

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: American Government CP
Course Number: 00156
Course Prerequisites: None

Course Description: American Government is designed to provide students the background they need to participate meaningfully in our democratic system. Students will examine the workings of all three levels of American Government: federal, state, local, and how citizens get involved at each level. Units to be studied include the basic foundations of government (including the U.S. Constitution); choosing government leaders; the separation of powers in government; and intergovernmental relations. Part of the course is to help students to become active participants in our democratic system and how government will affect them the rest of their lives. A variety of activities and media will be used to achieve the course objectives. College Preparatory (CP) American Government differs from American Government in that greater emphasis is placed on the skills required for success at the college level. Thus, CP students will do more supplemental readings (especially primary source documents) as well as more writing assignments and research. District marking period assessments are required.

Suggested Grade Level: Grade 12

Length of Course: One Semester

Units of Credit: .5

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 59 Social Studies

CSPG 58 Citizenship Education

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: Yes No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

GPA Type: GPAEL-GPA Elementary GPAML-GPA for Middle Level NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average GPA-Weighted Grade Point Average

State Course Code: 04160

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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PLANNED INSTRUCTION

TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: *United States Government*
Publisher: Houghton Mifflin Harcourt
ISBN #: Textbook 9780544742680/Digital 9780358426417
Copyright Date: 2018
WCSD Board Approval Date: 04/12/2021

Supplemental Materials: DBQ Project Materials; Choices Program; Online Resources; I-Civics; Content specific videos/video clips from the HMH textbook, Swank, YouTube, PBS or other WCSD approved source

Curriculum Document

WCSD Board Approval:

Date Finalized: 5/23/2022
Date Approved: 6/13/2022
Date Revised: 6/10/2024
Implementation Year: 2022/2023

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

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PLANNED INSTRUCTION

SCOPE AND SEQUENCE OF CONTENT, AND CONCEPTS

Marking Period 1

- Introduction to American Government
- Political Parties
- The Legislative Branch

Marking Period 2

- The President and the Executive Branch
- The Judicial Branch
- Civil Liberties and Civil Rights
- Foreign Policy and International Relationships
- State and Local Government

Marking Period 3

- Introduction to American Government
- Political Parties
- The Legislative Branch

Marking Period 4

- The President and the Executive Branch
- The Judicial Branch
- Civil Liberties and Civil Rights
- Foreign Policy and International Relationships
- State and Local Government

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PLANNED INSTRUCTION

Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Examine government and the powers every government holds.	C.1.1.1.3 C.1.1.2.2 C.1.2.1.1	MP1 MP3
List the characteristics of the state and consider theories on the origin of the state.	C.1.2.1.1 C.1.2.2.3	MP1 MP3
Debate the purpose of American Government.	C.1.2.2.3	MP1 MP3
Illustrate the three ways government is classified.	C.1.3.1.2	MP1 MP3
Compare and contrast different forms of governments.	C.1.2.1.1 C.1.2.1.2 C.1.2.1.3 C.2.3.1.3	MP1 MP3
Identify the foundations of democracy.	C.1.2.2.3 C.2.3.2.1 C.2.3.2.3	MP1 MP3
Discuss the responsibilities and duties of citizenship.	C.1.2.1.3 C.2.1.1.1 C.2.1.1.2 C.2.1.1.3 C.2.1.2.1	MP1 MP3
Analyze the influence of key foundational government documents such as the Magna Carta, Petition of Right and English Bill of Rights on American ideas about government and freedom.	C.1.2.2.1 C.2.3.1.2	MP1 MP3
Explain and identify key historical events in the founding of our country such as the First and Second Continental Congress, the Declaration of Independence, the Articles of Confederation, and the Constitutional Convention.	C.1.2.2.1 C.2.3.1.2	MP1 MP3
Compare and contrast the positions of the Federalists and the Anti-Federalists.	C.2.3.1.3	MP1 MP3
Illustrate the history of political parties in the United States.	C.2.2.1.1 C.2.2.2.2 C.2.2.2.3	MP1 MP3
Compare and contrast the five main functions of political parties by categorizing examples of political actions under each function.	C.2.2.1.1 C.2.2.1.2 C.2.2.2.1 C.2.2.2.2 C.2.2.2.3 C.2.2.2.4 C.2.4.3.1 C.2.4.3.2	MP1 MP3
Explain the importance of minor parties.	C.2.2.2.3 C.2.2.2.5	MP1 MP3
Describe and analyze the role and importance of political party organization at the local, state, and national levels.	C.2.2.1.1 C.2.2.1.2 C.2.2.2.2 C.2.2.2.5	MP1 MP3
Explain various forms of political participation.	C.2.1.1.1 C.2.1.1.2 C.2.2.1.1	MP1 MP3
Describe the rules governing political campaigns.	C.2.2.2.1 C.2.2.2.2 C.2.2.2.3 C.2.2.2.4 C.2.2.2.5	MP1 MP3

