

# US Government Timeline for Grade 10/12

## Macon County 2015-2016

1<sup>st</sup> 4.5 Weeks

Standard	Learning Target	Resources	T	M
GC.1	I can identify the influence of Greek, Roman, and European political thinkers on the American Government.			
GC.1	I can interpret the role of Greek, Roman, and European political thinkers' influence.			
GC.2	I can explain central ideas of <i>Democracy in America</i> concerning the character of American society.			
GC.2	I can write about a central idea from de Tocqueville concerning (religious, political, or economic) character of American society.			
GC.3	I can explain the purpose of the American Government found in the Preamble to the Constitution.			
GC.3	I can prepare a list/examples of how the US government uses those six purposes today.			
GC.4	I can explain how the Constitution balances the public good and protection of individual liberties.			
GC.4	I can solve a situation with given circumstances in order to balance the public good and individual liberties.			
GC.5	I can explain, with evidence, why the US government was created as a limited government.			
GC.6	Using various documents, I can classify enumerated and shared powers, role of organized interests, checks and balances, importance of an independent judiciary, implied powers, rule of law, federalism, popular sovereignty, and civilian control of the military.			
GC.6	I can develop a presentation to demonstrate one of those ideas.			
GC.7	I can explain how the Bill of Rights limits federal and state power.			
GC.7	Given certain circumstances, I can choose if the federal or state government has went beyond its Constitutional limits (using the Bill of Rights).			
GC.8	I can explain the tensions and balances between the following concepts: majority rule and individual rights, liberty and equality, state/national authority in a federal system, civil disobedience and the rule of law, freedom			

	of the press and censorship, relationship between church and state, relationship between legislation and morality, and government regulation and free enterprise.			
GC.8	I can develop a presentation to demonstrate one of those ideas.			
GC.9	Using, Article I, I can analyze the major components of Congress.			
GC.9	I can classify the appropriate differences between the House and Senate.			
GC.10	I can analyze Article V of the US Constitution.			
GC.10	I can organize the amendment process.			
GC.11	I can identify the current members of Congress from Tennessee and the leadership of Congress.			
GC.12	Using Article II, I can analyze the major components of the Presidency.			
GC. 12	I can classify the president's executive power.			
GC. 13	Using Article III, I can analyze the major components of the US Supreme Court.			
GC.13	I can classify the jurisdictions of SCOTUS.			
GC.13	I can identify the justices of the Supreme Court.			
GC.14	I can explain the processes of selection and confirmation of Supreme Court justices.			

## 2<sup>nd</sup> 4.5 Weeks

Standard	Learning Target	Resources	T	M
GC.20	I can explain the system of checks and balances and the supremacy clause.			
GC.20	I can construct a diagram demonstrating one check and balance.			
GC.21	I can explain how the media and special interests influence the lawmaking process.			
GC.21	I can create a lobbying presentation or a media presentation exerting force on the lawmaking process.			
GC.22	I can identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them.			
GC.22	I can produce a logical organization chart of these courts.			
GC.23	I can explain how the president exerted power and his reasoning during the Cuban Missile Crisis, Great Society			

	legislation, War Powers Act, Gulf War, and Bosnian intervention.			
GC.23	I can construct a presentation to explain his use of power and reasoning during one of these situations.			
GC.24	I can explain Presidential and Congressional powers in foreign policy.			
GC.24	I can classify Presidential or Congressional foreign policy power.			
GC.25	I can explain the origin, development, and role of political parties.			
GC.25	I can create my own political party.			
GC.26	I can categorize the history of the nomination process and the difference between primaries, caucuses, and general elections.			
GC.26	I can classify primaries, caucuses, and general elections.			
GC.27	I can indicate the significant reasons for polls, campaign advertising, and campaign funding.			
GC.27	I can prepare arguments for or against the usage of polls, campaign advertising, or campaign funding.			
GC.28	I can explain how a citizens participate in the government.			
GC.28	I can apply my knowledge on how I can participate in my government.			
GC.29	I can explain how direct democracy works in the states. (S)			
GC.29	I can create an initiative to be placed on the ballot. (P)			
GC.30	I can analyze voter turnout. (S)			
GC.30	I can defend reapportionment and redistricting. (R)			
GC.31	I can analyze the function of the Electoral College. (S)			
GC.31	I can solve presidential elections scenarios using the Electoral College. (S)			
GC.15	I can explain the interpretations and explanations for various 1 <sup>st</sup> and 14 <sup>th</sup> Amendment. (R)			
GC.15	I can create a presentation with those explanations for those various Supreme Court cases. (P)			
GC.16	I can explain judicial activism and judicial restraint. (R)			
GC.17	I can organize examples of judicial activism and judicial restraint. (S)			
GC.18	I can explain the resulting problems for a list of Supreme Court cases. (R)			
GC.18	I can create a presentation with an explanation of the problems associated with a selected Supreme Court case. (P)			

GC.19	I can write an opinion piece describing the Constitution as a living document or original intent. (P)			
GC.50	I can explain the aims of government fiscal policies. (R)			
GC.51	I can demonstrate how and why the government provides public goods and services. (R)			
GC.51	I can design a government good or service. (P)			