Government 4A Syllabus

**Course Description**:

During the first semester of government we will be looking at the development of our country from its infancy to its standing today. We will explore the origins and functions of government, to the election process in action through an election year. This 18 week course will focus on three part framework: constitutional foundations, political parties and the election process, and the functions of the Legislative Branch.

**Course Goals:**

* To create a more informed and engaged young citizenry.
* To understand the political beginnings of our country.
* To demonstrate understanding of our three branches of government and their function.
* To demonstrate the concept of federalism.
* To stage an electoral process in the classroom.

**Daily Class Expectations**:

* Complete the journal/sponge activity
* Participate in readings & class discussions
* Complete class assignments & projects to the best of your ability
* Participate with a positive attitude in weekly activities, guest speakers, class trips, and class time

**Grade Breakdown:**

100-90% =A

89-80% =B

79-70% =C

69-60% =D

59-50%=F

**Late work:**

You have two days to make up class work that you missed during excused absences after you return to class. If you missed work due to an unexcused absence or failed to turn in an assignment, your grade will fall one grade or 10% each day for three days. After three class days I will not accept make up work.

**Grade Percentages:**

Participation (this will be assessed daily) - 25%

Class assignments- 25%

Mid-term- 10%

Final- 20%

Close Reading and Analysis Paper- 20%

The vast majority of the coursework is available on the class website, [**rainshadowhumanities.weebly.com**](http://rainshadowhumanities.weebly.com/)

Government 4A Pacing Guide

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Unit | Standards | Assessment  |
| 1 | Introduction to the Course. | S& L1- Promote civil, democratic discussions and decision-making, and establish individual roles to engage in a range of collaborative discussions on grades 11-12 topics, texts and issues.H3.24 Examine the ideals and the institutions of freedom, equality justice and citizenship and explain how they have changed. | 1. Class rules/ Expectations
2. Unequal Resources Activity
3. What is a Billion Dollars Activity?
4. National Budget/ Debt
 |
| 2 | Origins of Government | H3.24 Examine the ideals and the institutions of freedom, equality justice and citizenship and explain how they have changed.H2.9-12.3 Analyze how different cultures, points of view, and self-interests influence compromise and conflict over territories borders and resources.  | 1. Journal Questions
2. Evaluative Test
3. Introduction to essential questions
4. Origins of

Government notes1. Student Declaration of Independence
 |
| 3 | American Revolution | H2.12 Identify the individual and states’ rights protected by the Bill of Rights and their continuing significance.C13.3 Describe the historical influence of ideas on the creation of early American documents.C13.3 Describe the significance of the Declaration of Independence and the US Constitution as foundations of US democracy. | 1. Hook
2. American Revolution DBQ
3. American Rev. Thrash Out
4. American Rev Paper
 |
| 4 | The Constitution | H2.12 Identify the individual and states’ rights protected by the Bill of Rights and their continuing significance. | 1. Journal Questions
2. Plan A, B, or C of Gov. Activity
3. Constitutional Role Play
 |
| 5 | Constitutional Federalists/ Anti-Federalists  | H2.12 Identify the individual and states’ rights protected by the Bill of Rights and their continuing significance. | 1. Journal Questions
2. Federalist # 10 Reading
3. Centennial and Brutus Reading
4. Anti-Federalist and Federalist Debate and note taking guide
 |
| 6 | Bill of Rights/Federalism  |  H2.12 Identify the individual and states’ rights protected by the Bill of Rights and their continuing significance. | 1. Journal Questions
2. Bill of Rights Activity
3. The Origination of Freedom of Religion/ Freedom of Speech
4. Political Cartoon Activity
5. Supreme Court Decisions States’ Rights
 |
| 7 | Political Parties/Voting Rights | C15.1 Describe the election process.H3.9 Identify the 15th Amendment and its impact upon human rights.C15.9-12.2 Analyze the role and function of political parties in public policy and the electoral process. | 1. Journal Questions
2. Political Parties Cartoons
3. Mudslinging Activity
4. Determine the effectiveness of photography as a Muckraker Technique.
5. Limits of Freedom of Speech
6. Voting Rights
 |
| 8 | Voting Rights: Two Steps Forward, One Step Back | C15.1 Describe the election processH3.9 Identify the 15th Amendment and its impact upon human rightsH3.10 Identify the Black Codes and Jim Crow Laws and explain how they reflected attitudes about race | 1. Journal Question
2. We The People section regarding the expansion of voting rights.
3. Voting Timeline
4. “Strange Fruit” Lesson
5. Voting requirements in Nevada
 |
| 9 | Voting Rights: Two Steps Forward, One Step Back | C15.1 Describe the election processC13.9-12.7 Analyze and evaluate the role of citizen participation in civic lifeC15.9-12.2 Analyze the role and function of political parties in public policy and the electoral process | 1. Journal Question
2. Effectiveness of Lobbyists and constituent groups
3. Voting Behavior Activity
4. Voting Poem Activity
 |

