

Grade 12

Virginia and United States Government

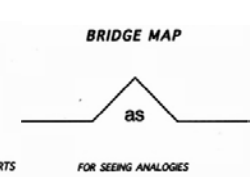
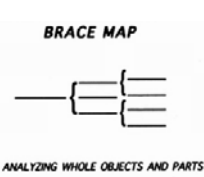
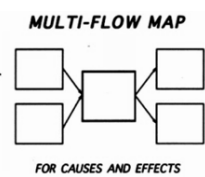
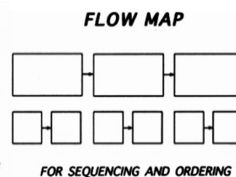
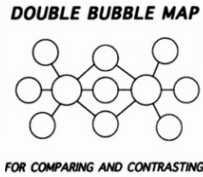
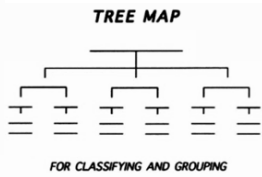
Standards for Virginia and United States Government define the knowledge that enables citizens to participate effectively in civic and economic life. Students will apply social science skills as a foundation to examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the characteristics of the United States economy. The standards emphasize an understanding of the duties and responsibilities that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society. The standards also reflect the evolving political and economic roles of Virginia and the United States in the global community.

Civic education also must emphasize the intellectual skills required for responsible citizenship. Students will apply these skills as they extend their understanding of the essential knowledge defined by the standards for Virginia and United States Government.

Skills

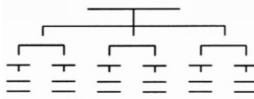
- GOVT.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) planning inquiries by synthesizing information from diverse primary and secondary sources;
 - b) analyzing how political and economic trends influence public policy, using demographic information and other data sources;
 - c) comparing and contrasting historical, cultural, economic, and political perspectives;
 - d) evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;
 - e) constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims;
 - f) explaining how cause-and-effect relationships impact political and economic events;
 - g) taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
 - h) using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;
 - i) applying civic virtues and democratic principles to make collaborative decisions; and
 - j) communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

Thinking Map Images for Copying and Pasting




	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)
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<p style="text-align: center;">Q 1</p>	<p>Foundations</p> <p>Historical Influences GOVT 2a, 2b The United States constitutional system incorporates democratic elements that were developed in Athens and Rome.</p> <p>The United States and Virginia constitutional systems of government incorporated ideas from the Magna Carta, the English Petition of Rights, and the English Bill of Rights.</p>	<p>Democratic elements of the United States constitutional system borrowed from Athens and Rome:</p> <ul style="list-style-type: none"> - Athens: Direct democracy - Rome: Indirect (representative) democracy, republic <p>Magna Carta:</p> <ul style="list-style-type: none"> - Limited power of government - Fundamental rights - Trial by jury - Due process of law <p>English Petition of Rights:</p> <ul style="list-style-type: none"> - Early document supporting the idea that men have rights and establishing the concept of rule of law <p>Included basic rights:</p> <ul style="list-style-type: none"> - Guarantee of trial by jury - Protection against martial law - Protection against quartering of troops - Protection of private property <p>English Bill of Rights:</p> <ul style="list-style-type: none"> - Limited power of the monarch - No standing army in peacetime - Free elections - Right of petition - Parliamentary checks on power 	<p>Unit Outline for Ch 1-4</p> <p>Introduction to gov ppt.</p> <p><i>Extension: Students will locate ideas from historic documents in the Constitution.</i></p> <p>SOL 1a Using information from primary and secondary sources, students will diagram basic concepts of government derived from Landmark English documents.</p> <div data-bbox="1302 974 1575 1153" style="text-align: center;"> <p>TREE MAP</p> <p>FOR CLASSIFYING AND GROUPING</p> </div>	
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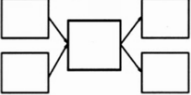
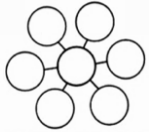
<p>GOVT 2c Principles of government and law developed by leading European political thinkers Thomas Hobbes, John Locke, and Montesquieu may be found in the Constitution of Virginia, the Declaration of Independence, and the Constitution of the United States.</p>	<p>Fundamental political principles:</p> <ul style="list-style-type: none"> - Limited government: John Locke (Constitution of Virginia, Constitution of the United States, Declaration of Independence) - Government's authority coming only from the consent of the governed: Thomas Hobbes, John Locke (Declaration of Independence, Constitution of the United States) - Separation of powers: Montesquieu (Constitution of the United States, Constitution of Virginia) 	<p>SOL 1f Project: HOW THE IDEAS OF THOMAS JEFFERSON EVOLVED</p>	<p><i>Differentiation: options are offered to students with different learning styles</i></p>
<p>GOVT 2e The Declaration of Independence is an expression of natural rights philosophies.</p>	<p>Natural rights philosophies of John Locke and Jean-Jacques Rousseau expressed in the Declaration of Independence:</p> <ul style="list-style-type: none"> - Rousseau believed that all men are equal. - Locke believed that government is based on an agreement between people and their rulers (social contract). He felt that people have the right to life, liberty, and property. 	<p>Synthesizing information from primary and secondary sources, students will design a chart, thinking map, or performance piece outlining the concepts that influenced Thomas Jefferson's Declaration of Independence. Include the three basic notions of government brought to North America from England as well as the historical documents and philosophers such as Locke and Rousseau that shaped our government.</p>	
		<p style="text-align: center;">TREE MAP</p>  <p style="text-align: center;">FOR CLASSIFYING AND GROUPING</p>	

