

Managed Curriculum



Civics

2011-2012 School Year



John White, RSD Superintendent

Social Studies: Civics
Grade 10



GEE TEST SPECIFICATIONS

Geography: 15%
Civics: 25%
Economics: 20%
History: 40%

The 2011-2012 Managed Curriculum

***Note: The critical objectives are in bold and italicized. Also, the Managed Curriculum should be used in conjunction with the Assessment Guide and Academic Learning Plan.**

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<p style="text-align: center;">Establishing Effective Management Practices</p> <p><i>Opening of School Activities</i></p> <ul style="list-style-type: none"> • Pretest of GLEs (using Pre-Assessment from basal series) • Culture Building <ul style="list-style-type: none"> ○ Establishing Routines ○ Class Procedures ○ Student Expectations • Student Friendly GLEs <ul style="list-style-type: none"> ○ Posted in Student Binders (Check List) ○ Posted on Wall (Class Poster) • Goal Setting - Prescriptive Planning • Set Up Student Portfolios – • Students’ Portfolios to include: <ul style="list-style-type: none"> ○ Writing Samples, ○ Student Projects ○ Assessments: Formative and Summative ○ GLE Accountabilities: Graphic organizers and other evidence 	<p>Note:</p> <p>Create Word Wall with most important terms.</p>	<p>Teacher Note: Develop classroom rules with students.</p> <p>Practice routine with students and include content specific lessons.</p> <p>Suggested Resources:</p> <p>“Champs” “Harry Wong: First Days of School”</p>

Unit 1: Principles of Government and Political Systems
1 Week

Unit Description: This unit shows why and how people create and change political systems of power, authority, and governance.

Guiding Questions

1. Can students identify the services and protections the government provides citizens?
2. Can students articulate why a public educational system is important?
3. Can students articulate why the government provides social services (e.g., unemployment benefits, Medicare, Medicaid)?
4. Can students identify what forms of government exist in the world today?
5. Can students explain why the United States government wants to promote democracy around the world?
6. Can students explain how majority rule supports democracy?
7. Can students identify what types of governments have been in conflict with the United States?
8. Can students identify why it is important to understand how other countries are governed?

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
new 1 2 3 4 5 17 28	1.1 (1, 4, 5) 1.2 (1, 4, 17) 1.3 (2, 3) 1.4 (5) 1.5 (28)	<ul style="list-style-type: none"> • Explain competing ideas about the purposes of politics and government and identify reasons why government is necessary • Identify and describe services provided by government and assess their necessity and effectiveness (e.g., health care, education) • Identify programs, institutions, and activities that fulfill a given governmental or political purpose (e.g., the court system, the military, revenue sharing, block grants) • Analyze ways in which the purposes of the U.S. government, as defined in the U.S. Constitution, are achieved (e.g., protecting individual rights, providing for the general welfare) • Compare and contrast various forms of government among nations that have been significant in U.S. history (e.g., absolute monarchy in England or France, Germany under Hitler, the Soviet Union under Stalin) • Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, Fourteenth Amendment) 	politics government limited government revenue sharing block grants individual rights general welfare monarchy oligarchy dictatorship theocracy plutocracy democracy republic right wing left wing reactionary conservative moderate liberal radical independent hawk	Text, pp. 45-6, 124-5 & P-H transparency 2.4 (roles of government) Text, pp. 47-8, 129-31 & http://en.wikipedia.org/wiki/Forms_of_government & http://www.mpsvt.org/msms/grade6/gov-quest/index.htm (types of government) http://www.montgomeryschoolsmd.org/curriculum/socialst/d/NSL/PPT2/index.htm & P-H transparency 4.2 (comparison of governments) Text, p. 92 (monarchy—England), p. 47 (dictatorship—Iraq, Hitler’s Germany), p. 48 (constitutional monarchy—modern Japan) Epic Module 1, lesson 1 (purpose of government), lesson 6 (defending constitutional democracy)

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> Explain the meaning and importance of principles of U.S. constitutional democracy in American society 	dove	

Unit 1: Teacher Reflection on Content Mastery

Can students:

- identify the services and protections the government provides citizens?
- articulate why a public educational system is important?
- articulate why the government provides social services (e.g., unemployment benefits, Medicare, Medicaid)?
- identify what forms of government exist in the world today?
- explain why the United States government wants to promote democracy around the world?
- explain how majority rule supports democracy?
- identify what types of governments have been in conflict with the United States?
- identify why it is important to understand how other countries are governed?