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Describe the purpose and role of the Electoral College in our constitutional system.	C.1.3.2.2 C.1.3.2.3	MP1 MP3
Define expressed powers of Congress.	C.1.1.1.1 C.1.1.1.2 C.1.3.1.2	MP1 MP3
Illustrate the process of how a bill becomes a law.	C.1.1.1.2 C.1.3.1.3	MP1 MP3
Describe the differences between the House of Representatives and the Senate, the functions of each chamber, and how Congress operates within a system of checks and balances.	C.1.1.2.1 C.1.3.1.2 C.1.4.1.1 C.2.4.2.1 C.2.4.2.2	MP1 MP3
Explain how constituency, partisanship, and divided government influence Congress.	C.1.1.1.4 C.1.2.1.1 C.1.2.1.3 C.1.2.1.4 C.1.3.1.2 C.2.3.2.2	MP1 MP3
Describe the many roles of the President.	C.1.1.2.1 C.1.1.2.3 C.1.3.1.2	MP2 MP4
Explain how Article two establishes and vests power in the Executive Branch.	C.1.3.1.2 C.2.4.2.1	MP2 MP4
Debate the reasons for growth of Presidential power.	C.1.1.2.2	MP2 MP4
Summarize how the federal bureaucracy carries out the responsibilities of government.	C.1.1.2.2 C.1.1.2.3 C.1.4.1.1 C.2.4.2.1 C.2.4.2.2	MP2 MP4
Explain the structure of the federal court system.	C.1.3.1.2	MP2 MP4
Define judicial review and explain how it checks the power of Congress, the president, and the states.	C.1.3.1.2	MP2 MP4
Explain and give examples of due process.	C.1.4.1.1 C.2.4.2.1 C.2.4.2.2	MP2 MP4
Analyze and explain key Supreme Court decisions.	C.1.4.1.1 C.1.4.2.1 C.1.4.2.2 C.1.4.2.3 C.2.4.1.1 C.2.4.1.2	MP2 MP4
Examine how the Constitution and Bill of Rights protect individual liberties.	C.1.1.3.1 C.1.1.3.2 C.1.1.3.3 C.2.1.2.3	MP2 MP4
Predict how our current interpretations of the Bill of Rights might change in the future.	C.2.2.2.3 C.2.3.1.2 C.2.3.1.3	MP2 MP4
Examine the protections placed within the Bill of Rights for those accused of, tried for, and convicted of crimes.	C.1.1.3.2 C.1.1.3.3 C.1.2.2.1 C.2.1.2.2 C.2.1.2.3	MP2 MP4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Compare and contrast the ideal of civil rights with the reality of civil rights in United States History.	C.1.1.3.1 C.1.1.3.2 C.1.1.3.3 C.2.3.1.1	MP2 MP4
Summarize the major civil rights laws passed during Reconstruction and explain the effects these laws.	C.1.1.3.1 C.1.1.3.2 C.1.1.3.3 C.1.3.2.2 C.1.3.2.3 C.1.3.2.4	MP2 MP4
Describe the factors that caused the United States to begin to change immigration policies in the late 1800s and the impact the changes have had through present day.	C.1.1.3.3 C.2.3.1.1 C.2.4.1.1	MP2 MP4
Identify the key elements and goals of American foreign policy.	C.1.1.2.1 C.1.1.2.2 C.1.1.2.3	MP2 MP4
Categorize the role of the President, Congress, and the National Security Council in shaping US Foreign Policy.	C.1.1.2.2 C.2.4.2.1 C.2.4.2.2	MP2 MP4
Examine key international organizations and their roles in foreign policy.	C.1.1.3.1 C.1.1.3.3 C.1.2.1.4 C.2.4.1.2 C.2.4.2.1	MP2 MP4
