



**KNOX COUNTY SCHOOLS CURRICULUM & INSTRUCTION DEPARTMENT
CURRICULUM FRAMEWORK**



**Social Studies
United States Government and Civics**

Course Description: *Students will study the purposes, principles, and practices of American government as established by the Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Students will learn the structure and processes of the government of the state of Tennessee and various local governments. The reading of primary source documents is a key feature of United States Government and Civics standards.*

**Module One
Principles of United States Government**

Topic: Principles of United States Government	Percent of time: 15% (6 Days)
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Overview: *Students explain the fundamental principles and moral values of the American government as expressed in the Constitution and other essential documents of American democracy.*

<p>Essential Question(s): Is government necessary?</p> <p>How does the Constitution reflect the times in which it was written?</p> <p>How does the Constitution limit the power of the federal government?</p>	<p>Academic Vocabulary: Federalism Democracy Checks and balances Separation of powers Judicial review Rule of law Popular sovereignty Enumerated powers Limited government Social contract</p> <p><i>Other vocabulary should be taught as referenced in the text.</i></p>
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Standards:

GC.1 Cite textual evidence and evaluate multiple points of view to analyze the influence of ancient Greek, Roman, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, Jean Jacques Rousseau, and William Blackstone on the development of United States government. (H, P)

GC.2 Determine the central ideas in passages from Democracy in America to examine the character of American democracy as articulated by Alexis de Tocqueville. (H, P)

GC.3 Describe the purposes and functions of government as outlined in the Preamble to the Constitution and

demonstrate an understanding of current application of those purposes and functions by identifying current government actions related to each of the six purposes.(P)

GC.4 Explain how the Constitution reflects a balance between the promotion of the public good and the protection of individual rights. (H, P)

GC.5 Summarize (CC) with supporting evidence why the Founding Fathers established a constitutional system that limited the power of government. (H, P)

GC.6 Describe the systems of enumerated and shared powers, the role of organized interests (Federalist Number 10), checks and balances (Federalist Number 51), the importance of an independent judiciary (Federalist Number 78), enumerated powers, rule of law, federalism, popular sovereignty, and civilian control of the military. (P)

GC.7 Analyze how the Bill of Rights limits the powers of the federal government and state governments. (P)

GC.8 Assess the claims, reasoning, and evidence of various authors to analyze the tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: (H, P)

- Majority rule and individual rights
- Liberty and equality
- State and national authority in a federal system
- Civil disobedience and the rule of law
- Freedom of the press and censorship
- Relationship of religion and government
- Relationship of legislation and morality
- Government regulation and free enterprise

Primary Documents and Supporting Texts to Read: excerpts from the Magna Carta; Mayflower Compact; English Bill of Rights; *Two Treatises of Civil Government*, John Locke; Declaration of Independence, Thomas Jefferson; excerpts from The Federalist Papers – 1, 9, 10, 39, 51, 78; excerpts from the Constitution; excerpts from *Democracy in America*, Alexis De Tocqueville; “The Social Contract” by Jean Jacques Rousseau

Primary Documents and Supporting Texts to Consider: excerpts from “Letter from a Birmingham Jail,” Martin Luther King, Jr.; “The Ballot or the Bullet” speech, Malcolm X; Virginia Statute of Religious Freedom, 1786

Media/Technology Integration:

See Resources

Resources

Remember Constitution Day- September 17
<http://ed.ted.com/lessons/who-made-the-american-constitution-judy-walton - review>

MaGruder’s American Government

<https://www.icivics.org/teachers>

Excerpts from *Declaration of Independence and Second Treatise of Civil Government*

Excerpts from *Democracy in America*

Preamble of the *United States Constitution*

DocTeach Activity: *We the People*
<http://docsteach.org/activities/68>

Separation of Powers or Shared Powers
<http://docsteach.org/activities/7277>

Excerpts from *Magna Carta*

We The People: The Citizen and the Constitution
(relationship between national and state powers)
<http://www.tccl.org/wtpcompanion.html>

GC.8
<https://www.icivics.org/teachers>

<http://teachingamericanhistory.org/>

<http://bensguide.gpo.gov/9-12/index.html>

Cross-Curricular Connections/Applications

ELA/Literacy Standard:

TN ELA 9-10th grade informational text and writing standards.

