

American Government/Economics

Unit: Principles of Government  
 Standards: 5.1, 5.2 & 5.3  
 Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i>   | <i>Skills/Knowledge</i>  | <i>Activities</i>   | <i>Resources</i>   | <i>Assessment</i>   |
|-------------|---|--|---|--|---|
|             | <p>Identify and explain government and state systems</p> <p>Analyze forms of government and their purpose</p> | <p>Define government and the basic powers every government holds.</p> <p>Describe the four defining characteristics of the state. Identify four theories that attempt to explain the origin of the state.</p> <p>Understand the purpose of government in the United States</p> <p>Classify governments according to three sets of characteristics.</p> <p>Define systems of government based on who can participate.</p> <p>Identify different ways that power can be distributed, geographically, within a state.</p> <p>Describe a government by how power is distributed between the executive branch and legislative branch.</p> | <p>Close Up on Primary Sources: The Social Contract</p> <p>Essay: write your own social contract in which you express your feelings about what should be required of members of a political society, and what government should provide for the people.</p> <p>Political Dictionary: Vocabulary notebook kept by each participant</p> <p>Classroom Discussion: Supreme Court Decision – Baker v. Carr 1962 (Must voting districts be equal in population)</p> | <p>Classroom textbook and supplemental materials</p> <p>Primary Documents</p> <p>Internet Research</p> <p>www.phschool.com</p> | <p>Primary Source Rubric</p> <p>Writing Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Chapter Test</p> |

American Government/Economics

Unit: Principles of Government  
Standards: 5.1, 5.2 & 5.3  
Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <b>Date</b> | <b>Benchmarks</b>                   | <b>Skills/Knowledge</b>  | <b>Activities</b>   | <b>Resources</b> | <b>Assessment</b> |
|-------------|-------------------------------------|--|---|------------------|-------------------|
|             | Compare basic concepts of democracy | Understand the foundations of democracy.<br><br>Analyze the connections between democracy and the free enterprise system.<br><br>Identify the role of the Internet in a democracy. | Interpreting Political Cartoons: Basic Concepts of Democracy<br><br>Web activity: Chapter test review |                  |                   |





American Government/Economics

Unit: Origins of American Government  
Standards: 5.1  
Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i>                  | <i>Skills/Knowledge</i>  | <i>Activities</i>  | <i>Resources</i> | <i>Assessment</i> |
|-------------|------------------------------------|--|--|------------------|-------------------|
|             | Explain ratifying the Constitution | <p>and the effects of those compromises.</p> <p>Identify some of the sources from which the Framers of the Constitution drew inspiration.</p> <p>Describe the delegates' reactions to the Constitution as they completed their work.</p> <p>Identify the opposing sides in the fight for ratification and describe the major arguments for and against the Constitution.</p> <p>Describe the inauguration of the new government of the United States of America.</p> | <p>Political Dictionary:<br/>Vocabulary notebook kept by each participant</p> <p>Web activity: Chapter test review</p> |                  |                   |

## American Government/Economics

Unit: The United States Constitution

Standards: 5.1

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i><b>Date</b></i> | <i><b>Benchmarks</b></i>  | <i><b>Skills/Knowledge</b></i>   | <i><b>Activities</b></i>   | <i><b>Resources</b></i>  | <i><b>Assessment</b></i>   |
|--------------------|---|--|--|--|--|
|                    | <p>Analyze the Six Basic Principles</p> <p>Explain and analyze the formal Amendment</p> <p>Explain and analyze the informal Amendment</p> | <p>Outline the important elements of the Constitution.</p> <p>List the six basic principles of the Constitution.</p> <p>Describe four different ways to formally amend, or change the wording of the Constitution.</p> <p>Explain the limits of the formal amendment process.</p> <p>Understand the history of the 27 Amendments to the Constitution, including the Bill of Rights.</p> <p>Identify how basic legislation has changed the Constitution over time.</p> <p>Explain the powers of the executive branch and the courts to amend the Constitution.</p> <p>Analyze the role of party practices and custom in shaping the Federal Government.</p> | <p>Discussion:<br/>Supreme Court Decision – Marbury v. Madison (Principle of Judicial Review)</p> <p>Film: “Bill of Rights, Bill of Responsibilities”</p> <p>Group project:<br/>Constitutional Scavenger Hunt</p> <p>Political Dictionary:<br/>Vocabulary notebook kept by each participant</p> <p>Web activity: Chapter test review</p> | <p>Classroom textbook and supplemental materials</p> <p>Primary Documents</p> <p>RHS Video Library</p> <p>www.phschool.com</p> | <p>Writing Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Homework</p> <p>Chapter Test</p> |