Unit 2: Philosophical and Historical Origins of the United States Constitution and Government
1 Week

Unit Description: European philosophers and documents played a key role in shaping the United States Constitution and American democracy. This unit includes the philosophical and historical foundation and central ideas in the United States Constitution and government.

Guiding Questions

1. Can students identify key European philosophers who influenced the development of the American democratic government?
2. Can students explain the purpose and importance of key historical documents (e.g., Magna Carta, English Bill of Rights, United States Constitution) in United States government?
3. Can students explain compromises that were necessary to create the United States Constitution?
4. Can students explain the importance of the United States Constitution and its role in the development of American society?
5. Can students explain the importance of the United States Constitution as the supreme law of the land?

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
<u>new</u> 25 26 27 29 31 <u>review</u> 28	2.1 (26) 2.2 (25) 2.3 (27) 2.4 (31) 2.5 (28, 29)	<ul style="list-style-type: none"> • Analyze the significance of the Magna Carta, English common law, and the English Bill of Rights in creating limited government in the United States • Explain how European philosophers (e.g., Rousseau, Locke, Montesquieu, Voltaire) helped shape American democratic ideas • Analyze central ideas in an American historical document and explain the document's significance in shaping the U.S. Constitution • Assess the importance of the U.S. Constitution as the Supreme Law of the Land, and ways in which U.S. constitutional government has helped shape American society • Explain issues involved in various compromises or plans leading to the creation of the U.S. Constitution 	Magna Carta English common law English Bill of Rights Mayflower Compact Declaration of Independence Articles of Confederation Federalist Papers Jean-Jacques Rousseau John Locke Baron de Montesquieu Voltaire Thomas Jefferson natural rights popular sovereignty social contract United States Constitution Bill of Rights supremacy clause amendments Great Compromise Three-Fifths Compromise Electoral College Compromise bicameral	Text, pp. 91-2 (direct democracy, republic) Text, pp. 92-4 & P-H Constitution Study Guide, pp. 12-14 & http://www.crf-usa.org/bria/bria20_2c.htm (Magna Carta, etc., philosophers) Text, pp. 115-17 & P-H Constitution Study Guide, pp. 28-30 (constitutional compromises) Text, pp. 124-31, 163-70 & P-H Constitution Study Guide, pp. 329-41 (principles of constitutional democracy) Text, p. 128 & http://en.wikipedia.org/wiki/Supremacy_Clause (constitution as supreme law) Text, p. xiv "Law and the Real World," p. xii "Debating the Issues," various page references, pp. 186-204, P-H Constitution Study Guide, pp. 20-1, 36-7, 52-3, 76-7 (constitution & conflicts in society) Epic Module 1, lesson 4 (Great Compromise, bicameralism), lesson 5 (structure of the constitution)

Unit 2: Teacher Reflection on Content Mastery**Can students:**

- identify key European philosophers who influenced the development of the American democratic government?
- explain the purpose and importance of key historical documents (e.g., Magna Carta, English Bill of Rights, United States Constitution) in United States government?
- explain compromises that were necessary to create the United States Constitution?
- explain the importance of the United States Constitution and its role in the development of American society?
- explain the importance of the United States Constitution as the supreme law of the land?

Unit 3: United States Constitution and Government
2 Weeks

Unit Description: This unit shows how the U.S. system of government works and how the rule of written law and the values of liberty and equality impact individual, local, state, and national decisions.

