Government 4B Syllabus

**Course Description**:

During the second semester of government we will be focusing upon better understand the roles of the three branches of government, as well as focusing upon other systems of international government and monetary systems. We will also look at local and state governments. The second semester will include a financial literacy component based upon individual choice, incentives, and international finance.

**Course Goals:**

* To create a more informed and engaged young citizenry.
* To demonstrate understanding of our three branches of government and their function.
* To stage an electoral process in the classroom.
* To create an economic simulation in the classroom.
* Students will complete in depth reading and analysis.

**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/)

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| Week Number | Unit/Lesson Title | Standards | Assessments |
| 1 | Course Introduction/ Varying Opinions About Governing | C1.5 Explain the influence of previous civilizations in regard to role, rights and responsibilities of citizens | -Pre-assessment of the major topics that will be covered this semester-Students will outline their idea of a “utopian” society-Written summaries of Thomas More’s “Utopia” |
| 2 | Varying Opinions About Governing | C1.5 Explain the influence of previous civilizations in regard to role, rights and responsibilities of citizens | -Written summaries of Thomas More’s “Utopia”-Students will address the issue of “Nature v Nurture” and provide examples for the views. They will decide which way Machiavelli and More would have felt-Analyze a famous Machiavelli quote and determine its meaning-Written summaries of Machiavelli’s, “Prince” |
| 3 | Varying Opinions About Governing | H2.5 Explain the economic, political, and technological impact of the following on the United States: Korea, Vietnam, Persian Gulf, Iraq, and the War on TerroristsC16.9-12.3 Identify and analyze US foreign policy in dealing with international issues | -Students will read about the graduation rate in Washoe County and discuss various options to remedy the situation-Students will submit a draft of their paper that compares More and Machiavelli and includes student interpretations -Notes on the position of Secretary of Defense/Secretary of War-Analysis of US military policy in international affairs  |
| 4 | The Presidency  | H3.4 Explain the major ideas expressed in the Declaration of IndependenceC15.6 Provide examples of contemporary public issues that may require public solutionsC14.9-12.11 Describe the duties of the Executive Branch including cabinet/departments  | -Students will define and provide examples for a variety of ways in which an executive may change hands-Students will list a few major contributions of Thomas Paine-Students will write summary sentences of the various grievances in the Declaration of Independence including the Right of Revolution-Students will read an article and answer questions regarding South Carolina’s new approach toward subversive activity   |
| 5 | Mass Media and Public Opinion | C13.9-12.7 Analyze and evaluate the role of citizen participation in civic life  | -Students will answer questions about polling and explore the significance of the census.-How people vote activity-Students will explore the Gallup Poll site and answer questions.-Students will create their own questions concerning local school issues, taking into account stability, intensity, and familiarity. |
| 6 | Mass Media and Public Opinion | C15.9-12.4 Analyze the role of the media in the process of persuasionC15.9-12.5 Evaluate propaganda in the political process | -Focus group activity -Political mudslinging activity-Media and justice activity  |
| 7 | Interest Groups | C15.9-12.3 Evaluate the significance of interest groups and public opinion in the political process of a democratic societyC15.9-12.5 Evaluate propaganda in the political process | -Super Pac reading-Students will conduct a close reading of the Citizens United Court case and analyze the two sides of the issue. |
| 8 | Interest Groups | C15.9-12.3 Evaluate the significance of interest groups and public opinion in the political process of a democratic society | -Analyze Super Pac/ campaign commercials for their aim, positions, and any biases or inaccuracies. |
| 9 | Judicial System | C14.9-12.12 Describe the structure and jurisdiction of the federal court system and analyze the power of judicial review | -National judiciary and supreme court analysis.-Study the 5th, 6th, 8h Amendments.-Begin 12 Angry Men complete with guided note taking guide. |
| 10 | Judicial System | C14.9-12-13 Explain the state and local judicial processes such as juvenile, civil and criminal court systems | -Juvenile court webquest and comparison of juvenile offenders between Nevada and California, including nationwide numbers. -Finish 12 Angry Men-Supreme Court Recap and analysis  |
| 11 | Civil Liberties and Civil Rights  | H3.9-12.8 Explain how the social and economic opportunities of the post WWII era contributed to social responsibility and change  | -Supreme Court Cases analysis -Supreme Court Case poster and presentation dealing with civil liberties. --Brown v. Board court case study -Minors locked away for life? Debate and writing activity. |
| 12 | Civil Liberties and Civil Rights\ Brown v Board of Education  | H3.9-12.9 Identify and describe the major issues and people of minority rights movements (Civil Rights Act of 1964, American Indian Movement, Viva La Raza, and Women’s Rights Movement) 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 accountsW.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes | -Students will read Brown v Board Brief-Teacher will read Brown v. Board brief while students follow along-Students will answer text dependent questions citing line numbers-Students will write their own Brown v. Board briefs |
| 13 | Civil Liberties and Civil Rights  | H3.9-12.9 Identify and describe the major issues and people of minority rights movements (Civil Rights Act of 1964, American Indian Movement, Viva La Raza, and Women’s Rights Movement)  | -Bracero Program immigration lesson.-Voting rights worksheet-Freedom Riders lesson-Women’ rights movement and ERA Lesson |
| 14 | A Nation of Immigrants: Immigration Reform | H4.9-12.7 Describe the United States’ policy concerning strategic, political and economic interests on Mexico and immigration  | -Immigration debate-Where do we go from here? |
| 15 | Challenges to Democracy in the 20th Century  | C13.9-12.9 Interpret the symbols and documents of a notion and analyze how they represent its identity*E9.[9-12].5* Analyze marketsusing the concepts of supplyanddemand, including:Impact of changes in supplyon pricesImpact of changes in demandon prices-Impact of price controls *E10.[9-12].6* Explain how the circular flowcan affect the nation’s income. | -Globalization vs. Democracy reading and questions.-Viewing of the Corporation with questions.-Circular flow of money activity -Law of Supply and Demand-How money multiplies and affects your life-Rising cost of college activity  |
| 16 | Challenges to Democracy in the 20th Century  | H2.9-12.25 Discuss major reasons for tensions and conflicts in the contemporary world and efforts that have been made to address them*E9.[9-12].1* Analyze choicesand incentivesystems used byparents, teachers, employers and government using the concepts of:Total benefitsand opportunity costsImpact of marginal costsand marginal benefitsEffectiveness*E10.[9-12].4* Explain what a credit ratingis and how it affects access to loans. | -Political campaigns and studying of candidates -Redistricting controversy lesson plan.-The national debt and challenges abroad.-Credit card debt activity -Opportunity cost activity-Diminishing law of return -Budgeting and saving activity-Students will complete FASA and meet with the school counselor |
| 17 | Challenges to Democracy in the 20th Century  | H3.9-12.21 Analyze the causes, consequences and moral implications of ethnic conflicts around the world*E10.[9-12].5* Compare the risks and rewards of using the services offered by different financial institutions.*E11.[9-12].5* Explain how individual self-interest, channeledthrough the marketplace, can increase the overall standard of living.  | -Study of Darfur-The problems in the Sudan-Bosnia/Serbia historical lesson -Export/ Import activity - Opportunity cost activity  |
| 18 | End of Year Projects and Presentations  | *E10.[9-12].10* Describe how U.S. living standards have changed over time using real GDP percapitaas a measure of the standard of living.*E12.[9-12].3* Assess the impact of globalizationon the U.S. and world economies. | Real GDP lesson/ Globalization overview-Presentations -Final Reflections-Portfolio work |
| 19 | Reflection and Final Analysis |  | Final test |