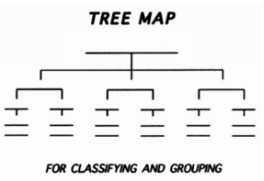
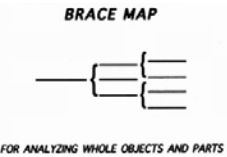
	<p>GOVT 2d Essential Knowledge The charters of the Virginia Company of London extended the rights of Englishmen to the colonists.</p>	<p>The basic rights of Englishmen were guaranteed to the colonists by the charters of the Virginia Company of London. Examples of “basic rights” include:</p> <ul style="list-style-type: none">- land ownership- representation- create a council to make their own laws	<p>SOL 1a Students will read and interpret sections of the Charters of the Virginia Company of London to find the guarantee of English rights to the colonists.</p>	<p><i>Virginia Government supplement to Magruder’s American Government</i></p>
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<p>GOVT 2f Virginians played key roles in securing individual liberties.</p>	<p>Virginia Declaration of Rights, by George Mason:</p> <ul style="list-style-type: none"> - States that all Virginians should have certain rights, including freedom of religion and the press - Basis for the Bill of Rights of the Constitution of the United States <p>Virginia Statute for Religious Freedom, by Thomas Jefferson:</p> <ul style="list-style-type: none"> - States that all people should be free to worship as they please - First time religious freedom was protected by law - Basis for the First Amendment to the Constitution of the United States, which guarantees religious freedom <p>James Madison, "Father of the Constitution":</p> <ul style="list-style-type: none"> - Kept detailed notes during the Constitutional Convention - Engineered compromises on the most difficult issues facing the delegates - Authored the "Virginia Plan," which proposed a federal government of three separate branches (legislative, executive, and judicial) and became the - Foundation for the structure of the new government - Authored much of the Bill of Rights 	<p>SOL1a, 1f</p>  <p>Students will read and interpret excerpts from the Virginia Declaration of Rights and the Virginia Statute of Religious Freedom, to establish their relationship to our current Bill of Rights.</p>	<p><i>Virginia Government supplement to Magruder's American Government</i></p>
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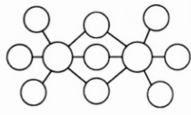
<p>GOVT 3a-f Concepts of democracy define and shape the meaning of citizenship.</p>	<p>Fundamental concepts of democracy:</p> <ul style="list-style-type: none"> - Fundamental worth and dignity of the individual: All persons are entitled to life, liberty, and due process under the law. - Equality: All persons are entitled to equal rights and treatment under the law. - Citizenship: The common thread that connects all Americans, recognized by two principles: A person receives American citizenship by virtue of being born in the United States, citizenship on those born to at least one United States citizen anywhere in the world - Noncitizens: All persons not meeting the principles of citizenship may become a United States citizen through the naturalization process. The naturalization process is the way that a person not born in the United States voluntarily becomes a United States citizen. - Majority rule: The will of the majority as expressed through elections is fundamental to the American system. - Minority rights: The Constitution of the United States protects the rights of the few from oppression. - Compromise: The structure of the United States government necessitates compromise by all sides. - Individual freedom: All persons are born free, equal, and independent. <p>An analysis of current events demonstrates contemporary applications of these democratic concepts.</p>	<p>SOL1e</p> <p>Divide class into groups. Each group will:</p> <ul style="list-style-type: none"> ● Describe a concept ● Use multiple sources to find current events to argue if this concept is evident in public policy today <div data-bbox="1249 483 1459 669" data-label="Diagram"> </div> <p>Administer civics questions from U.S. naturalization test and discuss.</p>	<p>Current news sources</p> <p>Citizenship test</p>
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<p>Constitution GOVT 4a The debates over ratification of the Constitution of the United States focused on powers given to the national government and the protection of individual rights.</p>	<p>Ratification debates:</p> <ul style="list-style-type: none"> - Nine of thirteen states were needed to ratify the Constitution. - Anti-Federalist position: Suspicious of a strong central government, wanted Bill of Rights to protect personal liberties - Federalist position: Believed that a strong central government was the best way to protect freedom <p>The Federalist (later known as The Federalist Papers) was a series of essays supporting adoption of the Constitution of the United States.</p>	<p>SOL 1a,1c: Students will interpret parts of Federalist #10 and #51 to compare and contrast to political perspectives today.</p> <p>SOL 1f Students will create a multi-flow map to examine how weaknesses in the Articles of Confederation led the Framers to incorporate certain underlying principles in the new Constitution..</p>	<p>Federalist Papers</p> <p><i>Differentiate: choose shortened version and provide essential vocabulary for understanding.</i></p> <p><i>Differentiate: Use multi-flow map to show how Articles led to Constitution</i></p> <p>MULTI-FLOW MAP</p>  <p><small>FOR CAUSES AND EFFECTS</small></p>
<p>GOVT 4b The purposes for government are established in the Preamble to the Constitution of the United States.</p>	<p>Purposes for government as stated in the Preamble:</p> <ul style="list-style-type: none"> - To form a more perfect union - To establish justice - To ensure domestic tranquility - To provide for the common defense - To promote the general welfare - To secure the blessings of liberty 	<p>SOL 1e, 1j</p> <p>BUBBLE MAP</p>  <p><small>FOR DESCRIBING USING ADJECTIVES</small></p> <p>Divide class into groups. Describe a concept and decide to what degree we are achieving the purpose; present to class.</p>	

<p>GOVT 4c The Constitution of the United States is based on fundamental principles which can be found in the writings of philosophers during the Age of Enlightenment.</p>	<p>Fundamental principles:</p> <ul style="list-style-type: none"> - Consent of the governed: People are the only source of governmental power. - Limited government: The government may do only those things that the people have given it the power to do. - Separation of powers: Government is divided into three branches — the legislative, executive, and judicial. - Checks and balances: This is a system whereby each branch of government exercises some control over the others. - Federalism: In this form of government, powers are divided between the national government and state governments. - Rule of law: The Constitution of the United States is supreme, and all individuals are accountable under the law. 	<p>Sol 1j</p>  <p>Using a tree map, students will identify the fundamental principles with two current examples of each principle.</p>	<p>Current news sources</p>
<p>GOVT 4d Articles I, II, and III of the Constitution of the United States establish three co-equal branches of government.</p>	<p>Organization of the national government:</p> <ul style="list-style-type: none"> - Article I establishes the legislative branch of the national government by setting forth the two houses of Congress to make laws. - Article II establishes the executive branch to carry out the laws passed by Congress. - Article III creates the United States Supreme Court and empowers Congress to establish lower Federal Courts to interpret the laws. 	 <p>SOL 1j Students will create a brace map to review the three branches of government and what each does.</p>	<p><i>Extension: expand the brace map to show each Article of the Constitution and its amendments.</i></p>
<p>GOVT 4e The amendment process</p>	<p>Term to know:</p> <ul style="list-style-type: none"> - Amendment: A formal revision to the 		<p>youthleadership.net</p>

<p>provides a way that the Constitution of the United States can remain responsive to the needs of a changing nation. To date, there have been 27 amendments to the Constitution</p>	<p>Constitution, responding to needs of a changing nation</p> <p>National amendment procedure (Article V):</p> <ul style="list-style-type: none">- Proposing an amendment requires a two-thirds vote of Congress OR requires a national convention requested by two-thirds of the state legislatures.- Ratifying an amendment requires approval by three-fourths of the State legislatures OR requires acceptance by conventions in three-fourths of the states.		
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<p>Federalism GOVT 5a-e The Constitution of the United States provides for a federal system of government in which power is shared between the states and the national government.</p>	<p>The Constitution of the United States establishes a federal form of government in which the national government is supreme (Supremacy Clause).</p> <p>The powers not given to the national government by the Constitution of the United States are reserved to the states or people (10th Amendment).</p> <p>Federalism is not a static relationship between levels of government. The distribution of power between the states and the national government is the source of considerable political debate.</p> <p>Powers of national government:</p> <ul style="list-style-type: none"> - Expressed powers are those directly stated in the Constitution of the United States, such as the power to levy and collect taxes, make war, and regulate trade among the states. - Implied powers are those reserved by the national government but not specifically listed; the source for implied powers is the elastic clause or “necessary and proper” clause (Article I, Sec. 8). - Inherent powers are those that the national government may exercise simply because it is the national government, such as establishment of diplomatic relations and regulation of immigration. <p>Areas where powers are shared:</p> <ul style="list-style-type: none"> - Taxation - Education policy - Transportation - Establish courts - Criminal justice - Make laws 	<p>Construct a Venn diagram or a double bubble map to compare and contrast national and state powers.</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p> <p>SOL1e Groups will research different major problems that both states and the federal government must solve. Students cite what the national rules are and how states adapt to these rules. Students then construct a claim as to which level of government is best equipped to handle the problem. (examples of issues to research include equal treatment for those with disabilities, regulation of abortion, environmental rules, gun laws, medical use of marijuana)</p>	<p>Lesson plan for Federalism</p> <p>Federalism project</p>
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Extension: students will analyze issues and draw conclusions on whether federalism has strengthened or weakened the country


		<p>Conflicts between the state and national authority in a federal system are found in concurrently held powers.</p> <p>Powers denied to both the national and state governments:</p> <ul style="list-style-type: none">- Ex post facto laws- Tax on exports	SOL 1e	
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<p>Political Behavior</p> <p>Parties and Ideologies GOVT. 9b Individual ideologies are shaped by a number of demographic factors. Political opinions about the role of government shape public policy.</p>	<p>Differences of opinion about the role of government are due primarily to ideology.</p> <p>An ideology is a set of basic beliefs about life, culture, government, and society. A person's ideology provides a framework for looking at government and public policy. Ideology is shaped by many demographic factors, including family, education, religion, socioeconomic status, race and ethnicity, gender, and region.</p> <p>Traditionally, mainstream American political perspective falls into three broad categories of opinion:</p> <ul style="list-style-type: none"> - Conservative opinion generally believes that the role of government should be limited and that free enterprise and initiative should be promoted. - Moderate opinion generally seeks represents middle ground between conservative and liberal positions. - Liberal opinion generally believes that the role of government should be active and that economic opportunity should be promoted. - Individuals may not always be consistent in their opinions about public policy. For example, a person may hold conservative views about the economy and liberal views about society. 	<p>SOL 1c Students will compare and contrast political perspectives by analyzing the political spectrum, taking an ideological survey, and placing themselves on the political spectrum.</p> <p><i>Note: after researching candidates in a later lesson, students will go back and place candidates on the political spectrum</i></p>	<p>www.youthleadership.net</p> <p><i>Differentiate: provide different levels of surveys and provide vocabulary help</i></p>
<p>GOVT. 6a</p> <p>Political parties are organized to win elections.</p>	<p>Political parties have national, state, and local organizations.</p> <p>Roles of political parties:</p>	<p>SOL 1a Students will use political party organizations and other sources to formulate</p>	<p>www.democrats.org</p> <p>www.gop.com</p>


