

BCCS
GOVERNMENT CURRICULUM MAP
(Revised 4-05)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks are met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
Sept.	Topic: Familiarity with the nature of government Documentation of American Political Philosophies	Vocabulary: Socialism Communism Capitalism dictatorship democracy federal unitary confederate per capita Unalienable Ordained Right Allegiance Republic Democracy Natural rights State of nature Social contract Law of nature Human nature Consent Legitimate	<ul style="list-style-type: none"> • Research various forms of government(including political and economic components) • Compare and contrast various political and economic systems • Decide what types of economic and political systems are compatible • Create a bar graph and pie graph • Read for comprehension • Write analytically • Draw conclusions 	<ul style="list-style-type: none"> • Determine what type of economic system works with each of the various political formats. • Based on the country profile given, decide the following: <ol style="list-style-type: none"> 1. Devise a political system <ol style="list-style-type: none"> 1. Structure an economic system to allow for the development of the state 2. Decide who will vote 3. Decide how law and order will be maintained and funded 4. Sketch the broad outlines of a foreign policy 5. List the priorities for domestic policy goals 6. Create a Bill of Rights 7. Create a map 8. Create two graphs 1. If the purpose of government is to provide security for the rights to life, liberty, and property, under what circumstances, if any, should government be able to limit these rights? 2. What criteria should be able to determine when, if ever, government should be able to limit 	I.3HS2 II.3HS2 II.4HS4 II.SHS2 IV.4HS2 V.IHS1 V.IHS2 V.IHS3 I.3HS1 I.4HS4 III.2HS2 III.2HS2	Students are given a profile of a fictitious country and told they are the ruling oligarchy and must create a nation based on the information contained in the profile. Translate the Declaration of Independence into modern language and understanding. Provide explanation of the six goals of our government found in the Preamble. Then offer examples of government in action promoting to working to accomplish said goals. Students examine their current understanding of the Bill of Rights and try to ascertain the purpose of each amendment. Read and analyze the Pledge of Allegiance and learn the significance of taking such a pledge. Construct meaning of American Jurist Learned Hand's statement on the responsibility of citizenship. Study John Lock's theory on the State of Nature and his natural rights philosophy then connect how his philosophy applies to the American system of government.	Internet Almanac Textbook Maps Encyclopedias Declaration of Independence Constitution Pledge of Allegiance Judge Hand's statement Road from Runnymede video Magna Carta American Government Text We the People text Lord of the Flies video	Posterboard containing nine squares pertaining to the nine essential squares Declaration of Independence translation Worksheets on Preamble, Bill of Rights, Pledge, Judge Hand, and Srare of Nature Essay Test

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	Topic:	Vocabulary:		<ol style="list-style-type: none"> 1. an individual's liberty to : <ul style="list-style-type: none"> *believe as he/she wishes *practice his/her beliefs *use his/her property *associate with whomever he/she wishes 2. Imagine yourself living in a community where all order and authority have broken down. Violent lawlessness is widespread. Do you think any government is better than none. Explain. 3. It has been said that since people are not equal in their intelligence and character, it is unjust for everyone to have the same rights. Do you agree? Be prepared to defend your answer. 				

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Oct. & Nov.	Topic: Foundations of American Government	Vocabulary: Government State Sovereign Unitary Federal Confederation Presidential Parliamentary Dictatorship Democracy Direct democracy Representative democracy Compromise Anarchy Bicameral Unicameral Limited/Representative/Ordered Govt Magna Carta Petition of Right English Bill of Rights Albany Plan Boycott Popular sovereignty Ratification Articles of Confederation Virginia Plan New Jersey Plan Connecticut Compromise 3/5 Compromise Commerce and Slave Trade Compromise Federalists AntiFederalist Constitutionalism Rule of law Separations of Powers Checks and Balances Judicial Review Unconstitutional Federalism *Delegated Expressed Implied Inherent Reserved Exclusive Concurrent)all are powers Enabling Act Act of admission : Grants-in-aid Block grant Interstate compact Full faith and credit Extradition	<ul style="list-style-type: none"> • Read a graph • Read a timeline • Compare and contrast current system to foundations • Public speak • Analyze different types of governments in the colonies • Create outline of main ideas • Map America 's political history 	<ul style="list-style-type: none"> • What were the basic ideas about government that English Colonies brought to America? • How did governments first develop in the 13 colonies? • How did the relationship between the colonies and Great Britain change in the pre- Revolutionary period? • For what reasons is the Declaration of Independence considered a revolutionary document? • What was government like in the newly independent U.S.? • What were the basic provisions and major weaknesses of the Articles of Confederation? • For what reasons are the 1780s known as the Critical 	III.IHSI III.IHS2 m. 1Hs3	Write a speech explaining the most important principle on which a new government should be founded. Or Write a story of what life would be like without a strong central government. Analyze a political cartoon on Constitutional heritage. Guided reading sheets Quizzes Outlining Discussion Reading	Textbook Overhead transparencies Political cartoon Outside history books Video Constitution	Political Cartoon responses Quizzes Tests Homework assignments Speeches Teacher observation Outlines

