



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

Course Name: Civics/ Government

Semester: Full Year

Teacher: Mr. Hagan

Course Description: Plainly put, the purpose of this course is to help develop our students into strong U.S. citizens. Students will be exploring the government of the United States. We will look at both the big picture theory surrounding government as well as the specific nuts and bolts that make up the individual citizen's role in the political life of the country. Students will also have many public speaking and debate opportunities to develop those skills.

Competencies or Standards Assessed:

SS:CV:1: The Nature and Purpose of Government

Students will demonstrate an understanding of the nature of governments and the fundamental ideals of government of the United States.

SS:CV:2: Structure and Function of the United States and New Hampshire Government

Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels, including the legislative, executive, and judicial branches.

SS:CV:3: The World and the United States' Place In It

Students will demonstrate an understanding of the relationship of the United States to other countries and the role of the United States in world affairs.

SS:CV:4: Rights and Responsibilities

Students will demonstrate an understanding of the rights and responsibilities of citizenship and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

SS:EC:4: Financial

Institutions and the Government

Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.

Anchor Texts or Major Curriculum:

We The People- The Citizen and The Constitution
Center for Civic Education

Course Outline (major units of study):

Unit Title	Essential Question or Overarching Understanding
September Foundations of Government	How did British, Colonial, and historical governments influence the thinkers of the framers of the U.S. government? What historical events influenced their thinking? What fears did they have? What values? How are these things expressed in the Articles of Confederation? What were their benefits? What were their issues?
October The Constitution	How did the Framers fix the issues that the Articles created when they wrote the Constitution? How was this document structured to echo the fears and values of the people of America? How did this document deal with the economic realities of the time? What are the driving principles of the document?
November-Legislative Branch	How does the legislative Branch operate? What are its organs? What powers does it have over the other branches? What are the historical issues and accomplishments of this branch?
December Executive Branch	How does the executive Branch operate? What are its organs? What powers does it have over the other branches? What are the historical issues and accomplishments of this branch?
January Judicial Branch	How does the judicial Branch operate, and what are its organs? What powers does it have over the other branches? What are the historical issues and accomplishments of this branch?



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February- The Bill of Rights/Constitutional Evolution	The Constitution was written in an ultra-secret meeting in Philadelphia. Once it was shown to the public, not everybody was sold on it. How did the Bill of Rights assuage the fears of some? Why wasn't it in the document to begin with? What are the rights contained in it? How do they impact you? What are their limitations? How has their interpretation changed over the years? What other changes have been made to the Constitution over the years? Why?
March Citizenship	How do you play a role in the political life of the country? Locally? State-Wide? Nationally? What are the responsibilities and benefits of citizenship? How do you get to be a citizen? How do the nuts and bolts of the system work? Who are the citizen-leaders in your community? How do you stay well-informed in the modern age of social media and fake news? How has the very definition of citizenship changed over two centuries?
April Local and State Government	How does government work in Lincoln/Woodstock? How does it work in Grafton County? How about the State of New Hampshire?
May Personal Finance and Investing	How does a member of society manage money? How do you do the things you need to do as an adult?
June Final Project and Citizenship Test	

Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations:

Critical Thinking- The student regularly shows the ability and willingness to make connections between relevant facts, developing new ideas and understandings out of facts provided.

Academic Skills- Student shows the ability to get work in on time, be persistent on revisions, do background work, and demonstrate the developed habits to succeed in an academic setting