

**Government 2nd 4.5 Weeks
2017-2018**

TN Academic Standards	Student Friendly “I Can” Statements	Prerequisite Knowledge	ACT Readiness	Instructional Time	TN Ready Questions/Resources	ACT Questions/Resources
<p>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)</p>	<p>I can explain the various aspects of the legislative branch as it relates to Article I of the Constitution.</p>			<p>1 day</p>		
<p>GC.24 Identify and explain powers that the Constitution gives to the President and Congress in the area of foreign affairs. (P)</p>	<p>I can recognize and explain the foreign affair powers given to the president and Congress by the Constitution.</p>			<p>(included in above time)</p>		

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GC.11 Identify current representatives from Tennessee in the legislative branch of the national government. (P, TN)	I can name my current Tennessee representatives in the national government.			Included in GC. 12		
GC. 21 Analyze the process of lawmaking, including the role of lobbying and the media (P)	I can describe the lawmaking process and the role of different factors such as lobbying and the media.			1 day		
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)	I can explain the various aspects of the executive branch as it relates to Article II of the Constitution.			1 day		
GC. 23 Evaluate various explanations for actions or events through textual evidence to analyze the scope of presidential power and decision-making related to	I can explain through textual evidence how presidential power was used in various domestic			1 day		

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significant examples, including the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and intervention in Bosnia.	and world events.					
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.	I can recognize from primary sources the values and principles of a free society.			1 day		
GC.14 Explain the processes of selection and confirmation of Supreme Court justices.	I can explain how Supreme Court justices are nominated and confirmed.			.5 day		
GC.31 Analyze the function of the electoral college. (H, P	I can explain how the Electoral College functions and its purpose.			1 day		
GC.13 Analyze Article III of the Constitution as it relates	I can explain the various aspects of			1 day		

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to judicial power, including the length of terms of judges and the jurisdiction of the United States Supreme Court. (P)	the judicial branch as it relates to Article III of the Constitution.					
GC.22 Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them.	I can distinguish between the different levels of courts and how they work together.			.5 day		
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)	I can analyze how the interpretation of the Bill of Rights has changed over time by assessing various aspects of Supreme Court cases.			2 days		

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<ul style="list-style-type: none"> · 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 						
<p>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)</p>	<p>I can differentiate between judicial activism and judicial restraint using the Warren and Rehnquist Court decisions.</p>			<p>Included with GC. 15</p>		
<p>GC.17 Assess and cite textual evidence to evaluate the effects of the United States Supreme Court’s interpretations of the Constitution in <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>United States v. Nixon</i> and the arguments espoused by each side in these cases. (H, P)</p>	<p>I can evaluate and assess through textual evidence the interpretation of the Constitution in <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>United States v. Nixon</i>.</p>			<p>Included with GC. 18</p>		

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<p>GC.18 Explain the controversies that have resulted over evolving interpretations of civil rights, including those in: (H, P)</p> <ul style="list-style-type: none"> · 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 	<p>I can analyze how the interpretation of civil rights has changed over time by assessing various aspects of Supreme Court cases.</p>			<p>2 days</p>		
<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>	<p>I can explain and identify the rights of various minority groups as given in <i>United States v. Carolene Products</i> and <i>Adarand Constructors v. Pena</i>.</p>			<p>.5 day</p>		
<p>GC.25 Analyze the origin,</p>	<p>I can differentiate</p>			<p>1 day</p>		

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development, and role of political parties. (H, P)	between the history, ideas, and roles of political parties.					
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)	I can explain the historical steps for nominating a President. I can compare and contrast between primaries, caucuses, and general elections.			.5 day		
GC.27 Analyze appropriate textual evidence to evaluate the roles of polls and campaign advertising, and examine the controversies over campaign funding. (P)	I can explain through the use of textual evidence the role of polls and campaign advertising. I can explain the controversies over campaign funding.			.5 day		
GC.28 Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying,	I can describe the various methods citizens can participate in the			.5 day		

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<p>filing a legal challenge, demonstrating, petitioning, picketing, and running for political office). (P)</p>	<p>political process.</p>					
<p>GC.29 Explain the features of direct democracy in numerous states (e.g., the process of initiatives, referendums, and recall elections). (P)</p>	<p>I can identify the features of initiatives, referendums, and recall elections in a direct democracy.</p>			<p>.5 day</p>		
<p>GC.34 Explain how public officials use the media to communicate with the citizenry and to shape public opinion. (P)</p>	<p>I can explain the influence of the media on the political process.</p>			<p>.5 day</p>		
<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)</p>	<p>I can produce in diverse formats and explain voter turnout. I can analyze the causes and effects of reapportionment and redistricting.</p>			<p>.5 day</p>		
<p>GC.38 Connect insights</p>	<p>I can describe the</p>			<p>.5 day</p>		

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<p>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)</p>	<p>various obligations of civic-mindedness, including volunteering and performing public service, and serving in the military or alternative service.</p>					
<p>GC.54 Identify and describe the provisions of the Tennessee Constitution that define and distribute powers and authority of the state government. (P, TN)</p>	<p>I can connect the Tennessee Constitution with the various powers and authorities of the state government.</p>			<p>1 day</p>		
<p>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)</p>	<p>I can specify examples of federalism, separation of powers, checks and balances, and popular sovereignty in Tennessee's government. I can recognize</p>			<p>1 day</p>		

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	the balancing powers between the grand divisions of Tennessee.					
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)	I can elaborate the functions and divisions of Tennessee's court system. I can name the state's Supreme Court justice.			1 day		
GC.57 Summarize the functions of departments or agencies of the executive branch in the state of Tennessee. (P, TN)	I can name the departments and their functions of the state executive branch in Tennessee.			.5 day		
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)	I can name my state representative in Tennessee's General Assembly and their stances on various issues.			.5 day		

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GC.63 Identify the current governor of Tennessee and examine his/her platform for improving the quality of life in Tennessee. (P, TN)	I can name the current governor of Tennessee and his platform on various issues.			.5 day		
GC.59 Explain the differences among the types of local governments in Tennessee, including county government, city government, and metro government. (P, TN)	I know the differences in the different types of state government, including county, city, and metro governments.			1 day		
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	I can actively participate in a public policy issue by writing a position paper and presenting it effectively to the class.			2 days		

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