Connections/Applications:

Numeracy Connections/Applications:

Personalization/Differentiation

Emerging Learner

Grade Level Learner

Advancing Learner

**SEE SAMPLE EXEMPLAR
FOR GC.7 in Resources App.**

Vocabulary

Glossary	Definition
Federalism	Division of governmental power between national and state governments.
Democracy	Government system in which the power is held by the people. Can be either direct (people directly vote on policy) or indirect/republican (people elect representatives to vote on policy matters for them).
Checks and balances	Each branch of government is subject to the restraints of the others.
Separation of powers	Legislative, executive, and judicial powers are divided among three distinct and coequal branches of government.
Judicial review	The power of the court to determine the constitutionality of a government action.
Rule of law	The law applies equally to everyone. No one is above the law.
Popular sovereignty	The government gets their power from the people who draw their power from the Constitution.
Enumerated powers	Powers of the government that are explicitly listed in the Constitution.
Limited government	The government is not all powerful. Citizens have rights that the government cannot infringe upon.
Social contract	People must give up some of their rights in exchange for protection by the government.

Module Two
Branches of Government

Topic: Branches of Government

Percent of time:
10% (4 Days)

Overview: *Students analyze the unique roles and responsibilities of the three branches of government as established by the Constitution.*

Essential Question(s):

What powers does the Constitution give Congress?

What are the formal and informal powers of the President?

What are the functions of the executive departments and independent agencies?

What are the functions of the US Federal Court system?

Academic Vocabulary:

Gerrymandering
Reapportionment
Redistricting
Impeachment
Amendment
Bicameral
Incumbent
Constituency
Opinions
Rule of Four
Jurisdiction

**Other Vocabulary should be taught as referenced in the text.*

Standards:

GC.9 Analyze Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law. (P)

GC.10 Describe in order the steps of the process through which the Constitution can be amended. (P)

GC.11 Identify current representatives from Tennessee in the legislative branch of the national government. (P, TN)

GC.12 Analyze Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers. (P)

GC.13 Analyze Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the United States Supreme Court. (P)

GC.14 Explain the processes of selection and confirmation of Supreme Court justices. (P)

Primary Documents and Supporting Texts to Read: excerpts from the Constitution; the Bill of Rights

Media/Technology Integration:

See Resources

Resources

MaGruder's American Government

School House Rock, *I'm Just a Bill*

icivics Legislative Branch:
<https://www.icivics.org/curriculum/legislative-branch>

icivics Executive Branch:
<https://www.icivics.org/curriculum/executive-branch>

icivics Judicial Branch:
<https://www.icivics.org/curriculum/judicial-branch>

<http://www.potus.com/>

<http://www.c-spanclassroom.org/>

<http://millercenter.org/>

Cross-Curricular Connections/Applications

ELA/Literacy Standard:

TN ELA 9-10th grade informational text and writing standards.

Connections/Applications:

Numeracy Connections/Applications:

Personalization/Differentiation

Emerging Learner

Grade Level Learner

Advancing Learner

**SEE SAMPLE EXEMPLAR
FOR GC.10 in Resources App.**

Vocabulary

Glossary	Definition
Gerrymander	The abuse of redistricting power to gain an advantage for a political party, minority group, or incumbent.
Reapportion	The redistribution of the 435 representatives in the House among the states every 10 years based on the census data.
Redistrict	The redrawing of district lines by state legislatures after reapportionment.
Impeachment	The power of the House of Representatives to bring formal charges against a federal official.
Amendment	An addition to the Constitution.
Bicameral	The division of legislative power between two distinct chambers.
Incumbent	The current officeholder.
Constituency	The people that an elected government official represents.
Majority opinion	Opinion of the Court. Announces the Court's decision in a case.
Dissenting opinion	Opinion that disagrees with the majority opinion and outlines the reasoning behind it.
Concurring opinion	Opinion in agreement with the majority decision, but in disagreement with part or parts of the majority opinion.
Rule of four	At least four Supreme Court justices must agree to hear a case before it will go before the Court.
Jurisdiction	The authority of the Court to hear a case.

Module Three
The Supreme Court and the Constitution

Topic: The Supreme Court and the Constitution

Percent of time:
10% (4 Days)

Overview: *Students summarize landmark United States Supreme Court interpretations of the Constitution and its amendments.*

Essential Question(s):

How can the judiciary balance individual rights with the common good?

How does the Supreme Court interpret the Constitution to create new policies?