American Government/Economics

Unit: Political Parties

Standards: 5.1, 5.2 & 5.3

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i><b>Date</b></i> | <i><b>Benchmarks</b></i>   | <i><b>Skills/Knowledge</b></i>   | <i><b>Activities</b></i>  | <i><b>Resources</b></i>  | <i><b>Assessment</b></i>   |
|--------------------|--|--|---|--|--|
|                    | <p>Compare and contrast Parties and analyze what they do</p> <p>Analyze the Two-Party System</p> <p>Explain the Two-Party System in U.S. History</p> <p>Compare and contrast Minor Parties</p> | <p>Define a political party.</p> <p>Describe the major functions of political parties.</p> <p>Identify the reasons why the United States has a two-party system.</p> <p>Understand multiparty and one-party systems and how they affect the functioning of government.</p> <p>Describe party membership patterns in the United States</p> <p>Understand the origins of political parties in the United States.</p> <p>Identify and describe the three major periods of single-party domination and describe the current era of divided government.</p> <p>Identify the types of minor parties that have been active in American politics.</p> <p>Understand why minor parties are important even</p> | <p>Draw and present a political cartoon concerning the role of U.S. third parties</p> <p>Discussion:<br/>Supreme Court Decision – Communist Party of Indiana v. Whitcomb 1974</p> <p>Classroom Discussion:<br/>Interpreting political cartoons</p> <p>Primary Sources:<br/>Reforming American Government: Jesse Ventura</p> | <p>Classroom textbook and supplemental materials</p> <p>Primary Documents</p> <p>Internet Research</p> <p>www.phschool.com</p> | <p>Primary Source Rubric</p> <p>Presentation Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Chapter Test</p> |

American Government/Economics

Unit: Political Parties

Standards: 5.1, 5.2 & 5.3

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i>                          | <i>Skills/Knowledge</i>   | <i>Activities</i>  | <i>Resources</i> | <i>Assessment</i> |
|-------------|--|---|--|------------------|-------------------|
|             | Explain and analyze the party organization | <p>though they seldom elect national candidates.</p> <p>Understand why the major parties have a decentralized structure.</p> <p>Describe the national party machinery and how parties are organized at the State and local levels.</p> <p>Identify the three components of the parties.</p> <p>Examine the future of the major parties.</p> | <p>Political Dictionary:<br/>Vocabulary notebook kept by each participant</p> <p>Web activity: Chapter test review</p> |                  |                   |





American Government/Economics

Unit: The Electoral Process  
 Standards: 5.1, 5.2 & 5.3  
 Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i>                  | <i>Skills/Knowledge</i>   | <i>Activities</i>  | <i>Resources</i> | <i>Assessment</i> |
|-------------|------------------------------------|---|--|------------------|-------------------|
|             | <p>Analyze money and elections</p> | <p>Explain the issues raised by campaign spending.</p> <p>Describe the various sources of funding for campaign spending.</p> <p>Examine federal laws that regulate campaign finance.</p> <p>Outline the role of the Federal Election Commission in enforcing campaign finance laws.</p> <p>Describe loopholes in today's campaign finance laws.</p> | <p>Discussion:<br/>           Supreme Court Decision – Nixon v. Shrink, MO Government PACs 2000 (Can states limit campaign contributions?)</p> <p>Political Dictionary:<br/>           Vocabulary notebook kept by each participant</p> <p>Homework</p> <p>Web activity: Chapter test review</p> |                  |                   |