<p>Party factions can control the election process by controlling candidate selection.</p> <p>At each level of government, candidates for elective office are chosen by using a variety of nominating methods.</p>	<ul style="list-style-type: none"> - Select candidates - Raise funds - Conduct campaigns - Identify important issues - Monitor the party in power <p>Each major political party seeks to define itself in ways that win majority support while remaining committed to core principles.</p> <p>The two major parties are coalitions of several factions and interest groups and recognize the importance of conducting campaigns that appeal to voters in the middle of the political spectrum, veering neither too far left nor too far right of the political center.</p> <p>A third party could form to highlight single issues in a given election or provide a long-term forum for minority Views.</p> <p>Methods used by political parties to select candidates for national, state, and local offices:</p> <ul style="list-style-type: none"> - Direct primary - Caucus - Nominating convention - Petition <p>The two major political parties use a national nominating convention to select presidential and vice-presidential candidates.</p> <p>In Virginia, state and local party organizations determine which method of nomination will be used to select candidates. Once nominated, candidates campaign and go before the voters for election to office. In Virginia, 17-year-olds can register and vote in special elections or participate in the nominating process if their 18th birthday is on or before the</p>	<p>platforms from each party.</p> <p>SOL 1i Students will practice collaborative decision-making by acting out roles in a mock Democrat/Republican caucus.</p> <p>SOL 16d Students will participate in a mock presidential election. <i>(will use other types of elections in off-years)</i></p> <p>SOL 1g Eligible students will be offered an opportunity to register to vote.</p> <p>SOL 1f Students will analyze electoral maps to draw conclusions about why candidates campaign in the states they do</p>	<p>www.votesmart.org</p> <p>YLI Steps to Election</p> <p>Iowa caucus</p> <p>Electoral College ppt</p> <p>www.centerforpolitics.org</p> <p><i>Differentiate: use icivics "election night tracker"</i></p>
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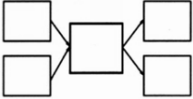
		general election.		
	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources

<p>Q 2</p>	<p>Elections and Voting</p> <p>GOVT. 6b</p> <p>Candidates must appeal to an increasing number of independent voters to win elections.</p> <p>Campaigning for political office is expensive.</p> <p>Recent laws and Supreme Court decisions have attempted to influence campaign financing.</p>	<p>Laws limit the amount individuals and groups may contribute to federal, state, and local candidates.</p> <p>The Federal Election Campaign Act: Provides for a system of financing based on three principles:</p> <ul style="list-style-type: none"> - Public funding of presidential elections - Limitations on the amounts presidential and congressional candidates may receive from contributors - Public disclosure of the amounts candidates spend to get elected <p>Legalized the creation of Political Action Committees (PAC)</p> <p>Court cases impacting campaign financing:</p> <ul style="list-style-type: none"> - Citizens United v. FEC-Deals with regulation of campaign financing by organizations; overturns portions of McCain-Feingold (Bipartisan Campaign Reform Act) <p>In state and local campaigns, campaign contributions received by a candidate are unlimited but must be reported.</p> <p>Rising campaign costs require candidates to conduct extensive fundraising activities. Increasingly, fundraising is done online.</p>	<p>SOL 1h</p> <p>Students will research campaign spending in the 2016 presidential election and write an essay on the impact of money on winning.</p>	<p>Campaign spending 2016</p> <p>Federal limits on campaigns 2016</p> <p>www.opensecrets.org</p> <p>www.vpap.org</p>
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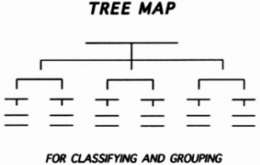
<p>GOVT 6c Media coverage, campaign advertising, public opinion polls, and Internet-based communications influence public opinions during a political campaign.</p>	<p>Influences on elections:</p> <ul style="list-style-type: none"> - Mass media (including Internet) influence public opinion - Campaign advertisements are used to persuade and/or mobilize the electorate - Polling is used to measure public attitudes, target ads, and refine campaign strategies <p>Internet-based communications include:</p> <ul style="list-style-type: none"> - Campaign Web sites - E-mail communications with voters - Use of social networking sites and blogging - Online grassroots organizing 	<p>SOL 1f</p>  <p>Students will brainstorm methods candidates use to reach voters; they will then analyze information from recent elections to evaluate the impact of the Internet on campaigning and public opinion.</p>	<p>Bias in polling lesson plan</p> <p>Art of polling ppt</p> <p>www.factcheck.org</p> <p>Social media in 2016</p>
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<p>GOVT. 6d Changes in population and resulting reapportionment have a political effect on legislative membership through national, state, and local elections.</p>	<p>Terms to know:</p> <ul style="list-style-type: none"> - reapportionment: Redistribution of the fixed number of seats in a legislative body (e.g., the 435 Congressional seats) - redistricting: Redrawing the boundaries of legislative districts - gerrymandering: The process of redrawing district boundaries to benefit one political party or group of citizens <p>Reapportionment of Congressional districts occurs after each census.</p> <p>In Virginia, the General Assembly’s majority party redraws state and Congressional districts. Some states have removed legislators completely or partially from the process (e.g., by using nonpartisan commissions).</p> <p>United States Supreme Court cases in the early 1960s established the “one man, one vote” principle.</p>	<p>SOL 1b Using maps and demographic information, students will draw legislative districts to favor particular groups of constituents in order to see how political trends influence public policy. Students will then analyze election data before and after redistricting and draw conclusions about gerrymandering.</p>	<p>Gerrymander lesson</p> <p>Ballotpedia</p> <p><i>Extension: SOL 1d, 1j Students will read several articles on how district lines should be drawn to find evidence of factual information v. misconceptions in the articles.</i></p>
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<p>GOVT. 6e Amendments to the Constitution of the United States have extended the right of suffrage.</p>	<p>Amendments to the Constitution of the United States that extended suffrage:</p> <ul style="list-style-type: none">- The 15th Amendment ensures right to vote regardless of race.- The 19th Amendment grants women the right to vote.- The 23rd Amendment allows voters in Washington, D.C., to vote for the United States president and vice president.- The 26th Amendment gives the right to vote to citizens 18 years old and older.	<p>BRIDGE MAP</p>  <p>SOL 1a Using information from a variety of sources, students will create a bridge map showing the relationship between each amendment and the expansion of the electorate. Students will then examine election trends and draw conclusions about the amendments' impact on voter behavior.</p>	
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<p>GOVT. 6f Analyzing trends among voter turnout helps to understand the outcome of election results and potentially influence future campaigns.</p>	<p>Influences on voter turnout:</p> <ul style="list-style-type: none"> - Campaign issues - Candidates - Political efficacy - Voter attitudes toward government - Voter loyalty to political parties - Competitive and noncompetitive races <p>Education, age, and income are important factors in predicting which citizens will vote.</p> <p>More citizens vote in presidential elections than in other national, state, and local contests.</p> <p>A voter's belief that he/she has little impact on the outcome of an election tends to discourage voter turnout.</p> <p>Voter apathy, dissatisfaction, and failure to meet voting requirements can contribute to decline in voting.</p>	<p>SOL 1f Students will use a cause and effect model to identify factors that contribute to voter turnout.</p> <p style="text-align: center;">MULTI-FLOW MAP</p>  <p style="text-align: center;"><small>FOR CAUSES AND EFFECTS</small></p> <p>SOL 1f Students will use a cause and effect model to examine factors that impede voter turnout and ways that our society has worked to eliminate these barriers.</p>	<p>www.census.gov</p> <p>Voting demographics 2016</p> <p>Barriers to voting</p>
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<p>Legislative Branch</p> <p>GOVT. 7a The legislative branch of the national government is a bicameral body with committees playing a major role in the legislative process.</p> <p>The Constitution of the United States grants both expressed and implied powers to the legislative branch.</p>	<p>The two houses of Congress:</p> <ul style="list-style-type: none"> - The Senate: 100 members, with each state having two senators - The House of Representatives: 435 members, with each state's representation based on the population <p>Congressional committees:</p> <ul style="list-style-type: none"> - Committees are organized by subject matter. - Because of the large volume of work, committees are essential to the legislative process. <p>Expressed powers of Congress:</p> <ul style="list-style-type: none"> - Levy taxes - Borrow money - Regulate commerce - Coin money - Declare war - Establish Post Office <p>Implied powers of Congress allow it to do all things "necessary and proper" to carry out its expressed powers.</p>	<p>SOL 1e Student will participate in a Mock Congress researching bills using analytic arguments, evidence from many sources to support claims</p>	<p>How a bill becomes a law - Schoolhouse Rock</p> <p>How Congress works</p>
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<p>GOVT. 7b A constitutional system of checks and balances and separation of powers gives each of the three branches of government ways to limit the powers of the other branches.</p>	<p>Checks of the legislative branch: Over the executive branch:</p> <ul style="list-style-type: none"> - To override presidential vetoes - To impeach and convict a president - To approve treaties - To approve presidential appointments <p>Over the judicial branch:</p> <ul style="list-style-type: none"> - To approve federal judges/justices - To impeach and convict judges/justices <p>Checks of the executive branch: Over the legislative branch:</p> <ul style="list-style-type: none"> - To veto acts of Congress - To call special sessions of Congress <p>Over the judicial branch:</p> <ul style="list-style-type: none"> - To appoint federal judges/justices <p>Checks of the judicial branch Over the legislative branch:</p> <ul style="list-style-type: none"> - To declare laws to be unconstitutional <p>Over the executive branch:</p> <ul style="list-style-type: none"> - To declare executive actions to be unconstitutional 	<p style="text-align: center;">TREE MAP</p>  <p style="text-align: center;"><small>FOR CLASSIFYING AND GROUPING</small></p> <p>Sol 1j Students will create a tree map depicting the various ways that the three branches check each other's power.</p> <p>Students will then find examples of checks and balances in current events.</p>	<p>Current news sources</p>
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<p>Public Policy</p> <p>GOVT 7c</p> <p>Individuals and groups exert influence on the national government.</p>	<p>Ways individuals influence public policy:</p> <ul style="list-style-type: none">- Participating in politics (e.g., voting, campaigning, seeking office)- Expressing opinions (e.g., lobbying, demonstrating, writing letters, blogging, speaking at public meetings, petitioning, meeting with public officials)- Meeting with public officials)- Joining interest groups or political parties- Donating money to support a particular cause <p>Ways interest groups/lobbyists influence public policy:</p> <ul style="list-style-type: none">- Identifying issues- Stimulating interest in public affairs- Working to build a positive image for the group- Organizing individuals of like-minded interests- Providing useful information to government officials- Lobbying to persuade policymakers to share an interest group's point of view- Making political contributions- Monitoring the policymaking and regulatory processes- Organizing communities of like interests		
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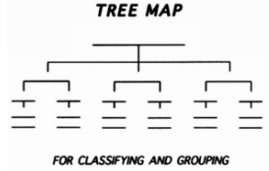
<p>GOVT 9a Public policy relates to government action or inaction in regard to a specific public need.</p>	<p>Public policy: purposeful course of action produced in response to a perceived problem, discussed and developed through a political process, and implemented by a public agency.</p> <p>Private sector activity-Actions taken by individuals, nonprofits, or corporations to fulfill a public need:</p> <ul style="list-style-type: none">- Examples include: utilities (electric, gas), food banks, Red Cross, Habitat for Humanity <p>Privatization of government services – occurs when there is an identified public need that the government is willing to outsource and that the private sector is capable of and willing to provide:</p> <ul style="list-style-type: none">- Examples include: prisons, waste collection, roads		
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<p>GOVT 9c The laws enacted by the national government generally reflect the public agenda that is shaped by individuals, elected officials, political leaders, interest groups, and the print and electronic media.</p>	<p>Public policy: purposeful course of action produced in response to a perceived problem, discussed and developed through a political process, and implemented by a public agency.</p> <p>Participants in the policy process include elected officials, political leaders, interest groups, the media, and individual Citizens.</p> <p>These participants influence the public agenda and shape public policy by:</p> <ul style="list-style-type: none"> - Attending political and governmental meetings - Lobbying - Working in campaigns - Contributing money to candidates and funding causes - Organizing public opinion utilizing social media - Filing legal challenges - Petitioning government - Demonstrating - Running for office <p>Equal Rights Amendment – a proposed amendment to the Constitution stating, equality of rights shall not be abridged by the government or any state based on gender</p> <p>Americans with Disabilities Act – prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, government services, public accommodations, commercial facilities, and transportation.</p> <p>The Individuals with Disabilities Act (IDEA) formerly Public Law 94.142, entitles children and young adults with disabilities access to a free appropriate public education (FAPE).</p>		
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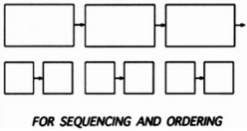
		<p>Section 9524 of the Elementary and Secondary Education Act of 1965 – local school divisions shall certify that there is no policy which prevents or denies participation in constitutionally protected prayer in public schools</p>		
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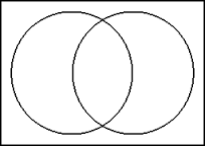
<p>GOVT 9f Individuals, interest groups, and the media influence public policy.</p>	<p>Ways individuals influence public policy:</p> <ul style="list-style-type: none"> - Participating in politics (e.g., voting, campaigning) - Expressing opinions (e.g., lobbying, demonstrating, writing letters) - Joining interest groups <p>Ways interest groups influence public policy:</p> <ul style="list-style-type: none"> - Identifying issues - Making political contributions - Lobbying government officials <p>Ways the media influences public opinion:</p> <ul style="list-style-type: none"> - Giving selective attention to issues - Shaping attitudes and beliefs - Providing information to policymakers <p>Types of interest groups:</p> <ul style="list-style-type: none"> - Economic interest groups - Public interest groups - Government interest groups - Religious interest groups - Civil rights interest groups - Ideological interest groups - Single issue interest groups 	<p>SOL 1f Students create a tree map to show ways that people, interest groups and media influence public policy</p> <div data-bbox="1239 316 1501 495" style="text-align: center;"> <p>TREE MAP</p> <p>FOR CLASSIFYING AND GROUPING</p> </div> <p>In groups, students will research an interest group to determine its goal, how it attempts to influence policy, and whether its web information is biased.</p> <p>Interest group project</p>	<p>Chart: shows influence of people, interest groups and media</p> <p>Interest groups links</p>
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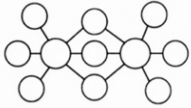
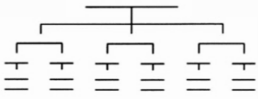
	<p>Essential Understandings</p>	<p>Essential Knowledge</p>	<p>Skill Focus and Exemplars (Instructions for linking to a</p>	<p>Resources (for instruction, assessment, and</p>
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			Google Doc)	intervention)
Q 3	<p>Executive Branch</p> <p>GOVT 7a</p> <p>The executive branch consists of the president, vice president, and the federal bureaucracy.</p>	<p>The executive branch is headed by the president and vice president, who are supported by the Executive Office, the Cabinet, and the federal bureaucracy.</p> <p>Responsibilities of the president:</p> <ul style="list-style-type: none"> - Overseeing the various parts of the executive branch - Enforcing laws - Issuing executive ordinances orders - Appointing and removing officials - Making treaties and executive agreements - Commanding the military 		<p>Roles of the President ppt</p>
	<p>GOVT 9e</p> <p>Public policy is primarily implemented by bureaucracies at the national, state, and local levels.</p>	<p>Bureaucracy – government agencies responsible for the implementation, administration, and regulation of policy</p> <p>At all levels of government, employees of public agencies conduct the day-to-day operation of government and carry out public policy.</p> <p>Bureaucracies shape the meaning of laws passed by legislatures through rule-making and help to draft new bills for lawmakers. Some bureaucrats shape policy by providing information and advice to the executive branches of government.</p> <p>Levels of bureaucracy:</p> <p>National:</p> <ul style="list-style-type: none"> - Cabinet departments - Office of the president - Federal agencies <p>Virginia:</p> <ul style="list-style-type: none"> - Cabinet departments 	<p>TREE MAP</p>  <p>Students will diagram the major parts of the executive branch.</p> <p>SOL 1j</p> <p>Students will be assigned roles of cabinet members, research a current issue, and advise the President in a Cabinet meeting.</p>	<p>Cabinet simulation</p>