Guiding Questions

1. Can students identify the branches of government and their purposes?
2. Can students explain the roles and responsibilities of the branches of government?
3. Can students identify the powers associated with each branch of government?
4. Can students explain the vision of the Founding Fathers in designing a government with different branches of government?
5. Can students explain how a bill becomes a law?
6. Can students identify and explain the importance of the Bill of Rights and the Fourteenth Amendment?

WK	GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
4-5	new 6 7 8 9 10 11 12 13 14 15 16 review 17	3.1 (6, 7, 8, 9) 3.2 (9) 3.3 (10, 11) 3.4 (6, 7, 8, 12, 14) 3.5 (10, 12, 13, 14) 3.6 (15) 3.7 (15) 3.8 (16) 3.9 (17)	<ul style="list-style-type: none"> • Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government • Categorize governmental powers as delegated, reserved, concurrent, or implied • Identify powers denied to federal or state governments by the U.S. Constitution • Analyze or assess issues related to the distribution of powers at the federal level (e.g., tensions among the three branches of government, roles and responsibilities of the three branches) • Explain the structure and functions of the three branches of the federal government, including regulatory and independent agencies and the court system • Cite the roles, duties, qualifications, and terms of office for key elected and appointed officials 	separation of powers checks and balances delegated powers reserved powers concurrent powers implied powers executive branch legislative branch judicial branch judicial review impeachment veto regulatory agency independent agency president vice president cabinet Congress representative senator Supreme Court judge governor mayor	<p>Government powers: Text, pp. 218-221 & P-H transparency 8.2 (Congress), pp. 242-7 & P-H transparency 9.1 (Executive), pp. 266-70 (Judiciary)</p> <p>Limiting the government: Text, pp. 129-31 & P-H transparency 11.1 (checks & balances, separation of powers, federalism, impeachment), pp. 276-7 (judicial review), p. 128 (supremacy clause, amendments), p. 247 & P-H Constitution Study Guide pp. 49-50 (tradition) http://en.wikipedia.org/wiki/Line-item_veto (line item veto) P-H Constitution Study Guide, pp. 39-41</p> <p>Text, pp. 126, 129, 220 (delegated, reserved, concurrent, implied powers)</p> <p>http://en.wikipedia.org/wiki/Executive_(government) (distribution of power—issues)</p> <p>http://www.lectlaw.com/def2/s105.htm (supremacy clause) ***</p> <p>Epic Module 1, lesson 5 (federalism)</p>

WK	GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
			<ul style="list-style-type: none"> • Explain the structure and functions of state, parish, and local governments • Discuss the advantages and disadvantages of various types of local government • Examine constitutional provisions concerning the relationship between federal and state governments • Explain the processes and strategies of how a bill becomes a law at the federal and state levels • Evaluate a specific law or court ruling on given criteria 	city council member 10 th Amendment elastic clause apportionment city charter ordinance	Epic Module 2, lesson 1 (separation of powers & checks and balances), lessons 2, 3, 4 (powers, functions of the 3 branches), lesson 6 (various forms of government) LCC Activity 1 (GLE 6, 7, 8, 9), 2 (GLE 9), 4 (GLE 6, 7, 8) government structure & functions: Text, pp. 218-20, 223-8 & P-H transparency 8.3 (legislative), pp. 242-7, 249-54 & P-H transparency 9.2 (executive), pp. 266-74 (judiciary) Text, pp. 154-6 & P-H Constitution Study Guide, pp. 98-100 (intent of 20 th , 22 nd , 25 th amendments) roles, qualifications, terms—federal level: Text, pp. 212-17 & P-H transparency 8.1 (congress), pp. 240-56 & P-H transparency 9.2 (executive), pp. 266-74, 278-80 (judiciary) roles, qualifications, terms—state level: Text, pp. 298-302 & P-H transparency 11.2 (legislators), pp. 305-9 & P-H transparency 11.3 (executive), pp. 310-12 & P-H transparency 11.4 (judiciary) Text, pp. 295-6, 299, 302, 305-13 (structure & function--state government) Text, pp. 323-4, 327-333 & P-H transparency 12.2 (structure & function—local government) Text, pp. 320-6 & P-H transparency 12.1 (types of local government) http://encarta.msn.com/encyclopedia_761560218/Municipal_Government.html (types compared) Epic Module 2, lesson 1 (the 3 branches, general), lessons 2, 3, 4 (the 3 branches each) LCC Activity 3, 4, 5 (GLE 10, 11,12, 13) Text, pp. 225-33 (bill becomes a law),

