

American Government & Civics - Course Practices and Skills

I. Civic Participation

- 1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints and provide evidence for a counter- argument.*
- 2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.*
- 3. Explain differing philosophies of social and political participation and the role of the individual leading to group- driven philosophies and governments.*

II. Gathering, Using, and Interpreting Evidence

- 1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter- hypotheses.*
- 2. Identify, describe, and evaluate evidence about events, and arguments from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).*
- 3 . Make inferences and draw conclusions from primary and secondary sources.*

III. Chronological Reasoning and Causation

- 1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.*
- 2. Identify, analyze, and evaluate the relationship between multiple causes and effects.*
- 3. Recognize that choice of specific periodizations favors or advantages one region or group.*
- 4. Relate patterns of continuity and change to larger historical processes and themes.*

IV. Comparison and Contextualization

- 1. Identify, compare, and evaluate multiple perspectives on a given historical experience or cultural context..*
- 2. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present.*

V. Economics and Economics Systems

- 1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.*
- 2. Analyze the ways in which incentives influence what is produced and distributed in a market system.*

VI. Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher- led) with diverse partners.
2. Come to discussions prepared having read and researched material under study; refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.
3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, and challenge ideas.
4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and make new connections in light of the evidence presented.
5. Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.
6. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying flawed reasoning or exaggerated or distorted evidence.

VII. Presentation of Knowledge and Ideas

1. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
2. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
3. Adapt speech to a variety of contexts and tasks.

VIII. Craft and Structure

1. 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 studies.
2. 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.

IX. Range of Reading and Text Types and Purposes

1. Read and comprehend history/social studies texts independently and proficiently.

2. Write arguments focused on discipline- specific content.
3. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claims(s), counterclaims, reasons, and evidence.
4. Use words, phrases, and clauses to link the major sections of the text.
5. Establish and maintain a formal style and objective tone.
6. Provide a concluding statement or section that follows from or supports the argument presented.
7. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.

X. Research to Build and Present Knowledge

1. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source.
2. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3. Draw evidence from informational texts to support analysis, reflection, and research.
4. Make proper citations of researched materials.

***This curriculum map is a working document, and is subject to change at the teacher's discretion.*

Unit 1 - Core Concepts of Government

Objectives and Learning	Activities	Essential Questions
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Targets		
<p>Comparing Governments -Vocabulary -Theories -Economics and Gov.</p> <p>Basis of Democracy -5 Principles of Democracy -Representative vs. Direct Democracy -Popular Sovereignty -Other forms of government (communism, monarchy, theocracy, dictatorship, etc.) -Role of leaders -Role of Citizens</p> <p>Declaration of Independence -Notions of Equality -Women's Rights Movement -Civil Rights Movement -Current movements provoking change</p>	<p>Research forms of Government and pertinent terms/people.</p> <p>Watch and Analyze democracy in the film "Please Vote For Me"</p> <p>Compare the political systems of the United States to other nations.</p> <p>Discuss Current Issues from a domestic and global perspective.</p> <p>Debate the merits of current arguments for change in the modern world.</p> <p>Learn proper ways to displaying the American Flag</p>	<p>How does a Democracy work?</p> <p>What is the role of the citizen in a democracy/republic?</p>

Vocabulary - On Blackboard

History Reading - Declaration of Independence

Unit 2 - Articles I-III - The Branches of American Government

Objectives and Learning Targets	Activities	Essential Questions
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<p>Legislative Branch -Elections and representation in the House of Reps. and Senate -Profile current legislators from IL and our district. -Analyze the jobs of Congress listed in Article I -Making laws, re-elections, committees and the filibuster</p> <p>Executive Branch -Role of the President and Vice President throughout history -Powers according to the Constitution. -Research significant Presidents throughout American History -Interpret current Presidential actions</p> <p>Judicial Branch -Structure and Jobs of the Federal Courts -Power of the Supreme Court -Profile current S.C. Justices -Analyze significant Supreme Court Cases of the past.</p>	<p>Discuss Current Issues in class.</p> <p>Research Presidents of the past.</p> <p>Create a new law together as a class.</p> <p>Create Federal Income Tax Brackets in groups.</p> <p>Online discussions in Blackboard.</p> <p>Analyze historical trends of United States foreign policy (e.g., emergence as a world leader - military, industrial, financial).</p> <p>Interpret a variety of public policies and issues from the perspectives of different individuals and groups.</p>	<p>What powers do each branch of government possess?</p> <p>How do the responsibilities of each branch, outlined in the Constitution, guide the way our Government functions today?</p>
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Vocabulary - On Blackboard

History Reading - The U.S. Constitution

Unit 3 - Articles IV-VII and the 27 Amendments

Objectives and Learning Targets	Activities	Essential Questions
<p>State's Powers and Limits -Full Faith and Credit</p>	<p>Show the one man play "Thurgood"</p>	<p>What is balance of power between States and the</p>

<p>-Rights of citizens in states and traveling</p> <p>Amending the Constitution</p> <p>-Amendment Proposals -Amendment Ratification -Constitution as “Living Document”</p> <p>National Debt and Federal Supremacy</p> <p>-War Debt - then and now -Federal Supremacy when State laws clash with Federal Law/Constitution</p> <p>All 27 Amendments</p> <p>-Historical reasoning -Possible future Amendments -How the Amendments can change Supreme Court rulings</p>	<p>-Reflect and discuss</p> <p>Analyze events as a Supreme Court Justice and use the Constitution and Amendments to make a ruling with a group.</p> <p>Have each student propose a new Amendment.</p> <p>Online discussions via Blackboard.</p> <p>Informal and formal debates about legal issues of the past and present.</p> <p>Analyze the consequences of participation and non-participation in the electoral process (e.g., women’s suffrage, voter registration, effects of media).</p>	<p>Federal Government?</p> <p>How do the Amendments serve to guide the courts in modern-day rulings?</p>
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Vocabulary - On Blackboard

History Reading - The U.S. Constitution

Unit 4 - State and Local Government and Active Citizenship

Objectives and Learning Targets	Activities	Essential Questions
Illinois Constitution	Illinois Constitution Test	How does a state government function?

<p>Local Gov. -County -City -Township</p> <p>Engaged Citizenship</p> <p>Learn about change through participation and exercise of Constitutional Rights</p> <p>Be able to explain and defend and educated opinions pertaining to societal or governmental issues.</p>	<p>Create a State Constitution and Budget</p> <p>Online Discussion</p> <p>Research: -Current Issues -Civil Rights of the past and present</p> <p>Charities and Groups -Local -National -International (What they do, how they do it, and how to get involved)</p> <p>Summative Exam on Blackboard -Critical Thinking -Analyzing -Interpreting -Discussing</p>	<p>How can citizens make a difference in the world in which they live?</p>
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History Reading - Illinois Constitution, Numerous on Blackboard