

American Government

Unit I: Structure and Origins of Government

Unit Overview	Students will analyze and evaluate the types, origins, and founding principles of government .Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events. Students will use disciplinary and inquiry literacies.	
American Government Framework	See Document 0D	
MDCCRS Reading for History	See Document 0E	
MDCCRS Writing for History	See Document 0F	
College, Career, and Civic Life	See Document 0C	
GRRUDL Alignment	See Document 0A	
Compelling Questions for Enduring Understanding		
In the United States, principles and structures are employed to form a democratic system that serves the purposes of government and protects the rights and authority.		
How do the principles and structures of the United States government assist and/or impede meeting the purposes of government while protecting the rights and authority of the citizens?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
Why do governments form?	How does government structure affect how power is organized?	How do the principles of government protect the rights of individuals?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Sources	Sources	Sources
Summative Performance Task		

American Government

Unit II: The Legislative Branch

Unit Overview	Students will explain and analyze the ways in which citizens participate in their government via political parties, interest groups and mass media. Additionally, students will explain and survey the organization and functions of the legislative branch at the local, state, and federal levels. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events. Students will use disciplinary and inquiry literacies.	
American Government Framework	See Document 0D	
MDCCRS Reading for History	See Document 0E	
MDCCRS Writing for History	See Document 0F	
College, Career, and Civic Life	See Document 0C	
GRRUDL Alignment	See Document 0A	
Compelling Question for Enduring Understanding		
In the United States, principles and structures are employed to form a legislative branch that serves the purposes established in the Constitution and protects the rights and authority of citizens.		
How do the foundational principles and structures of government assist or impede the functioning of government in the legislative branch?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
Are congressional elections organized to maintain a Representative Democracy?	How do principles of government influence the structure and organization of the legislative branch as established in the Constitution? Does Congress have the appropriate amount of power to fulfill its Constitutional responsibilities?	How does the process of lawmaking assist and impede the functioning of the legislative branch?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Sources	Sources	Sources
Summative Performance Task		

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Unit III: The Executive Branch

Unit Overview	Students will explain and survey the organization and functions of the executive branch at the local, state, and federal levels. Students will trace the leadership and power of the presidency and how it has evolved over time. Additionally, students will explain the various parts of the bureaucracy and appraise their effectiveness in shaping public policy. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events. Students will use disciplinary and inquiry literacies.	
American Government Framework	See Document 0D	
MDCCRS Reading for History	See Document 0E	
MDCCRS Writing for History	See Document 0F	
College, Career, and Civic Life	See Document 0C	
GRRUDL Alignment	See Document 0A	
Compelling Question for Enduring Understanding		
In the United States, principles and structures are employed to form an executive branch that serves the purposes established in the Constitution and protects the rights and authority of citizens.		
How do the foundational principles and structures of government assist or impede the functioning of government in the executive branch?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
How do the principles of government influence the structure of the executive branch as established in the Constitution?	Do governors and presidents have the appropriate amount of power to fulfill constitutional responsibilities?	How has the government's role and policies adapted to address various public issues?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Sources	Sources	Sources
Summative Performance Task		

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Unit IV: The Judicial Branch

Unit Overview	Students will explain and survey the organization and functions of the judicial branch at the local, state, and federal levels. Students will analyze the Supreme Court in shaping American history via landmark cases. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events. Students will use disciplinary and inquiry literacies.	
American Government Framework	See Document 0D	
MDCCRS Reading for History	See Document 0E	
MDCCRS Writing for History	See Document 0F	
College, Career, and Civic Life	See Document 0C	
GRRUDL Alignment	See Document 0A	
Compelling Question for Enduring Understanding		
In the United States, principles and structures are employed to form a judicial branch that serves the purposes established in the Constitution and protects the rights and authority of citizens.		
How do the foundational principles and structures of government assist or impede the functioning of government in the judicial branch?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
How does the judicial branch uphold the principles of government, and why is the structure different from the other branches of government?	How have the decisions of the Supreme Court impacted individual rights, government powers, and policies over time?	How do two court systems maintain order and uphold individual rights?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Sources	Sources	Sources
Summative Performance Task		