WK	GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
					<p>pp. 295-7 (relationship between federal & state governments)</p> <p>Text, pp. 172-80 (interpreting the Bill of Rights), pp. 163-70 (protections in the Bill of Rights), pp. 148-50 (text of Bill of Rights)</p> <p>Text, pp. 512-16 (role of laws)</p> <p>Text, p. xii, "Debating the Issues," various page references (law and current issues)</p> <p>Text, pp. 168-9, 189, 197-202, 404 (judicial review & due process, 14th amendment); pp. 164-8 (5th amendment)</p> <p>Text, p. xiii, "Focus on the Supreme Court," various page references (evaluate a court ruling); p. xiv "Law and the Real World," various page references (evaluate a law)</p> <p>Epic Module 2, lesson 5 (how a bill becomes law) Epic Module 3, lesson 1 (civil liberties), lesson 2 (Bill of Rights), lesson 3 (1st Amendment), lesson 4 (due process), lesson 5 (civil rights events), lesson 6 (civil rights cases)</p> <p>I'm just a bill on Capitol Hill song http://www.school-house-rock.com/</p> <p>LCC Activity 4 , 5 (GLE 14); 6 (GLE 15), 8 (GLE 16), 9 (GLE 17)</p>

Unit 3: Teacher Reflection on Content Mastery

Can students:

- explain the roles and responsibilities of the branches of government?
- identify the powers associated with each branch of government?
- explain the vision of the Founding Fathers in designing a government with different branches of government?
- explain how a bill becomes a law?
- identify and explain the importance of the Bill of Rights and the Fourteenth Amendment?

Unit 4: Citizen Participation in Government

2 Weeks

Unit Description: This unit shows that the political behavior of people under a government system—the United States—requires citizen participation.

Guiding Questions

1. Can students identify the major political parties and their ideological differences?
2. Can students explain the campaign process and its importance to the American election system?
3. Can students explain the importance of the media and public opinion in American politics?
4. Can students define and identify propaganda?
5. Can students explain why it is important to have a knowledgeable and competent citizenry?
6. Can students explain the roles of lobbyists, special interest groups, and associations in the American political process?
7. Can students define and give examples of political leadership?
8. Can students explain the purpose and importance of public service?

WK	GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
5-6	<u>new</u> 35 36 37 38 39 40 54 55 56 57 58 59	4.1 (35) 4.2 (35) 4.3 (35) 4.4 (38) 4.5 (36, 37, 39) 4.6 (39) 4.7 (36) 4.8 (36) 4.9 (36) 4.10 (40) 4.11 (54) 4.12 (55, 56) 4.13 (56, 57) 4.14 (58) 4.15 (59)	<ul style="list-style-type: none"> • Explain the two-party system and assess the role of third parties in the election process • Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system • Analyze the use and effects of propaganda • Identify key platform positions of the major political parties • Evaluate the role of the media and public opinion in American politics • Explain historical and contemporary roles of special interest groups, lobbyists, and associations in U.S. politics • Describe various forms of political participation 	two-party system Democrats Republicans third party party platform political campaign campaign finance nomination caucus primary election general election run-off election secret ballot popular vote Electoral College U.S. census propaganda special interest groups lobbyists PAC public service	Use Timeliner (student computers) Text, pp. 606, 616, 618-19, 591 (election process terms) Text, pp. 595- 603 & P-H transparency 22.1 (party system) Text, pp. 129, 600, 608-9, 622-37 (census (box), conventions Electoral College, campaigns, media influence, polls, propaganda) http://www.propagandacritic.com/ (propaganda techniques) Text, p. 213 (lobbyists), pp. 624-5 (PACs) interest groups: Text, p. 198 (NAACP), p. 176 (ACLU), http://www.labi.org/ (LA Association of Business & Industry) http://wps.ablongman.com/long_edwards_ga_12/0.10640,2180245-.00.html (role of interest groups) Epic Module 4, lesson 1 (Electoral College), lesson 2 (2-party system), lesson 3 (media / propaganda), lesson 4 (interest groups), lesson 5 (lobbying)

