

#261

AMERICAN GOVERNMENT

GRADE: 11 & 12

LEVEL: 1

CREDITS: 5

PREREQUISITE: Completion of Modern World History and American History I

**BASIC TEXT: McClenaghan, William A.: Magruder's American Government;
Prentice Hall c1998**

SUPPLEMENTAL READINGS:

Center for Civic Education: We The People; c1993

Center for Civic Education: With Liberty and Justice for All; c1992

(Both of these publications were a result of the work by the Congressional Committee on the Bicentennial of the United States Constitution)

Morgan, Edmund S.: The Birth of the Republic, 1763-89; The University of Chicago Press; c1976

REQUIRED MATERIALS: Three-Ring Binder

COURSE DESCRIPTION:

American government is an active study of how government works. Role-playing, guest speakers, and off-campus visits are an integral part of the course. Students are required to write weekly news analysis papers and to make news presentations to the class. This course is for above-average students.

MISSION RELATED GOALS:

The American Government course, through a variety of activities, will develop interpersonal skills, self-confidence, and respect for others. Through simulations and study of current issues facing our government and society, students will develop the communication and problem-solving skills necessary to become successful, contributing members of society.

STUDENT EXPECTATIONS FOR LEARNING ADDRESSED:

Students will communicate effectively through writing and speaking exercises.

Students will solve complex problems by reaching consensus and compromise on policy debates.

Students will work with others toward a common goal through work on mock trials.

Students will contribute to community and global society by providing the local news with data from election exit polls and in school mock elections.

Students will respect the rights of others in class every day.

GENERAL PERFORMANCE OBJECTIVES:

See UNITS AND THEMES

MASSACHUSETTS FRAMEWORKS STRAND:

GRADE 12 ELECTIVE AMERICAN GOVERNMENT

MASSACHUSETTS FRAMEWORKS STANDARDS:

See UNITS AND THEMES

UNITS AND THEMES:

A. Political Philosophy (5 days)

1. Locke, Social Contract Theory
2. Roman Republic
3. Constitutional government
4. American Government Concepts

*****All levels--We The People, Unit one: Lessons 1-5***

USG.1.4. Define and provide examples of different forms of governments, including direct democracy, representative democracy, republic, monarchy, oligarchy, and autocracy.

USG.1.6. Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority, through limited government and the rule of law.

USG.1.7. Distinguish limited from unlimited government, and provide examples of each type of government.

USG.1.5. Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals.

USG.2.3. Identify and explain elements of the social contract and natural rights theories in the United States founding-era documents.

B. History and Experience (7 days)

1. English government
 - a. Magna Carta, Common Law, etc.
2. Colonial Governments
3. Road to American Independence
4. Declaration of Independence
5. Article of Confederation

*****Level 2--We The People, Unit two: Lessons 6-11***

USG.2.4. Define and provide examples of foundational ideas of American Government, including popular sovereignty, constitutionalism, republicanism, federalism, and individual rights, which are embedded in founding-era documents.

USG.2.5. Explain how a shared American civic identity is embodied in founding-era documents and in core documents of subsequent periods of United States History.

USG.2.2. Analyze and interpret central ideas on government, individual rights, and the common good in the founding documents of the United States.

USG.2.1. Trace the colonial, revolutionary, and founding-era experiences and the events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).

USG.1.9. Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights.

C. Constitution (5 days)

1. Philadelphia Convention (Framers)
2. Virginia Plan vs. New Jersey Plan
3. Federalists vs. Anti-Federalists

****Honors & Level 1--Choices in Education, A More Perfect Union: Shaping American Government**

For B & C

****Level 2--We the People, Unit three: Lessons 12-16**

USG.2.8. Evaluate, take, and defend positions on issues concerning foundational ideas or values intention of conflict.

USG.2.9. Compare and contrast ideas on government of the federalists and the anti-federalists during the debates on the ratification of the United States Constitutions.

USG.2.4. Define and provide examples of foundational ideas of American Government, including popular sovereignty, constitutionalism, republicanism, federalism, and individual rights, which are embedded in founding-era documents.

USG.2.5. Explain how a shared American civic identity is embodied in founding-era documents and in core documents of subsequent periods of United States History.

USG.2.2. Analyze and interpret central ideas on government, individual rights, and the common good in the founding documents of the United States.

D. Political Parties (9 days)

1. Republicans
2. Democrats
3. Functions of Parties
4. Two-Party system

****Honors & Level 1--ch. 5,7,13 sect. 3-6; Political Party Forum Project**

****Level 2-- ch. 5,7,13 sect. 3-6; Democrats & Republicans Project**

USG.5.10. Practice civic skills and dispositions by participating in a group of activities such as simulated public hearings, mock trials, and debates.

USG.5.2. Describe roles of citizens in Massachusetts and United States, including voting in public elections, participating in voluntary associations, and participating in political activities to influence public policy decisions of government.

USG.3.7. Trace the evolution of political parties and the American governmental system, and analyze their functions in election and government in national and state levels of the federal system.

USG.3.12. Use a variety of sources, including newspapers and web sites on the Internet, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.

E. Structure of Legislative Branch (4 days)

1. House of Representatives
2. Senate
3. Powers of Congress
4. Election Process

****Honors--ch. 10; Congressional Profile Project**

****Level 1 & 2--ch. 10**

USG.2.7. Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy, and realities of American political and civic life.

