

Oxford Area School District Modern Civics Scope and Sequence – Quarter 1:

Grade 11/12

*Foundations and Forms
of Government*

- 5.1.C.A.
- 5.1.C.B.
- 5.2.C.A
- 5.2.C.D.

- **Basic Powers of Government**
 - Intro to Legislative, Executive, and Judicial Powers
- **Characteristics of a State**
 - Government, Territory, Sovereignty, Population
- **Why we need government?**
 - Philosophies of Locke and Hobbs
 - Social Contract
 - State of Nature
- **Forms of Government**
 - Monarchy, Representative Democracy, Direct Democracy, Theology, Dictatorship, oligarchy
 - Parliamentary System v. Presidential System
- **Foundations and Principals of Democracy**

**Foundations of Early
American Government**

- 5.1.C.B..
- 5.1.C.C.
- 5.1.C.D.
- 5.1.C.F.
- 5.2.C.B.

- **Why separate from Great Britain**
 - Stamp Act Congress
 - 1st Continental Congress
 - Albany Plan
 - Representation Questions/British Oppressive Actions
- **Colonies Declare Independence**
 - 2nd Continental Congress
 - Declaration of Independence
- **Articles of Confederation**
 - States' Rights, Problems, and Conflicts
- **Constitutional Convention**
 - VA Plan, NJ Plan, Great Compromise, Slave/Trade Compromises, 3/5th Compromise
- **Ratification of Constitution**

Oxford Area School District Modern Civics Scope and Sequence – Quarter 2:

Grade 11/12

Constitution

- 5.1.C.D.
- 5.1.C.E.
- 5.2.C.C..
 - 5.2.C.D.
 - 5.3.C.E.

- **Introduction of Constitutional Principals**
 - Checks and Balances, Separation of Powers, Judicial, Limited Government, Popular Sovereignty, Constitutionalism
- **Established of Judicial Review- Marbury v Madison**
- **Constitution Dissection**
 - Articles 1-7
 - Requirements to be President, Representative, Senator, Supreme Court Justice
- **Amending the Constitution**
 - Proposal and Ratification
- **Examination of 27 Amendments**
- **Examination of failed Amendments**
- **Examination of Amendments that are needed**
- **Informally Changing the Constitution**
 - Executive Action, Legislation, Acts of Congress, Political Parties, Customs

Federalism

- 5.1.C.D.
- 5.1.C.E.
- 5.2.C.B.
- 5.3.C.E..
- 5.3.C.F.

- **What is Federalism**
 - Positive and Negative Attributes
- **Why did Framers choose Federalism**
- **Why is Federalism important to the United States**
- **How 50 states interact with National Government**
 - How are conflicts resolved between central government and states
- **How do states interact with each other**
 - How are conflicts resolved between states

Oxford Area School District Modern Civics Scope and Sequence – Quarter 3:

Grade 11/12

Political Parties

- 5.1.C.B..
- 5.1.C.F.
- 5.2.C.B.
- 5.2.C.C.
- 5.3.C.B.
- 5.3.C.D.
- 5.3.C.G.
- 5.3.C.H.

- **What do Political Parties Do**
- **Forms of Party Systems**
 - Single Party, Two Party, Multi-Party
- **Evolution of Two Party System in the United States**
 - Republican vs. Democrats
- **Examination of Contemporary Two Party System in the United States**
 - Republican Platform
 - Democrat Platform
 - Historical Influences of Party
 - Key Party Leaders
 - Parties in Power
- **Role of the Minor Parties in the United States**
- **Types of Minor Parties in the United States**
- **Examination of Structure of Political Party**
- **Create your own Political Party**
- **Relationship between Media and Political Parties**

Legislative Branch and Powers

- 5.3.C.I.
- 5.1.C.D.
- 5.2.C.B.
- 5.2.C.C.
- 5.3.C.A.
- 5.3.C.B.
- 5.3.C.D.
- 5.3.C.G.
- 5.4.C.B.

- **Three types of Congressional Powers**
 - Expressed, Implied, Inherent
- **Strict Constructionist v Liberal Constructionist**
- **Specific Powers of Congress**
 - Taxation, Spending, and Borrowing Powers
 - Congressional Power- Citizenship
 - Congressional Power- Declaration of War
 - Necessary and Proper Clause
- **How a Bill becomes law**
- **Role of Special Interest Groups**

Oxford Area School District Modern Civics Scope and Sequence – Quarter 4:

Grade 11/12

Executive Branch and Powers

- 5.3.C.I
- 5.1.C.D.
- 5.2.C.B
- 5.2.C.C.
- 5.3.C.A.
- 5.3.C.B.
- 5.3.C.C.
- 5.3.C.D.
- 5.3.C.G.
- 5.4.C.B.

