

Griswold High School
Grade 10 - Modern American Government
Social Studies Curriculum Map

Subject/Course Title: Modern American Government	Unit Title: Foundations of American Government
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Unit Overview

Unit One, Foundations of American Government, introduces students to both the origins of American government and the government as it exists today. The unit analyzes the purposes and major forms of government and the concepts behind American democracy. It will further describe the basic principles on which the Constitution was built and show the division of power between the National government and the States. The unit ends with exploration into how the Constitution encourages cooperation between and among the States.

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
Ten 77-minute class periods	Literacy.RH.9-10.4 Literacy.RH.9-10.1 Literacy.RH.9-10.2	<ol style="list-style-type: none"> 1. Why is government necessary? 2. How do political and economic systems interact to meet the needs of the citizenry? 3. Why were the Framers of the Constitution careful to limit the powers of the federal government? 4. How does federalism shape the American political system? 5. Is the federal system the best way to govern the United States? 	Note-taking strategies Vocabulary Close reading Document based-question protocol Geography skills	Citizenship test (baseline) Test Chapter 1 Quiz: Constitutional Principles Quiz :Federalism Test Chapter 4 SLO formative assessment	Magruder’s American Government text U.S. Citizenship Test https://www.uscis.gov/citizenship Excerpts of United States Constitution

Subject/Course Title: Modern American Government

Unit Title: Political Behavior: Government By the People

Unit Overview

Unit 2 introduces students to the role American citizens play in their government. The unit examines the nature, function, and evolution of the American two-party political system, as well as the effect of minor parties on elections. A history of voting rights in the United States is explored, as well as the role of public opinion in politics and the effects of mass media on voter behavior.

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
Ten 77-minute class periods	Literacy.RH.9-10.6 Literacy.RH.9-10.9 Literacy.WHST.9-10.7 Literacy.WHST.9-10.8 Literacy.WHST.9-10.9	<ol style="list-style-type: none">1. What does it mean to be a liberal or a conservative?2. What role do Democrats, Republicans and third parties play in the American system of government?3. Does the two-party system help or harm democracy?4. How do political parties both shape and reflect political, economic, and social interests?5. In what ways does the American political system provide for choice and opportunities for participation?	Close reading Vocabulary Cornell notes On-line surveys Research skills Project creation Time management Grouping	Chapter 5 Guided Reading sections 1 and 2 Quiz Political Party Brochure Candidate profile Exit tickets/debrief questions DBQ “Am I Going To Vote” inquiry Mock election (when appropriate)	Cornell note template Magruder’s American Government text Computer Lab time http://www.pbs.org/newshour/spc/vote2012/quiz/ http://www.isidewith.com/ http://www.society.com/us2016/default/en http://www.usatoday.com/pages/interactives/candidate-match-game/ http://www.cnn.com/interactive/2016/politics/election-candidate-matchmaker/ https://votesmart.org/voteeasy/

Subject/Course Title: Modern American Government**Unit Title: The Branches of American Government****Unit Overview**

Unit Three introduces students to the basic structures of the legislative, executive, and judicial branches of the federal government. Students will recognize the relationship between the individual branches and the effect each branch has on the development of a just society.

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
Seven 77-minute class periods	Literacy.RH.9-10.4 Literacy.RH.9-10.6 Literacy.RH.9-10.8 Literacy.WHST.9-10.2a Literacy.WHST.9-10.6 Literacy.WHST.9-10.7	<ol style="list-style-type: none"> 1. What makes a good President? 2. Does the current electoral process result in the best candidates for President? 3. What is the nature and extent of executive power? 4. How much power should the President have? 5. Is the bureaucracy essential to good government? 	Note-taking Close reading Vocabulary Critical thinking Evaluation Computer skills Research Argument Oral presentation	Quiz Guided read homework Project creation Quick write/exit debrief	Computers Text Presidential selection cards https://www.icivics.org/curriculum/executive-branch
Three 77-minute class periods	Literacy.WHST.9-10.7 Literacy.WHST.9-10.2b Literacy.WHST.9-10.9	<ol style="list-style-type: none"> 1. How is Congress organized? 2. Whose views should members of Congress represent when voting? 3. What should be the limits on the powers of Congress? 	Close notes Analysis of demographics Assess	Guided questions	Text Demographics of current Congress
Six 77-minute class periods	Literacy.RH.9-10.2 Literacy.RH.9-10.6 Literacy.RH.9-10.7 Literacy.RH.9-10.9 Literacy.WHST.9-10.2b Literacy.WHST.9-10.2f Literacy.WHST.9-10.4	<ol style="list-style-type: none"> 1. What should be the role of the judicial branch? 2. How does the nation's judicial system reflect the concept of federalism?(Death penalty) 3. What checks and balances relate to the judicial branch? 4. What role does the death penalty play in a just society? 	Note-taking Analysis of Supreme Court demographics Debate Research Analysis of death penalty sources and statistics	Debate Op-Ed piece Film reflection questions	Chart on structure of court with competing roles (judicial activism vs judicial restraint) Text <i>Dead Man Walking</i> film <i>The Death Penalty</i> unit from www.deathpenalty.org

Subject/Course Title: Modern American Government

Unit Title: The Bill of Rights

Unit Overview

Unit Four introduces students to the limits placed on government and the rights bestowed to *all in America (subject to change?*).

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
Five 77-minute class periods	Literacy.RH.9-10.1 Literacy.WHST.9-10.1	<ol style="list-style-type: none">1. Is the Bill of Rights designed to limit the powers of government or advance the rights of the people?2. How does the judiciary balance individual rights with the common good?3. How have Supreme Court decisions emphasized that rights may be relative?	Guided reading Close reading Direct teaching video	Application of rights to real life scenarios DBQ Class discussion	Original text of Bill of Rights https://www.archives.gov/founding-docs/bill-of-rights-transcript Video on 5th amendment application DBQs from Bill of Rights Institute: Tinker v. Des Moines, Hazelwood v. Kuhlmeier, Miranda v. Arizona, Pottawatomie v. Earls, Texas v. Johnson EXAM