		<ul style="list-style-type: none"> - Office of the governor - State agencies <p>Local:</p> <ul style="list-style-type: none"> - County/city agencies - Regional authorities 		
	<p>Foreign Policy and National Security</p> <p>GOVT 12a</p> <p>American foreign policy consists of the official positions and actions that the national government takes in its relationships with other countries. One of the primary responsibilities of the national government is to protect its citizens.</p>	<p>Foreign policy powers of the executive branch:</p> <ul style="list-style-type: none"> - The president has primary responsibility for making foreign policy. - The president is the commander-in-chief of the armed forces. - The president and the executive branch negotiate, persuade, apply economic pressure, and threaten military intervention. <p>Foreign policy powers of other branches:</p> <ul style="list-style-type: none"> - Congress has the power to declare war and to appropriate funds. - The Senate has the power to confirm ambassadors and to ratify treaties. - The Supreme Court has the power to interpret treaties. <p>Key agencies in the foreign policy and national security arenas:</p> <ul style="list-style-type: none"> - State Department - National Security Council - Foreign Service - Department of Defense - Central Intelligence Agency - Department of Homeland Security - Federal Bureau of Investigation <p>Public opinion, special interests, international organizations, and foreign countries influence foreign policy and national security issues.</p>		<p>Excerpts from the movie <i>Thirteen Days</i></p> <p>Lessons from Thirteen Days movie</p>

		<p>Conventional diplomacy, foreign aid, economic sanctions, and military intervention abroad serve to protect American interests and promote national security.</p>		
	<p>GOVT 12b United States foreign policy priorities reflect the political agenda of the time and can be fluid.</p>	<p>Foreign policy goals:</p> <ul style="list-style-type: none"> - Fulfilling a commitment to preserve a peaceful world - Promoting democratic values - Protecting nations from aggression - Encouraging market-oriented economies and free trade - Advancing international cooperation <p>Making foreign policy decisions requires balancing competing or contradictory foreign policy goals.</p> <p>Recent initiatives addressing foreign policy challenges:</p> <ul style="list-style-type: none"> - Trade imbalances with other countries - Curtailing human rights abuses - Controlling nuclear and biological arms - Determining the future of NATO - Curbing drug traffic 	<p>FLOW MAP</p>  <p>SOL 1f Using information from textbook and other sources, students show the evolution of American foreign policy goals.</p>	
	<p>Comparative Government and Economics GOVT 12c The economies of Virginia and the United States depend on resources and markets around the world for the production and sale of goods and services.</p>	<p>Virginia and United States businesses have become multinational in their quest for resources, markets, and profits.</p> <p>In recent decades, the national government has worked to reduce barriers to international trade:</p> <ul style="list-style-type: none"> - Free trade increases worldwide material standards of living. - The gains from free trade are not 	<p>SOL 1d Students will explore multiple sources that report on the proposed Trans-Pacific Partnership and examine the information to determine accuracy and validity.</p>	<p>Current news sources</p>

		<p>distributed equally, and some individuals or groups may lose more than they gain when</p> <ul style="list-style-type: none"> - Trade barriers are reduced. - Despite mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict - Free trade for national defense reasons, to protect key individuals, or because some companies and workers are hurt by - Free trade. <p>United States trade agreements:</p> <ul style="list-style-type: none"> - North American Free Trade Agreement (NAFTA): A free-trade zone of Canada, Mexico, and the United States intended to eliminate trade barriers, promote fair competition, and increase investment opportunities. - World Trade Organization (WTO): Established in 1995. Its role is administering trade agreements, handling disputes, and providing a venue for negotiating among its member nations. 	<p><i>(note: the choice of issues will vary over time)</i></p>	
	<p>GOVT 13a-d Participation in the political process reflects the degree to which governmental power is limited. Different economies have different degrees of government involvement</p>	<p>The two most common ways to organize institutions of the central government:</p> <ul style="list-style-type: none"> - A federal system of government (United States and Mexico): Powers are shared between levels of government; powers are separated and shared among the branches of the national government. - A unitary system of government (the United Kingdom and the People's Republic of China): All governmental power is vested in the central government, which may choose to delegate some of its authority; this type of government often has a parliamentary system. The legislative branch holds both legislative and executive powers. The executive is 	<p>1c Students will compare and contrast federal and unitary governments</p> 	

		<p>chosen by the legislature.</p> <p>Limited governments have restraints on power and encourage broad-based participation in the political process.</p> <p>Governments of unlimited power (authoritarian governments) place no limits on the power wielded by one person or small group.</p> <p>Economic systems vary based on the degree to which the government intervenes in the marketplace. In some countries, the government controls the means of production, goods, services, and resources.</p> <p>The key factor in determining the type of economy a country has is the extent of government involvement in economic decision making.</p>	<p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p>	
	<p>GOVT 14a Every society must answer three basic economic questions.</p>	<p>Basic economic questions:</p> <ul style="list-style-type: none"> - What goods and services should be produced? - How should they be produced? - For whom are they produced? <p>How a society answers these questions determines the type of economy it has.</p>		<p>http://www.econedlink.org/</p>
	<p>GOVT 14b The type of economy a country has is determined by the amount of government involvement in economic decision-making.</p>	<p>Traditional economy:</p> <ul style="list-style-type: none"> - Economic decisions are based on custom and historical precedent. - People often perform the same type of work as their parents and grandparents, regardless of ability or potential. <p>Free market economy:</p> <ul style="list-style-type: none"> - A free market economy is characterized by private ownership of property/resources, profit motive, 	<p>TREE MAP</p>  <p>FOR CLASSIFYING AND GROUPING</p> <p>1. Students create a tree map on types of economies.</p>	<p>Economic project</p>

		<p>competition, consumer sovereignty, and individual choice.</p> <ul style="list-style-type: none"> - Adam Smith was one of the founders of free market capitalism. <p>Command economy:</p> <ul style="list-style-type: none"> - A command economy is characterized by central ownership of property/resources, centrally-planned economy, and lack of consumer choice. - Karl Marx provided the ideological foundation for communist/centrally-planned economies. <p>Mixed economy:</p> <ul style="list-style-type: none"> - Individuals and businesses make decisions for the private sector. - Government makes decisions for the public sector. - Government's role is greater than in a free market economy and less than in a command economy. - Most economies today are mixed economies. 	<p>2. In groups, students will create and present a performance piece on one type of economy.</p>	
	<p>GOVT 14c Maintaining freedom of choice in the marketplace is the basis of the free-enterprise system. Government plays a limited but important role in the protection of individual economic freedoms. Individuals have the right to the basic economic freedoms enjoyed in a free market society. The government is responsible for protecting these freedoms.</p>	<p>The degree of economic freedom in a nation tends to be directly related to the degree of political freedom its citizens enjoy.</p> <p>Democratic nations:</p> <ul style="list-style-type: none"> - High degree of economic freedom - High degree of political freedom <p>Authoritarian nations:</p> <ul style="list-style-type: none"> - Limited economic freedom - Limited political freedom <p>Economic freedoms of individuals can include:</p> <ul style="list-style-type: none"> - Ability to earn money - Right to purchase property - Right to spend incomes on goods and services 		

		<ul style="list-style-type: none"> - Right to choose occupations or change jobs - Right to make choices about where and how much to save - Right to start new businesses and decide what to produce <p>The government has created certain institutions and consumer-protection laws and agencies to protect these freedoms:</p> <ul style="list-style-type: none"> - Consumer Product Safety Commission - Fair Labor Standards Act - Occupational Safety and Health Administration - Food and Drug Administration 		
	<p>GOVT 15a Many public goods and services would not be available if they were not provided by the government.</p>	<p>Government-provided public goods and services, benefit many but would not be available to everyone if individuals had to provide them.</p> <p>Taxes and/or fees pay for the production of government-provided goods and services.</p> <p>Examples of goods and services provided by the government:</p> <ul style="list-style-type: none"> - Infrastructure - Public health and safety - Public schools <p>Reasons why government provides public goods and services:</p> <ul style="list-style-type: none"> - It is more efficient and not likely that the good or service would be provided by private individuals in the marketplace. - The goods or services may benefit everyone, not only a purchaser. - The value of the goods or services is greater than individual consumers could afford. 		

