

American Government Curriculum

The purpose of Social Studies is to help young people recognize their roles as participants in a democratic society. By acquiring knowledge, developing skills and examining values. Seymour High School students will begin to understand themselves as individuals, family members, consumers, responsible citizens, and lifelong learners in a diverse society.

Course Summary:

American Government is a required half-year course. This course is designed to provide students graduating Seymour High School the knowledge of the fundamental workings of American Government. As such, students will be exposed to the Constitution as a primary source in the quest to understand how government works. The workings of Congress, the Presidency and the Judicial Branch will be discussed as well as the electoral process. Additionally, the role of political parties and voting will be covered. It should be noted that this course relates heavily to current events as such, in an election year more time will be spent covering the election process and political parties than in non-election years. Also, in non-election years more attention may be given to the inner workings of Congress than on the election/political parties' process. As a result, the outlined units may not be sequential.

In the course, students will answer the question, "What does it mean to be a citizen?" In answering this question, students will develop the overarching enduring understanding that students will understand the ways in which the American political system provides for choice and opportunities for participation (e.g., free speech, voting, serve on civic organizations), and the role of new technologies in broadening the influence of public interest groups and in influencing elections and voting behavior (social media sites, evaluating online information).

Grade: 10	Subject: American Government Unit 1: Foundations of American Government
CCSS Standards	CT Core Standards Grades 11-12: CCSS.ELA-Literacy.RH.9-10.1-10, CCSS.ELA-Literacy.WHST.9-10.1-8, CCSS.ELA-Literacy.WHST.11-12.1-8
SHS Learning Expectations	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> ● A successful democracy requires active citizenship.
Essential Questions	<ul style="list-style-type: none"> ● What should be the goals of government? ● Is government necessary? ● How does the Constitution reflect the times in which it was written? ● How has the Constitution lasted through changing times? ● Is the federal system the best way to govern the United States?
CSDE Content Themes:	<p>Civic and Political Institutions</p> <ul style="list-style-type: none"> ● CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. ● CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present. ● CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. ● CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. ● CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.
Performance	<ul style="list-style-type: none"> ▪ Analyze primary and secondary sources

**Expectations
(Student
outcomes)**

- Drawing inferences from factual materials
- Determine bias and point of view in sources
- Develop informed opinions
- Forming an academic vocabulary
- Applying the vocabulary to real life circumstances
- Peer evaluation
- Google Skills
 - Creating documents, slides and Sites
 - Creating form quizzes
 - Using Flubaroo to score form quizzes
- Developing note-taking and organizational skills
- Comparing/contrasting content in order to reach and justify a conclusion
- Developing and composing informed arguments of cultural issues that emerge from the unit

Strategies/Modes (examples)

Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis

Materials/Resources (examples)

Textbook (chapters 1-4), Google Classroom, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials
Political cartoons
Secondary source material (i.e. news articles)
Primary sources (i.e. parts of various country's constitutions, political documents)
Maps
[American Government Content Outline](#)

Assessments (examples)

Free response, objective, long term projects, presentations, debates; webquests, Slides, Sites will be used at the teacher's discretion based on student need.
Teachers will design assessments to accommodate various learning styles which will be formative and summative.

Grade: 10	Subject: American Government Unit 2: Political Behavior
CCSS Standards	CT Core Standards Grades 11-12: CCSS.ELA-Literacy.RH.9-10.1-10, CCSS.ELA-Literacy.WHST.9-10.1-8, CCSS.ELA-Literacy.WHST.11-12.1-8
SHS Learning Expectations	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> ● Political parties provide structure for citizen participation in government.
Essential Questions	<ul style="list-style-type: none"> ● In what ways should people participate in public affairs? ● Does the two-party system help or harm democracy? ● Why do voters act as they do? ● How fair and effective is the electoral process? ● What is the place of the media and public opinion in a democracy? ● To what extent do interest groups advance or harm democracy?
CSDE Content Themes	<p><u>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</u></p> <ul style="list-style-type: none"> ● CIV 9–12.7 Apply civic virtues and democratic principles when working with others. ● CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles. ● CIV 9–12.9 Use appropriate deliberative processes in multiple settings. ● CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. <p><u>Perspectives</u></p> <ul style="list-style-type: none"> ● HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.
Performance Expectations	<ul style="list-style-type: none"> ▪ Analyze primary and secondary sources ▪ Drawing inferences from factual materials

(Student outcomes)