American Government/Economics

Unit: Voters and Voter Behaviors  
 Standards: 5.1, 5.2 & 5.3  
 Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i>  | <i>Skills/Knowledge</i>   | <i>Activities</i>   | <i>Resources</i>   | <i>Assessment</i>   |
|-------------|--|---|---|--|---|
|             | <p>Explain and describe the right to vote</p> <p>Describe voter qualifications</p> <p>Describe suffrage and civil rights</p> | <p>Summarize the history of voting rights in the U. S.</p> <p>Identify and explain constitutional restrictions on the States' power to set voting qualifications.</p> <p>Identify the universal requirements for voting in the United States.</p> <p>Explain the other requirements that States have used or still use as voting qualifications.</p> <p>Identify the requirements for voting in Pennsylvania</p> <p>Describe the 15th Amendment and tactics used to circumvent it in an effort to deny African Americans the vote.</p> <p>Explain the significance of the early civil rights legislation passed in 1957, 1960 and 1964.</p> <p>Analyze the provisions and effects of the Voting Rights Act of 1965.</p> | <p>Primary Source: “The Dangers of Voter Apathy” by Curtis Gans</p> <p>Primary Source: “The Motor Voter Law”</p> <p>Primary Source: Martin Luther King, Jr.: “I Have a Dream”</p> | <p>Classroom textbook and supplemental materials</p> <p>Primary Documents</p> <p>Internet Research</p> <p>www.phschool.com</p> | <p>Primary Source Rubric</p> <p>Writing Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Chapter Test</p> |

American Government/Economics

Unit: Voters and Voter Behaviors

Standards: 5.1, 5.2 & 5.3

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i>       | <i>Skills/Knowledge</i>  | <i>Activities</i>   | <i>Resources</i> | <i>Assessment</i> |
|-------------|-------------------------|--|---|------------------|-------------------|
|             | Describe voter behavior | Examine the problem of nonvoting in this country and describe the size of the problem.<br><br>Identify why people do not vote.<br><br>Examine voting behavior of voters and nonvoters.<br><br>Understand the sociological and psychological factors that affect voting and how they work together to influence voter behavior. | Discussion:<br>Supreme Court Decision – Oregon v. Mitchell 1970 (Who decides who may vote?)<br><br>Voter Registration Assembly<br><br>Political Dictionary: Vocabulary notebook kept by each participant<br><br>Homework<br><br>Web activity: Chapter test review |                  |                   |

American Government/Economics

Unit: Mass Media and Public Opinion

Standards: 5.1, 5.2 & 5.3

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i><b>Date</b></i> | <i><b>Benchmarks</b></i>  | <i><b>Skills/Knowledge</b></i>   | <i><b>Activities</b></i>  | <i><b>Resources</b></i>  | <i><b>Assessment</b></i>  |
|--------------------|---|--|---|--|---|
|                    | <p>Analyze the formation of public opinion</p> <p>Explain the process for measuring public opinion</p> <p>Analyze the effects of mass media</p> | <p>Examine the term "public opinion" and understand why it is difficult to define.</p> <p>Analyze how family and education shape public opinion.</p> <p>Describe challenges involved in measuring public opinion.</p> <p>Explain why opinion polls are the best measure of public opinion.</p> <p>Identify five steps in the polling process.</p> <p>Understand the challenges of evaluating polls.</p> <p>Recognize the limits on the impact of public opinion in a democracy.</p> <p>Describe four additional factors that shape public opinion.</p> <p>Examine the role of the mass media in providing the public with political information.</p> | <p>Create a poster encouraging good citizenship.</p> <p>Interpreting political cartoons</p> <p>Discussion: Supreme Court Case: New York Times Co. v. U.S., 1971 (Pentagon Papers)</p> | <p>Classroom textbook and supplemental materials</p> <p>Primary Documents</p> <p>Internet Research</p> <p>www.phschool.com</p> | <p>Primary Source Rubric</p> <p>Writing Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Chapter Test</p> |

American Government/Economics

Unit: Mass Media and Public Opinion  
Standards: 5.1, 5.2 & 5.3  
Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i> | <i>Skills/Knowledge</i>   | <i>Activities</i>  | <i>Resources</i> | <i>Assessment</i> |
|-------------|-------------------|---|--|------------------|-------------------|
|             |                   | Explain how the mass media influence politics.<br><br>Understand the factors that limit the influence of the media. | Discussion: Supreme Court Case: Miami Herald Publishing Co. v. Tornillo, 1974 (Do candidates deserve equal time?)<br><br>Political Dictionary: Vocabulary notebook kept by each participant<br><br>Web activity: Chapter test review |                  |                   |