Academic Vocabulary:

Judicial activism
Judicial restraint

**Other vocabulary should be taught as referenced in the text.*

Standards:

GC.15 Evaluate various interpretations and determine which explanations best accord with textual evidence to understand the changing interpretations of the Bill of Rights over time including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the 14th Amendment through examination of the following cases: (H, P)

- Mapp v. Ohio
- Tinker v. Des Moines
- Engel v. Vitale
- Schenck v. United States
- Gideon v. Wainwright
- Brandenburg v. Ohio
- Texas v. Johnson
- Reno v. American Civil Liberties Union

GC.16 Analyze judicial activism and judicial restraint and the effects of each policy over time (e.g., the Warren and Rehnquist courts). (H, P)

GC.17 Assess and cite textual evidence to evaluate the effects of the United States Supreme Court's interpretations of the Constitution in Marbury v. Madison, McCulloch v. Maryland, and United States v. Nixon and the arguments espoused by each side in these cases. (H, P)

GC.18 Explain the controversies that have resulted over evolving interpretations of civil rights, including those in: (H, P)

- Plessy v. Ferguson
- Brown v. Board of Education
- Miranda v. Arizona
- Regents of the University of California v. Bakke
- United States v. Virginia (VMI)
- New Jersey v. TLO
- Roe v. Wade
- Korematsu v. United States
- Hazelwood v. Kuhlmeier

GC.19 Write an opinion piece with supporting details that argues whether the U.S. Constitution is a "living document" as intended by the Founding Fathers. (H)

Primary Documents and Supporting Texts to Read: excerpts from the United States Supreme Court cases listed in the standards

Media/Technology Integration:

See Resources

Resources

MaGruder's American Government

www.streetlaw.org

<http://www.pbs.org/wnet/supremecourt/>

<http://www.pbs.org/wnet/supremecourt/rights/>

www.billofrightsintstitute.org

<http://www.oyez.org/>

Cross-Curricular Connections/Applications

ELA/Literacy Standard:

TN ELA 9-10th grade informational text and writing standards.

Connections/Applications:

Numeracy Connections/Applications:

Personalization/Differentiation

Emerging Learner

Grade Level Learner

Advancing Learner

**SEE SAMPLE EXEMPLAR
FOR GC.15 in Resources App.**

Vocabulary

Glossary	Definition
Judicial activism	Philosophy that judges should interpret the Constitution in a way that reflects the changes in societal conditions and values.
Judicial restraint	Philosophy that judges should interpret the Constitution as it was originally intended to be interpreted by the Framers.

Module Four
Federal Power

Topic: <u>Federal Power</u>	Percent of time: 10% (4 Days)
Overview: <i>Students analyze the scope and function of federal power.</i>	
Essential Question(s): How is our federal system of government supported by the Constitution?	Tier III Vocabulary: Checks and balances Supremacy clause Lobbying <i>*Tier II Vocabulary should be taught as referenced in the text.</i>
Standards: GC.20 Explain how conflicts between levels of government and branches of government are resolved (supremacy clause, checks and balances). (P) GC.21 Analyze the processes of lawmaking, including the role of lobbying and the media. (P) GC.22 Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them. (P) GC.23 Evaluate various explanations for actions or events through textual evidence to analyze the scope of presidential power and decision-making related to significant examples, including the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and intervention in Bosnia. (H, P) GC.24 Identify and explain powers that the Constitution gives to the President and Congress in the area of foreign affairs. (P) Primary Documents and Supporting Texts to Read: excerpts from the Constitution of the United States; informational and primary source text related to the events in GC.23	
Media/Technology Integration: See Resources	Resources MaGruder's American Government GC.20 Federalism: Two Levels of Government http://www.law.cornell.edu/wex/federalism GC.20 Supremacy Clause http://constitution.laws.com/supremacy-clause GC. 20 Checks and Balances http://docsteach.org/activities/7275 Additional Links and Resources Coming Soon

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Cross-Curricular Connections/Applications

<p><u>ELA/Literacy Standard:</u></p> <p>TN ELA 9-10th grade informational text and writing standards.</p>	<p><u>Connections/Applications:</u></p>
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<p><u>Numeracy Connections/Applications:</u></p>

Personalization/Differentiation

<u>Emerging Learner</u>	<u>Grade Level Learner</u>	<u>Advancing Learner</u>

Vocabulary

Glossary	Definition
Checks and balances	Each branch of government is subject to the restraints of the others.
Supremacy clause	Included in Article VI of the Constitution. The Constitution is the supreme law of the land.
Lobbying	Actions of a person or group of people intended to influence a legislator and/or the legislative process.

