeachment approval of appointments judicial review <p>Judicial Branch relationship with Executive Branch (4b.)</p> <ul style="list-style-type: none"> Appointments judicial review <p>Civil Rights and Civil Liberties (6)</p> <p>1st Amendment (6a.)</p> <p>Due Process of Law (6b.)</p> <ul style="list-style-type: none"> 5th Amendment 14th Amendment <i>Gideon v. Wainwright</i> <p>Bill of Rights (6c.)</p> <ul style="list-style-type: none"> Selective incorporation Anti-Federalists | <p>The Judicial Branch has evolved into the co-equal and independent branch that it is today as a result of its decisions in landmark cases and changes in America’s social and political structure.</p> <p>As outlined in the Bill of Rights, the Founding Father’s established a criminal justice process that guaranteed basic rights to the accused which has been expanded over time, through amendments and decisions in landmark Supreme Court cases.</p> | <p>Explain the structure of the Judicial Branch as stated in Article III of the U.S. Constitution and the Judiciary Act of 1789. (4a.) (DOK 1)</p> <p>Explain the powers given to the Judicial Branch in the U.S. Constitution (4a.) (DOK 1)</p> <ul style="list-style-type: none"> Enumerated (Expressed) Implied Inherent Denied Concurrent <p>Analyze relationship between the Judicial Branch and the Legislative Branch (4b.) (DOK 2)</p> <p>Analyze relationship between the Judicial Branch and the Executive Branch (4b.) (DOK 2)</p> <p>Examine an individual’s protections under the 5th and 14th Amendments (6b.) (DOK 2)</p> <p>Describe the impact of selective incorporation for individuals at the state level (6c.) (DOK 1)</p> <p>Evaluate the governmental actions to balance individual liberties with public interests. (6d.) (DOK3)</p> <p>Explain equally under the law for all individual’s (6e.) (DOK 1)</p> |

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| <ul style="list-style-type: none"> • 14th Amendment (states incorporate) <p>Balance between individual liberties and public interest (6d.)</p> <p>Equal protection under the law (6e.)</p> <p>Federal Judiciary (16)</p> <p>Various jurisdictions (16a.)</p> <ul style="list-style-type: none"> • Supreme Court, Federal Court, State Court • Original, exclusive, appellate, concurrent <p><i>Marbury v. Madison</i> (16b.)</p> <ul style="list-style-type: none"> • John Marshall • Co-Equal branch of Government • Judicial Review <p>Process in which Supreme Court hears cases. (16c)</p> <p>Judicial Activism and Judicial Restraint (16d.)</p> <p>Nature and Causes of Crime (21a.)</p> <p>Effects of crime (21b.)</p> <p>Categories of Crime (21c.)</p> <ul style="list-style-type: none"> • Severity: petty offenses, misdemeanor, felonies • Types of crimes: against people, property, state, white-collar, and victimless crimes. <p>Types of defenses:</p> <ul style="list-style-type: none"> • alibi • self-defenses • insanity • ignorance of the law (21d.) <p>Criminal Justice Process(22a.):</p> <ul style="list-style-type: none"> • Arrest • indictment • arraignment • plea • trial • sentencing <p>Individual's Due Process</p> | | <p>Describe the different types of jurisdiction held by various courts (16a.) (DOK 1)</p> <p>Analyze the impact that <i>Marbury vs. Madison</i> had on the Supreme Court status as an independent, co-equal branch (16b.) (DOK 2)</p> <p>Examine the importance of John Marshall's role in the <i>Marbury vs. Madison</i> (16b.) (DOK 2)</p> <p>Explain the process in which the Supreme Court decides cases (16c.) (DOK 1)</p> <p>Compare the philosophies of judicial activism and judicial restraint (16d.) (DOK 2)</p> <p>Identify nature and causes of crime (21a.) (DOK 1)</p> <p>Examine the impact that crime has on a victim (21b.) (DOK 2)</p> <p>Classify different types of crime based on severity (21c.) (DOK 2)</p> <p>Classify different types of crime based on victim (21c.) (DOK 2)</p> <p>Examine the various types of defenses used by accused criminals (21d.) (DOK 2)</p> <p>Explain the criminal justice process (22a.) (DOK 1)</p> <p>Describe individual's rights protected under due process of law (22b.) (DOK 1)</p> <p>Identify the steps in a criminal trial (22c.) (DOK 1)</p> <p>Identify the steps in a civil suit (22c.) (DOK 1)</p> <p>Describe the various sentencing used for criminals (22d.) (DOK 1)</p> |
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Grade: 9-12

Subject/Course: American Government

Unit#: 5

Unit Name: Federalism and State and Local Government

**Standards/Elements for the Unit
(with DOK level identified)**

SSCG3 The student will demonstrate knowledge of the United States Constitution.