- Determine bias and point of view in sources
- Develop informed opinions
- Forming an academic vocabulary
- Applying the vocabulary to real life circumstances
- Peer evaluation
- Google Skills
 - Creating documents, slides and Sites
 - Creating form quizzes
 - Using Flubaroo to score form quizzes
- Developing note-taking and organizational skills
- Comparing/contrasting content in order to reach and justify a conclusion
- Developing and composing informed arguments of cultural issues that emerge from the unit

Strategies/Modes (examples)

Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis

Materials/Resources (examples)

Textbook (chapters 5-9), primary (the US Constitution and Bill of Rights) and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials and Google Classroom.
[American Government Content Outline](#)

Assessments (examples)

Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need.
Teachers will design assessments to accommodate various learning styles which will be formative and summative.

Grade: 10	Subject: American Government Unit 3: The Legislative Branch
CCSS Standards	CT Core Standards Grades 11-12: CCSS.ELA-Literacy.RH.9-10.1-10, CCSS.ELA-Literacy.WHST.9-10.1-8, CCSS.ELA-Literacy.WHST.11-12.1-8
SHS Learning Expectations	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> ● The U.S. Constitution provides for an orderly, responsive form of government.
Essential Questions	<ul style="list-style-type: none"> ● What makes a successful Congress? ● Whose views should members of Congress represent when voting? ● What should be the limits on the powers of Congress? ● Can and should the lawmaking process be improved?
CSDE Content Themes:	<p><u>Processes, Rules, and Laws</u></p> <ul style="list-style-type: none"> ● CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. ● CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. ● CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. <p><u>Perspectives</u></p> <ul style="list-style-type: none"> ● HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives. <p><u>Economic Decision-Making</u></p>

	<ul style="list-style-type: none"> ● ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. 		
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> ▪ Analyze primary and secondary sources ▪ Drawing inferences from factual materials ▪ Determine bias and point of view in sources ▪ Develop informed opinions ▪ Forming an academic vocabulary ▪ Applying the vocabulary to real life circumstances ▪ Peer evaluation ▪ Google Skills <ul style="list-style-type: none"> ○ Creating documents, slides and Sites ○ Creating form quizzes ○ Using Flubaroo to score form quizzes ▪ Developing note-taking and organizational skills ▪ Comparing/contrasting content in order to reach and justify a conclusion ▪ Developing and composing informed arguments of cultural issues that emerge from the unit 		
<p style="text-align: center;">Strategies/Modes (examples)</p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Textbook (Chapters 10-12), Google classroom, Political cartoons, Secondary source material (i.e. news articles) Primary sources (i.e. political documents) American Government Content Outline</p>	<p style="text-align: center;">Assessments (examples)</p> <p>Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p>	

Grade: 10	Subject: American Government Unit 4 - The Executive Branch
CCSS Standards	CT Core Standards Grades 11-12: CCSS.ELA-Literacy.RH.9-10.1-10, CCSS.ELA-Literacy.WHST.9-10.1-8, CCSS.ELA-Literacy.WHST.11-12.1-8
SHS Learning Expectations	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> ● The U.S. Constitution provides for an orderly, responsive form of government.
Essential Questions	<ul style="list-style-type: none"> ● What makes a good President? ● Does the current electoral process result in the best candidates for President? ● How much power should the President have? ● Is the bureaucracy essential to good government? ● How should the federal budget reflect Americans' priorities? ● How should the United States interact with other countries?
CSDE Content Themes:	<u>Processes, Rules, and Laws</u> <ul style="list-style-type: none"> ● CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. ● CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. ● CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

	<p><u>Perspectives</u></p> <ul style="list-style-type: none"> ● HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives. 		
<p>Performance Expectations (Student outcomes)</p>	<ul style="list-style-type: none"> ● Analyze primary and secondary sources ● Drawing inferences from factual materials ● Determine bias and point of view in sources ● Develop informed opinions ● Forming an academic vocabulary ● Applying the vocabulary to real life circumstances ● Peer evaluation ● Google Skills <ul style="list-style-type: none"> ○ Creating documents, slides and Sites ○ Creating form quizzes ○ Using Flubaroo to score form quizzes ● Developing note-taking and organizational skills ● Comparing/contrasting content in order to reach and justify a conclusion ● Developing and composing informed arguments of cultural issues that emerge from the unit 		
<p>Strategies/Modes (examples)</p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p>Materials/Resources (examples)</p> <p>Textbook: <i>American Government</i>, primary source documents associated with the era Unit content will be selected from Chapters 13-17. Political cartoons Secondary source material (i.e. news articles) Primary sources (i.e. political documents) Google Classroom American Government Content Outline</p>	<p>Assessments (examples)</p> <p>Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p>	

