

Blackhawk School District

CURRICULUM

Course Title:	American Government II
Course Number:	0231
Grade Level(s):	Tenth and Eleventh (2013-14 ONLY!)
Length of Period:	45 minutes
Length of Class:	Semester
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Date:	November 2012

SOCIAL STUDIES MISSION:

The purpose for learning social studies is to prepare students to be responsible, productive citizens who possess an awareness of local, regional and global issues. Students will use problem solving, critical thinking and analytical skills based upon knowledge of the past in order to successfully impact the present and the future. By building a frame of reference, students will learn to understand and appreciate overarching concepts in literature, film, art and science.

COURSE DESCRIPTION:

This course is a continuation of American Government which provides a basis for defining and analyzing the U.S. political system and its effectiveness in fulfilling the needs of the public.

Text: *American Government*, Holt, Rinehart, and Winston, 2003.

PA Common Core Standards for Reading and Writing in Social Studies:

Pennsylvania Department of Education has released standards that describe what students in the social studies classroom should know and be able to do with the English language in reading and writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, Blackhawk School District has used them to develop this social studies curriculum.

The standards for Reading are available at:

http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf

The standards for Writing are available at:

http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf

ESSENTIAL QUESTIONS:

Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom.

Essential questions provide the focus for teaching and learning. The following are the Essential Questions for this class:

- 1. As a young adult, how can you participate in the political process?**
- 2. How does the machinery of a federal system operate at every level?**
- 3. How does the political process affect daily life?**
- 4. How do balance individual liberties with governmental power?**

Assessing Essential questions is key to a robust curriculum. If Essential Questions are the focal point of learning, how then do we assess students? The following is an overview of recommended assessments to the Essential Questions. In addition, Differentiated learning opportunities are embedded as well (noted by DI).

Assessment:

1. Tests/Quizzes
2. Simulations with student responses
3. Structured debates/discussions
4. Projects/presentations
5. QAR worksheets/readings

Differentiation (DI):

1. Modified tests and quizzes
2. Tiered readings and primary documents
3. Student-initiated differentiation on projects, based on interest, technological facility, and artistic ability.

ROBUST VOCABULARY:

Robust vocabulary words are Tier 2 words, meaning that they are complex, powerful, and generalizable. Robust vocabulary words support language development of both lower and high level learners. In addition, robust vocabulary instruction helps prepare students for SATs, upper level high school classes, and college. “Studies showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension.” (p. 2 Bringing Words to Life).

Teachers are asked to commit to teaching and students USING these words throughout the entire year. Using a variety of instructional strategies, students will learn the meaning of these words in a deep and meaningful way in this content and across other content areas.

The Robust Vocabulary for this class are: **Ideology, Legislate, Fundamental, Revenue, Anarchy**

COURSE OUTLINE	OBJECTIVES (PA Common Core Standards)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
I. Judicial Branch A. Federal Court System	5.2.C.A: Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system. 5.2.C.B: Analyze strategies used to resolve conflicts in society and government. 5.2.C.D: Evaluate and demonstrate what makes competent and responsible citizens. 5.3.C.F: Explain the Supreme Court’s role in interpreting the U.S. Constitution.	10 Days	Text: Chapter 11 Videos/DVDs Maps Teacher Generated Materials Student Projects PowerPoint Presentations	

COURSE OUTLINE	OBJECTIVES (PA Common Core Standards)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
II. Rights and Responsibilities A. Assuring Individual Rights B. Protecting Civil Rights	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.C: Evaluate the application of the principles and ideals in contemporary civic life 5.1.C.F: Analyze the role political symbols play in civil disobedience and patriotic activities. 5.2.C.A: Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system. 5.3.C.F: Explain the Supreme Court’s role in interpreting the U.S. Constitution. 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.	14 Days	Text: Chapters 14 and 15 (Combined) Videos/DVDs Maps Teacher Generated Materials Student Projects PowerPoint Presentations	

COURSE OUTLINE	OBJECTIVES (PA Common Core Standards)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
<p>III. U.S. Political System</p> <p>A. Public Opinion</p> <p>B. Interest Groups</p> <p>C. Political Parties</p> <p>D. Electoral Process</p>	<p>5.3.C.E: Compare and contrast the different election processes for local, state, and national offices.</p> <p>5.3.C.G: Analyze the influence of interest groups in the political process.</p> <p>5.3.C.H: Evaluate the role of mass media in setting public agenda and influencing political life.</p> <p>5.1.C.F: Analyze the role political symbols play in civil disobedience and patriotic activities.</p> <p>5.2.C.A: Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.</p>	<p>39 Days:</p> <p>Public Opinion 6 Days</p> <p>Interest Groups 7 Days</p> <p>Political Parties 10 Days</p> <p>Electoral Process 16 Days</p>	<p>Text: Chapters 16, 17, 18, 19</p> <p>Videos/DVDs</p> <p>Maps</p> <p>Teacher Generated Materials</p> <p>Student Projects</p> <p>PowerPoint Presentations</p>	

<p>IV. U.S and the World</p> <p>A. Comparing Political and Economic Systems</p>	<p>5.1.C.C: Evaluate the application of the principles and ideals in contemporary civic life</p> <p>5.3.C.G: Analyze the influence of interest groups in the political process.</p> <p>5.3.C.H: Evaluate the role of mass media in setting public agenda and influencing political life.</p> <p>5.1.C.F: Analyze the role political symbols play in civil disobedience and patriotic activities.</p> <p>5.2.C.A: Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.</p>	<p>17 Days</p> <p>Comparing Political and Economic Systems 8 Days</p> <p>International Relations 9 Days</p>	<p>Text: Chapters 22 and 23</p> <p>Videos/DVDs</p> <p>Maps</p> <p>Teacher Generated Materials</p> <p>Student</p>	
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COURSE OUTLINE	OBJECTIVES (PA Common Core Standards)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
<p>PA GOVERNMENT</p>	<p>5.1.C.D: Evaluate state and federal powers based on significant documents and other critical sources. Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution</p> <p>5.1.C.E: Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.</p> <p>5.3.C.B: Analyze the roles of local, state, and national governments in policy-making.</p> <p>5.3.C.E: Compare and contrast the different election processes for local, state, and national offices.</p> <p>5.3.C.C: Explain how government agencies create, amend, and enforce policies in local, state, and national governments.</p>		<p>Projects</p> <p>PowerPoint Presentations</p>	

	5.3.C.I: Explain various types of taxes and their purposes.			
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