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Nov. & Dec.	Topic: Liberties and Freedoms	Vocabulary: Bill of Rights Civil Liberties Civil Rights Alien Due Process Establishment Clause Free Exercise Clause Libel Slander Shield Law Symbolic Speech Picketing Espionage Sabotage Treason Sediton Procedural vs substantive due process Unreasonable Probable cause Exclusionary rule Writ of habeas corpus Bill of attainder Ex post facto Grand jury Double jeopardy Bench trial Miranda Rule Bail Self-incrimination	<ul style="list-style-type: none"> Think with reason Use past court cases to develop an understanding of our Constitutional Guarantees Be able to weigh opposing sides of an argument and make a judgment 	<ul style="list-style-type: none"> What is the relationship between liberty and government? What is the importance of religious freedom in the U.S.? Know the scope and limits of free speech and press. What is the relationship between individual liberties and national security? What is the full concept of due process of law? What are the rights to freedom and security of the person? What are the rights of a person accused of a crime? Why are these so important? What limits are on the punishments for crimes? 	I.3HS1 I.3HS2 I.4HS1 I.4HS2 I III.HS2 III.3HS2 III.3HS3 III.5HS1 VI.2HS 1	Class Discussions Current Event Coverage Community Service Project Pro Se Court In-depth look of four Constitutional Issues	Textbook Constitution Close-Up set of videos and booklets on 4 separate Constitutional issues Worksheets Library	Essays Tests Quizzes Political Cartoons Court arguments Class Discussions Community Service Repol1 Sheets

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Dec. & Jan.	Topic:	Vocabulary: Term Session Special Session Bicameral Gynymander Continuous body Constituents Strict constructionist Liberal constructionist Impeach Speaker of the House President of the Senate President Pro Tempore Floor Leader Whip Seniority rule *Standing *Select *Joint *Conference (*committees) Bill Resolution Rider Quorum Filibuster Cloture Veto Pocket Veto Chief -Of State -Executive -Administrator -Diplomat -Commander in -Legislator -Of Party -Citizen Platform	<ul style="list-style-type: none"> Write effectively Read See beyond standard textbook descriptions 	<ul style="list-style-type: none"> What is the place, role, and structure of Congress'? What are the general characteristics of the members of Congress? What is the scope of the powers of congress in a governmental system that is limited and federal in character? What are the expressed powers of Congress? What is the nature and extent of the implied powers? What are the non legislative powers? What is the structure of both houses? How does the committee system work? What is the legislative process in the House? How is the legislative process different in the Senate? What are the final workings of the legislative process? What are the various role of the President? What is the process of presidential success? What are the qualifications, tenure, and compensation of the office? 	I.2HS3 I.4HS2 I.4HS4 III.J HS3 III.4HS2 V.IHSJ V. JHS2 V.IHS3 VI.2HS 1 VII.IHS1 VII.I HS2	<p>Construct a graphic organizer that tells how a bill becomes a law</p> <p>Create a map of D.C. that indicates where the three, separate branches are located & then show the checks they have over one another on that map</p> <p>Create index cards that have a characteristics of one of the houses and then play around the world</p> <p>Refer to Article I Section * of the Constitution and discuss how each one would be interpreted by a strict constructionist and a liberal constructionist</p> <p>For each of the expressed powers of Congress create a symbol that communicates the purpose of that power</p> <p>Create a graph that compares the number of bills introduced vs. the number that become law</p> <p>Pick a topic of interest to you, research that topic, create a bill that would deal with that topic, backed with evidence for support and introduce it in our classroom congress</p> <p>Using Presidential speeches, students need to determine which of the many roles the President is filling as evidenced by the speech</p>	<p>~ - - Texibook :</p> <p>Supreme Court Cases</p> <p>Constitution</p> <p>Declaration of Independence</p> <p>Atlas</p> <p>Library</p> <p>Internet</p> <p>Videos on Congress and on our Representative and Senators</p> <p>Video on the Executive branch</p> <p>Video on Supreme Court</p>	<p>:Map of D.C.</p> <p>Bill is introduced and travels through each class as if the classes represent the two houses, the committees, etc.</p> <p>Create a booklet for junior high student that describes our legislative body</p> <p>Tests and quizzes over the executive and judicial branches</p> <p>Presidential Memo</p> <p>Read their news story aloud</p>

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February	Topic:	Vocabulary: Electoral Winner Take All Primary Executive order Treaty Agreement Cabinet Jurisdiction Plaintiff Defendant Writ of Certiorari Majority opinion Dissenting opinion Redress		<ul style="list-style-type: none"> • What is the electoral college? • What are the primary powers and responsibilities of the President? • What are the limits to his power? • What is the function of the Cabinet? • What is the basic role of the judiciary? • How is the American justice system set up? 	<p>Imagine you are the President and you are leaving office. Write a memo that outlines the five main powers of the President and two examples of each power.</p> <p>One of the examples needs to be factual and the other from "your" administration.</p> <p>Divide class into groups. Then each group creates a national crisis of some kind. Next each member is given a different role such as President, intelligence official, cabinet official.</p> <p>Each member is to give a presentation to the President on a response to the crisis. The President then decides which action to follow through on and why.</p> <p>Create a news story that describes three issues the President was involved with last week</p> <p>Study Supreme Court cases and decisions</p>			