- **Role of the President**
 - Chief of State, Chief Executive, Chief Administrator, Chief Diplomat, Chief Legislator, Commander in Chief, Chief Citizen, Party, Leader.
- **Presidential Succession**
 - 25th Amendment and Presidential Succession Act of 1947
- **Role of the Vice-President**
 - Balance the Ticket/Regional Advantages
- **Election Process**
 - Primaries vs. General Election
 - Role of the Electoral College
- **Expansion of Presidential Power**
 - Role of Executive Actions
 - Pardons, Clemency, Commutation
 - Study of Doctrines

Judicial Branch

- 5.3.C.I
- 5.1.C.D.
- 5.2.C.B
- 5.2.C.C.
- 5.3.C.A.
- 5.3.C.B.
- 5.3.C.C.
- 5.3.C.D.
- 5.3.C.G.
- 5.4.C.B.

- **Structure of Supreme Court**
 - Current Justices
 - Why 9
 - Nomination Process
- **What authority does the Supreme Court have, and what are the origins of it.**
 - Review of Marbury v. Madison
- **How does the Supreme Court make political decision?**
 - Review of Landmark Cases
- **How does the Supreme Court uphold or deny Constitutional rights.**
 - How has this changed throughout the years?

PA
Government

- 5.3.C.I.
- 5.1.C.D
- 5.2.C.B.

- **History of PA Government**
 - **Foundations of State**
 - **William Penn**
 - **“Experiment” Colony**
- **Study of PA Government Structure**
 - **Legislative, Executive, Judicial, Municipalities**
- **Dissection of PA Constitution**
 - **Powers and Rights**
- **PA Court System**
 - **District, Superior, Appeals**
 - **Conflict with Federal Courts**
- **PA- topics of conflict.**

Social Studies Curriculum – Grade 11/12

Big Idea – Unit One will introduce students to the core concepts and ideas that the American System of Government is founded on. Topics will include the foundations and types of government, the requirements for a state, the various forms of government and distribution of power, as well as the core principles of democracy.

Essential Question-

- What are the basic powers that all governments have?
- What are the four defining characteristics of a state?
- What is the purpose of the United States Government? Does it differ from other Country's purposes?
- What types of government can be identified throughout the world?
- What similarities and differences can be identified in these governments?
- What are the foundations of democracy?

Concepts	PA Core/Competencies	Resources	Assessments
<p><u>UNIT #1</u></p> <ul style="list-style-type: none"> • Basic Powers of Government • Characteristics of a State • Why we need government? • Forms of Government • Foundations and Principals of Democracy 	<ul style="list-style-type: none"> • 5.1.C.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good. • 5.1.C.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. • 5.2.C.A. Contrast the rights and responsibilities 	<ul style="list-style-type: none"> • Textbook • ICivics- Forms of Government Lesson • ICivics- Why we need Government • Primary and Secondary Source Readings to support Unit Concepts 	<ul style="list-style-type: none"> • Vocab Quizzes • Primary and Secondary Source Analysis Assessments • End of Unit Common Summative Assessment- Test Questions selected from Magruder’s Bank

	<p>of a citizen in a democracy with a citizen in an authoritarian system.</p> <ul style="list-style-type: none"> • 5.2.C.D. Evaluate and demonstrate what makes competent and responsible citizens. 		
<p>Vocabulary Government, Public Policies, Legislative Power, Judicial Power, Executive Power, Constitution, Dictatorship, Democracy, State, Sovereign, Autocracy, Oligarchy, Unitary Government, Federal Government, Confederation, Presidential Government, Parliamentary Government. Majority Rule, Compromise, Citizen, Free Enterprise System,</p>			
<p>Social Studies Curriculum – Grade 11/12</p>			
<p>Big Idea –Unit two will dissect the core issues that lead the colonies to seek independence from Great Britain. It will also examine the values and ideals presented in the Declaration of Independence and Articles of Confederation which have guided the American System of Government.</p>			
<p>Essential Question-</p> <ul style="list-style-type: none"> • What are the main ideas/arguments presented in the Declaration of Independence? • Why the Articles of Confederation was considered a weak document? • Why did the federalist believe there was a growing need for a stronger national government? • What were the arguments for/against the ratification of the Constitution? 			

Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> • Declaration of Independence- Analysis of core principals, ideals, values, and theories • Articles of Confederation- Analysis of Strengths and Weaknesses • Constitutional Convention and Compromises • Ratification of Constitution 	<ul style="list-style-type: none"> • 5.1.C.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. • 5.1.C.C. Evaluate the application of the principles and ideals in contemporary civic life. <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality • 5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources. <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution • 5.1.C.F. Analyze the role political symbols play in civil disobedience and patriotic activities. • 5.2.C.B. Analyze strategies used to resolve conflicts in society and government 	<ul style="list-style-type: none"> • Textbook Readings • Primary and Secondary Source Readings to support Unit Concepts • I Civics- Articles of Confederation Lesson • Declaration of Independence • Articles of Confederation • Historical dissection of Declaration of Independence • Constitutional Convention Simulation 	<ul style="list-style-type: none"> • Vocab Quizzes • Primary and Secondary Source Analysis Assessments • End of Unit Common Summative Assessment- Test Questions selected from Magruder’s Bank

<p>Vocabulary Limited Government, representative government, magna carta, due process, petition of right, English Bill of Rights, charter, bicameral, proprietary, unicameral, confederation, Albany Plan, delegate, popular sovereignty, Articles of Confederation, Ratification, Framers, Virginia plan, New Jersey Plan, Connecticut Compromise,</p>			

<p>Social Studies Curriculum – Grade 11/12</p>			
<p>Big Idea – Unit Three will introduce students to the core concepts and ideas related to the Constitution. These ideas will include the basic principles which it was founded on, the changes and additions that have been made throughout the course of our history, as well as the processes and procedures of how the document has changed. We will also look at Federalism and how the Federal, state, and local governments work together</p>			
<p>Essential Question-</p> <ul style="list-style-type: none"> • How is the US government organized according to the Articles within the US Constitution? • What are the contents of the US constitution? • How do Federal, State, and local government entities differ in their processes, procedures, and structures? 			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> • Introduction of Constitutional Principals • Established of Judicial Review- Marbury v Madison • Constitution Dissection 	<ul style="list-style-type: none"> • 5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources. <ul style="list-style-type: none"> • Declaration of Independence • United 	<ul style="list-style-type: none"> • Textbook • Federalism- Icivics lesson • Constitution – I civics Lesson 	

<ul style="list-style-type: none"> • Amending the Constitution • Examination of 27 Amendments • Examination of failed Amendments • Examination of Amendments that are needed • Informally Changing the Constitution 	<p>States Constitution • Bill of Rights • Pennsylvania Constitution</p> <ul style="list-style-type: none"> • 5.1.C.E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution. • 5.2.C.C. Evaluate political leadership and public service in a republican form of government. • 5.2.C.D. Evaluate and demonstrate what makes competent and responsible citizens. • 5.3.C.E. Compare and contrast the different election processes for local, state, and national offices. 	<ul style="list-style-type: none"> • Constitution Analysis • Constitutional Primary and Secondary Source Readings • Current Event(s) Readings • Educational Field Trip- The Constitution Center- Philadelphia, PA 	
<p>Vocabulary Popular Sovereignty, Limited Government, Constitutionalism, Rule of Law, Separation of Powers, Checks and Balances, Judicial Review, Veto, Unconstitutional, Federalism, Amendment, Ratification, Formal Amendment, Bill of Rights, Executive Agreement, Treaty, Electoral College, Cabinet, Expressed Powers, Concurrent Powers, Delegated Powers, Implied Powers, Inherent Powers, Supremacy Clause, Interstate Compact, Full Faith and Credit Clause</p>			

<p>Social Studies Curriculum – Grade 11/12</p>
<p>Big Idea – Unit four will examine and discuss how powers are divided between the state and federal governments and the process in which the states work together and resolve differences.</p>
<p>Essential Question-</p>

- Why did the Framers believe a Federalist form of government would be most effective for the United States?
- What are the positive aspects and attributes of Federalism?
- What are the negative aspects and attributes of Federalism?
- How do states interact with each other in the United States? How are conflicts resolved?
- What is a checks and balances system? What are the positive/negative consequences of using this system?

Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> • What is Federalism • Why did Framers choose Federalism • Why is Federalism important to the United States • How 50 states interact with National Government • How do states interact with each other 	<ul style="list-style-type: none"> • 5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources. <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution • 5.1.C.E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution. • 5.2.C.B. Analyze strategies used to resolve conflicts in society and government. • 5.3.C.E. Compare and contrast the different election processes for local, state, and national offices. • 5.3.C.F. Explain the Supreme Court’s role in interpreting the U.S. Constitution. • Individual 		

	rights • States' rights • Civil rights		
Vocabulary Federalism, Categorical Grant, Project Grant, Act of Admission, Enabling Act, Extradite, Full Faith and Credit Clause			

Social Studies Curriculum – Grade 11/12			
Big Idea – Unit Five will differentiate among the five main functions of political parties by categorizing examples of political actions under each function. Explore the origin and uses of the symbols of the Republican and Democratic parties by analyzing political cartoons. Describe the categories of minor parties in the US. Design political activities for a campaign at the Local, State, and National levels.			
Essential Question-			
<ul style="list-style-type: none"> • Why do we have political parties, and how do they help inform voters and guide politicians in decision making? • What obligation does the media have to the public, and how do they fulfill this obligation? 			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> • What do Political Parties Do • Forms of Party Systems • Evolution of Two Party System in the United States • Examination of Contemporary Two Party System in the United States • Role of the Minor Parties 	<ul style="list-style-type: none"> • 5.1.C.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. • 5.1.C.F. Analyze the role political symbols play in civil disobedience and patriotic activities. • 5.2.C.B. Analyze strategies used to resolve conflicts 		

<p>in the United States</p> <ul style="list-style-type: none"> • Types of Minor Parties in the United States • Examination of Structure of Political Party • Create your own Political Party • Relationship between Media and Political Parties 	<p>in society and government.</p> <ul style="list-style-type: none"> • 5.2.C.C. Evaluate political leadership and public service in a republican form of government. • 5.3.C.B. Analyze the roles of local, state, and national governments in policy-making • 5.3.C.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy • 5.3.C.G. Analyze the influence of interest groups in the political process. • 5.3.C.H. Evaluate the role of mass media in setting public agenda and influencing political life. 		
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Vocabulary
Political Parties, Political Spectrum, Partisanship, Bipartisan, Coalition, Incumbent, Faction, Electorate, Sectionalism, Spoil System, Ideological Parties, Single Issue Parties, Splinter Parties, Minor Parties, Ward, Precinct.

Social Studies Curriculum – Grade 11/12

Big Idea –.
Unit Six will explain what is meant by the expressed, implied, and inherent powers of Congress. Identify the expressed powers of Congress by examining the Constitution and recognizing their application in scenarios.

<p>Essential Question- What is the US Congress and how is it organized?</p> <p>What powers does the Constitution delegate to the Congress?</p> <p>How does a bill become a law?</p> <p>What factors influence the legislative process?</p>			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> • Three types of Congressional Powers • Congressional Power to Tax • Strict Constructionist v Liberal Constructionist • Specific Powers of Congress • How a Bill becomes law 	<ul style="list-style-type: none"> • 5.3.C.I. Explain various types of taxes and their purposes. • 5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources. <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution • 5.2.C.B. Analyze strategies used to resolve conflicts in society and government. • 5.2.C.C. Evaluate political leadership and public service in a republican form of government. • 5.3.C.A. Examine the process of checks and balances among the three 		

	<p>branches of government, including the creation of law.</p> <ul style="list-style-type: none"> • 5.3.C.B. Analyze the roles of local, state, and national governments in policy-making. • 5.3.C.C. Explain how government agencies create, amend, and enforce policies in local, state, and national governments. • 5.3.C.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy. • 5.3.C.G. Analyze the influence of interest group • 5.4.C.B. Explain why and how different foreign policy tools are used to advance a nation’s self-interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties) 		
<p>Vocabulary Bicameral, Term, Session, Special Session, Apportion, Reapportion, Incumbent, Gerrymander, Constituency, Delegates, Partisan, Bill, Oversight Function, Eminent Domain, Appropriate, Taxes, Power of the Purse</p>			

Social Studies Curriculum – Grade 11/12			
<p>Big Idea – Unit Seven will examine, dissect, and discuss the Executive Branch and the powers are possesses and executes. Topics in the section will include the powers of the president, the makeup of the cabinet, the use of executive agreements, and how the executive branch has changed over the past few years.</p>			
<p>Essential Question- Who can be President and what can he do? How does the President interact with other Nations and set foreign policy What groups make up the executive branch, and how do they work to execute presidential powers and fulfill presidential responsibilities? How has the role of the president changed throughout history?</p>			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> • Role of the President • Presidential Succession • Role of the Vice-President • Election Process • Expansion of Presidential Power 	<ul style="list-style-type: none"> • 5.3.C.I. Explain various types of taxes and their purposes. • 5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources. <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution • 5.2.C.B. Analyze strategies used to resolve conflicts in society and government. 		