Module Five
Elections and the Political Process

Topic: Elections and the Political Process

Percent of time:
15% (6 Days)

Overview: *Students evaluate issues regarding campaigns for national, state, and local elective offices.*

Essential Question(s):

To what extent do interest groups advance or harm democracy?

In what ways can citizens participate in public affairs?

How do interest groups and political parties effect the lawmaking process?

Academic Vocabulary:

Primary election
Caucus
Initiative
Referendum
Recall
Public opinion poll
Petitioning
Electoral College

**Other vocabulary should be taught as referenced in the text.*

Standards:

GC.25 Analyze the origin, development, and role of political parties. (H, P)

GC.26 Explain the history of the nomination process for presidential candidates and the increasing importance of and difference between primaries, caucuses and general elections. (H, P)

GC.27 Analyze appropriate textual evidence to evaluate the roles of polls and campaign advertising, and examine the controversies over campaign funding. (P)

GC.28 Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, and running for political office). (P)

GC.29 Explain the features of direct democracy in numerous states (e.g., the process of initiatives, referendums, and recall elections). (P)

GC.30 Examine information in diverse formats and media to analyze trends in voter turnout and the causes and effects of reapportionment and redistricting. (P)

GC.31 Analyze the function of the electoral college. (H, P)

Media/Technology Integration:

See Resources

Resources

MaGruder's American Government

<https://www.icivics.org/curriculum/citizenship-participation>

<http://www.270towin.com/>

www.gapminder.org

<https://www.icivics.org/curriculum/politics-and-public-policy>

Cross-Curricular Connections/Applications

ELA/Literacy Standard:

TN ELA 9-10th grade informational text and writing standards.

Connections/Applications:

Numeracy Connections/Applications:

Personalization/Differentiation

Emerging Learner

Grade Level Learner

Advancing Learner

Vocabulary

Glossary

Definition

Primary election	An election to choose a nominee for office. Can be closed (party members only), open (any registered voter can participate), or blanket (candidates from multiple parties are included on the ballot).
Caucus	Closed meeting of party members to choose a candidate for office.
Initiative	A piece of legislation that originates with the people rather than lawmakers.
Referendum	The voters of a state vote directly on a legislative measure.
Recall	Procedure in which voters can force an elected official to face reelection before his/her terms expires.
Public opinion poll	A survey that measures the general feeling of the public on a particular issue at a particular point in time.
Petition	First amendment right that allows citizens to bring his or her view to the attention of public officials through written petitions, letters, lobbying, and marches.
Electoral College	Group of individuals chosen from each state and the District of Columbia to formally select the President and Vice President every 4 years.

Module Six
Influence of Media

Topic: <u>Influence of Media</u>	Percent of time: 5% (2 Days)
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Overview: *Students evaluate the influence of the media on American political life.*

<p>Essential Question(s):</p> <p>How does the media influence public policy and agenda?</p>	<p>Academic Vocabulary: Mass media Media bias</p> <p><i>*Other Vocabulary should be taught as referenced in the text.</i></p>
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Standards:

GC.32 Cite textual evidence to defend a point of view about the meaning and importance of a free and responsible press. (P)

GC.33 Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. (P)

GC.34 Explain how public officials use the media to communicate with the citizenry and to shape public opinion. (P)

<p>Media/Technology Integration:</p> <p>See Resources</p>	<p>Resources</p> <p>MaGruder’s American Government</p> <p>https://www.icivics.org/curriculum/media-and-influence</p> <p>all major news outlets (Fox, MSNBC, CNN, ABC, BBC, etc.)</p> <p>www.newseum.org</p>
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Cross-Curricular Connections/Applications

<p>ELA/Literacy Standard:</p> <p>TN ELA 9-10th grade informational text and writing standards.</p>	<p>Connections/Applications:</p>
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Numeracy Connections/Applications:

Personalization/Differentiation		
<u>Emerging Learner</u>	<u>Grade Level Learner</u>	<u>Advancing Learner</u>
	<u>SEE SAMPLE EXEMPLAR FOR GC.32 in Resources App.</u>	

Vocabulary	
Glossary	Definition
Mass media	Means of communication intended to reach large audiences. Especially television, radio, printed publications, and the Internet.
Media bias	The bias or perceived bias of journalists and news producers within the mass media in the selection of events and stories that are reported and how they are covered.