American Government/Economics

Unit: Congress

Standards: 5.1, 5.2 & 5.3

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i>  | <i>Skills/Knowledge</i>   | <i>Activities</i>   | <i>Resources</i>   | <i>Assessment</i>   |
|-------------|--|---|---|--|---|
|             | <p>Describe the National Legislature</p> <p>Describe and identify the responsibilities of The House of Representatives</p> <p>Describe and identify the responsibilities of The Senate</p> | <p>Explain why the Constitution divides power between the two houses of Congress.</p> <p>Describe a term of Congress.</p> <p>Summarize how sessions of Congress have changed over time.</p> <p>Describe the size and terms of the House of Representatives.</p> <p>Explain how the House seats are reapportioned among the States after each census.</p> <p>Describe a typical congressional election and congressional district.</p> <p>Analyze the formal and informal qualifications for serving in the House.</p> <p>Compare the size of the Senate to the size of the House of Representatives.</p> <p>Describe how States have elected senators in the past</p> | <p>Write a letter to your representative: identify your representative and an issue to write about</p> <p>Interpreting Political Cartoons</p> <p>Film: "Mr. Smith Goes to Washington"</p> | <p>Classroom textbook and supplemental materials</p> <p>Primary Documents</p> <p>Internet Research</p> <p>www.phschool.com</p> | <p>Primary Source Rubric</p> <p>Writing Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Chapter Test</p> |

American Government/Economics

Unit: Congress

Standards: 5.1, 5.2 & 5.3

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <b>Date</b> | <b>Benchmarks</b> | <b>Skills/Knowledge</b>  | <b>Activities</b>   | <b>Resources</b> | <b>Assessment</b> |
|-------------|-------------------|--|---|------------------|-------------------|
|             |                   | <p>and present.</p> <p>Explain how and why a senator's term differs from a representative's term.</p> <p>Identify the qualifications for serving in the Senate.</p> <p>Identify the personal and political backgrounds of the current members of Congress.</p> <p>Compare and contrast the duties of the job of serving in Congress.</p> <p>Describe the compensation and privileges given to members of Congress.</p> | <p>Discussion: Supreme Court Case: Hutchinson v. Proxmire, 1979 (May Congress members be sued for their statements?)</p> <p>Dictionary: Vocabulary notebook kept by each participant</p> <p>Homework</p> <p>Web activity: Chapter test review</p> |                  |                   |



American Government/Economics

Unit: The Presidency

Standards: 5.1, 5.2 & 5.3

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i>  | <i>Skills/Knowledge</i>   | <i>Activities</i>  | <i>Resources</i>   | <i>Assessment</i>   |
|-------------|--|---|--|--|---|
|             | <p>Describe and explain the President's job.</p> <p>Identify the presidential succession and the vice presidency</p> | <p>Identify the President's many roles.</p> <p>Understand the formal qualifications necessary to become President.</p> <p>Discuss issues involving the length of the President's term.</p> <p>Describe the President's pay and benefits.</p> <p>Explain how the Constitution provides for presidential succession.</p> <p>Understand the constitutional provisions for presidential disability. Describe the role of the Vice President.</p> <p>Explain the Framers' original provisions for choosing the President.</p> <p>Outline how the rise of political parties changed the original provisions set out in the Constitution</p> | <p>Primary Source: "Choosing the Vice President" by John A. Garraty</p> <p>Primary Source: John F. Kennedy's Inaugural Address<br/>Political</p> <p>Primary Source: Washington's Farewell Address, 1796</p> <p>Interpreting Political Cartoons</p> | <p>Classroom textbook and supplemental materials</p> <p>Primary Documents</p> <p>Internet Research</p> <p>www.phschool.com</p> | <p>Primary Source Rubric</p> <p>Writing Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Chapter Test</p> |

American Government/Economics

Unit: The Presidency

Standards: 5.1, 5.2 & 5.3

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i>              | <i>Skills/Knowledge</i>   | <i>Activities</i>   | <i>Resources</i> | <i>Assessment</i> |
|-------------|--------------------------------|---|---|------------------|-------------------|
|             | Describe the Electoral Process | <p>Describe the role of conventions in the presidential nominating process.</p> <p>Evaluate the importance of presidential primaries. Understand the role of the caucus-convention process in States that do not hold primaries.</p> <p>Outline events that take place during a national convention.</p> <p>Examine the characteristics that determine who is nominated as a presidential candidate.</p> <p>Understand the function of the electoral college today.</p> <p>Describe the flaws in the electoral college.</p> <p>Outline the advantages and disadvantages of proposed reforms in the electoral college.</p> | <p>Primary Source: Barbara Jordan: Keynote Address to the Democratic Convention, 1976</p> <p>Discussion: Supreme Court Case – Nixon v. Fitzgerald, 1982 (May the President be sued?)</p> <p>Dictionary: Vocabulary notebook kept by each participant</p> <p>Web activity: Chapter test review</p> |                  |                   |

