

U.S. Government

Essential Understanding:

This semester long course will guide students through an introductory examination of the political structures that form the foundations of the government of the United States. Through an analysis of the different ideas, beliefs, groups, and institutions, students will become more familiar with the structure and function of the country's government. By examining different theoretical approaches, and examples of prior political procedures students will gain a better understanding of the methods and reasoning for the operation of the United States Government. Throughout the course of the semester students will be examining the United States Government by examining its constitutional underpinnings, the different political beliefs and behaviors, how it is influenced by special interest groups, the institutions of the national government, the formation and implementation of public policy, and the civil rights and liberties issues that form the foundations of our government



"When government fears the people, there is liberty. When the people fear the government, there is tyranny." - Thomas Jefferson

Overview:

What does it mean to be governed? We can look at history to know how people lived under certain governments, but do we ever take a second to think about what type of system governs our very lives? Our structure is designed to empower the people. However, what does power mean in this context? As the saying goes, with great power comes great responsibility. What does this responsibility look like? These are the types of questions we will explore in this course on American government.

Essential Questions:

What is government?

How is the federal government limited in power?

How are citizens empowered under our government?

Does everyone share the same experience under one government?

Lessons:

_____ What is Government?

_____ Types of Government

_____ Federalism

_____ The Constitution

_____ The Three Branches

_____ Role of Citizens

Group Work:

***Additional details and information for each assignment is on google classroom under each assignment name.**

DUE August 29/30

_____ **Class Constitution** - Participate in a form of government by coming up with classroom agreements for the upcoming year.

DUE September 19/20

_____ **"Hamilton" Performance Project** - With a partner, create a performance based on primary sources related to the founding of our nation.

In Class September 26/27

_____ **Silent Debate:** Discuss the pros and cons of a topic, but with a twist.

DUE October 10/11

_____ **Landmark Supreme Court Cases Project:** Select a Supreme Court case to report to the class during a museum exposition.

In Class October 10/11

_____ **Debate:** Be prepared to discuss the pros and cons of thematic topics in class.

In Class October 24/25

_____ **Debate:** Be prepared to discuss the pros and cons of thematic topics in class.

DUE October 28/29**_____ Quarter Long Project - Congress Profile:**

1. In groups of 2-4, choose any sitting member of the US Senate or US House of Representatives to create a profile.
 - a. This can be a written biography, video, narrative, story, infographic, profile, or powerpoint presentation
 - b. Must include history of the person, how they got to their current position, policy initiatives,

Individual Work:

***Additional details and information for each assignment is on google classroom under each assignment name.**

DUE September 9/10

_____ **Primary Sources:** Influences of our Democracy

DUE September 16/17

_____ **Government Matters!:** Explore how government and policy impact your life locally, nationally, and globally.

DUE September 19/20

_____ **"Hamilton" Sources:** Analyze the primary sources behind the musical.

DUE September 26/27

_____ **Federalists vs. Anti-Federalists:** Examining America's growing pains through primary source analysis.

DUE October 3/4

_____ **The Big 6:** Looking at the 6 big concepts of the US Constitution.

DUE October 7/8

_____ **Checks, Balances, and Power:** Understanding the power structure of the US government.

DUE October 10/11

_____ **Executive Branch Exploration:** Unravel the bureaucratic elements of the Executive branch.

DUE October 21/22

_____ **Congressional Comparisons:** Compare the structure and makeup of the Senate and House of Representatives.

DUE October 28/29

_____ **Quarter Long Project:**

Checked Daily: DUE October 28/29

_____ **Concept Log:** on events, concepts, and terms from US Government. This will be done in class immediately after each lesson. Daily progress will be checked in class.

Assessment:

In class: Next class after each lesson (6 total quizzes)

_____ 10-15 question Quiz on each lesson and its concepts.

In class: October 28/29

_____ Participate in a Socratic dialogue. Dialogue will be based on readings and topics covered in class.

Links/Readings:

<https://www.c-span.org/>

<https://catalog.archives.gov/>

<https://www.opensecrets.org/>

<https://www.icivics.org/>