WK	GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
			<ul style="list-style-type: none"> Evaluate current and past political choices that individuals, groups, and nations have made, taking into account historical context Describe the importance of political leadership to American society, and identify ways in which citizens can exercise leadership Identify examples of public service, and describe the importance of public service to American society Evaluate the claim that American constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry Compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present 		<p>LCC Activity 1, 2, 3 (GLE 35), 5, 8, 9 (GLE 36), 5, 7 (GLE 37), 4 (GLE 38), 5, 6 (GLE 39), 10 (GLE 40)</p> <p>Text, pp. 65-7 & P-H transparency, 3.2, 3.3 (personal v. civic responsibilities)</p> <p>http://www.citizenshipfoundation.org.uk/main/page.php?286 (importance of citizen responsibilities)</p> <p>Text, p. xii, “Students Make a Difference,” various page references (public service/ leadership; civic duties v. personal interests)</p> <p>Text, p. xiii, “Citizen Profiles,” various page references (issues-- citizen responsibilities & public service/ leadership)</p> <p>Text, p. 70 & http://cdd.stanford.edu/polls/btp/2007/results/ (importance of being knowledgeable about public issues)</p> <p>http://www.iefd.org/articles/patriotism_in_capitalist_democracy.php</p> <p>http://www.renewamerica.us/analyses/050601hutchison.htm (role of patriotism in a democracy)</p> <p>LCC Activity 11 (GLE 54), 12 (GLE 55), 12, 13 (GLE 56), 13 (GLE 57), 14 (GLE 58), 15 (GLE 59)</p>

Unit 4: Teacher Reflection on Content Mastery

Can students:

- identify the major political parties and their ideological differences?
- explain the campaign process and its importance to the American election system?
- explain the importance of the media and public opinion in American politics?
- define and identify propaganda?
- explain why it is important to have a knowledgeable and competent citizenry?
- explain the roles of lobbyists, special interest groups, and associations in the American political process?
- define and give examples of political leadership?
- explain the purpose and importance of public service?

Unit 5: Rights and Responsibilities of Citizens***1 Week***

Unit Description: This unit shows the rights and responsibilities of citizens to participate in and shape public policy and contribute to the maintenance of our democratic way of life.

Guiding Questions

1. Can students identify and explain different types of taxes?
2. Can students state the purposes and uses of particular types of taxes?
3. Can students explain the fairness issue related to different types of taxes?
4. Can students distinguish between different types of rights?
5. Can students define social injustice and give examples in American society?
6. Can students define civic responsibility and give examples in American society?

WK	GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
7	new 21 22 23 24 30 32 33 34 49 50 51 52 53	5.1 (21, 22, 23) 5.2 (21, 22, 23) 5.3 (24) 5.4 (30) 5.5 (32) 5.6 (33) 5.7 (34, 49, 53) 5.8 (50) 5.9 (51) 5.10 (52)	<ul style="list-style-type: none"> • Explain how government is financed (e.g., taxation, fines, user fees, borrowing) • Identify the major sources of tax revenues at the federal, state, and local levels • Analyze or evaluate various uses of tax dollars (e.g., the public's need for services versus the public's resistance to taxation) • Use the rules of taxation (ability, equity, ease of payment, convenient times to pay) to analyze or evaluate a given tax practice • Identify and describe examples of freedoms enjoyed today but denied to earlier Americans • Interpret, analyze, or apply ideas presented in a given excerpt from any political document or material (e.g., speech, essay, editorial, court case) 	taxation fines sales tax income tax progressive tax regressive tax property tax Internal Revenue Service (IRS) ideals social realities political realities jury duty suffrage civic participation petition due process self-incrimination court ruling whistle-blowing	Text, pp. 491-4 & P-H transparency 18.2 (types of taxes, rules of taxation) Text, pp. 302-3, 332-4, 503 (tax revenue) http://www.census.gov/govs/www/class_ch7_misc.html (non-tax government revenue) http://www.taxfoundation.org/publications/show/1737.html & P-H transparency 16.3 (revenue by source) Text, pp. 500-3 & P-H transparency 16.3 (use of tax dollars) Text, pp. 56-7 (citizenship) citizens' rights: Text, p. 59 http://bensguide.gpo.gov/9-12/citizenship/rights.html http://www.atps.com/uclr/uclr48.htm (political, personal) http://www.heritage.org/research/features/index/chapters/htm/index2007_chap3.cfm (economic) Text, pp. 65-7 & P-H transparency, 3.2, 3.3 (personal v. civic responsibilities)

