

Saint Patrick High School

Curriculum Guide

Department:	Social Studies	Grade and Level:	12
Class:	American Government	Term (Semester or Year):	Semester

Required Text:	<ul style="list-style-type: none">• Magruder's American Government by William A. McClenaghan © 2011 Pearson Prentice Hall (David Craine)• United States Government: Principles in Practice by Luis Ricardo Fraga © 2012 Houghton Mifflin Harcourt (Christopher Perez and Matthew Reardon)
Additional Resources (i.e. texts, materials, apps, etc.):	<p><u>iPad Apps:</u> iTunes U, iBooks, Showbie, Nearpod, Constitution and Federalist Papers app, GoodReader, iMovie, Keynote, Dropbox</p> <p><u>Other:</u> <i>Democracy for the Few</i> by Michael Parenti, Federalist #10, <i>New York Times</i>, <i>New York Review of Books</i>, <i>Chicago Tribune</i>, CNN, BBC, 270 to Win, YouTube</p>

Course Description

This course is designed to prepare students for responsible participation in a democracy. Topics covered include the legislative, executive, and judicial branches of the federal government through a study of the U.S. Constitution and extra-legal developments such as judicial review and the political party system. Students must pass an exam on the United States Constitution as well as on the Constitution of the State of Illinois.

Academic Standards Addressed (CCSS or equivalent):

- CCSS
- CCSS

Unit Themes (Table of Contents)

Theme 1:	Foundations of American Government
Theme 2:	Political Behavior
Theme 3:	Three Branches of Government
Theme 4:	Civil Liberties and Civil Rights
Theme 5:	Illinois State Government

Agreed Upon Assessments

Forms of assessments may include but are not limited to....

- Section quizzes
- Chapter or Unit exams
- Class discussions
- Comparative papers
- Guided reading worksheets
- Primary source analysis worksheets

Research and Writing Expectations

Students will be expected to use critical thinking to write comparative analysis papers that compare secondary sources. Students also write response papers in response to their critical reading of primary source documents.

Unit: 1	Foundations of American Government	Duration:	18 instructional days
----------------	------------------------------------	------------------	-----------------------

Essential Questions:

- What should be the goals of government?
- Is government necessary?
- How does the Constitution reflect the times in which it was written?
- How has the Constitution lasted through changing times?
- Is the federal system the best way to govern the United States?

Affirmation Statements:

Students will be able to...:

- define government and the basic powers every government holds
- describe the four defining characteristics of a state and the difference between a nation state and a state as a subunit of a larger government
- describe the four theories that describe the origin of a state
- identify different forms of government in the world in terms of citizen participation, geographic distribution of power, and distribution of power between the executive and legislative branches
- list the basic concepts of American democracy
- explain the ideas and traditions that influenced the government of the English colonies
- identify the weaknesses of the Articles of Confederation and how those weaknesses led to the call for the Philadelphia Convention of 1787

Common Assessments:

-

Unit:	Political Behavior	Duration:	9 instructional days
--------------	--------------------	------------------	----------------------

Essential Questions:

- In what ways should people participate in public affairs?
- What are political parties and how do they function in our two party system?
- Does the two party system help or harm democracy?
- How has the two party system affected the history of American government?
- What are the requirements for voting in the United States?

Affirmation Statements:

Students will be able to....:

- list ways that people can participate in the political process apart from voting (i.e. campaign contributions, demonstrations, etc.)
- identify the current ideologies of the Republican and Democratic Parties
- review the history of political parties in the United States
- describe the roles that political parties play in the selection of candidates for elected offices
- describe the categories of the minor political parties
- examine the possible impact of minor political parties on presidential elections
- list the requirements for voting

Common Assessments:

-

Unit:	The Three Branches of Government	Duration:	
--------------	----------------------------------	------------------	--

Essential Questions:

-

Affirmation Statements:

Students will be able to...:

-

Common Assessments:

-

Unit:	Civil Rights and Civil Liberties	Duration:	
--------------	----------------------------------	------------------	--

Essential Questions:

- How can the judiciary balance individual rights with the common good?
- How does the Constitution protect the rights of individuals against the government?
- How does the 1st Amendment protect the freedom of religion?
- What are the limits on the guarantees of free speech and free press?
- How has the Supreme Court ruled on assembly and petition cases?
- Why is the concept of due process important to a free society?
- How does the Constitution protect the freedom and security of the person?
- What protections does the Constitution set out for persons accused of crimes?
- How does the Constitution set limits on the punishments for crime?
- How have various minority groups in America been discriminated against?
- How has the interpretation of the guarantee of equal rights changed over time?
- What is the history of civil rights legislation from Reconstruction to the present?
- How can American citizenship be obtained and how has immigration policy changed over the years?

Affirmation Statements:

Students will be able to...:

- Understand that the rights guaranteed by limited government are not absolute.
- Show how federalism affects individual rights.

Common Assessments:

-

Unit:	Illinois State Government	Duration:	
--------------	------------------------------	------------------	--

Essential Questions:

-

Affirmation Statements:

Students will be able to...:

-

Common Assessments:

-

Unit:		Duration:	
--------------	--	------------------	--

Essential Questions:

-

Affirmation Statements:

Students will be able to....:

-

Common Assessments:

-

Unit:		Duration:	
--------------	--	------------------	--

Essential Questions:

-

Affirmation Statements:

Students will be able to....:

-

Common Assessments:

-

Unit:		Duration:	
--------------	--	------------------	--

Essential Questions:

-

Affirmation Statements:

Students will be able to....:

-

Common Assessments:

-

Appendix

CCSS Resources

Common Core Website: <http://www.corestandards.org/read-the-standards/>

Common Core App:

Essential Questions

Essential Questions help structure and plan an academic unit. For information regarding developing Essential Questions, please refer to the file shared with you on Google Drive.

Affirmation Verbage (Action Words)

Examples of Action Verbs:

Discuss, recall, state, measure, identify, collect, create, hypothesize, analyze, identify, define, describe