|  |  |  |  |
| --- | --- | --- | --- |
| 10 | Origins of Democracy: The Magna Carta/ Comparative Government  | C13.3 Describe the historical influence of ideas on the creation of early American documentsC13.9 Interpret the symbols and documents of a nation and analyze how they represent its identity  | -Students will think about what rights they have, write them down, discuss their importance and also write where those rights come from-After reading each section of the Magna Carta, they will write down ideas that make more sense to them in a concise fashion-Students will discuss whether they feel having lasting traditions is more important than laws that reflect the time |
| 11  | Origins of Democracy: The US Constitution/ Comparative Government  | C13.1 Explain the concept of rule of law in the establishment of the US Constitution | -Written outlines of the seven Articles of the Constitution - Constitution Power Grab Game |
| 12 | Amending the Constitution/ Comparative Government  | C13.3 Describe the significance of the Declaration of Independence and the US Constitution as foundations of US democracyC13.6 Examine the rights of citizens and how these rights are protected and restricted  | -Written comparison of the three branches and allows students to express opinion about the most powerful of the three-Drawn pie chart that allows students to determine how much the government should be spending on each of its major components  |
| 13 | Amending the Constitution/ Comparative Government  | C13.9-12.5 Analyze the US Constitution and its amendments in protecting individual rights, including the 14th Amendment’s provisions for due process and equal protection of individual rights through the examination of landmark cases  | -Written description of the court case Miranda v Arizona and the result of the case-Analysis of various court cases that have had an impact on one of the Amendments from the Bill of Rightsa. Search and seizureb. Cruel and unusual punishment c. Gun rightsd. Freedom of protest-Overall analysis of the Constitution only having 27 Amendments and potential reasons for that  |
| 14 | Amending the Constitution/ Comparative Government | * [RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
* [RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
* [RH.9-10.3](http://www.corestandards.org/ELA-Literacy/RH/9-10/3/) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
* [RH.9-10.4](http://www.corestandards.org/ELA-Literacy/RH/9-10/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
* [RH.9-10.5](http://www.corestandards.org/ELA-Literacy/RH/9-10/5/) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
* [RH.9-10.6](http://www.corestandards.org/ELA-Literacy/RH/9-10/6/) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
* [RH.9-10.7](http://www.corestandards.org/ELA-Literacy/RH/9-10/7/) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
* [RH.9-10.8](http://www.corestandards.org/ELA-Literacy/RH/9-10/8/) Assess the extent to which the reasoning and evidence in a text support the author’s claims.
* [RH.9-10.9](http://www.corestandards.org/ELA-Literacy/RH/9-10/9/) Compare and contrast treatments of the same topic in several primary and secondary sources.

SL.9-10.1L9.9-10.4-6 | -Students will read silently “Gettysburg Address”-Teacher will read the Gettysburg Address outloud will students follow along-Students will answer text dependent questions citing line numbers in their answers-Students answer vocabulary questions using contextual clues and citing line numbers-Students write a one page length essay concentrating on Lincoln’s argument |
| 15 | Stable and Unstable Governments/ Comparative Government  | C16.9-12.1 Summarize and evaluate the significant characteristics of the world’s major political systems: monarchy, totalitarian dictatorship, presidential and parliamentary systems, socialism and communism  | -Students will list ideas regarding the idea of stability versus instability-Students will read information regarding stable countries and outline elements that will be compared throughout a series of countries (executive, legislature, political parties, laws)  |
| 16 | Stable and Unstable Governments/ Jihad v McWorld Lesson | C16.9-12.1 Summarize and evaluate the significant characteristics of the world’s major political systems: monarchy, totalitarian dictatorship, presidential and parliamentary systems, socialism and communismRH.11-12. 1-4, 6, &10WH. 11-12.1, 5, 9, 10 | -Students will read the text-The teacher will read the text and ask text dependent questions- Students will highlight vocabulary they do not understand in text and solve using context clues-Students will discuss text and answer questions citing line numbers-Students will support or disagree with author’s claim using argumentative writing |
| 17 | Stability: Whose Got It?/ Comparative Government  | C16.9-12.1 Summarize and evaluate the significant characteristics of the world’s major political systems: monarchy, totalitarian dictatorship, presidential and parliamentary systems, socialism and communism | -Students will look at a series of aerial photos of Hispaniola and make some decisions about the development of both Haiti and the Dominican Republic. Using their thoughts, they will write letters to the government of Haiti to express some of their concerns-Continued outlining of various foreign governments and reflection on their commonalities  |
| 18 | In Search of Stability/ Comparative Government  | C16.9-12.1 Summarize and evaluate the significant characteristics of the world’s major political systems: monarchy, totalitarian dictatorship, presidential and parliamentary systems, socialism and communism | -Students will write about what happens in countries as freedoms are restricted and more power rests in the hands of the government-Students will write about places that they have been hearing about in the news that are having problems and we will discuss why some of these problems are occurring-Outlining of various counties that are working toward becoming stable and some of the problems that they are dealing with |
| 19 | Martin Luther King Jr. Appreciation Day | H3.9 Identify and describe the major issues, events and people of minority rights movements including: Civil Rights Act of 1964, Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, and Women’s Rights Movement H3.9   | -Students will read an article about a school in Colorado that has been honoring MLK by serving stereotypical black food on that day. Students will write about the absurdity of the idea and think of ways to better honor the man.-Students will research the Civil Rights Movement and write about one element that saw a change take place. They will also write what they can do in their own lives to further the movement. -On a poster board, students will write what they have found onto tracings of their feet and paste them as a class and it shows what everyone can do to keep moving forward  |