	<ul style="list-style-type: none">• 5.2.C.C. Evaluate political leadership and public service in a republican form of government.• 5.3.C.A. Examine the process of checks and balances among the three branches of government, including the creation of law.• 5.3.C.B. Analyze the roles of local, state, and national governments in policy-making.• 5.3.C.C. Explain how government agencies create, amend, and enforce policies in local, state, and national governments.• 5.3.C.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.• 5.3.C.G. Analyze the influence of interest group• 5.4.C.B. Explain why and how different foreign policy tools are used to advance a nation’s self-interest (e.g., diplomacy, economic aid, military aid,		
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	<p>sanctions, treaties) 5.3.C.E. Compare and contrast the different election processes for local, state, and national offices. 5.4.C.B. Explain why and how different foreign policy tools are used to advance a nation’s self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties). 5.4.C.A. Explain how United States foreign policy is developed.</p>		
<p>Vocabulary</p> <p>Federalism, Categorical Grant, Project Grant, Act of Admission, Enabling Act, Extradite, Pardon, Commutation, Executive Agreement, Executive Action, Veto, Pocket-Veto.</p>			

<p>Social Studies Curriculum – Grade 11/12</p>
<p>Big Idea –. Unit Seven will examine, dissect, and discuss the Judicial Branch and its powers. Topics in the section will include the federal court structure, the examination of landmark court cases, and a discussion of conflicts between citizens, federal, state, and/or local governments as a result of court decisions.</p>
<p>Essential Question- What is the structure of the federal court system? Where was the power of the Supreme Court Established? How has the Supreme Court influenced American Government and Society? What is the root of controversy regarding critical court decisions?</p>

Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> • Structure of Supreme Court • What authority does the Supreme Court have, and what are the origins of it. • How does the Supreme Court make political decision? • How does the Supreme Court uphold or deny Constitutional rights. 	<ul style="list-style-type: none"> • 5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources. <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution • 5.2.C.B. Analyze strategies used to resolve conflicts in society and government. • 5.2.C.C. Evaluate political leadership and public service in a republican form of government. • 5.3.C.A. Examine the process of checks and balances among the three branches of government, including the creation of law. • 5.3.C.B. Analyze the roles of local, state, and national governments in policy-making. • 5.3.C.C. Explain how government agencies create, amend, and 		

	<p>enforce policies in local, state, and national governments.</p> <ul style="list-style-type: none"> • 5.3.C.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy. • 5.3.C.G. Analyze the influence of interest group • 5.4.C.B. Explain why and how different foreign policy tools are used to advance a nation’s self-interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties) <p>5.3.C.E. Compare and contrast the different election processes for local, state, and national offices.</p> <p>5.4.C.B. Explain why and how different foreign policy tools are used to advance a nation’s self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).</p> <p>5.4.C.A. Explain how United States foreign policy is developed.</p>		
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<p>Vocabulary</p> <p>Supreme Court, Appeals Court, Justice, Marbury V. Madison, Decision, Opinion, Judicial Review</p>

Social Studies Curriculum – Grade 11/12

Big Idea –.
Unit Eight will examine, dissect, and discuss the Pennsylvania Structure of Government as it regards policy creation and government action.

Essential Question-
What historical happenings influenced the creation of the Pennsylvania Government?
What is the Structure of the Pennsylvania Legislative, Executive, and Judicial Branches?
What rights does the Pennsylvania Constitution establish for citizens, counties and how does the PA Constitution interact with the U.S. Constitution?

Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> • History of PA Government • Study of PA Government Structure • Dissection of PA Constitution • PA Court System • PA- topics of conflict. 	<ul style="list-style-type: none"> • 5.3.C.I. Explain various types of taxes and their purposes. • 5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources. <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution • 5.2.C.B. Analyze strategies used to resolve conflicts in society and 		

	<p>government.</p> <ul style="list-style-type: none">• 5.2.C.C. Evaluate political leadership and public service in a republican form of government.• 5.3.C.A. Examine the process of checks and balances among the three branches of government, including the creation of law.• 5.3.C.B. Analyze the roles of local, state, and national governments in policy-making.• 5.3.C.C. Explain how government agencies create, amend, and enforce policies in local, state, and national governments.• 5.3.C.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.• 5.3.C.G. Analyze the influence of interest group• 5.4.C.B. Explain why and how different foreign policy tools are used to advance a nation’s self-interest (e.g., diplomacy,		
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	<p>economic aid, military aid, sanctions, treaties) 5.3.C.E. Compare and contrast the different election processes for local, state, and national offices. 5.4.C.B. Explain why and how different foreign policy tools are used to advance a nation’s self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties). 5.4.C.A. Explain how United States foreign policy is developed.</p>		
<p>Vocabulary PA Constitution, State Powers, Federalism, Municipal Governments, State Taxes</p>			