Module Seven
Rights and Responsibilities of Citizens

Topic: Rights and Responsibilities of Citizens	Percent of time: 5% (5 Days)
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Overview: *Students evaluate the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.*

<p>Essential Question(s):</p> <p>What are the rights, liberties, and responsibilities of US citizens?</p> <p>Why do we have rules and laws?</p>	<p>Academic Vocabulary:</p> <p>Citizenship Naturalization Labor union Copyright Patent Eminent domain Civic obligations Civic responsibilities</p> <p><small>*Other Vocabulary should be taught as referenced in the text.</small></p>
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Standards:

GC.35 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, and privacy). (P)

GC. 36 Explain how economic rights are secured and their importance to the individual and to society, including the right to acquire, use, transfer, and dispose of property; right to choose one’s work; the purpose of labor unions; copyrights and patents. (P)

GC.37 Describe the individual’s legal obligations to obey the law, serve as a juror, and pay taxes. (P)

GC.38 Connect insights gained from appropriate informational text to describe the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service. (P)

GC.39 Describe the reciprocity between rights and obligations, that is enjoying rights means fulfilling certain obligations and respecting the rights of others. (P)

GC.40 Explain how one becomes a citizen of the United States, including the process of naturalization. (P)

Primary Documents and Supporting Texts to Read: excerpts from the Constitution; the Bill of Rights

<p>Media/Technology Integration:</p> <p>See Resources</p>	<p>Resources</p> <p>MaGruder’s American Government</p> <p>http://www.uscis.gov/</p>
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Cross-Curricular Connections/Applications

ELA/Literacy Standard:

TN ELA 9-10th grade informational text and writing standards.

Connections/Applications:

Numeracy Connections/Applications:

Personalization/Differentiation

Emerging Learner

Grade Level Learner

Advancing Learner

Vocabulary

Glossary

Definition

citizenship

the state of being vested with the rights, privileges, and duties of a **citizen**.

naturalization

The process by which one becomes a citizen

Labor union

an organized association of workers, often in a trade or profession, formed to protect and further their rights and interests.

Copyright

The exclusive legal right of a person to reproduce, publish, and sell his or her own literary, musical, or artistic creation.

Patent

A license issued to an inventor granting the exclusive right to manufacture, use, or sell his or her invention for a limited period of time.

Eminent domain

Power of a government to take private property for public use.

Civic responsibilities	The responsibilities of a citizen.
Civic obligations	Legal obligations to obey the law, serve as a juror, and pay taxes.

<p>Module Eight</p> <p>Fundamentals of a Free Society</p>

<p>Topic: Fundamentals of a Free Society</p>	<p>Percent of time: 5% (2 Days)</p>
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Overview: *Students evaluate the fundamental values and principles of civil society, their interdependence, and the meaning and importance of those values and principles for a free society.*

<p>Essential Question(s):</p> <p>What are “inalienable rights”?</p> <p>How can citizens influence government policy?</p> <p>How do governments balance the rights of individuals with the common good?</p>	<p>Tier III Vocabulary: Authoritarian Totalitarian Suffrage Establishment Clause Free Exercise Clause</p> <p><i>*Tier II Vocabulary should be taught as referenced in the text.</i></p>
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Standards:

GC.41 Summarize the central ideas of iconic primary documents to identify the fundamental values and principles of a free society and evaluate their meaning and importance, including the writings and speeches of Thomas Jefferson, Abraham Lincoln, Franklin Roosevelt, John Kennedy, and Ronald Reagan.

GC.42 Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes. (C, P)

GC.43 Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections. (C, P)

GC.44 Examine the historical role of religion and religious diversity and their impact on society. (C, H, P)

GC. 45 Compare and contrast the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes. (H, P)

Primary Documents and Supporting Texts to Consider: The Declaration of Independence, 1776; Gettysburg Address, 1863; “Four Freedoms” speech, Franklin Roosevelt; Inaugural Address 1961, John Kennedy; “A Time for Choosing,” 1964 speech, Ronald Reagan.

