

MOSCOW SCHOOL DISTRICT CURRICULUM GUIDE

Subject/Course: American Government Grade 12

Students are expected to know content and apply skills from previous grades.

Standard 1: History - No goals or objectives in American Government.

Standard 2: Geography - No goals or objectives in American Government.

Standard 3: Economics - No goals or objectives in American Government.

Standard 4: Civics and Government

Students in American Government build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of American Government)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
<p>Goal 4.1: Build an understanding of the foundational principles of the American political system.</p>	<ul style="list-style-type: none"> • 9-12.G.4.1.1 Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England. (503.01a, c) • 9-12.G.4.1.2 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791) in the United States. (503.01e) • 9-12.G.4.1.3 Analyze the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, 	<ul style="list-style-type: none"> • Primary Source Historical Documents • Overheads of breakdown of historical documents • Team Projects writing declarations • Read and evaluate limited government milestones • Overheads comparing the Declaration to the Magna Carta, English Bill of Right and Early attempts at self government: Mayflower Compact and Fundamentals of Connecticut • Handout projects on the 6 Basic Principles • Personal copies of the Constitution given to each student 	<ul style="list-style-type: none"> • Videos on • Declaration of Independence • DVD on • Continental Congress and Constitution • Internet search to look at other constitutions • Readings from: John Locke, <u>John Adams and Ben Franklin</u> by David McCullough • Internet search of related documents and looking at other state and county constitutions • Handouts on the 6 Principals of Government • Constitutional Scavenger Hunt • Name that Amendment (like Name that 	<ul style="list-style-type: none"> • First Semester Cruising the Facts

	<p>and the United States Constitution. (503.01b)</p> <ul style="list-style-type: none"> 9-12.G.4.1.4 Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism. (503.01c) 	<ul style="list-style-type: none"> Personal copies of the historical documents and collection of 6 major speeches given to each student 	<p>Tune)</p> <ul style="list-style-type: none"> Self tests on 6 basic principles Class discussions about the Constitution arrangement and the Checks and Balances system Practice problems on Checks and Balances 	
<p>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</p>	<ul style="list-style-type: none"> 9-12.G.4.2.1 Identify the three branches of federal government, their powers, and responsibilities. (504.01a) 9-12.G.4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments. (504.01b) 9-12.G.4.2.3 Analyze and explain sovereignty and the treaty/trust relationship the United States has with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing. (504.01d) 9-12.G.4.2.4 Analyze the role of political parties and other political organizations and their impact on the American system of government. (504.01e) 9-12.G.4.2.5 Explain the electoral process at each level of government. (506.01c) 	<ul style="list-style-type: none"> Textbook materials on the 3 branches of government Simulations of legislative use of power Current event studies of cases before the Supreme Court Study of current bills in the Idaho Legislature Learn how to write a bill for the legislature Studying at least 2 issues in depth for Mock Legislature Participating in Mock Legislature simulation activity Textbook reading in the area of treaties, and state and local government structure Class discussion on current issues between the state and the various Indian tribes. Lecture and guest speakers on current treaty content and application Textbook chapter materials, primary source documents provided by the 	<ul style="list-style-type: none"> Internet exploration of the multiple site links provided about the 3 branches on the MHS library website. Student projects involving the search and evaluation of those websites Reading and class discussions of the current Congress action of issues presented in the student newspaper <u>The Forum</u> Video on each of the 3 branches and their responsibilities Writing 2 formal bills for Mock Legislature Study and practice of Roberts Rules of Order Simulation of City Council meeting structure and 	<ul style="list-style-type: none"> First semester Cruising the Facts vocabulary list Second semester Cruising the Facts vocabulary list dealing with legal terms and current government vocabulary being used by the Press. Also included is the study of people's names in the news Textbook chapter vocabulary Second Semester Cruising the Facts and textbook chapter vocabulary Vocabulary comes from the internet sources about treaties, native American