WK	GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
			<ul style="list-style-type: none"> • Analyze a given example of American political or social conflict, and state and defend a position on the issue • Analyze discrepancies between American ideals and social or political realities of life (e.g., equal protection vs. Jim Crow laws) • Distinguish between personal, political, and economic rights of citizenship • Describe the importance of various rights of citizenship to the individual or to society at large • Analyze an amendment or law concerning the rights of citizens in terms of their effect on public policy or American life (e.g., Nineteenth Amendment, Americans with Disabilities Act) • Evaluate and defend a position on a given situation or issue in terms of the personal, political, or economic rights of citizens • Assess the difference between personal and civic responsibilities 		<p>Text, “Debating the Issues” pp. 40, 180, 222, 335, 435, 656 (issues related to citizen rights)</p> <p>Text, “Skills for Life,” pp. 90, 132, 195, 314, 422, 541, 692 (analyzing documents)</p> <p>Text, pp. 697-705 (historic documents)</p> <p>Text, p. 119 (analyze documents), p. 370 (synthesize information), p. 582 (finding ideas & details)</p> <p>Text, pp. 124-31, 163-70 & P-H Constitution Study Guide, pp. 329-41 (principles of constitutional democracy)</p> <p>Text, p. 128 & http://en.wikipedia.org/wiki/Supremacy_Clause (constitution as supreme law)</p> <p>Text, p. xiv “Law and the Real World,” p. xii “Debating the Issues,” various page references, pp. 186-204, P-H Constitution Study Guide, pp. 20-1, 36-7, 52-3, 76-7 (constitution & conflicts in society)</p> <p>Epic Module 1, lesson 4 (Great Compromise, bicameralism), lesson 6 (defending constitutional democracy) Epic Module 2, lesson 1 (checks & balances, separation of powers) Epic Module 6, lesson 6 (revenue)</p> <p>LCC Activity 1, 2 (GLE 21, 22, 23), 3 (GLE 24), 4 (GLE 30), 5 (GLE 32), 6 (GLE 33), 7 (GLE 34, 49, 53), 8 (GLE 50), 9 (GLE 51), 10 (GLE 52)</p>

Unit 5: Teacher Reflection on Content Mastery**Can students:**

- identify and explain different types of taxes?
- state the purposes and uses of particular types of taxes?
- explain the fairness issue related to different types of taxes?
- distinguish between different types of rights?
- define social injustice and give examples in American society
- define civic responsibility and give examples in American society?

Unit 6: International Relations
1 Week

Unit Description: This unit shows how major elements of international relations and world affairs affect people's lives and the security and well being of their community, state, and nation.

Guiding Questions

1. Can students define domestic and foreign policy and give an example of each?
2. Can students explain the purpose, importance, and role of the United Nations?
3. Can students identify and explain how the United States government protects its national interests?
4. Can students explain how protecting national interests could cause problems with other foreign powers?
5. Can students identify the major political divisions in the world and explain why they exist?
6. Can students explain how and why nation-states interact?

