

WEEKS (WHEN WILL YOU TEACH THE CONTENT?)	TOPIC/FOCUS (WHAT IS THE MAIN CONCEPT FROM THE STATE STANDARDS THAT YOU WILL TEACH?)	CONCEPTS/SKILLS (WHAT IS INCLUDED UNDER THE MAIN CONTENT?)	ACTIVITIES/RESOURCES (WHAT INSTRUCTIONAL STRATEGIES WILL YOU USE? WHAT MATERIALS WILL YOU NEED?)	ASSESSMENTS (HOW WILL YOU ASSESS STUDENT LEARNING?)
Weeks 1 – 9 1 st Semester August September October 2 nd Semester January February March	Foundations of American Government <ul style="list-style-type: none"> • Principles of Government • Origins of Government • The Constitution • Federalism <u>Process Standards:</u> GO1-2, GO1-4, GO1-5, GO1-8, GO1-9, GO1-10, GO2-1, GO2-7, GO4-2 <u>Content Standards:</u> SS1, SS2, SS3, SS5, SS6, SS7 <u>CLEs:</u> 1A.a1, 1A.b2,	A. Identify the essential features of a state B. Describe the theories about the origin of American government C. Compare and contrast the major types of government systems D. Explain the weaknesses and achievements of the Articles of Confederation E. Discuss the events and processes involved in the creation and adoption of the Constitution of the United States F. Explain popular sovereignty, federalism, separation of powers, checks and balances, judicial review and limited government G. Summarize the powers, duties and roles of the three branches of the federal government. H. Explain the ways the Constitution can be amended	<u>Magruder's American Government</u> , Ch 1-4, pgs. 3-95 Guided reading activities Internet/computer Videos Students will: 1. Write their own version of the Preamble to the Constitution 2. Select a quote from the chapter and write a reaction to it 3. Write a letter to their congressional representative expressing their concern with the Articles of Confederation. 5. Complete Activities focusing on the Supreme Court Decisions of <i>Marbury v. Madison</i> and <i>McCullough v. Maryland</i> 6. Create a chart of checks and balances 7. Chart the Division of Powers	Scoring Rubrics Class participation Homework assignments Quizzes Test