		<p>textbook</p> <ul style="list-style-type: none"> • Study of current candidate races and ballot initiatives • Attendance at candidate forums and debates • Study of Electoral college and its application to recent elections 	<p>problem solving</p> <ul style="list-style-type: none"> • Guest speakers from County offices • Internet project on Indian Treaties and agreements followed by class discussions • Video on basics of major American Tribal history • Journal project following current articles on the actions of the Idaho Legislature while it is in session. • Utilizing on line newspapers to gain information on the actions of the Idaho Legislature to use for weekly group discussion • Guest speakers on treaties and their uses • Library and Internet source materials used by students to answer their questions about specific treaties • News clip videos about issues dealing with political parties, candidates and issues that are partisan in nature • Participation in voter registration and 	<p>relationships and guest speaker presentations</p> <ul style="list-style-type: none"> • Textbook chapter lists, discussion lists, simulation lists
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			<p>Mock Election activities</p> <ul style="list-style-type: none"> • Video/DVD on • Political finance, campaigning, advertising, historical campaign strategies, jingles and political action committees • Lets Play Politics team simulation about campaign strategy and party platforms • Chart/diagram project of steps in electoral process 	
<p>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</p>	<ul style="list-style-type: none"> • 9-12.G.4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights. (506.01d) • 9-12.G.4.3.2 Explain the implications of dual citizenship with regard to American Indians. • 9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level. (506.01b) • 9-12.G.4.3.4 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court, including <i>Gideon v. Wainwright</i>, <i>Miranda v. Arizona</i>. (490.01b) 	<ul style="list-style-type: none"> • Citizenship responsibilities discussions and team projects • Individual volunteer /Citizenship projects • Dual Citizenship for American Indians as well as other countries explored through textbook reading • Political participation explored through simulation of political party campaign activity • Discussion of current candidates and parties • Required activity point interactive projects in the community • Primary source study of 50 landmark cases in history • Textbook chapter reading and discussion 	<ul style="list-style-type: none"> • Activity points projects throughout year designed to involve student in local, state and national government activities • Guest speakers on citizenship and immigration /Naturalization • Video/DVD on Political parties, third political parties, presidency, campaign strategy • E-mail activities to current legislators and congressmen • Electronic bill tracking of bills currently in the state legislature • Video on Supreme court, Justice branch, major court 	<ul style="list-style-type: none"> • Textbook chapter lists and • Current event study • Textbook chapter lists and guest speaker presentations • Video vocabulary, first and second semester Cruising the Facts lists • Second semester Cruising the Facts and guest speakers

			trials, court procedure, juries <ul style="list-style-type: none"> • Local court visitation and observation • Lawyer guest speakers throughout the year on various aspects of the law and Bill of Rights 	
Goal 4.4: Build an understanding of the evolution of democracy.	<ul style="list-style-type: none"> • 9-12.G.4.4.1 Analyze the struggles for the extension of civil rights. (490.01c) • 9-12.G.4.4.2 Analyze and evaluate states' rights disputes past and present. (490.01d) • 9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government. (490.01e) • 9-12.G.4.4.4 Discuss the interpretation and application of the United States Constitution. 	<ul style="list-style-type: none"> • Textbook chapters on civil rights, landmark cases • Primary source reading of letters and personal experience accounts • Study of Federalism and the constitutional application of Federalism • Textbook reading about past and current presidents • Chart growth of bureaucracy in American government • Study and exploration of political cartoons • Reading of the layman's copy of the Constitution in the textbook. • Reading and highlighting of personal copy of the Constitution 	<ul style="list-style-type: none"> • Celebration activities for Martin L. King Day • DVD on civil liberties and the holocaust • Guest speakers on civil rights • Current articles on states rights • Guest speakers on county and city planning, state financing and tax assessment • Simulation of states rights issues of problem solving issues between two or more states or the state and the national government • Video clips from newscasts on current issues • Apply and use Virtues Project materials to create perfect president, study leadership qualities and explore personality qualities necessary for 	<ul style="list-style-type: none"> • Textbook chapter lists and video vocabulary • Vocabulary comes from readings, current magazine and newspaper articles • Virtues Project list of virtues • Textbook chapter lists • First semester Cruising the Facts list • Guest speaker presentations