		<ul style="list-style-type: none"> - It promotes economic equity. 		
	<p>Role of Government in Virginia and U.S. Economies</p> <p>GOVT 15b Political opinions differ about the role of government in a market economy. Protecting the environment is a public service.</p> <p>Property rights of an individual are relative and limited.</p> <p>Contracts are legally binding.</p> <p>The United States government creates laws and agencies to regulate production and exchange activities, conduct research, and establish guidelines for consumer rights and safety.</p>	<p>An important role for the government in the economy is to define, establish, and enforce property rights.</p> <p>In a free market economy, markets need a backdrop of a rule of law to function well in which the government enforces contracts and protects property rights. Individuals enter into agreements (contracts) with one another to buy and sell goods and services. Whether written or oral, these agreements are legally binding and can be enforced within the judicial system established by government.</p> <p>The government can intervene in labor-management relations and can regulate competition in the marketplace.</p> <p>To protect the environment, the government sets regulations and levies fees to ensure that the producer pays all costs resulting from polluting. The government can also subsidize pollution reduction efforts.</p> <p>Examples of government agencies created to protect:</p> <ul style="list-style-type: none"> - Consumers (e.g., Consumer Product Safety Commission regulates the safety of many products not covered other agencies, the Food and Drug Administration regulates the safety of food, drugs, and cosmetics) - Labor (e.g., Occupational Safety and 	<p>SOL 1d,e Students will use a variety of sources to evaluate arguments for and against the proposed Atlantic Coast natural gas pipeline. <i>(note: the issue chosen for this assignment will vary over time)</i></p>	<p>Current news sources</p>

		<p>Health Administration)</p> <ul style="list-style-type: none"> - The environment (e.g., Environmental Protection Agency) 		
	<p>GOVT. 15c The governments of Virginia and the United States finance the operations of government through the taxes that are collected from individuals and Corporations.</p> <p>Different tax structures affect taxpayers differently and can be distinguished by whether the tax burden falls more heavily on higher or lower income levels</p>	<p>Taxes and/or fees pay for the production of government-provided goods and services.</p> <p>The power to tax is the first among the expressed powers of Congress.</p> <p>Taxation is used to raise revenue; it is also used to regulate or discourage some activities. Tax policies can also be used to encourage certain activities.</p> <p>Taxes and/or fees pay for the production of government-provided goods and services.</p> <p>Income taxes paid by individuals and corporations are the largest single source of revenue today.</p> <p>Types of taxes:</p> <ul style="list-style-type: none"> - Individual income tax - Corporate income tax - Payroll taxes - Customs duties - Sales tax - Real estate and personal property taxes <p>A progressive tax takes a larger percentage of taxes from people in higher-income groups than from people in lower-income ones; the U.S. federal income tax is an example.</p> <p>A proportional tax is one in which the same tax rate is paid by people at all income levels. People who earn more pay more, but they pay the same percentage rate. Also called a flat tax. Property tax is an example of a proportional tax.</p>	<p>Students will brainstorm taxes that they and their families pay. After examining types of taxes and their purposes in a powerpoint presentation, students will create a tree map on types of taxes.</p> <div data-bbox="1234 630 1499 805" data-label="Diagram"> <pre> graph TD Root[] --- B1[] Root --- B2[] Root --- B3[] B1 --- L1[] B1 --- L2[] B2 --- L3[] B2 --- L4[] B3 --- L5[] B3 --- L6[] </pre> </div>	<p>Taxation presentation</p>

		<p>A regressive tax applies the same to everyone, but the tax paid represents a larger share from lower-income groups than from higher-income groups. Sales tax is a regressive tax.</p>																								
	<p>GOVT 15d Congress has a variety of fiscal tools available for use to impact the economy.</p>	<p>Fiscal policy refers to how government taxing and spending policy can be used to influence the economy. In the short term, fiscal policy can be used to reduce the extremes of recession and inflation.</p> <p>Fiscal policies are decisions by the federal government to change spending and taxation levels in order to influence national levels of output, employment, and prices.</p> <p>Under conditions of slow growth or high unemployment, Congress can stimulate the economy by increasing federal spending and/or reducing taxes to promote more employment and output.</p> <p>When inflation is growing too rapidly, Congress may slow the economy by decreasing federal spending and/or increasing taxes which tends to lower price levels and interest rates.</p>	<p>SOL 1h Students will use a decision-making model to analyze the possible costs and benefits of balancing the federal budget.</p> <p>Decision-Making Model</p> <table border="1" data-bbox="1245 646 1539 993"> <tr> <td>Problem</td> <td>Goal(s)</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Alternatives</td> <td>Pros & Cons</td> </tr> <tr> <td></td> <td>⊕</td> </tr> <tr> <td></td> <td>⊕</td> </tr> <tr> <td></td> <td>⊕</td> </tr> <tr> <td></td> <td>⊕</td> </tr> <tr> <td></td> <td>⊕</td> </tr> <tr> <td></td> <td>⊕</td> </tr> <tr> <td>Decision(s)</td> <td>Reason(s)</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Problem	Goal(s)			Alternatives	Pros & Cons		⊕		⊕		⊕		⊕		⊕		⊕	Decision(s)	Reason(s)			<p>Video clips on debt National debt clock</p> <p>Excerpts from <i>I.O.U.S.A</i></p>
Problem	Goal(s)																									
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<p>GOVT. 15e The Federal Reserve System serves as the United States' central bank.</p> <p>Monetary policies are decisions by the Federal Reserve System that lead to changes in the supply of money, short term interest rates, and the availability of credit.</p>	<p>Monetary policies are decisions by the Federal Reserve System that lead to changes in the availability and cost of money and credit in order to promote price stability, full employment, and reasonable rates of sustainable economic growth.</p> <p>The Federal Reserve's Board Open Market Committee controls is responsible for monetary policy decisions.</p> <p>The Federal Reserve conducts monetary policy by buying and selling government securities to influence the money supply and interest rates.</p> <p>In response to economic weakness, the Federal Reserve may implement monetary policy that helps to lower interest rates in order to stimulate employment and economic growth.</p> <p>Conversely, in response to an overheating economy, the Federal Reserve may implement monetary policy that aims to increase interest rates in order to restrain inflation.</p>	<p>SOL1b, 1e Students will investigate current monetary policy (for example, changes in interest and discount rates). They will draw conclusions on whether the Fed appears to be loosening or tightening the money supply and predict the impact on the economy.</p>	<p>federal reserve</p>
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	<p>GOVT. 15f Since economic resources are limited, the government must make choices about what it can and cannot fund.</p>	<p>Trade-offs: The giving up of one benefit or advantage in order to gain another regarded as more favorable. A trade-off is not an all-or-nothing decision and is not always monetary.</p> <p>When creating a new policy that requires funding, or considering an existing one, the government has to make choices to either decrease resources from existing programs, raise taxes, or borrow money.</p>		<p>Federal budget simulation (challenging)</p> <p>Budget simulation (icivics)</p>
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	<p>Essential Understandings</p>	<p>Essential Knowledge</p>	<p>Skill Focus and Exemplars (Instructions for linking to a Google Doc)</p>	<p>Resources (for instruction, assessment, and intervention)</p>
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4

Judicial Branch

GOVT 7a, 10a

The United States has a court system whose organization, powers and jurisdiction are derived from the Constitution of the United States and federal laws.

