PLANNED INSTRUCTION

COURSE	DESCR	IPT	101	V
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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

Suggested Grade Level: Grade 12

One Semester

required.

Units of Credit: .5

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

CSPG 59 Social Studies

Length of Course:

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 ■ NHS-National Honor Society NHS-National Honor Society ■ NHS-National Honor Society NHS-National Honor Society ■ NHS-National Honor Society ■ NHS-National Honor Society NH
	UGPA-Non-Weighted Gra	ade Point Average 🛮 🗵 GPA-Weigh	nted Grade Point Average

State Course Code: 04160

To find the State Course Code, go to <u>State Course Code</u>, download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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

Curriculum Document

WCSD Board Approval:

Date Finalized:5/22/2023Date Approved:6/12/2023Implementation Year:2023/2024

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).

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
- 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
- State and Local Government

PLANNED INSTRUCTION

Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible	Marking Period Taught
	Content	
	C.1.1.1.3 C.1.1.2.2	MP1
Examine government and the powers every government holds.	C.1.2.1.1	MP3
List the characteristics of the state and consider theories on the origin	C.1.2.1.1	MP1
of the state.	C.1.2.1.1 C.1.2.2.3	MP3
of the state.		
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
	C.1.2.2.3	MP1
Identify the foundations of democracy.	C.2.3.2.1	MP3
	C.2.3.2.3 C.1.2.1.3	
	C.1.2.1.3 C.2.1.1.1	MP1
Discuss the responsibilities and duties of citizenship.	C.2.1.1.2	MP3
·	C.2.1.1.3	
	C.2.1.2.1	
Analyze the influence of key foundational government documents		MP1
such as the Magna Carta, Petition of Right and English Bill of Rights on	C.1.2.2.1	MP3
American ideas about government and freedom.	C.2.3.1.2	
		NAD4
Explain and identify key historical events in the founding of our		MP1
country such as the First and Second Continental Congress, the	C.1.2.2.1	MP3
Declaration of Independence, the Articles of Confederation, and the	C.2.3.1.2	
Constitutional Convention.		
		1404
Compare and contrast the positions of the Federalists and the Anti-	C.2.3.1.3	MP1
Federalists.	C.2.3.1.3	MP3
	C.2.2.1.1	MP1
Illustrate the history of political parties in the United States.	C.2.2.2.2	MP3
	C.2.2.2.3 C.2.2.1.1	NAD4
	C.2.2.1.1 C.2.2.1.2	MP1
	C.2.2.2.1	MP3
Compare and contrast the five main functions of political parties by	C.2.2.2.2	
categorizing examples of political actions under each function.	C.2.2.2.3 C.2.2.2.4	
	C.2.4.3.1	
	C.2.4.3.2	
Explain the importance of minor parties.	C.2.2.2.3	MP1
1 1	C.2.2.2.5	MP3
Describe and analyze the role and importance of political party	C.2.2.1.1	MP1
organization at the local, state, and national levels.	C.2.2.1.2	MP3
organization at the local, state, and hallond levels.	C.2.2.2.2 C.2.2.2.5	
Explain various forms of political participation.	C.2.1.1.1	MP1
באףומווז עמווטעט וטווווט טו ףטוונוכמו ףמרנוכוףמנוטוו.	C.2.1.1.2	MP3
	C.2.2.1.1	
Describe the rules governing political campaigns.	C.2.2.2.1 C.2.2.2.2	MP1
	C.2.2.2.2 C.2.2.2.3	MP3
	C.2.2.2.4	
	C.2.2.2.5	