			application of democracy <ul style="list-style-type: none"> • Internet exploration of examples of virtues • Collection of political cartoons and analysis of them • Chart parts of the constitution • Study examples from history of judicial review • Study of Bill of Rights • Guest speakers on various Bill of Rights, especially the first and fourth amendments • PowerPoint presentations on Constitutional issues • Scavenger Hunt for major statements in the Constitution • On-line article analysis of current issues involving the interpretation of the Constitution • On-line analysis and group discussion about proposed amendments to the Constitution 	
Goal 4.5: Build an understanding of comparative government.	No objectives in American Government			

Key Vocabulary for Standard 4 (State):

government
 executive branch
 legislative branch
 judicial branch

federalism
 reserved powers
 delegated powers
 exclusive powers

concurrent powers
 civic participation
 civil right
 political right

constitutional law
 natural rights
 civic virtue
 common law
 majority rule
 minority rights
 compromise
 limited government
 popular sovereignty
 checks and balances
 separation of powers
 judicial review
 colonial charter

constitution
 constitutional democracy
 written constitution
 electoral college
 primary election
 general election
 political party
 states' rights
 public policy
 federal government
 state government
 county government
 municipality

tribal government
 treaty/trust relationship
 political participation
 civic participation
 citizen
 citizenship
 dual citizenship
 Magna Carta
 English Bill of Rights
 Declaration of Independence
 Articles of Confederation
 Constitution of the United States
 Bill of Rights

Standard 5: Global Perspectives

Students in American Government build an understanding of multiple perspectives and global interdependence.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of American Government)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<p>Goal 5.1: Build an understanding of multiple perspectives and global interdependence</p>	<ul style="list-style-type: none"> ● 9-12.G.5.1.1 Compare different forms of government, such as presidential with parliamentary, unitary with federal, democracy with dictatorship. ● 9-12.G.5.1.2 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian. (505.01c) ● 9-12.G.5.1.3 Describe the characteristics of United States foreign policy and how it has been made and implemented over time. (505.01a) ● 9-12.G.5.1.4 Identify and evaluate the role of the United States in international organizations and agreements, such as United Nations, NAFTA, and the International Red Cross. (505.01b) 	<ul style="list-style-type: none"> ● Textbook chapter reading and class discussion ● Study and analysis of current world issues and changes in government structure or leadership ● Analysis and discussion of war related issues ● Activity point article activities on current event US-foreign country issues ● Reading textbook chapter on foreign policy ● Current event discussions as foreign policy hits the headlines ● Reading textbook chapter on economics and foreign relations ● Participation in ● Model UN activity competition 	<ul style="list-style-type: none"> ● On-line search for different forms of government, class presentations on their discoveries ● Analysis of success and problems in a given selection of countries ● Class discussion of current events ● On-line search for additional information about headline news ● Watching and discussing headline news ● Writing of opinion papers after team and all-class discussions about selected issues ● Foreign policy class debates – library and internet research 	<ul style="list-style-type: none"> ● First semester Cruising the Facts. ● Textbook chapter lists ● Vocabulary dictated by current newspaper and magazine articles shared in class ● Current event presentations by class research teams ● First Semester Cruising the Facts list ● Textbook Chapter lists

			<ul style="list-style-type: none"> • Foreign policy simulation similar to United Nation security council discussion and problem solving for solutions • Analysis and research into current US organization involvement by student research teams • Presentations or papers done live or on video tape for class education about organization 	
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Key Vocabulary for Standard 5 (State):

- presidential government
- parliamentary government
- unitary government
- federal government
- democracy
- dictatorship
- foreign policy
- humanitarian aid
- humanitarian law
- refugee
- United Nations
- NAFTA
- International Red Cross