

Course: American Government
Grade Level: 10-12

QUARTER	ESSENTIAL SKILLS	STRATEGIES/ ACTIVITIES	CC STANDARDS	ASSESSMENTS
1	<ul style="list-style-type: none"> • Participate actively and appropriately in discussions about informational text, including primary and secondary sources such as documents, maps, charts, and graphs. • Cite specific evidence that supports inferences and implications that inform the social studies question being considered. • Identify point of view or purpose of the author. • Evaluate available evidence for thoroughness, completeness, and relevance. 	<ul style="list-style-type: none"> • Unit I – Foundations of American Government • Textbook • John Adams Film • The Declaration of Independence • U.S. Constitution <p>Define Politics</p> <p>Identify 4 theories that attempt to explain the origins of the state.</p> <p>Identify 3 ways in which power can be distributed geographically within the state.</p> <p>Describe a government by how power is distributed between the legislative and executive branches.</p> <p>Discuss the coming of Independence.</p>	<p>RH 9-10.1</p> <p>RH 9-10.2</p> <p>RH 9-10.3</p> <p>RH 9-10.4</p> <p>RH 9-10.5</p> <p>RH 9-10.6</p> <p>RH 9-10.7</p> <p>RH 9-10.8</p> <p>RH 9-10.9</p> <p>RH 9-10.10</p>	<ul style="list-style-type: none"> • Daily Assignments • Small Group Work • Class Discussion • Quizzes • Chapter Test