Media/Technology Integration:

See Resources

Resources

MaGruder’s American Government

Declaration of Independence:

http://www.archives.gov/exhibits/charters/declaration_transcript.html

Gettysburg Address:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=36>

Four Freedoms:

<http://www.fdrlibrary.marist.edu/fourfreedoms>

Kennedy Inaugural:

<http://www.presidency.ucsb.edu/ws/?pid=8032>

A Time For Choosing:

http://www.reaganfoundation.org/tgcdetail.aspx?p=TG0923RRS&lm=reagan&args_a=cms&args_b=1&argsb=N&tx=1736

Cross-Curricular Connections/Applications

ELA/Literacy Standard:

TN ELA 9-10th grade informational text and writing standards.

Connections/Applications:

Numeracy Connections/Applications:

Personalization/Differentiation

<u>Emerging Learner</u>	<u>Grade Level Learner</u>	<u>Advancing Learner</u>

Vocabulary

Glossary	Definition
Authoritarian	favoring or enforcing strict obedience to authority, especially that of the government, at the expense of personal freedom.
Totalitarian	a political system in which the state holds total authority over the society and seeks to control all aspects of public and private life wherever possible.
Suffrage	The right to vote
Establishment Clause	Forbids the government from establishing a religion
Free Exercise Clause	Allows citizens to practice whatever religion they choose

Module Nine
Civil Rights

Topic: Civil Rights

Percent of time:
7.5% (3 Days)

Overview: *Students analyze the development and evolution of civil rights for women and minorities and how these advances were made possible by expanding rights under the Constitution.*

Essential Question(s):

What is the chronological progression of amendments and laws that established equal rights for the different minority groups in the United States?

How were the Civil Rights movement and Women's Rights movement different?

Academic Vocabulary:

Immigrant
Segregation
Jim Crow
Separate-but-equal doctrine
Integration
De Jure
De Facto
Affirmative Action
Suffrage

**Other Vocabulary should be taught as referenced in the text.*

Standards:

GC.46 Describe the Civil Rights Movement and analyze resulting legislation and legal precedents. (C, H, P)

GC.47 Describe the women's rights movement and analyze resulting legislation and legal precedents. (C, H, P)

GC48 Identify legislation and legal precedents that established rights for the disabled, Hispanics, American Indians, Asians, and other minority groups, including the tensions between protected categories (e.g., race, women, veterans) and non-protected ones (United States v. Carolene Products, Adarand Constructors v. Pena). (C, H, P)

Primary Documents and Supporting Texts to Consider: excerpts from Seneca Falls Declaration of Sentiments and Resolution 1848; "I Have a Dream" speech, and *Letter from a Birmingham Jail*, Martin Luther King, Jr.

Media/Technology Integration:

See Resources

Resources

MaGruder's American Government

<http://www.archives.gov/research/alic/reference/womens-history.html>

www.archives.org

www.newseum.org

www.pbs.org

<http://civilrightsmuseum.org/>

<https://www.icivics.org/curriculum/civil-rights>

Cross-Curricular Connections/Applications

ELA/Literacy Standard:

TN ELA 9-10th grade informational text and writing standards.

Connections/Applications:

Numeracy Connections/Applications:

Personalization/Differentiation

Emerging Learner

Grade Level Learner

Advancing Learner

**SEE SAMPLE EXEMPLAR
FOR GC.47 in Resources
App**

Vocabulary

Glossary

Definition

Immigrant

Those people legally admitted as permanent residents of a country.

Segregation

The separation of one group from another.

Jim Crow

A law that separates people on the basis of race, aimed primarily at African Americans.

Separate-but-Equal Doctrine

A Constitutional basis for laws that separate one group from another on the basis of race. (Jim Crow Laws)

Integration

The process of bringing a group into equal membership in society.

De Jure	Segregation by law, with legal sanction
De Facto	Segregation even if no law requires it, e.g., housing patterns.
Suffrage	The right to vote.

Module Ten
Federal Government and the Economy

Topic: Federal Government and the Economy

Percent of time:
10% (4 Days)

Overview: *Students analyze the influence of the federal government on the American economy.*

Essential Question(s):

What are the major social services that the government provides and how does the government pay for it?

What methods are used by the Federal Government to influence the economy, and what is the overall role of the United States Government in the economy of the United States?

How is Federal revenue spent in the budget, and how does this affect the deficit and National Debt?