c. Explain the fundamental principles upon which the United States Constitution is based; (federalism) (DOK1)

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

- a. Explain the relationship of state governments to the national government. (DOK2)
- b. Define the difference between enumerated and implied powers. (DOK2)
- c. Describe the extent to which power is shared. (DOK1)
- d. Identify powers denied to state and national governments. (DOK1)
- e. Analyze the ongoing debate that focuses on the balance of power between state and national governments. (DOK3)
- f. Analyze the supremacy clause found in Article VI and the role of the US Constitution as the “supreme law of the land.” (DOK1)
- g. Explain the meaning of the Pledge of Allegiance to the flag of the United States. (DOK1)

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

- a. Examine the legislative, executive, and judicial branches. (DOK1)
- b. Examine the structure of local government with emphasis on county, city, and town. (DOK1)
- c. Identify current state and local officials. (DOK1)
- d. Analyze the relationship among state and local governments. (DOK2)
- e. Evaluate direct democracy by the initiative, referendum, and recall processes. (DOK2)

SSCG18 The student will demonstrate knowledge of the powers of Georgia’s state and local governments.

- a. Examine the powers of state and local government. (DOK1)
- b. Examine sources of revenue received by each level of government. (DOK1)
- c. Analyze the services provided by state and local government. (DOK1)

| <p style="text-align: center;">Know (facts, formulas, vocabulary)</p> | <p style="text-align: center;">Understand By the end of this unit, I want my students to understand that...</p> | <p style="text-align: center;">Do (Skills)</p> |
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| <p>Fundamental Principles of U.S. Constitution (3c.)</p> <ul style="list-style-type: none"> ● Rule of law ● popular sovereignty ● separation of powers ● checks and balances ● federalism <p>Federal System of Government (5a.)</p> <ul style="list-style-type: none"> ● National Government and state government <p>Enumerated (expressed) and Implied Powers (5b.)</p> <p>Concurrent (shared) Powers (5c.)</p> <p>Denied Powers (5d.)</p> <p>Supremacy Clause – Article VI (5e.)</p> <p>Pledge of Allegiance – (5g.)</p> <p>Effective Citizenship (7)</p> <p>Georgia’s Constitution (17)</p> <p>State’s branches of Government (17a.)</p> <ul style="list-style-type: none"> ● Legislative- Georgia General Assembly ● Executive- Governor <ul style="list-style-type: none"> ● Popular Vote ● Judicial – State Courts <p>Direct democracy (17e.)</p> <ul style="list-style-type: none"> ● Initiative, referendum, recall process, and town meetings ● Constitutional Law, Statutory Law <p>Reserved Power (18a.)</p> <ul style="list-style-type: none"> ● 10th Amendment <p>Local Powers (18a.)</p> <p>Sources of revenue (18b.)</p> <ul style="list-style-type: none"> ● Taxes, finds, fees, federal funding, state funding <p>State and local services (18c.)</p> | <p>The Founding Father’s established a system of Federalism that guaranteed a balance between the powers and responsibilities of federal, state, and local governments.</p> | <p>Analyze the relationship between the state and national government (5a.) (DOK 2)</p> <p>Differentiate between Enumerated (expressed) powers and implied powers (5b.) (DOK 2)</p> <p>Discuss powers shared between state and national government (5c.) (DOK 1)</p> <p>List powers denied to the states and national government (5d.) (DOK 1)</p> <p>Evaluate the debate on the balance of power in government and defend one’s position (5e.) (DOK 3)</p> <p>Recognize the importance of the Supremacy Clause (5f.) (DOK 1)</p> <p>Describe the meaning of the Pledge of Allegiance (5g.) (DOK 1)</p> <p>Identify various roles and responsibilities of an effective American citizen (7) (DOK 1)</p> <p>Explain the states three branches of government (17a.) (DOK 1)</p> <p>Describe the structure of local governments (17b.) (DOK 1)</p> <p>Name state and local officials (17c.) (DOK 1)</p> <p>Describe the various relationships between state and local governments (17d.) (DOK 1)</p> <p>Evaluate the relationship between state and local governments. (17d.) (DOK 2)</p> <p>Identify the impact of initiative, referendum, and recall on direct democracy (17e.) (DOK 1)</p> |

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| <ul style="list-style-type: none"> Public safety (police/fire), education, health and human services, and transportation | | <p>Analyze the effectiveness of initiative, referendum, and recall on direct democracy (17e.) (DOK 2)</p> <p>Explain the powers of state governments (18a.) (DOK 1)</p> <p>Identify the powers of local governments (18a.) (DOK 1)</p> <p>Identify the various sources of revenue received by each level of government (18b.) (DOK 1)</p> <p>List the various services provided by state and local government (18c.) (DOK 1)</p> |
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