Pleasant Hope High School

<p>Weeks 10-15 1st Semester October November</p>	<p>Political Behavior: Government by the People</p> <ul style="list-style-type: none"> Political Parties Voters and Voter Behavior Mass Media and Public Opinion <p><u>Process Standards:</u> GO1-2, GO1-4, GO1-5, GO1-7, GO1-8, GO1-9, GO1-10, GO2-1, GO2-3, GO2-7, GO3-4, GO4-1, GO4-2, GO4-3, GO4-6</p> <p><u>Content Standards:</u> SS1, SS2, SS3, SS6, SS7</p> <p><u>CLEs:</u> 1A.a1, 3B.b2, 3C.c3, 6B.b2, 6D.d4</p>	<p>I. Compare and contrast the powers given to the national government and powers given to the states. J. Describe the relationship between state governments</p> <p>A. Describe the nature and functions of parties in American politics B. Explain the reasons for the existence of the American two-party system C. Explain the diversity of voter qualifications among the States D. Describe what factors affect voter turnout and nonvoting in American elections E. Describe what factors affect the way people vote F. Summarize the methods by which candidates are nominated to run for public offices G. Explain the role that public opinion plays in American politics H. Describe the impact of the mass media on politics I. Summarize the means used by interest groups to influence public opinion and public policy</p>	<p>created under the Federal System</p> <p>8. Work together to create a Constitutional Amendment and go through the amendment process</p> <p><u>Magruder's American Government</u>, Ch 5-8, pgs. 99-205</p> <p>Guided reading activities</p> <p>Internet/computer</p> <p>Quiz and test book</p> <p>Students will:</p> <p>1. As a group create a platform of ideas on which its party is based and then write and act out a skit illustrating the five functions of political parties</p> <p>2. Make a campaign poster or political cartoon that emphasizes both the strength of the two-party system and the kinds of changes taking place in the two major parties</p> <p>3. Create a public service television advertisement encouraging people to vote</p>	<p>Scoring Rubrics</p> <p>Class participation</p> <p>Homework assignments</p> <p>Quizzes</p> <p>Test</p>
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<p>Weeks 15 – 18 1st Semester December</p>	<p>The Legislative, Executive, and Judicial Branches</p> <ul style="list-style-type: none"> • Congress • Powers of Congress • Congress in Action • The Presidency • The Federal Court System <p>Missouri History, Constitution, and Government</p> <p>Missouri Local Governments</p>	<p>A. Describe the structure of the U.S. Congress</p> <p>B. Compare and contrast the House and Senate's rules and regulations</p> <p>C. Understand the purposes of committees</p> <p>D. Analyze the different types of Congressional powers</p> <p>E. Describe the process of a bill becoming a law</p> <p>F. Explain the relationship between a Congress person and constituents</p> <p>G. Describe the roles of the presidency</p> <p>H. Summarize the qualifications, tenure and compensation of the presidential office</p> <p>I. Describe the basic role of the judiciary in the governmental process</p>	<p>4. Research to create a voter behavior profile for their State, county and/or city</p> <p>5. Create a comparison chart to list the five ways in which nominations have been and are made in the United States</p> <p>6. Investigate the newspaper editorialist's power to influence national politics</p>	<p>Scoring Rubrics</p> <p>Class participation</p> <p>Homework assignments</p> <p>Quizzes</p> <p>Test</p> <p>US Constitution Test</p> <p>Missouri Constitution Test</p>
<p>2nd Semester May</p>	<p>Magruder's American Government, Ch 10 pgs. 235-253, Ch 11 pgs. 259-277, Ch 12 pgs. 283-307, Ch 13 pgs. 315-347, Ch 18 pgs. 461-480</p> <p>Guided reading activities</p> <p>Internet/computer</p> <p>Quiz and test book</p> <p><u>Our Federal Constitution, Our Missouri Constitution</u>: Pages 52-72</p> <p>Students will:</p> <p>1. Create a piece of art, a poem, an essay, or some other image that captures the idea of Congress translating public will into public policies</p> <p>2. Write a letter describing the</p>	<p>4. Research to create a voter behavior profile for their State, county and/or city</p> <p>5. Create a comparison chart to list the five ways in which nominations have been and are made in the United States</p> <p>6. Investigate the newspaper editorialist's power to influence national politics</p>	<p>Magruder's American Government, Ch 10 pgs. 235-253, Ch 11 pgs. 259-277, Ch 12 pgs. 283-307, Ch 13 pgs. 315-347, Ch 18 pgs. 461-480</p> <p>Guided reading activities</p> <p>Internet/computer</p> <p>Quiz and test book</p> <p><u>Our Federal Constitution, Our Missouri Constitution</u>: Pages 52-72</p> <p>Students will:</p> <p>1. Create a piece of art, a poem, an essay, or some other image that captures the idea of Congress translating public will into public policies</p> <p>2. Write a letter describing the</p>	<p>Scoring Rubrics</p> <p>Class participation</p> <p>Homework assignments</p> <p>Quizzes</p> <p>Test</p> <p>US Constitution Test</p> <p>Missouri Constitution Test</p>

	<p><u>Process Standards:</u> GO1-2, GO1-4, GO1-5, GO1-7, GO1-8, GO1-9, GO1-10, GO2-1, GO2-3, GO2-7, GO3-4, GO4-1, GO4-2, GO4-3, GO4-6</p> <p><u>Content Standards:</u> SS1, SS2, SS3, SS6, SS7</p> <p><u>CLEs:</u> 1A.a1, 3B.b2, 3C.c3, 6B.b2, 6D.d4</p>	<p>J. Analyze the structure and function of the constitutional courts in the federal court systems</p>	<p>United States Congress to a person who is unfamiliar with the United States and its government</p> <ol style="list-style-type: none"> 3. Complete a chart on the House of Representatives and the Senate identifying the number of members, how they are chosen, their terms and qualifications 4. Identify the best of the last 10 Presidents with respect to each of the eight roles a President must fill. 5. Create an election process flowchart 6. Compare the Code of Hammurabi with the United States Penal system 7. Evaluate a federal court case in the news and create a brief synopsis of the case. 	
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