

Blackhawk School District

CURRICULUM

Course Title:	American Government I
Course Number:	0230
Grade Level(s):	Tenth and Eleventh (2013-14 Only!)
Length of Period:	45 minutes
Length of Class:	Semester
Faculty Author(s):	Deb Daquila, Debbie Thellman, Jason Farone, Ashley Boyers
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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:

American Government examines the way in which Government in the United States is organized and the impact that many aspects of government have on the lives of citizens.

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. **How do our founding documents operate as a guidebook for running a nation?**
2. **How do recent and current events reflect the fundamentals of democracy?**

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: **Inherent, Restrain, Intrinsic, Empirical, Ideology, Fundamental, Implicit, Controversy, Compromise, Integrity**

COURSE OUTLINE	OBJECTIVES (PA Common Core Standards)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
<p>I. Foundations of Government</p> <p>A. Role of Government</p> <p>B. Origins of U.S. Government</p> <p>C. U.S. Constitution</p> <p>D. Federalism</p>	<p>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.</p> <p>5.1.C.B: Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.C.C: Evaluate the application of the principles and ideals in contemporary civic life.</p> <p>5.1.C.D: Evaluate state and federal powers based on significant documents and other critical sources.</p>	36 Days	<p>Text: Chapters 1, 2, 3, 4</p> <p>Videos/DVDs</p> <p>Maps</p> <p>Teacher Generated Materials</p> <p>Student Projects</p> <p>PowerPoint Presentations</p>	
<p>II. Legislative Branch</p> <p>A. Role and Powers of Congress</p> <p>B. Congress at Work</p>	<p>5.3.C.A: Examine the process of checks and balances among the three branches of government, including the creation of law.</p> <p>5.3.C.B: Analyze the roles of local, state, and national governments in policy-making.</p> <p>5.3.C.C: Explain how government agencies create, amend, and enforce policies in local, state, and national governments.</p> <p>5.3.C.E: Compare and contrast the different election processes for local, state, and national offices.</p>	18 Days	<p>Text: Chapters 5 and 6</p> <p>Videos/DVDs</p> <p>Maps</p> <p>Teacher Generated Materials</p> <p>Student Projects</p> <p>PowerPoint Presentations</p>	
<p>III. Executive Branch</p> <p>A. Presidency</p> <p>B. Executive Branch at Work</p>	<p>5.2.C.B: Analyze strategies used to resolve conflicts in society and government.</p> <p>5.2.C.C: Evaluate political leadership and public service in a republican form of government.</p> <p>5.4.C.A: Explain how United States foreign policy is developed.</p> <p>5.4.C.B: Explain why and how different foreign policy tools are used to advance a</p>	18 Days	<p>Text: Chapters 7 and 8</p> <p>Videos/DVDs</p> <p>Maps</p>	

	<p>nation's self-interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).</p> <p>5.3.C.H: Evaluate the role of mass media in setting public agenda and influencing political life.</p>		<p>Teacher Generated Materials</p> <p>Student Projects</p> <p>PowerPoint Presentations</p>	
IV. Foreign Policy and national Security	<p>5.3.C.B: Analyze the roles of local, state, and national governments in policy-making</p> <p>5.3.C.D: Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.</p> <p>5.4.C.A: Explain how United States foreign policy is developed.</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>	7 Days	<p>Text: Chapter 10</p> <p>Videos/DVDs</p> <p>Maps</p> <p>Teacher Generated Materials</p> <p>Student Projects</p> <p>PowerPoint Presentations</p>	