<p>1</p>	<ul style="list-style-type: none"> • Identify key excerpts that best capture the source’s central meaning. • Cite information from primary and secondary sources accurately and completely, attending to such details as date and origin of information. • Interpret, explain, and apply appropriate academic and/or domain-specific <p>Preview source to activate prior content and context knowledge.</p> <ul style="list-style-type: none"> • Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information. • Objectively summarize a text by including the appropriate key ideas, issues, and specific details. 	<p>Analyze the ideas in the Declaration of Independence</p> <p>(Declaration of Independence)</p> <p>Describe the structure of government set up under the Articles of Confederation (Strengths and weaknesses)</p> <p>Discussions of Liberty vs. Order</p> <p>Identify the concepts of limited government</p> <p>Discuss the Federalist Papers (#10)</p> <p>Provide an understanding of federalism</p> <p>Identify what type of Economic system was created by the new Constitution</p> <p>Unit III- The U.S. Constitution (Legislative Branch)</p> <p>Be familiar with the terms, qualifications, duties, and memberships of congress.</p> <p>Discussions on the membership of congress.</p>	<p>RH 9-10.1</p> <p>RH 9-10.2</p> <p>RH 9-10.3</p> <p>RH 9-10.4</p> <p>RH 9-10.5</p> <p>RH 9-10.6</p> <p>RH 9-10.7</p> <p>RH 9-10.8</p> <p>RH 9-10.9</p> <p>RH 9-10.10</p>	<ul style="list-style-type: none"> • Daily Assignments • Small Group Work • Class Discussion • Quizzes • Chapter Test
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<p>1</p>	<ul style="list-style-type: none"> • Analyze ideas, issues, and specific details in a primary or secondary source that develop the central idea and/or claim and the connections among these elements. • Cite information from primary and secondary sources accurately and completely, attending to such details as date and origin of information. • Interpret, explain, and apply appropriate academic and/or domain-specific • Identify point of view or purpose of the author. • Analyze ideas, issues, and specific details in a primary or secondary source that develop the central idea and/or claim and the connections among these elements. 	<p>Contrast enumerated powers and implied powers of congress.</p> <p>Identify the role of committees and their leadership</p> <p>Explain the process of a bill becoming a law.</p> <p>Unit IV- The U.S. Constitution (Executive Branch)</p> <p>Be familiar with the term and qualifications of the President</p> <p>Have and understanding of the Electoral college process</p> <p>Outline the advantages and disadvantages of the proposed reforms in the electoral college</p> <p>Identify the President’s Executive, Legislative, Judicial and war power.</p> <p>Discuss the war powers resolution.</p>	<p>RH 9-10.1</p> <p>RH 9-10.2</p> <p>RH 9-10.3</p> <p>RH 9-10.4</p> <p>RH 9-10.5</p> <p>RH 9-10.6</p> <p>RH 9-10.7</p> <p>RH 9-10.8</p> <p>RH 9-10.9</p> <p>RH 9-10.10</p>	<ul style="list-style-type: none"> • Daily Assignments • Small Group Work • Class Discussion • Quizzes • Chapter Test
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<p>2</p>	<p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</p> <ul style="list-style-type: none"> • Cite specific evidence that supports inferences and implications that inform the social studies question being considered. • Identify point of view or purpose of the author. • Evaluate available evidence for thoroughness, completeness, and relevance. • Identify key excerpts that best capture the source's central meaning. • Cite information from primary and secondary sources accurately and 	<p>Identify the duties of the President's cabinet.</p> <p>Explain how the members of the cabinet are chosen.</p> <p style="text-align: center;">Unit V- The U.S. Constitution (Judicial Branch)</p> <p>Explain the intent of the framers when the created the National Judiciary.</p> <p>Outline the process for appointing Federal judge. List the levels on jurisdiction of the federal courts.</p> <p>Present a profile of the current Supreme court.</p> <p>Contrast majority opinions and dissenting opinions.</p> <p>Know original intent and contemporary interpretations of the 1st Amendment rights.</p> <p>Identify the Due Process rights (Amendments 4-8).</p>	<p>RH 9-10.1</p> <p>RH 9-10.2</p> <p>RH 9-10.3</p> <p>RH 9-10.4</p> <p>RH 9-10.5</p> <p>RH 9-10.6</p> <p>RH 9-10.7</p> <p>RH 9-10.8</p> <p>RH 9-10.9</p> <p>RH 9-10.10</p>	<ul style="list-style-type: none"> • Daily Assignments • Small Group Work • Class Discussion • Quizzes • Chapter Test
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<p>2</p>	<p>completely, attending to such details as date and origin of information.</p> <ul style="list-style-type: none"> • Interpret, explain, and apply appropriate academic and/or domain-specific <p>Preview source to activate prior content and context knowledge.</p> <ul style="list-style-type: none"> • Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information. • Objectively summarize a text by including the appropriate key ideas, issues, and specific details. • Analyze ideas, issues, and specific details in a primary or secondary source that develop the central idea and/or claim and 	<p>Explain how the Right of Privacy had evolved</p> <p>Recall the amendments referred to as the civil war amendments</p> <p>Identify amendments 11-27 and the historical time frame in which they were adopted.</p> <p style="text-align: center;">Illinois Constitution</p> <p>Identify the Illinois Executive officers and their duties</p> <p>Know the terms and qualifications of the Executive officers.</p> <p>Identify the legislative leadership and members from Central Illinois.</p> <p>Know the terms and qualifications of the members of the state legislature.</p> <p>Identify the structure of the Illinois court system.</p> <p>Know the terms, qualifications and jurisdictions of the various levels of courts.</p>	<p>RH 9-10.1</p> <p>RH 9-10.2</p> <p>RH 9-10.3</p> <p>RH 9-10.4</p> <p>RH 9-10.5</p> <p>RH 9-10.6</p> <p>RH 9-10.7</p> <p>RH 9-10.8</p> <p>RH 9-10.9</p> <p>RH 9-10.10</p>	<ul style="list-style-type: none"> • Daily Assignments • Small Group Work • Class Discussion • Quizzes • Chapter Test
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<p>2</p>	<p>the connections among these elements.</p> <ul style="list-style-type: none"> • Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information. • Objectively summarize a text by including the appropriate key ideas, issues, and specific details. <ul style="list-style-type: none"> • Cite specific evidence that supports inferences and implications that inform the social studies question being considered. • Identify point of view or purpose of the author. • Evaluate available evidence for thoroughness, completeness, and relevance. 	<p>Identify the county officials that are mandated by the Illinois Constitution</p> <p>Contrast the areas of Illinois income with the states expenditures</p> <p>Be familiar with the state symbols.</p> <p>Discuss how Illinois has addressed the issue of discrimination in the constitution.</p> <p>Explain the geo-political outline of the state.</p> <p><u>Semester Exam</u></p> <p>Identify several ways of executing control over your legislators</p> <p>Understand the sociological and psychological factors that affect one’s voting behavior</p> <p>Discuss theories and realities why people don’t vote</p> <p>Recall the U.S. Constitutional amendments that deal with voting</p> <p>Examine the various voter tendencies that have prevailed in the U.S. since 1920.</p>	<p>RH 9-10.1</p> <p>RH 9-10.2</p> <p>RH 9-10.3</p> <p>RH 9-10.4</p> <p>RH 9-10.5</p> <p>RH 9-10.6</p> <p>RH 9-10.7</p> <p>RH 9-10.8</p> <p>RH 9-10.9</p> <p>RH 9-10.10</p>	<ul style="list-style-type: none"> • Daily Assignments • Small Group Work • Class Discussion • Quizzes • Chapter Test
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