

American Government ] Curriculum

Created on [May 21st, 2019]

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[Unit 1 Foundations of American Government - Ch 1-4]	
Approximate Length (in class days)	48
Buffer Days	2
NE State Standards Addressed:	<ul style="list-style-type: none"> <li>• SS 12.1.1</li> <li>• SS 12.1.2</li> <li>• SS 12.1.3</li> </ul>
Learning Target(s):	<ul style="list-style-type: none"> <li>• Explain the origin of American government</li> <li>• Explain the purposes of a constitution</li> <li>• Describe the main characteristics of democracy</li> <li>• Describe the democratic government(s) of early colonies</li> <li>• Reasons why the colonists and British were unable to compromise and settle their differences</li> <li>• Describe weaknesses of the Articles of Confederation</li> <li>• Discuss the debate leading to the Connecticut Compromise at the Constitutional Convention</li> <li>• What were the key arguments presented by the Federalists and Anti-federalists</li> <li>• Explain ways that one branch of government is prevented from gaining too much power</li> <li>• How did the Constitution describe the powers of each branch of government</li> <li>• Describe the amendment process</li> <li>• Explain what due process is and how it applies to American citizens/residents</li> <li>• Differentiate expressed, implied and inherent powers</li> <li>• What are purposes and examples of interstate compacts</li> <li>• What advantages does federalism provide a nation</li> </ul>
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Chapter 1, 2, 3, 4 Tests

[Unit 2 Legislative Branch]	
Approximate Length (in class days)	20
Buffer Days	2
NE State Standards Addressed:	<ul style="list-style-type: none"> <li>● SS 12.1.1</li> <li>● SS 12.1.2</li> <li>● SS 12.1.3</li> </ul>
Learning Target(s):	<ul style="list-style-type: none"> <li>● List common characteristics of members of Congress</li> <li>● How does apportionment of membership in House of Representatives work</li> <li>● Why are committees in Congress important</li> <li>● Discuss leadership positions and membership requirements for the U.S. Senate</li> <li>● Discuss leadership positions and membership requirements for the House of Representatives</li> <li>● How has the commerce clause enabled Congress to apply a loose interpretation to the Constitution</li> <li>● How has the American political system led to competition and conflict between the President and Congress</li> <li>● Explain the steps of a bill becoming a law</li> <li>● How closely should the votes of members of Congress reflect the opinions of their constituents</li> </ul>
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Legislative Branch Test (Chapters 5, 6, 7)

[Unit 6 Participating in Government - Ch 16,17, 18, 19]	
Approximate Length (in class days)	18
Buffer Days	2
NE State Standards Addressed:	<ul style="list-style-type: none"> <li>● SS 12.1.1</li> <li>● SS 12.1.2</li> <li>● SS 12.1.3</li> </ul>

Learning Target(s):	<ul style="list-style-type: none"> <li>● What is multiparty system and how does it affect governing</li> <li>● Why have third parties played minor role in American politics</li> <li>● How are candidates nominated for public office</li> <li>● What is the purpose and process of the National Convention(s)</li> <li>● What are the basic elements of a presidential campaign</li> <li>● What factors influence voter decisions</li> <li>● Describe purpose of interest groups in politics</li> <li>● What impact does media have on politics and elections</li> <li>●</li> </ul>
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Unit 6 Test (Ch 16, 17, 18, 19)

[Unit 4 Title]	
Approximate Length (in class days)	
Buffer Days	
NE State Standards Addressed:	
Learning Target(s):	
Resources Utilized:	
Assessments:	

**SEMESTER 1 TEST**

**SEMESTER 1 FORMAL WRITING ASSIGNMENT**

**TOPIC & DESCRIPTION: [Voice of Democracy & Essay for entry in Kearney VFW competition]**

[Unit 3 Executive Branch - Ch 8, 9, 10]	
Approximate Length (in class days)	15
Buffer Days	2
NE State Standards Addressed:	<ul style="list-style-type: none"> <li>• SS 12.1.1</li> <li>• SS 12.1.2</li> <li>• SS 12.1.3</li> </ul>
Learning Target(s):	<ul style="list-style-type: none"> <li>• Qualifications to be U.S. President</li> <li>• Provisions for presidential succession</li> <li>• Describe the Electoral College system</li> <li>• Role of Cabinet secretaries and departments</li> <li>• What are the sources and limits to the powers of the president</li> <li>• What is president's role in growth and stability of the American economy</li> <li>• Describe the organizational structure of the cabinet departments</li> <li>• How did the civil service system attempt to reform the spoils system</li> <li>• Why do people get frustrated with government bureaucracy</li> <li>•</li> </ul>
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Executive Branch Test

[Unit 4 Judicial Branch]

Approximate Length (in class days)	12
Buffer Days	3
NE State Standards Addressed:	<ul style="list-style-type: none"> <li>● SS 12.1.1</li> <li>● SS 12.1.2</li> <li>● SS 12.1.3</li> </ul>
Learning Target(s):	<ul style="list-style-type: none"> <li>● How do Supreme Court decisions reflect changing social conditions</li> <li>● Differentiate levels of court jurisdiction</li> <li>● Describe the process to choose federal court judges/justices</li> <li>● What is the route cases from courts take to reach Supreme Court</li> <li>● How is the Supreme Court limited in its power</li> </ul>
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Judicial Branch Test

[Unit 5 Liberty and Justice for All - Ch 13, 14, 15]	
Approximate Length (in class days)	20
Buffer Days	2
NE State Standards Addressed:	<ul style="list-style-type: none"> <li>● SS 12.1.1</li> <li>● SS 12.1.2</li> <li>● SS 12.1.3</li> </ul>
Learning Target(s):	<ul style="list-style-type: none"> <li>● How did Supreme Court extend rights of Bill of Rights to Constitution</li> <li>● Differentiate the establishment clause and the free exercise clause of the 1st Amendment</li> <li>● What speech is protected by the 1st Amendment</li> <li>● Discuss the Supreme Courts view(s) on Freedom of the Press</li> <li>● What are limits on public assembly</li> <li>● How has the immigration policy in the U.S. changed</li> </ul>

	<ul style="list-style-type: none"> <li>• What are requirements for citizenship in the U.S.</li> <li>• What constitutes unreasonable searches and seizures by the police</li> <li>• What is the constitutional meaning of “equal protection”</li> <li>• What are the issues involved dealing with affirmative action cases</li> <li>• Describe differences between criminal and civil law</li> </ul>
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	

[Unit 8 State and Local Government - Ch 23, 24]	
Approximate Length (in class days)	10
Buffer Days	
NE State Standards Addressed:	<ul style="list-style-type: none"> <li>• SS 12.1.1</li> <li>• SS 12.1.2</li> <li>• SS 12.1.3</li> </ul>
Learning Target(s):	<ul style="list-style-type: none"> <li>• What are purpose and functions of state constitutions</li> <li>• Explain how state legislatures and governors work together to pass laws</li> <li>• Explain how Nebraska’s unicameral is different than other states and our U.S. government</li> <li>• What are sources of state tax revenue</li> <li>• What are major issues surrounding services local governments provide</li> </ul>
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Unit 8 Test

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**SEMESTER 2 TEST**

**SEMESTER 2 FORMAL WRITING ASSIGNMENT**

**TOPIC & DESCRIPTION: [English/Am Gov Cross curricular essay & Students may pick topic that relates to government to research a formal paper]**