American Government/Economics

Unit: The Federal Court System

Standards: 5.1, 5.2 & 5.3

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <b>Date</b> | <b>Benchmarks</b>  | <b>Skills/Knowledge</b>   | <b>Activities</b>  | <b>Resources</b>   | <b>Assessment</b>   |
|-------------|--|---|--|--|---|
|             | <p>Describe and identify the role of the National Judiciary</p> <p>Describe and identify the Inferior Courts</p> | <p>Explain why the Constitution created a national judiciary, and describe its structure.</p> <p>Identify criteria that determine whether a case is under the jurisdiction of a federal court, and compare the types of federal court jurisdiction.</p> <p>Outline the process for appointing federal judges.</p> <p>List the terms of office for federal judges and explain how their salaries are determined.</p> <p>Examine the roles of federal court officers.</p> <p>Describe the structure and jurisdiction of the federal district courts.</p> <p>Describe the structure and jurisdiction of the federal courts of appeals.</p> <p>Describe the structure and jurisdiction of the two other constitutional courts</p> | <p>Timelines</p> <ul style="list-style-type: none"> <li>• Showing when each Supreme Court Justice was appointed to the bench</li> <li>• Showing the Presidents during the time span</li> </ul> <p>Primary Source: Franklin D. Roosevelt: Fireside Chat, March 9, 1937</p> <p>Primary Source: The Selection of Supreme Court Justices</p> | <p>Classroom textbook and supplemental materials</p> <p>Primary Documents</p> <p>Internet Research</p> <p><a href="http://www.phschool.com">www.phschool.com</a></p> | <p>Primary Source Rubric</p> <p>Writing Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Chapter Test</p> |

American Government/Economics

Unit: The Federal Court System

Standards: 5.1, 5.2 & 5.3

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i>  | <i>Skills/Knowledge</i>  | <i>Activities</i>   | <i>Resources</i> | <i>Assessment</i> |
|-------------|--|--|---|------------------|-------------------|
|             | <p>Describe and identify the role of the Supreme Court</p> | <p>Define the concept of judicial review.<br/>Outline the scope of the Supreme Court's jurisdiction.</p> <p>Examine how cases reach the Supreme Court.</p> <p>Summarize the way the Court operates.</p> <p>Explain how a citizen may sue the government in the U.S. Court of Federal Claims.</p> <p>Examine the roles of the territorial courts and of the District of Columbia courts.</p> <p>Contrast the functions of the U.S. Court of Appeals for the Armed Forces and the U.S. Court of Appeals for Veterans Claims.</p> <p>Explain what types of cases are brought to the U.S. Tax Court.</p> | <p>Film: "The History and Functions of the Supreme Court"</p> <p>Discussion: Supreme Court Decision – Reno v. ACLU (May the government regulate the Internet?)</p> <p>Political Dictionary: Vocabulary notebook kept by each participant</p> <p>Web activity: Chapter test review</p> |                  |                   |

American Government/Economics

Unit: Comparative Political Systems

Standards: 5.1, 5.2 & 5.3

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i><b>Date</b></i> | <i><b>Benchmarks</b></i>   | <i><b>Skills/Knowledge</b></i>  | <i><b>Activities</b></i>  | <i><b>Resources</b></i>  | <i><b>Assessment</b></i>  |
|--------------------|--|---|---|--|---|
|                    | <p>Identify how customs and traditions influence governments.</p> <p>Recognize how other countries interact with the U.S.</p> <p>Identify treaties and other arguments between or among nations</p> <p>Identify how nations work together to solve problems.</p> | <p>Examine the elements that make up Britain's unwritten constitution.</p> <p>Identify the role of the British monarchy.</p> <p>Explain the role of Parliament.</p> <p>Analyze changes that have occurred in regional and local government in Britain.</p> <p>Describe the British court system.</p> <p>Examine early Japanese government and the Japanese constitution.</p> <p>Summarize the structure and functions of the National Diet.</p> <p>Explain how the prime minister and cabinet perform the nation's executive functions.</p> <p>Examine the Japanese bureaucracy, political parties, and courts.</p> | <p>Primary Source Activity:<br/>"The Third Way" by Prime Minister Tony Blair</p> <p>Interpreting Political Cartoons</p> | <p>Classroom textbook and supplemental materials</p> <p>Primary Documents</p> <p>Internet Research</p> <p>www.phschool.com</p> | <p>Primary Source Rubric</p> <p>Writing Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Chapter Test</p> |