Academic Vocabulary:

Public Goods
Mixed Economy
Public Debt
Deficit Spending
Fiscal Policy
Entitlement Programs
Budget
16th Amendment

**Other Vocabulary should be taught as referenced in the text.*

Standards:

GC.49 Explain how the role of government in a mixed economy includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumer rights. (E, P)

GC.50 Explain the aims of government fiscal policies (taxation, borrowing, and spending) and their influence on production, employment, and price levels. (E, P)

GC.51 Describe how the government responds to perceived social needs by providing public goods and services. (E, P)

GC.52 Explain major revenue and expenditure categories and their respective proportions in the budgets of the federal government. (E, P)

GC.53 Describe how federal tax and spending policies affect the national budget and the national debt. (E, P)

Media/Technology Integration:

See Resources

Resources

MaGruder's American Government

<https://www.icivics.org/teachers/lesson-plans/government-economy-0>

<http://www.federalreserve.gov/>

Cross-Curricular Connections/Applications

ELA/Literacy Standard:

TN ELA 9-10th grade informational text and writing standards.

Connections/Applications:

Numeracy Connections/Applications:

Personalization/Differentiation

Emerging Learner

Grade Level Learner

Advancing Learner

**SEE SAMPLE EXEMPLAR
FOR GC.52 in Resources App.**

Vocabulary

Glossary

Definition

Public Goods

services such as national defense, law enforcement, and road building, that are for the benefit of, and available to, all members of the public

Budget

A financial plan for the use of money, personnel, and property.

Mixed Economy

An economy in which there are elements of both public and private enterprise.

Deficit Spending

Practice of funding government by borrowing to make up the difference between government spending and revenue

Entitlement Programs	A benefit that federal law says must be paid to all those who meet the eligibility requirements
16 th Amendment	Established a federal income tax (A tax levied on the income of individuals and/of corporations).
Public Debt	All the money borrowed by the government and not yet repaid, plus the accrued interest on that money.
Fiscal Policy	The various means the government uses to raise and spend money

Module Eleven
Tennessee State and Local Government

Topic: TN State and Local Government

Percent of time:
7.5% (3 Days)

Overview: *Students identify and explain the structure and functions of government at the state and local levels in Tennessee.*

Essential Question(s):

How are state governments organized?

How do state governments provide services to citizens?

Academic Vocabulary:

Circuit court

Governor

Pardon

County

Districts

**Other Vocabulary should be taught as referenced in the text.*

Standards:

GC.54 Identify and describe the provisions of the Tennessee Constitution that define and distribute powers and authority of the state government. (P, TN)

GC.55 Provide examples of the principles of federalism, separation of powers, checks and balances, and popular sovereignty in the government of the state of Tennessee and the balance between the grand divisions within the state. (P, TN)

GC.56 Explain the hierarchy and functions of the Tennessee court system, including the distinction between Chancery and circuit courts and identify the current chief justice of the state supreme court. (P, TN)

GC.57 Summarize the functions of departments or agencies of the executive branch in the state of Tennessee. (P, TN)

GC.58 Compare and contrast the legal, fiscal, and operational relationship between state and local governments in Tennessee. (E, P, TN)

GC.59 Explain the differences among the types of local governments in Tennessee, including county government, city government, and metro government. (P, TN)

GC.60 Describe how citizens can monitor and influence local and state government as individuals and members of interest groups. (P, TN)

GC.61 Write an opinion piece with supporting details regarding the specific ways individuals can best serve their communities and participate responsibly in civil society and the political process at local, state, and national levels of government. (C, P, TN)

GC.62 Identify current representatives (per the student's respective district) in the Tennessee General Assembly and research their past and current proposed legislation that has significantly impacted the lives of Tennesseans. (P, TN)

GC.63 Identify the current governor of Tennessee and examine his/her platform for improving the quality of life in Tennessee. (P, TN)

GC.64 Working with other students, identify a significant public policy issue in your community, gather information about that issue, fairly evaluate the various points of view of competing interests, examine ways of participating in the decision making process about the issue, and write a position paper or make a presentation on how the issue should be resolved. (C, P, TN)

Primary Documents and Supporting Texts to Read: The Tennessee Constitution

Media/Technology Integration:

See Resources

Resources

Magruder’s American Government (TN 41-45)

www.tn.gov

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Vocabulary

Glossary

Definition

Circuit court

a moveable court in which the judge holds court sessions at several different locations for pre-specified periods of time

Governor

the elected executive head of a state of the US

Pardon	The power of an executive to allow an convicted person to go free
County	a political and administrative division of a state, providing certain local governmental services.
Districts	An area of a country or city, especially one regarded as a distinct unit because of a particular characteristic.