

Wallenpaupack Area School District Planned Course Curriculum Guide

Social Studies

Modern Government

Course Description:

Modern Government is a course that covers some basic civic principals, and some basic political science topics. The course will focus on the unique principals of the American Government in respect to federalism, and it's enlightenment project roots. The class will then deep dive into the judicial branch covering terms and case law in respects to citizens first and fourth amendment rights. Next the class will shift to how the courts played a role in the larger Civil Rights movement of the 20th century. The class will then end, covering some political science topics like the workings, and strategies of the Electoral College, and elections in general, modern political polling, and the roll and effect of media in politics.

In semesters during a presidential election, the political science component is shuffled to the front of the semester so the material matches up with the election cycle.

Initial Creation Date (if applicable) and Revision Dates:

2017

Wallenpaupack Area School District Curriculum	
COURSE: Modern Government	GRADE/S: 11, 12
UNIT 1: Foundations of US Government	TIMEFRAME: September

PA COMMON CORE/NATIONAL STANDARDS:
 5.1.C.A, 5.1.12.A, 5.1.U, 5.1.C.C, 5.1.C.D, 5.2.C.A, 5.2.C.B, 5.2.C.C, 5.3.C.A, 5.3.C.D, 5.3.12.J,

UNIT OBJECTIVES (SWBATS):

- Identify Enlightenment Project political philosophers, and their influence on the US Government.
- Identify some aspects of how government interweaves with our everyday lives.
- Comparative politics; explain similarities and differences between federalist government of the US and other parliamentary governments around the world
- Explain how and why the definition of “equality” changed through different era’s of American Government
- Identify the importance of the federalists papers in general, and federalists 10 in particular
- Political Ideology:
 - What is it, and how your family imbue you into your political ideology
 - How do policy goals of Conservatives and Liberals change over time
 - Liberty vs Equality guiding principals of Conservativism and Liberalism, how do these definitions line up with changing policy goals... Foster empathy for those with different ideology
 - Identify their own political ideology

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
 Notes, Book Reading, Video’s, Crash Course Government and Politics, Class Discussions, On-line diagnostics

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
 Tests, Projects, Worksheets
 Adjust content to student questions and topics of interests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
 Each class and semester will have different interests and passions, for this reason this class should be flexible and assessments need to change with the topics covered stressed in class

RESOURCES (Technology Based Resources, Text Resources, etc.):
 “I Side With” political diagnostic tool (online)
 Computer, Book, Tablet
 Audio of “The Great Society” speech (LBJ 1964) and “A Time for Choosing” speech (RR 1964)

KEY VOCABULARY: State of Nature, Natural Rights, Federalism, Mobocracy, Democratic Despotism, Ideology, Conservativism and Liberalism

Wallenpaupack Area School District Curriculum	
COURSE: Modern Government	GRADE/S: 11, 12
UNIT 2: Judicial Branch	TIMEFRAME: October and November

<p>PA COMMON CORE/NATIONAL STANDARDS: 5.1.C.A, 5.1.C, 5.1.12.C, 5.1.C.E, 5.1.C.F, 5.2.C.A, 5.2.C.B, 5.2.C.D, 5.3.C.A, 5.3.C.B, 5.3.C.C, 5.3.C.F, 5.3.C.G, 5.3.C.H, 5.3.12.J,</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> - Identify similarities and differences between civil law and criminal law - Evaluate if a particular court case belongs in local, state, or federal court - Explain how legal terms are applied to pending court cases - Identify one’s rights as it applies to Freedom of Religion (focus on school) -Identify one’s rights as it applies to Freedom of Speech (focus on School) <ul style="list-style-type: none"> Strict vs Intermediate vs Rational Basis scrutiny - Case Law for school speech and social media speech - 4th Amendment rights review <ul style="list-style-type: none"> - Presentations where students present increasing complex 4th amendment cases -Judicial Review, and Judicial philosophy
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Notes, Book Reading, Video’s, Crash Course Government and Politics, Class Discussions, Table Top case law discussions, Jurisprudence presentations, YouTube- Audit the Audit (appropriate videos for class discussion)</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Tests, Projects, Worksheets Adjust content to student questions and topics of interests</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Each class and semester will have different interests and passions, for this reason this class should be flexible and assessments need to change with the topics covered stressed in class</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): Computer, Book, Tablet Crash Course Government and Politics Audit the Audit Recent Court Opinions</p>
<p>KEY VOCABULARY: Precedence, Common Law, Standing, Jurisdiction, Standing, Mootness, establishment & free exercise, jurisprudence, symbolic speech, Terry Stop/ Search, Judicial Activism, Judicial Restraint</p>