PLANNED INSTRUCTION

Describe the purpose and role of the Electoral College in our constitutional system. Define expressed powers of Congress. Define expressed powers of Congress. Illustrate the process of how a bill becomes a law. Citiliz 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. Explain how constituency, partisanship, and divided government influence Congress. Explain how constitution and still of President. Explain how Article two establishes and vests power in the Executive Citize MP4 Explain how Article two establishes and vests power in the Executive Citize MP4 Summarize how the federal bureaucracy carries out the responsibilities of government. Explain the structure of the federal court system. Define judicial review and explain how it checks the power of Congress, the president, and the states. Explain and give examples of due process. Explain and give examples of due process. Explain how the Constitution and Bill of Rights protect individual liberties. Predict how our current interpretations of the Bill of Rights might change in the future. Examine how the Constitution and Bill of Rights protect individual liberties. Compare and contrast the ideal of civil rights with the reality of civil rights in United States. Compare and contrast the ideal of civil rights with the reality of civil rights in United States. Compare and contrast the ideal of civil rights with the reality of civil rights in United States. Compare and explain the effects these laws.	Performance Indicator	PA Core Standard	Marking
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			MP4
	and explain the effects these laws.		

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard	Marking
	and/or Eligible	Period
	Content	Taught
	C.1.3.2.3 C.1.3.2.4	
Describe the changes in immigration policies from the late 1800s to	C.1.3.2.4 C.1.1.3.3	MP2
	C.2.3.1.1	MP4
present day.	C.2.4.1.1 C.1.3.1.1	
Examine the role of the governor and state legislature.	C.1.3.1.1 C.1.3.1.2	MP2
	C.1.3.1.3	MP4
Describe the structure of lead and sounty represent	C.1.4.1.2 C.1.2.2.2	MP2
Describe the structure of local and county government.	C.1.3.1.1	MP4
	C.1.3.1.2 C.1.1.2.2	
Explain the services state and local governments provide.	C.1.4.1.1	MP2 MP4
Describe and compare the election process in the United States and	C.1.3.2.1	MP2
·	C.1.3.2.2	MP4
in Pennsylvania	C.1.3.2.3	
Cite specific textual evidence to support analysis of primary and	CC.8.5.11-12.A	MP1 MP2
secondary sources, connecting insights gained from specific details to		MP3
an understanding of the text as a whole		MP4
Determine the central ideas or information of a primary or secondary	8.1.12.B	MP1
source; provide an accurate summary that makes clear the	CC.8.5.11-12.B	MP2 MP3
relationships among the key details and idea		MP4
Evaluate various explanations for actions or events and determine	CC.8.5.11-12.C	MP1
which explanation best accords with textual evidence, acknowledging		MP2
where the text leaves matters uncertain		MP3 MP4
	CC.8.5.11-12.D	MP1
Determine the meaning of words and phrases as they are used in a	CC.0.3.11-12.D	MP2
text, including analyzing how an author uses and refines the meaning		MP3
of a key term over the course of a text (e.g., how Madison defines		MP4
faction in Federalist No. 10)		
Analyze in detail how a complex primary source is structured,	CC.8.5.11-12.E	MP1
including how key sentences, paragraphs, and larger portions of the		MP2 MP3
text contribute to the whole		MP4
Evaluate authors' differing points of view on the same historical event	CC.8.5.11-12.F	MP1
or issue by assessing the authors' claims, reasoning, and evidence		MP2 MP3
, 0,		MP4
Integrate and evaluate multiple sources of information presented in	CC.8.5.11-12.G	MP1
diverse formats and media (e.g., visually, quantitatively, as well as in		MP2
words) in order to address a question or solve a problem		MP3
	CC.8.5.11-12.H	MP4 MP1
Evaluate an author's premises, claims, and evidence by corroborating	CC.8.3.11-12.11	MP2
or challenging them with other information		MP3
	66.0.5.44.43.1	MP4
Integrate information from diverse sources, both primary and	CC.8.5.11-12.I	MP2 MP4
secondary, into a coherent understanding of an idea or event, noting		
discrepancies among sources		
By the end of grade 12, read and comprehend history/social studies	CC.8.5.11-12.J	MP1
	1	MP2
texts in the grades 11-CCR text complexity band independently and		MP3

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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
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

PLANNED INSTRUCTION

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