

COURSE: 15-1 Participation in Government
GRADE LEVEL: 12

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
THIS COURSE IS DESIGNED TO ENLIGHTEN STUDENTS ON HOW THEY CAN BECOME PARTICIPATING CITIZENS		•	•	<ul style="list-style-type: none"> • Improved speaking (debate, discussion, personal opinions) • Professional business letter writing • Proper behavior at public meetings • Ability to locate public information 	Throughout the semester	<ul style="list-style-type: none"> • We want to create citizens who know how to participate and when to participate in government. Therefore, we have several assessments which are not tied to one particular topic but are long-term assessments • Active Citizenship 100 pts each quarter determined by; <ul style="list-style-type: none"> a) letter writing at 25 pts. each b) attending public meetings & taking minutes at 50 pts. each c) volunteer work (non-school related)

						<p>at 10 pts. per hour ; any combination of the above</p> <ul style="list-style-type: none"> • Long term project one per quarter at 100 pts. each; <ul style="list-style-type: none"> a) scrapbook of current events issue with reflection b) Civil Rights Project c) Book Review d) additional second quarter option <p>Citizenship portfolio</p>
<p>UNIT 1 FOUNDATIONAL PHILOSOPHY</p>	<ul style="list-style-type: none"> • Classical philosophy • Enlightenment • Civic Virtue • Civil Discourse 	<ul style="list-style-type: none"> • What ideas have we borrowed from the Greeks? • What ideas have we borrowed from the Romans? • What influences came from Enlightenment thinkers? • How did Enlightenment thinkers affect American government? • What political ideas are in the Declaration of Independence? 	<ul style="list-style-type: none"> • Define democracy • Compare direct democracy with representative democracy • Define Republic • Discuss popular sovereignty • Describe John Locke's ideas and analyze his influence on American government • Describe Thomas Hobbes philosophy • Define (and hopefully exhibit) civic virtue • Describe Montesquieu's influence on American Government • Explain the system of checks and balances 	<ul style="list-style-type: none"> • Debate • Discuss personal opinion with tolerance towards others • Analytical writing • Reading comprehension • Listening comprehension 		<ul style="list-style-type: none"> • Journal writing • Quizzes • Essays • Multiple choice tests • Debates • Seminars • Unit assessments

<p>UNIT II GOVERNMENT ORGANIZATION</p>	<ul style="list-style-type: none"> • Federalism • States Rights • Individual Rights • General Welfare • Separation of Powers 	<ul style="list-style-type: none"> • Why did the founding fathers decide upon a division of powers? • How have states' rights evolved? • How has federal power evolved? • What are delegated powers? • What are reserved powers? • What are implied powers? • What are concurrent powers? • What are initiatives/ ballot measures? • What are precedents? • What does a society need for a democracy to work? • What function does a conference committee perform? • What are some examples of individual liberties? • Who are our current politicians representing us? • What is an incumbent? 	<ul style="list-style-type: none"> • Define Federalism • Describe division of powers between branches and levels • Describe examples of delegated powers • Describe examples of reserved powers • Analyze issues surrounding General welfare vs. States' rights • Discuss importance of initiatives/ballot measures and continuance of American democracy • Identify current office holders • How a bill becomes a law 	<ul style="list-style-type: none"> • Debate • Discuss personal opinion with tolerance towards others • Analytical writing • Reading comprehension • Listening comprehension 		<ul style="list-style-type: none"> • Journal writing • Quizzes • Essays • Multiple choice tests • Debates • Unit assessments
<p>UNIT III JUDICIAL BRANCH</p>	<ul style="list-style-type: none"> • Civil Liberties • Civil Rights • Organizations 	<ul style="list-style-type: none"> • What is the difference between Civil Liberties and Civil Rights? • What is the importance of Marbury v. 	<ul style="list-style-type: none"> • Define Civil Liberties • Define Civil Rights • Analyze importance of Marbury v. Madison • Analyze importance of McCulloch v. Maryland • Discuss appointed 	<ul style="list-style-type: none"> • Debate • Discuss personal opinion with tolerance towards others • Analytical writing • Reading comprehension 	<p>End of 1st quarter/ or 3rd quarter</p>	<ul style="list-style-type: none"> • Journal writing • Quizzes • Essays • Multiple choice tests • Debates • Seminars

		<p>Madison?</p> <ul style="list-style-type: none"> • What is the effect of McCulloch vs. Maryland? • Who sits on the Supreme Court? • Why are justices appointed? • What is the writ of habeas corpus? • What is "due process" • How have individual rights been limited? • What is civil disobedience? • What organizations purport to protect the individual's rights? 	<p>justices vs. elected justices</p> <ul style="list-style-type: none"> • Define writ of habeas corpus • Explain what due process is with examples • Describe how/why certain "rights" are limited • Define/Describe civil disobedience • Describe organizations who attempt to protect citizen's rights; ACLU, NAACP, Anti-Defamation League, SPLC, etc. 	<ul style="list-style-type: none"> • Listening comprehension 		<ul style="list-style-type: none"> • Unit assessments
<p>UNIT IV LEGISLATIVE & EXECUTIVE</p>	<ul style="list-style-type: none"> • Direct Representation • Indirect Representation • Bicameral Legislative • Bills to Laws 	<ul style="list-style-type: none"> • What are the various ways we are represented? • How do laws really get made? • What are the positives and/or negatives of the committee system? • What are the requirements to be a politician? • What are the arguments for/against term limits? • What is the difference between a ward system and an at-large system? • What is redistricting? 	<ul style="list-style-type: none"> • Define direct representation • Define indirect representation • Explain Bicameral legislative • Describe how a bill becomes a law • Identify key political leaders • Analyze the role of committees • Describe requirements to be an elected official • Analyze term limits • Discuss electoral locales – ward; at-large; district; etc. 	<ul style="list-style-type: none"> • Debate • Discuss personal opinion with tolerance towards others • Analytical writing • Reading comprehension • Listening comprehension 		<ul style="list-style-type: none"> • Journal writing • Quizzes • Essays • Multiple choice tests • Debates • Seminars • Unit assessments

		<ul style="list-style-type: none"> • What is reapportionment? • Why does gerrymandering happen? • Who are our legislative leaders? 				
UNIT V POLITICAL PARTIES	<ul style="list-style-type: none"> • Political Parties • Political Platforms • Current Issues 	<ul style="list-style-type: none"> • What is the function of "Third Parties"? • Name some of the Third Parties • How have the independents evolved? • Why do Republicans and Democrats always get elected? • What are the arguments for/against campaign finance reform? • What are 5 current issues facing the US? • How do the parties differ on those issues? • What is a Platform Plank? 	<ul style="list-style-type: none"> • Can name several Third Parties • Discuss current issues • Analyze campaigns and why Dems/Reps get elected • Discuss pros/cons of campaign finance reform 	<ul style="list-style-type: none"> • Debate • Discuss personal opinion with tolerance towards others • Analytical writing • Reading comprehension • Listening comprehension 		<ul style="list-style-type: none"> • Create a Candidate exercise • Quizzes
UNIT VI CITIZENSHIP	<ul style="list-style-type: none"> • Self Evaluation of Political Interests 	<ul style="list-style-type: none"> • What is YOUR political philosophy? • How has this course affected YOU? • Will you become a more active citizen? 	<ul style="list-style-type: none"> • Student can form an opinion and back it up 	<ul style="list-style-type: none"> • Portfolio creation 	Ends the 2 nd /4 th quarter	<ul style="list-style-type: none"> • 2nd quarter only option for long-term project