Wallenpaupack Area School District Curriculum	
COURSE: Modern Government	GRADE/S: 11,12
UNIT 3: Civil Rights Deep Dive	TIMEFRAME: November, December

PA COMMON CORE/NATIONAL STANDARDS:
 5.1.C.A, 5.1.C.F, 5.2.C.B, 5.2.C.D, 5.3.C.A, 5.3.C.B, 5.3.C.F, 5.3.C.G, 5.3.12.J,

UNIT OBJECTIVES (SWBATS):

- Review the accomplishments of the Radical Republicans in the field of Civil Rights
 - Explain how Slaughterhouse case (and Cruikshank) set the 14th amendment in the domain of the states
- Identify Civil Rights Leaders and events/ accomplishments/ goals during the Jim Crow era
 - PBS series Raise and Fall of Jim Crow
- Explain the progress in Civil Rights citing events between Brown v Board and Civil Rights act 1964
- Evaluate differences between Civil Rights and Black Nationalism
 - Audio for MLK “I Have a Dream” speech and Malcome X’s “Message to the Grassroots” speech
- Recreate the arguments for and against Busing in the 70’s – 90’s (Case Law and NCLB)
- Recreate the arguments for and against Affirmative Action 80’s- 20’s (Case Law)
- Present one other group that picked up the mantel of Civil Rights in the 21st century

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
 Notes, Book Reading, Video’s, Crash Course Government and Politics, Class Discussions, PBS Raise and Fall of Jim Crow, Individual or Group presentations

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
 Tests, Reading assignments, Video Worksheets, Presentations

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
 Presentations focused on self interested topics.

RESOURCES (Technology Based Resources, Text Resources, etc.):
 Computer, Book, Tablet
 PBS Raise and Fall of Jim Crow
 Audio speeches MLK “I have a Dream” & X (Message to the Grassroots) or (Ballot or the Bullet)

KEY VOCABULARY: Reconstruction, Radical Republicans, Reconciliation, Redemption, Jim Crow, Plessy v Ferguson/ Brown v Board of Education, NAACP, Lynching, Black Nationalism, Busing, Civil Rights

Wallenpaupack Area School District Curriculum	
COURSE: Modern Government	GRADE/S: 11, 12
UNIT 4: Political Science Topics	TIMEFRAME: January, (October, November)

PA COMMON CORE/NATIONAL STANDARDS:
 5.1.C.A, 5.1.C, 5.1.C.E, 5.2.C.B, 5.2.C.A, 5.2.C.C, 5.3.C.A, 5.3.C.B, 5.3.C.D, 5.3.C.E, 5.3.C.F, 5.3.C.G, 5.3.C.H, 5.3.12.J, 7.3.C.A,

- INSTRUCTIONAL STRATEGIES/ACTIVITIES:**
- Explain the workings of, and philosophy of the Electoral College
 - Identify some arguments for and against the Electoral College
 - Evaluate some of the positive and negative aspects of Gerrymandering
 - Review both Republican and Democratic Gerrymanders of PA
 - Understand the principals of public opinion polling
 - evaluate the accuracy of polls given information about that poll
 - Identify how political media evolved over American History
 - Identify Conservative and Liberal media given a list
 - Present how different ideological media sources frame the same story differently

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
 Test, Reading assignments, Class discussions, Presentations

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
 Content should be delivered respecting the wide variety of political socialization students have experienced. Teacher instruction should validate all perspectives with the goal of building empathy. Students should be able to express their own political beliefs, while also understanding others’ views

RESOURCES (Technology Based Resources, Text Resources, etc.):
 Computer, Book, Tablet
 Resources would change with most up to date political maps, polls, and media stories

KEY VOCABULARY: Democratic Despotism, Federalism, Winner Take All, Plurality, Partisan, Gerrymander, Majority Minority district, Likely Voters v Registered Voters, Margin of Error, Confidence Interval, Sample Size, Selection Bias, Bradley Effect, House Effect, Reporting Bias, Broadcast v Cable news, Fairness Doctrine