United States court system:

Supreme Court:

- Nine justices, no jury
- Hears appeals from lower federal courts and highest state courts
- Has limited original jurisdiction

United States Court of Appeals:

- Judges, no jury
- Hears appeals from United States district courts and certain other federal courts and commissions

United States District Court:

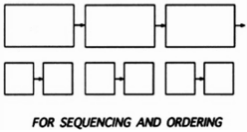
- Judge, with or without jury
- Tries cases involving federal crimes and federal civil proceedings Does not hear appeals

Article III of the Constitution of the United States and federal laws establish the jurisdictions of the federal court. Congress created various federal courts beneath the United States Supreme Court.

Types of jurisdiction:

- Original jurisdiction is the authority of a court to hear a case first.
- Appellate jurisdiction is the authority of a court to review decisions of a trial court.
- Exclusive jurisdiction: Refers to the power of a court to adjudicate a case to the exclusion of other courts solely based on the issue of the case
- Concurrent jurisdiction: Congress allows some cases to be tried in either federal or state courts (e.g., cases between citizens of

Dual court system and steps of case at Supreme Court ppt

		<p>different states)</p> <p>Jurisdiction of regular federal courts:</p> <ul style="list-style-type: none"> - U.S. Supreme Court: Appellate and limited original - U.S. Court of Appeals: Appellate - U.S. District Court: Original <p>The Supreme Court of the United States is the court of last resort. It hears appeals from federal, state, and special courts.</p>		
	<p>GOVT 10b</p> <p>The United States Supreme Court gained recognition as an equal branch of government as a result of John Marshall's judicial strategy.</p>	<p>Prior to the appointment of Chief Justice John Marshall, the Supreme Court had little power.</p> <p>In Marbury v. Madison (1803), Chief Justice John Marshall and the Supreme Court for the first time declared an act of Congress unconstitutional, thus establishing the power of judicial review</p>	<p>1a</p> <p>use inquiries from diverse sources to predict justice choices by Presidents</p>	<p>Nominating a Supreme Court Justice</p>
	<p>GOVT 10c</p> <p>The Supreme Court hears cases and makes decisions based on the opinions of the majority of the justices.</p>	<p>Steps in deciding cases:</p> <ul style="list-style-type: none"> - Request for hearing: Writs of certiorari filed or on appeal - Acceptance of cases: Rule of 4 – four of the Supreme Court justices must agree to hear the case - Briefs: Both sides of the case and any interested parties submit written information summarizing their points of view. - Oral arguments: Lawyers for each side present oral arguments. They are often questioned by the justices regarding their arguments. - Conference: Following oral arguments, justices meet to discuss the merits of the case. The decision of the court is 	<p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p> <p>Students will create a flow map depicting a case's path to the Supreme Court.</p>	

		<p>determined by a majority vote.</p> <ul style="list-style-type: none"> - Opinions: Justices are assigned to write the majority and minority opinions of the court. When all opinions have been written and the justices have determined which opinion they will support, the decision is announced in public. A justice who disagrees with that opinion may write a dissenting opinion. 		
	<p>GOVT 10d Supporters of the philosophies of judicial activism and judicial restraint disagree regarding the role of the federal judiciary.</p>	<p>Judicial activists believe federal courts should use the power of judicial review to resolve important societal issues. Since justices are not elected, they can make controversial decisions without fear of losing office. (i.e., Brown v. Board of Education)</p> <p>Those in favor of judicial restraint argue that the Supreme Court should avoid ruling on constitutional issues whenever possible. When action is necessary, the Court should decide cases in as narrow a manner as possible. (i.e., Dred Scott, Plessy v. Ferguson)</p>	<p>1a Use info from sources to see how decisions are made</p>	<p>Judicial activism/vs judicial restraint</p>
	<p>GOVT 10e The government's public policy goals are expressed in legislative acts and executive actions that are subject to interpretation and review by the federal judiciary.</p>	<p>The U.S. Supreme Court's exercise of the power of judicial review can invalidate legislative acts and executive actions that exceed the scope of powers granted by the U.S. Constitution.</p> <p>Federal courts, by interpreting and applying federal law to specific situations, provide meaning to legislative acts and executive actions.</p> <p>The U.S. Supreme Court defines the limits of government power and protects individual rights from governmental abuse.</p>		

Civil Rights and Liberties

GOVT 11a

The first ten amendments to the Constitution of the United States, known as the Bill of Rights, outline American civil liberties.

Term to know:

- Civil liberties: Freedoms upon which the government may not infringe

The Bill of Rights is composed of the first ten amendments to the Constitution of the United States. The Bill of Rights guarantees the rights of individuals and expresses limitations on federal and state governments.

First Amendment freedoms:

- Religion: Government may not establish an official religion, endorse an official religion, or unduly interfere with the free exercise of religion.
- Speech: Individuals are free to express their opinions and beliefs.
- Press: The press is free to gather and publish information, including that which criticizes the government.
- Assembly: Individuals may peacefully gather.
- Petition: Individuals have the freedom to make their views known to public officials.

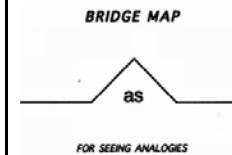
Rights of the accused:

The Bill of Rights protects citizens from:

- unreasonable search and seizures
- double jeopardy
- self-incrimination
- cruel and unusual punishment

Ninth Amendment – citizens have rights beyond what is specifically listed in the U.S. Constitution

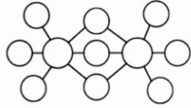
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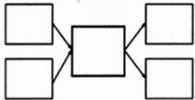
Students will create a bridge map showing the relationship between the 4th, 5th, 6th, and 8th amendments and equal justice..

www.billofrightsinstitute.org

U.S. Constitution

<p>GOVT 11b The right to due process of law is outlined in the 5th and 14th Amendments to the Constitution of the United States.</p>	<p>Two types of due process of law:</p> <ul style="list-style-type: none"> - Procedural due process of law: The government must use fair proceedings. - Substantive due process of law: The laws under which the government acts must be constitutional. <p>Amendments protecting due process of law:</p> <ul style="list-style-type: none"> - The 5th Amendment prohibits the national government from acting in an unfair or arbitrary manner. - The 14th Amendment prohibits state and local governments from acting in an unfair or arbitrary manner. 	<p>Students will create a double bubble map or Venn Diagram comparing and contrasting the two types of due process.</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p>	<p>Excerpts from <i>Gideon's Trumpet</i></p>
<p>GOVT 11c The selective incorporation of the Bill of Rights through the 14th Amendment (due process clause) greatly enhances the protection of civil rights</p>	<p>Beginning in the twentieth century, the Supreme Court used the 14th Amendment (due process clause) to limit state actions, just as the Bill of Rights limits the national government.</p> <p>The Supreme Court has incorporated in the due process clause all of the provisions of the Bill of Rights except those of the 2nd, 3rd, 7th, and 10th Amendments and the grand jury requirement of the 5th Amendment.</p>		
<p>GOVT. 11d The protection of civil liberties and civil rights, as guaranteed by the Constitution of the United States, is balanced by compelling</p>	<p>Few rights, if any, are considered absolute. At times, individual rights must be balanced against public interest.</p> <p>Limitations of rights:</p>		<p>First amendment rights and limitation project</p>