Grade: 10	Subject: American Government Unit 5: The Judicial Branch
CCSS Standards	CT Core Standards Grades 11-12: CCSS.ELA-Literacy.RH.9-10.1-10, CCSS.ELA-Literacy.WHST.9-10.1-8, CCSS.ELA-Literacy.WHST.11-12.1-8
SHS Learning Expectations	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> ● The U.S. Constitution provides for an orderly, responsive form of government.
Essential Questions	<ul style="list-style-type: none"> ● What should be the role of the judicial branch? ● Does the structure of the federal court system allow it to administer justice effectively? ● How can the judiciary balance individual rights with the common good? ● To what extent has the judiciary protected the rights of privacy, security, and personal freedom? ● Why are there ongoing struggles for civil rights?
CSDE Content Themes	<p><u>Processes, Rules, and Laws</u></p> <ul style="list-style-type: none"> ● CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. ● CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. ● CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

	<p><u>Perspectives</u></p> <ul style="list-style-type: none"> ● HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives. 		
<p>Performance Expectations (Student outcomes)</p>	<ul style="list-style-type: none"> ● Analyze primary and secondary sources ● Drawing inferences from factual materials ● Determine bias and point of view in sources ● Develop informed opinions ● Forming an academic vocabulary ● Applying the vocabulary to real life circumstances ● Peer evaluation ● Google Skills <ul style="list-style-type: none"> ○ Creating documents, slides and Sites ○ Creating form quizzes ○ Using Flubaroo to score form quizzes ● Developing note-taking and organizational skills ● Comparing/contrasting content in order to reach and justify a conclusion ● Developing and composing informed arguments of cultural issues that emerge from the unit 		
<p>Strategies/Modes (examples)</p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p>Materials/Resources (examples)</p> <p>Textbook: <i>American Government</i>, primary source documents associated with the era Unit content will be selected from Chapters 18-21. Political cartoons Secondary source material (i.e. news articles) Primary sources (i.e. political documents) Map and Google Classroom American Government Content Outline</p>	<p>Assessments (examples)</p> <p>Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p>	

Grade: 10	Subject: American Government Unit 6: Participating in State and Local Governments
CCSS Standards	CT Core Standards Grades 11-12: CCSS.ELA-Literacy.RH.9-10.1-10, CCSS.ELA-Literacy.WHST.9-10.1-8, CCSS.ELA-Literacy.WHST.11-12.1-8
SHS Learning Expectations	<ol style="list-style-type: none"> 4. Students will think critically 5. Students will communicate effectively and creatively 6. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> ● Local governments meet the most immediate needs of the people, and state governments serve the role as intermediary between the different levels of government.
Essential Questions	<ul style="list-style-type: none"> ● What is the right balance of local, state, and federal government? ● How much power should the State government have? ● How local should government be?
CSDE Content Themes	<p><u>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</u></p> <ul style="list-style-type: none"> ● CIV 9–12.7 Apply civic virtues and democratic principles when working with others. ● CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles. ● CIV 9–12.9 Use appropriate deliberative processes in multiple settings. ● CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. <p><u>Processes, Rules, and Laws</u></p> <ul style="list-style-type: none"> ● CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

	<ul style="list-style-type: none"> ● CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. ● CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. <p><u>Perspectives</u></p> <ul style="list-style-type: none"> ● HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives. 		
<p>Performance Expectations (Student outcomes)</p>	<ul style="list-style-type: none"> ● Analyze primary and secondary sources ● Drawing inferences from factual materials ● Determine bias and point of view in sources ● Develop informed opinions ● Forming an academic vocabulary ● Applying the vocabulary to real life circumstances ● Peer evaluation ● Google Skills <ul style="list-style-type: none"> ○ Creating documents, slides and Sites ○ Creating form quizzes ○ Using Flubaroo to score form quizzes ● Developing note-taking and organizational skills ● Comparing/contrasting content in order to reach and justify a conclusion ● Developing and composing informed arguments of cultural issues that emerge from the unit 		
<p>Strategies/Modes (examples)</p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p>Materials/Resources (examples)</p> <p>Textbook: <i>American Government</i>, primary source documents associated with the era Unit content will be selected from Chapters 24-25. Political cartoons Secondary source material (i.e. news articles), Google Classroom Primary sources (i.e. political documents) American Government Content Outline</p>	<p>Assessments (examples)</p> <p>Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p>	