Analyze how the US interacts with international organizations.	C.1.1.2.1 C.1.1.2.2 C.1.1.2.3 C.2.4.2.2	MP2 MP4
Identify current challenges facing US foreign policy.	C.1.1.2.3 C.1.2.2.1 C.2.4.3.1	MP2 MP4
Interpret the impact of global issues on US policy.	C.1.2.1.4 C.1.2.2.1 C.2.2.2.5	MP2 MP4
Examine the role of the governor and state legislature.	C.1.3.1.1 C.1.3.1.2 C.1.3.1.3 C.1.4.1.2	MP2 MP4
Describe the structure of local and county government.	C.1.2.2.2 C.1.3.1.1 C.1.3.1.2	MP2 MP4
Explain the services state and local governments provide.	C.1.1.2.2 C.1.4.1.1	MP2 MP4
Describe and compare the election process in the United States and in Pennsylvania	C.1.3.2.1 C.1.3.2.2 C.1.3.2.3	MP2 MP4
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	CC.8.5.11-12.A	MP1 MP2 MP3 MP4
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and idea.	8.1.12.B CC.8.5.11-12.B	MP1 MP2 MP3 MP4
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	CC.8.5.11-12.C	MP1 MP2 MP3 MP4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	CC.8.5.11-12.D	MP1 MP2 MP3 MP4
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	CC.8.5.11-12.E	MP1 MP2 MP3 MP4
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	CC.8.5.11-12.F	MP1 MP2 MP3 MP4
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	CC.8.5.11-12.G	MP1 MP2 MP3 MP4
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	CC.8.5.11-12.H	MP1 MP2 MP3 MP4
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	CC.8.5.11-12.I	MP2 MP4
By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	CC.8.5.11-12.J	MP1 MP2 MP3 MP4
Write arguments focused on discipline-specific content.	8.1.12.C CC.8.6.11-12.A	MP1 MP2 MP3 MP4
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	8.1.12.A,C CC.8.6.11-12.B	MP1 MP2 MP3 MP4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	8.1.12.C CC.8.6.11-12.C	MP1 MP2 MP3 MP4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.8.6.11-12.D	MP1 MP2 MP3 MP4
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	CC.8.6.11-12.E	MP1 MP2 MP3 MP4
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.	CC.8.6.11-12.F	MP1 MP2 MP3 MP4

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Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	CC.8.6.11-12.G	MP1 MP2 MP3 MP4
Draw evidence from informational texts to support analysis reflection, and research.	8.1.12.B CC.8.6.11-12.H	MP1 MP2 MP3 MP4
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.8.6.11-12.I	MP1 MP2 MP3 MP4

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ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include but are not limited to:

- Journal Entry
- Entry/Exit Ticket
- Thinking Map
- Verbal Explanation
- Observation
- Artifacts
- Reflection/Summary
- Quiz

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include but are not limited to:

- Marking Period Assessment/Final Exam
- Writing a Paper/Essay
- Performance Tasks
- Project
- Tests
- Portfolio