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Unit V: Economic Policy

Unit Overview	Students will compare and contrast economic theories. Students will explain basic economic terms and goals and analyze the effect of government economic decisions (via monetary and fiscal policy) at the local, state, federal and international level. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events. Students will use disciplinary and inquiry literacies.	
American Government Framework	See Document 0D	
MDCCRS Reading for History	See Document 0E	
MDCCRS Writing for History	See Document 0F	
College, Career, and Civic Life	See Document 0C	
GRRUDL Alignment	See Document 0A	
Compelling Question for Enduring Understanding		
United States economic policy is continually adapting to meet competing socio-economic goals.		
How does the United States balance competing socio-economic goals?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
What kind of economic system should the United States have?	How does the United States measure and establish its socio-economic goals?	How effective is monetary and fiscal policy at promoting full employment, price stability, and economic performance?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Sources	Sources	Sources
Summative Performance Task		

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Unit VI: Domestic Policy

Unit Overview	Students will analyze the effect of governments on regional policy at the local, state and federal level. Students will identify and explain the goals of major domestic policy initiatives. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events. Students will use disciplinary and inquiry literacies.	
American Government Framework	See Document 0D	
MDCCRS Reading for History	See Document 0E	
MDCCRS Writing for History	See Document 0F	
College, Career, and Civic Life	See Document 0C	
GRRUDL Alignment	See Document 0A	
Compelling Question for Enduring Understanding		
In the United States the government balances competing interests to develop domestic policy that promotes the common good.		
How does the government balance competing interpretations of the common good in order to implement public policy?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
How do individuals and groups influence government policy?	How do regional interests shape the formation and implementation of government policy?	How do the principles of government and competing interests impact the formation and implementation of public policy?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Sources	Sources	Sources
Summative Performance Task		

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Unit VII: Foreign Policy

Unit Overview	Students will explain the goals of US foreign policy and the role of the nation in a variety of international organizations. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events. Students will use disciplinary and inquiry literacies.	
American Government Framework	See Document 0D	
MDCCRS Reading for History	See Document 0E	
MDCCRS Writing for History	See Document 0F	
College, Career, and Civic Life	See Document 0G	
GRRUDL Alignment	See Document 0A	
Compelling Question for Enduring Understanding		
In the United States, foreign policy is continually adapting to meet its competing foreign policy goals.		
How does the United States balance competing foreign policy goals?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
How does the United States establish and achieve foreign policy goals?	Does United States participation with international organizations help it achieve its foreign policy goals?	
Formative Performance Task	Formative Performance Task	Formative Performance Task
Sources	Sources	Sources
Summative Performance Task		

GRRUDL LESSON PLAN TEMPLATE

SUBJECT: Click or tap here to enter text.

Unit: Click or tap here to enter text.

Learning Module: Click or tap here to enter text.

Maryland Social Studies Standards & Framework			
MDCCRS Reading for History			
MDCCRS Writing for History			
Compelling Statement/Enduring Understanding			
I will be able to...			
Content Purpose		Language Purpose	
Social Purpose			
I will...		I will...	
I will...		I will...	
GRRUDL – GRR Components Do Not Need to be Linear			
Focused Instruction Activity-1	Guided Instruction Activity-2	Collaborative Learning Activity-3	Independent Learning Activity-4
Teacher/Facilitator will model...	Scholars will...	Scholars will...	Scholars will independently...
Teacher will present Content, Language, and Social Purposes to scholars.			
UDL Alignment:	UDL Alignment:	UDL Alignment:	UDL Alignment:
Needed Resource(s)	Needed Resource(s)	Needed Resource(s)	Needed Resource(s)

Grade 9 – Local, State, and Federal Government

Mini-Document Based Questions (DBQs)

- First Nine Weeks – Declaration of Independence
- Second Nine Weeks - Electoral College
- Third Nine Weeks - Should Schools Be Allowed to Limit Free Speech?
- Fourth Nine Weeks - Search and Seizure

Video

[What Students Say About the DBQ Project](#)