

Subject: Social Studies

Grade: 9 American Government

Hallsville R-IV High School

American Government

[Rationale](#) | [Course Description](#)

Curriculum Strands

- **Civic-Political/Government**
 - [Constitutional Democracy](#)
 - [Principles and Processes of Governance Systems](#)

Rationale:

Students need to be informed and have a general understanding of our system and other systems of government. Students need to be able to apply the information and understanding they acquire into actions that contribute to society as productive citizens.

Course Description:

Grade 11-12, 1/2 unit

Students need to be informed and have a general understanding of our system and other systems of government. Students need to be able to apply the information and understanding they acquire into actions that contribute to society as productive citizens.

Concept: Government

[top](#)

Topic Objective:
1. All students will demonstrate proficiency in the principles expressed in the documents shaping constitutional democracy in the United States.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>1A. Apply the following concepts to historical and contemporary issues:</p> <ul style="list-style-type: none"> * Checks and balance * Separation of powers * Federalism * Representation * Popular sovereignty * due process of law * Judicial review <p>1B. Determine the civic responsibilities of an individual.</p> <p>1C. Identify and give examples of democracies and republics.</p> <p>1D. Assess the changing roles of government:</p> <ul style="list-style-type: none"> * Philosophy * Limits * Duties <p>1E. Describe the historical foundations of the U.S. government system.</p>		SS 1			<p>1A-G Textbook:</p> <p>1A-G Worksheet:</p> <p>1A-G Study Guide:</p> <p>1A-G Prep Quiz:</p> <p>1A-G Review Activities: Games, crossword puzzles, etc.</p> <p>1F Supreme Court Case Discussions:</p> <p>1G Political Cartoons: Current and historical.</p>	<p>1A-G Objective Exams:</p> <p>1A-G U.S. Constitution Exam:</p> <p>1A-G Missouri Constitution Exam:</p> <p>1F, G Subjective Analysis:</p> <ul style="list-style-type: none"> * Supreme Court worksheets with case analysis questions * Political Cartoon questions that teach the students how to interpret meaning.

Subject: Social Studies

Grade: 9 American Government

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>1F. Examine the relevance and connection of constitutional principles in the following documents: * Mayflower Compact * Declaration of Independence * Articles of Confederation * U.S. Constitution * Federalist Papers * Amendments to constitution, emphasizing Bill of Rights * Key Supreme Court decisions (e.g., Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Board of education of Topeka)</p> <p>1G. Evaluate the roles and influences of political parties and interest groups.</p>						
<p>Resources:</p> <p>"Government in America" Richard J. Hardy (McDougal Littell/Houghton Mifflin, 1996 "U.S. Constitution" Scott Foresman & Co., 1985 "Missouri Studies: Government & Constitution" Daryl Stacy and Dr. James Gimes, 1989 "Boone County Plat Book" 1996</p>				<p>Instructional Methods:</p>		

Subject: Social Studies

Grade: 9 American Government

Enrichment/ Special Needs:

+Key to Integrated Skills

DS = Disability Equity
C = Character Education
E = Gender Equity
D = Cultural Diversity

R = Research Skills
W = Workplace Skills
T = Technology Skills

Concept: Government

[top](#)

Topic Objective:
2. All students will demonstrate proficiency in the foundation in the principles and processes of governance systems.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>2A. Describe the purposes and structure of laws and government (with emphasis on federal and state government).</p> <p>2B. Compare and contrast government systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact.</p> <p>2C. Explain the importance of the following principles of government: * Limited government * Majority rule and minority rights * Constitution and civil rights * Checks and balances * Merits of the above principles</p>		SS 3			<p>2A- D Debates:</p> <p>Write Propaganda:</p> <p>Research: Electoral votes of states.</p> <p>Write:</p> <p>Bills: * Write bills * Committee discusses bill * Debate bills * Amend bills * Vote on bill (each group/house)</p>	<p>(PE) Project: (Scoring Guide)</p> <p>(PE) Electoral College Project:</p> <p>(PE) Bill To Law Project:</p>

Subject: Social Studies

Grade: 9 American Government

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
2D. Interpret the processes pertaining to: * Selection of political leaders (with an emphasis on presidential and parliamentary systems) * Functions and styles of leadership (including authoritarian, democratic, and laissez faire) * Government systems * How laws and rules are made, enforced, changed and interpreted						

Resources:

Instructional Methods:

Enrichment/ Special Needs:

+Key to Integrated Skills

DS = Disability Equity
 C = Character Education
 E = Gender Equity
 D = Cultural Diversity

R = Research Skills
 W = Workplace Skills
 T = Technology Skills