American Government/Economics

Unit: Comparative Political Systems

Standards: 5.1, 5.2 & 5.3

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i> | <i>Skills/Knowledge</i>   | <i>Activities</i>   | <i>Resources</i> | <i>Assessment</i> |
|-------------|-------------------|---|---|------------------|-------------------|
|             |                   | <p>Understand regional and local government in Japan</p> <p>Summarize Mexico's early political history.</p> <p>Examine Mexico's three branches of government.</p> <p>Describe recent changes in Mexico's national politics.</p> <p>Explain how Mexico's regional and local government is structured</p> <p>Summarize Russia's political history after the Bolshevik Revolution.</p> <p>Outline the structure of the Soviet government.</p> <p>Describe Mikhail Gorbachev's reforms.</p> <p>Identify events leading to the fall of the Soviet Union.</p> <p>Examine the structure of the Russian government today.</p> | <p>Primary Source:<br/>Democratic Reform in Mexico, July 2, 2000</p> <p>Timeline: Create a timeline that traces the events in Russia and the former Soviet Union from 1985 to the present</p> |                  |                   |

American Government/Economics

Unit: Comparative Political Systems  
Standards: 5.1, 5.2 & 5.3  
Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i> | <i>Skills/Knowledge</i>   | <i>Activities</i>   | <i>Resources</i> | <i>Assessment</i> |
|-------------|-------------------|---|---|------------------|-------------------|
|             |                   | Examine China's political background.<br><br>Describe China's government today. | Interpreting Political Cartoons<br><br>Political Dictionary:<br>Vocabulary notebook kept by each participant<br><br>Web activity: Chapter test review |                  |                   |

American Government/Economics

Unit: What is Economics

Standards: 6.3 & 6.5

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i><b>Date</b></i> | <i><b>Benchmarks</b></i>  | <i><b>Skills/Knowledge</b></i>  | <i><b>Activities</b></i>   | <i><b>Resources</b></i>   | <i><b>Assessment</b></i>   |
|--------------------|---|---|--|---|--|
|                    | <p>Identify and analyze scarcity and the science of economics</p> <p>Explain Trade-offs and Opportunity Costs</p> <p>Identify basic economic concepts</p> | <p>Explain the nature of scarcity, and show its relationship to economics</p> <p>Describe the factors of production</p> <p>Examine the three basic economic questions each society must decide</p> <p>Define economics and identify the four key elements within its scope</p> <p>Understand that trade-offs are present whenever choices are made</p> <p>Discover that trade-offs are costs in the form of opportunities given up when one course of action is chosen instead of another</p> <p>Understand the difference between needs and wants, goods and services</p> <p>Explain the relationship among value, utility, and wealth</p> | <p>Renewable and non-renewable resources</p> <p>Designing a personal budget and balancing a checkbook</p> <p>Film: Credit Cards: Living with Plastic</p> <p>Film: Economics-A Framework for Teaching the Basic Concepts</p> <p>Economic Dictionary: Vocabulary notebook kept by each participant</p> | <p>Textbook and Supplemental Materials</p> <p>RHS Video Library</p> | <p>Writing Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Chapter Test</p> |





American Government/Economics

Unit: Comparative Economic Systems  
Standards: 5.1, 5.2 & 5.3  
Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i>            | <i>Skills/Knowledge</i>  | <i>Activities</i>  | <i>Resources</i> | <i>Assessment</i> |
|-------------|------------------------------|--|--|------------------|-------------------|
|             | Define and analyze Communism | Summarize the theories of Karl Marx.<br><br>Outline the characteristics of communist economies.<br><br>Describe communism in the Soviet Union, China, and other nations. | Interpreting Political Cartoons<br><br>Economic Dictionary:<br>Vocabulary notebook kept by each participant<br><br>Web activity: Chapter test review |                  |                   |