public interest.	<ul style="list-style-type: none"> - Some forms of speech are not protected (e.g., libel, slander, obscenity). - Speech that is a “clear and present danger” is not protected (e.g., shouting “Fire!” in a crowded building). - The press can be restricted when publication will cause serious and irreparable harm (e.g., breach of national security). 		
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GOVT 11e Some civil liberties and civil rights are protected by law.	<p>The equal protection clause is contained in the 14th Amendment to the Constitution of the United States.</p> <p>The promise of equal protection under the law does not guarantee all people will be treated exactly the same.</p> <p>The government may classify or categorize people into groups for justifiable government goals. (e.g., adults under 21 may not purchase alcohol)</p> <p>Examples of how civil liberties and civil rights are protected under the law:</p> <ul style="list-style-type: none"> - Civil Rights Act of 1964 - Voting Rights Act of 1965 - Americans with Disabilities Act - Title IX of the Education Amendments of 1972 	<p>SOL 1j Students will gather information on affirmative action, develop a position on whether it should end, and prepare a short speech to deliver to the class.</p> <p>SOL 1f Students will create a multi-flow map to show the enactment of important civil rights laws and their impact.</p> <p>MULTI-FLOW MAP</p>  <p>FOR CAUSES AND EFFECTS</p>	
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<p>State and Local Government</p> <p>GOVT 8a The Constitution of Virginia provides for legislative, executive, and judicial branches.</p> <p>Actions taken by state and local governments have direct impact on the everyday lives of Virginians.</p>	<p>Branches of Virginia: Executive branch consists of three statewide-elected officials: Governor: chief executive officer of the state, responsible for:</p> <ul style="list-style-type: none"> - overseeing the state bureaucracy, - preparing the biennial state budget, - overseeing the execution of state laws and policies, - proposing legislation, and - appointing cabinet secretaries, the heads of various state agencies, and the members of policy-setting boards and commissions - exercises veto power - serves a four-year term but may not serve two consecutive terms <p>Lieutenant Governor:</p> <ul style="list-style-type: none"> - presides over the Virginia Senate. - exercises the powers of the governor if the governor is incapacitated temporarily. - serves the governor's unexpired term if the governor dies or otherwise can no longer fulfill his duties <p>Attorney General:</p> <ul style="list-style-type: none"> - main function is the lawyer for the state, - issues non binding advisory opinions on legal issues - defends the state in legal matters <p>Legislative branch of Virginia is known as the General Assembly:</p> <ul style="list-style-type: none"> - oldest continuous legislative body in the Americas <p>Bicameral (two-house) law-making body</p> <ul style="list-style-type: none"> - The Senate consists of 40 members who serve single-member districts based upon 	<p><i>Virginia Government supplemental workbooks for Magruder's American Government</i></p> <p>Virginia state and local gov't ppt</p>
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population and are elected to four-year terms

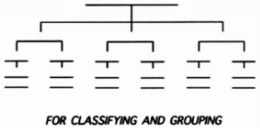
- The House of Delegates consists of 100 members who represent single-member districts based upon population and serve

Two-year terms:

- enacts laws
- passes the budget
- levies taxes to fund the budget
- confirms the governor's appointments

Judicial branch consists of four levels of courts:

- Judges are elected by the state legislature for a specific term.
- Supreme Court reviews decisions of lower state courts.
- Court of appeals reviews lower court decisions and state commissions.
- Circuit courts have original and appellate jurisdiction in civil and criminal cases.
- General district courts have original jurisdiction in misdemeanor traffic cases and lesser civil cases.

<p>GOVT 8b Virginia local governments vary in type, form of organization, and responsibilities.</p>	<p>Counties, independent cities, and incorporated towns are the three types of local governments in Virginia.</p> <p>Cities:</p> <ul style="list-style-type: none"> - Are separate government entities, independent of authority and taxing power of adjoining counties - Adopt and enforce ordinances - Set their own budget and tax rate - Provide services for their residents - An elected council is the local legislative body - A city manager can be appointed by the council to oversee daily operations <p>Counties:</p> <ul style="list-style-type: none"> - Adopt and enforce ordinances - An elected board of supervisors is generally responsible for the legislative and administrative affairs <p>Towns:</p> <ul style="list-style-type: none"> - Part of the county in which they are located - An elected council is the local legislative body - A town manager can be appointed by the council to oversee daily operations <p>An elected or appointed school board oversees the operation of the public schools in cities and counties</p>	<p>Students will create a tree map to categorize and describe types of local government</p> <p style="text-align: center;">TREE MAP</p>  <p style="text-align: center;"><small>FOR CLASSIFYING AND GROUPING</small></p>	
<p>GOVT 8c The authority of local governments in Virginia is derived from the Virginia Constitution and the state government.</p> <p>Regional authorities are political subdivisions of the state and</p>	<p>Dillon's Rule: All power of the local government is derived from the state.</p> <p>Counties and cities, as administrative subdivisions of the state, assist in the local implementation of state laws and programs.</p> <p>Regional authorities:</p>		

	<p>address needs that cross local government boundaries.</p>	<ul style="list-style-type: none"> - Created by the General Authority - Serve one or more special functions: transportation, water and waste disposal, jails - Boards and commissions: establish policy, work collaboratively with government officials, oversee public institutions (Virginia’s public universities) 		
	<p>GOVT 8d Individuals and groups influence public policy at the state and local levels.</p>	<p>Ways individuals influence public policy:</p> <ul style="list-style-type: none"> - Participating in politics (e.g., voting, campaigning, seeking office) - Expressing opinions (e.g., lobbying, demonstrating, writing letters, blogging, speaking at public hearings, petitioning, meeting with state and local officials) - Joining interest groups or political parties - Providing officials with accurate and detailed information <p>Ways groups influence public policy:</p> <ul style="list-style-type: none"> - Identifying issues - Stimulating interest in public affairs, including through use of media - Working to build a positive image for the group - Organizing individuals of like-minded interests - Providing useful information to government officials - Lobbying to persuade policymakers to share the group’s point of view 		
	<p>GOVT 8e Citizens can exert a powerful influence on the policymaking process at the state and local levels.</p>	<p>Engaged individuals can have a great impact on policymakers.</p> <p>At the state and local levels, individuals can influence public policy through:</p>	<p>SOL 1g Possible projects/activities may include:</p> <ul style="list-style-type: none"> - Attending a local Board of Supervisors meeting - Inviting local 	<p>County government</p>

		<ul style="list-style-type: none"> - direct participation in public meetings - personal contact with elected officials - service on commissions and boards - membership in interest groups - advocacy within the community and across Virginia 	<p>government officials to speak to class</p> <ul style="list-style-type: none"> - Participating in a mock local government session to analyze a local issue and come up with a solution 	
	<p>GOVT 9d In Virginia's state and local governments, the public agenda is shaped by elected officials, political leaders, interest groups, the media, and individual citizens.</p> <p>The legislative acts of the state and local governments affect directly the everyday life of all Virginians.</p>	<p>State and local government officials and individual citizens can shape policy through:</p> <ul style="list-style-type: none"> - direct participation in public meetings - personal contact with elected officials - service on boards and commissions - advocacy within the community and across the state, individually or as a member of an interest group. 		
	<p>GOVT 9g Students acquire the knowledge and skills required to influence public policy by studying how others addressed issues of interest in their community or the state.</p>	<p>Students need to demonstrate the knowledge and skills responsible citizenship requires, including the ability to:</p> <ul style="list-style-type: none"> - formulate questions about state and/or local issues - acquire and analyze information from a variety of print and electronic sources - evaluate information - act within a group in a positive manner to resolve conflict and build trust - communicate a position effectively in writing, discussion, and debate - implement a course of action - evaluate the effectiveness of the action. 	<p>SOL 1i, 1g</p>	

	<p>Participation in Civic Life</p> <p>GOVT 16a-j</p> <p>Thoughtful and effective participation in civic life depends upon the exercise of good citizenship.</p>	<p>Characteristics of a good citizen:</p> <ul style="list-style-type: none"> - Trustworthiness and honesty - Courtesy - Respect for the rights of others - Responsibility - Accountability - Self-reliance - Respect for the law - Patriotism - Financial responsibility <p>Ways to participate thoughtfully and effectively in civic life:</p> <ul style="list-style-type: none"> - Obey the law - Pay taxes - Serve as a juror - Register and vote - Perform public service - Keep informed - Respect the opinions of others - Practice personal and fiscal responsibility- 	<p>The skills and character traits in this SOL are taught and modeled throughout the year.</p> <p>Possible activities may include:</p> <ul style="list-style-type: none"> - Completing tax returns - Observing a jury trial - Participation in a personal finance simulation ("Reality Store") - Voter registration 	
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