WK	GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
8-9	new 18 19 20 41 42 43 44 45 46 47 48	6.1 (18) 6.2 (18, 19, 20) 6.3 (20) 6.4 (41) 6.5 (42) 6.6 (43) 6.7 (44) 6.8 (45, 48) 6.9 (46) 6.10 (47) 6.11 (48)	<ul style="list-style-type: none"> • Define domestic and foreign policies • Analyze responsibilities of the federal government for domestic and foreign policy (e.g. monetary policy, national defense) • Analyze a past or present domestic or foreign policy issue from a news article or editorial • Identify the political divisions of the world and the factors that contribute to those divisions • Analyze and assess the various ways that nation-states interact • Explain the role of the United Nations or other international organizations in political interactions and conflicts • Analyze ways in which the interactions of nation-states or international organizations affect the United States • Describe the means by which the United States upholds national security, protects its economic welfare and strategic interests, and attains its foreign policy objectives (e.g., aid, sanctions, embargos, treaties) 	domestic policy foreign policy monetary policy nation-state United Nations NATO diplomacy human rights interdependence balance of trade trade deficit economic sanction National Security Council Joint Chiefs of Staff Secretary of State ambassador embargo	Text, pp. 686-91 (international organizations, interdependence), p. 650 (sanctions), p. 647 (human rights), p. 654-box (trade deficit) Text, pp. 651-3 (government's foreign policy role/responsibility), pp. 245-6 (government's domestic policy responsibility) http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTPROGRAMS/EXTCONFLICT/0..contentMDK:21327197~pagePK:64168182~piPK:64168060~theSitePK:477960,00.html (factors contributing to political division) http://www.betterworldlinks.org/index.php?cat=963&theme=Conflict_Regions&PHPSESSID=6032d80a4ac69011181410625089a04 http://www.infoplease.com/ipa/A0904550.html (countries in conflict) <i>Link genocide in the world today and in the past</i> http://www.cnn.com/2008/WORLD/europe/11/20/sbm.overview/index.html?imw=Y&iref=mpstoryemail (GLE 19, 48)

WK	GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
			<ul style="list-style-type: none"> Assess the extent to which a given U.S. foreign policy position has helped or hindered the United States' relations with the rest of the world Explain how U.S. domestic policies, constitutional principles, economic behavior, and culture affect its relations with the rest of the world Describe ways in which ideas, actions, and problems of other nations impact the United States 		<p>nations interact: Text, pp. 649-50, 683 (trade), pp. 648-50, 652 (treaties, diplomacy, summits, ambassadors), pp. 657-65 & P-H transparency 25.2 (conflicts)</p> <p>Text, pp. 686-91 & P-H transparency 25.3 (role of U.N.)</p> <p>intrntnl. organizations affect the U.S.: http://www.usembassy.it/pdf/ej/ijpe0604.pdf (NATO) http://en.wikipedia.org/wiki/United_States_and_the_United_Nations (the U.N.) http://www.fas.org/sgp/crs/row/RS22645.pdf (the European Union) http://opec.com/ (OPEC)</p> <p><i>Link genocide in the world today and in the past</i> http://www.cnn.com/2008/WORLD/europe/11/20/sbm.overview/index.html?imw=Y&iref=mpstoryemail</p> <p>Epic Module 5, lesson 2 (foreign policy), lesson 6 (international political organizations)</p> <p>LCC Activity 1, 2 (GLE 18), 2 (19, 20), 3 (GLE 20), 4 (GLE 41), 5 (GLE 42), 6 (GLE 43), 7 (GLE 44), 8 (GLE 45, 48), 9 (GLE 46), 10 (GLE 47), 11 (GLE 48)</p>

Unit 6: Teacher Reflection on Content Mastery

Can students:

- define domestic and foreign policy and give an example of each?
- explain the purpose, importance, and role of the United Nations?
- identify and explain how the United States government protects its national interests?
- explain how protecting national interests could cause problems with other foreign powers?
- identify the major political divisions in the world and explain why they exist?
- explain how and why nation-states interact?