## American Government/Economics

Unit: Competition, Market Structures, and the Role of Government

Standards: 6.1, 6.2, 6.4 & 6.5

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i><b>Date</b></i> | <i><b>Benchmarks</b></i>  | <i><b>Skills/Knowledge</b></i>   | <i><b>Activities</b></i>  | <i><b>Resources</b></i>  | <i><b>Assessment</b></i>  |
|--------------------|---|--|---|--|---|
|                    | <p>Identify and analyze competition and market structures</p> <p>Describe and analyze market failures</p> <p>Analyze the Role of Government</p> | <p>Explain the characteristics of pure competition</p> <p>Understand the nature of monopolistic competition</p> <p>Describe the behavior of the oligopolist</p> <p>Identify several types of monopolies</p> <p>Discuss the problems caused by inadequate competition</p> <p>Understand the importance of having adequate information</p> <p>Describe the nature of resource immobility</p> <p>Explain the nature of positive and negative externalities</p> <p>Discuss the major antitrust legislation in the United States</p> <p>Understand the need for limited government regulation</p> | <p>Stock Market Project:<br/>Buying and Tracking Stock</p> <p>Essay: Profiles in Economics: Charles Wang<br/>– How did computer sales associates avoid failure by changing their business direction?</p> <p>Government Policies<br/>Toward Competition: The Airline Industry</p> <p>Economic Dictionary:<br/>Vocabulary notebook kept</p> | <p>Classroom textbook and supplemental materials</p> <p>Primary Documents</p> <p>Internet Research</p> | <p>Primary Source Rubric</p> <p>Writing Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Chapter Test</p> |

American Government/Economics

Unit: Competition, Market Structures, and the Role of Government

Standards: 6.1, 6.2, 6.4 & 6.5

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i> | <i>Skills/Knowledge</i>  | <i>Activities</i>  | <i>Resources</i> | <i>Assessment</i> |
|-------------|-------------------|--|--|------------------|-------------------|
|             |                   | Explain the value of public disclosure<br><br>Discuss the modifications of our free enterprise economy | by each participant<br><br>Homework<br><br>Web activity: Chapter test review |                  |                   |

American Government/Economics

Unit: Sources of Government Revenue  
 Standards: 6.2  
 Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i><b>Date</b></i> | <i><b>Benchmarks</b></i>            | <i><b>Skills/Knowledge</b></i>  | <i><b>Activities</b></i>                   | <i><b>Resources</b></i>   | <i><b>Assessment</b></i>   |
|--------------------|-------------------------------------|---|--|---|--|
|                    | Analyze the economics of taxation   | <p>Explain the economic impact of taxes</p> <p>List three criteria for effective taxes</p> <p>Understand the two primary principles of taxation</p> <p>Understand how taxes are classified</p>                                  | Cooperative Learning<br>Activity 23: Taxes | <p>Classroom textbook and supplemental materials</p> <p>Internet Research</p> | <p>Writing Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Chapter Test</p> |
|                    | Analyze the Federal Tax System      | <p>Explain the progressive nature of the individual income tax</p> <p>Explain the nature of FICA taxes</p> <p>Describe the importance of the corporate tax structure</p> <p>Identify other major sources of federal revenue</p> | Your Paycheck and Federal Taxes            |   |  |
|                    | Analyze State and Local Tax Systems | <p>Explain how state governments collect taxes and other revenues</p> <p>Differentiate between state and local revenue</p> <p>Interpret paycheck deductions</p>   | Your Paycheck and State and Local Taxes    |   |  |

American Government/Economics

Unit: Sources of Government Revenue  
Standards: 6.2  
Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i>              | <i>Skills/Knowledge</i>  | <i>Activities</i>  | <i>Resources</i> | <i>Assessment</i> |
|-------------|--------------------------------|--|--|------------------|-------------------|
|             | Analyze the current tax issues | Explain what is meant by the incidence of a tax<br><br>Debate the advantages and disadvantages of the value added tax<br><br>Describe the major tax reforms since 1980 | Property Taxes and Funding Education<br><br>Economic Dictionary: Vocabulary notebook kept by each participant<br><br>Homework<br><br>Web activity: Chapter test review |                  |                   |