F. Functions of Legislative Branch (7 days)

1. Law making (Bill becomes a Law)
2. Committee Systems
3. Oversight Function (appointment, approvals, etc.)

****All Levels--ch. 11, 12; Senate Debate Simulation
(Prentice Hall Simulations & Debates p.24-33)**

USG.3.9. Explain the formal process of how a bill becomes a law and define the terms initiative and referendum.

USG.1.2. Define the terms citizenship, politics, and government, and give examples of how political solutions to public policy problems are generated through interactions of citizens, civil associations, with the government.

USG.5.10. Practice civic skills and dispositions by participating in a group of activities such as simulated public hearings, mock trials, and debates.

USG.3.5. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.

G. Structure & Function of Executive Branch (12 days)

1. President, Vice President
2. Executive Departments
3. Executive Agencies
4. Powers of Presidency
5. Election Process
6. Roles of the President

****Honors--ch. 13 1-2, 14, 16; Budget Simulation
Level 1 & 2-- ch. 13 1-2, 14, 16

USG.3.6. Explain the functions of departments or agencies of the executive branch in the Governments of the United States and the state of Massachusetts.

USG.4.4. Describe the tools used to carry out United States foreign policy.

USG.5.10. Practice civic skills and dispositions by participating in a group of activities such as simulated public hearings, mock trials, and debates.

H. Structure of the Judicial Branch (5 days)

1. U.S. Supreme Court
2. Dual Court System
3. Criminal Law
4. Civil Law

****Honors, Level 1--ch.18, 19; Supreme Court Justice Profiles;
You are the Supreme Court Justice
Level 2--ch. 18; Supreme Court Justice Profiles

USG.5.10. Practice civic skills and dispositions by participating in a group of activities such as simulated public hearings, mock trials, and debates.

USG.3.13. Analyze and evaluate decisions by the United States Supreme Court about the Constitutional principles of separation of powers and checks and balances in such Landmark cases as *Marbury v. Madison (1803)*, *Baker v. Carr (1962)*, *U.S. v. Nixon (1974)*, *City of Bouerne, Texas v. Flores (1997)*, and *Clinton v. City of New York (1998)*.

I. Criminal Justice Process (12 days)

1. Investigation, Trial, Sentencing
2. Rights of the Accused-Amendments 4, 5, 6, 8
3. Substantive vs. Procedural Due Process
4. 14th amendment

****Honors & Level 1--ch. 20, 21; Criminal Mock Trial (Mass Bar Association)**

****Level 2--ch. 20, 21; Mini-Mock Trial from Prentice Hall Simulations & Debates**

USG.3.4. Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary.

USG.1.5. Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals.

J. State Government (Massachusetts) (10 days)

1. Administrative Branch
2. Legislative Branch
3. Judicial Branch
4. County Government System

****Honors & Level 1--ch. 4, 24 1-2, 25; Big Dig Project (Categorical vs. Block Grants)**

****Level 2--ch. 24 1-2, 25; State Government leadership Profiles**

*****All levels--Guest speakers from State Government**

USG.3.8. Explain the legal, fiscal, and operational relationships between state and local governments in Massachusetts

K. Local Government (7 days)

1. City vs. Town
2. Representative vs. Open Town Meeting
3. Tewksbury Budget
4. Municipal Ordinances

****Honors--ch. 24 3-4; Town Government departments presentations (annual report); Town Budget Simulation; Planning Board Simulation from Prentice Hall Simulations & Debates**

****Level 1 & 2----ch. 24 3-4; Town Government departments presentations (annual report); Planning Board Simulation from Prentice Hall Simulations & Debates**

USG.5.10. Practice civic skills and dispositions by participating in a group of activities such as simulated public hearings, mock trials, and debates.

USG.3.10. Explain the difference between a town and a city form of government in Massachusetts, including the difference between a representative and an open-town meeting.

SUGGESTED INSTRUCTIONAL STRATEGIES:

A. Strategies

1. Mock Trial
2. Debates
3. Role Play
4. Research paper
5. Analysis of Primary Documents
6. Value Clarification games
7. Moral Clarification games
8. Webquests
9. Analyze and evaluate political statements
10. Political Party Forum

SUGGESTED INTEGRATED ACTIVITIES:

1. Congressional Debate on Current Foreign Policy Issues in Front of World Studies Class
2. Mock Trial Presentation to student body
3. Minority Issues Forum with Foreign Language Department
4. Environmental Debate with ecology class

USE OF TOOLS/TECHNOLOGY:

A. Sources

1. Newspapers
2. Websites
3. Cable TV (Media)
4. Public Opinion (Polls, Voter Results)
5. Analyze and Evaluate Supreme Court Decisions
6. Massachusetts Bar Association Mock Trial Program
7. Choices for the Twenty First Century Education Project
8. Guest Speakers
9. Field Trips (JFK Library, District/Federal Court house)

ASSESSMENT TECHNIQUES:

1. Five Paragraph Essays with designed Rubric following the John Collins Writing Program Format
 - a. Position Papers
 - b. Political Analysis Papers
2. Tests and Quizzes
3. Current Events Journal
4. Performance based rubric for public speaking exercises
5. Peer Evaluation
 - a. Peer editing
 - b. Student generated rubric evaluation
6. Class Participation
7. Use of school-wide writing rubric