American Government/Economics

Unit: Government Spending  
 Standards: 6.2  
 Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i><b>Date</b></i> | <i><b>Benchmarks</b></i>   | <i><b>Skills/Knowledge</b></i>  | <i><b>Activities</b></i>  | <i><b>Resources</b></i>   | <i><b>Assessment</b></i>   |
|--------------------|--|---|---|---|--|
|                    | <p>Describe and analyze the economics of government spending</p> <p>Analyze Federal Government expenditures</p> <p>Analyze State and Local Government expenditures</p> | <p>Explain how and why government expenditures have grown since the 1940's</p> <p>Describe the two kinds of government expenditures</p> <p>Describe how government spending impacts the economy</p> <p>Explain how the federal budget is established</p> <p>Describe the major components of the federal budget</p> <p>Explain how state and local governments approve spending</p> <p>Identify the major categories of state government expenditures</p> <p>Identify the major categories of local government expenditures</p> <p>Explain how the federal deficit is related to the federal debt</p> | <p>Web activity: National Budget simulation</p> <p>Cooperative Learning Activity 17: Budget Deficit</p> <p>Classroom Discussion: State-run Lotteries</p> <p>Create a graph – History of the National Deficit (1940 to present)</p> <p>Economic Dictionary: Vocabulary notebook kept by each participant</p> | <p>Classroom textbook and supplemental materials</p> <p>Internet Research</p> | <p>Writing Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Chapter Test</p> |

American Government/Economics

Unit: Unemployment, Inflation, and Poverty  
 Standards: 6.1, 6.2 & 6.5  
 Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i>   | <i>Skills/Knowledge</i>   | <i>Activities</i>  | <i>Resources</i>                                     | <i>Assessment</i>  |
|-------------|---|---|--|--|--|
|             | <p>Analyze the factors of unemployment</p> <p>Analyze the factors that lead to inflation</p> <p>Describe poverty and the distribution of income</p> | <p>Explain how the bureau of Labor Statistics determines if a person is employed</p> <p>Describe five kinds of employment</p> <p>Explain how inflation is measured</p> <p>Discuss five causes of inflation</p> <p>Analyze the destabilizing consequences of inflation</p> <p>Explain how economists measure the distribution of income</p> <p>Discuss the reasons for the inequality of income</p> <p>Describe how poverty levels are defined and measured</p> <p>Discuss five antipoverty programs</p> | <p>Economic Simulation #1 – Selecting and applying for a part-time job</p> <p>Web Activity: U.S. Government Occupational Outlook Handbook</p> <p>Reading and Questions</p> <p>Inflation and Goods and Services Students Buy: Students will examine the consumer price index in relation to such topics as clothing, college tuition, movie admissions</p> <p>Economic Dictionary: Vocabulary notebook kept by each participant</p> | <p>Classroom textbook and supplemental materials</p> | <p>Writing Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Chapter Test</p> |



American Government/Economics

Unit: Global Economics Challenges

Standards: 6.2, 6.3 & 6.4

Other PA Standards: 1.2, 1.5, 1.6 & 1.8

| <i>Date</i> | <i>Benchmarks</i>  | <i>Skills/Knowledge</i>  | <i>Activities</i>   | <i>Resources</i>   | <i>Assessment</i>  |
|-------------|--|--|---|--|--|
|             | <p>Analyze the global demand for resources</p> <p>Economic Incentives and Resources</p> <p>Applying the Economic Way of Thinking</p> | <p>Explain Malthus' views on population growth</p> <p>Explain the importance of conserving nonrenewable resources</p> <p>List ways that people are using renewable energy resources to conserve scarce resources</p> <p>Explain how the price system helps to conserve water, natural gas, and oil</p> <p>State the importance of using resources wisely</p> <p>Understand how our market economy will be able to cope with the future.</p> <p>Discuss NAFTA</p> <p>Discuss the concept of globalization</p> | <p>Cooperative Learning Activity 22: Technology and Global Economic Challenges</p> <p>Classroom Discussion: Productivity, Economic Growth and Global Competition</p> <p>Classroom Discussion: Organized Labor: Air Traffic Controller's Strike, 1981</p> <p>Classroom Discussion: Pros and Cons of NAFTA</p> <p>Economic Dictionary: Vocabulary notebook kept by each participant</p> | <p>Classroom Textbook and Supplemental Materials</p> <p>Various newspapers and magazine articles</p> | <p>Writing Rubric</p> <p>Notebook Rubric</p> <p>Teacher Observations</p> <p>Written responses to questions</p> <p>Classroom discussion</p> <p>Chapter Test</p> |