

# AMERICAN GOVERNMENT

Class Syllabus

Pine City High School

Kyle Allen, M.Ed.

kallen2@isd578.org

## Course Outline

<b>Course Name: American Government 12</b>	<b>Unit: Intro to US Democracy</b>	<b>Pacing: 2-3 Weeks</b>
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### Unit Standards and Support Information

Standards/Benchmarks	Essential Questions
<p>Priority Standard-1: (6) The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.</p> <p>Benchmark(s)</p> <ul style="list-style-type: none"><li>• (2) <u>Explain</u> the purposes, organization, functions and processes of the legislative branch as enumerated in Article I of the United States Constitution.</li><li>• (3) <u>Explain</u> the purposes, organization, functions and processes of the executive branch as enumerated in Article II of the United States Constitution.</li><li>• (4) <u>Explain</u> the purposes, organization, functions and processes of the judicial branch as enumerated in Article III of the United States Constitution.</li></ul>	<ul style="list-style-type: none"><li>• What is the purpose of a Constitution? U.S. Constitution?</li><li>• What are the benefits of a Democracy? Drawbacks?</li><li>• What is the purpose, organization, function and process of the Legislative Branch according to the United States Constitution?</li><li>• What is the purpose, organization, function and process of the Executive Branch according to the United States Constitution?</li><li>• What is the purpose, organization, function and process of the Judicial Branch according to the United States Constitution?</li><li>• What are advantages and disadvantages with each branch?</li><li>• How are the three branches intertwined?</li></ul>
<p>Supporting Standard(s) (3) The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.</p> <p>Benchmark(s)</p> <ul style="list-style-type: none"><li>• (1) <u>Define</u> and <u>provide examples</u> of foundational ideas of American government which are embedded in founding era documents: natural rights philosophy, social contract, civic virtue, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights.</li></ul>	<ul style="list-style-type: none"><li>• Where are examples of foundational ideas of American government embedded in founding era documents?</li></ul>

<p>College and Career Readiness Standard(s): (1) Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Benchmark(s)</p> <ul style="list-style-type: none"> <li>(1) <u>Cite</u> strong and thorough textual evidence to support analysis of what the text says explicitly as well as <u>inferences</u> drawn from the text, including <u>determining</u> where the text leaves matters uncertain.</li> </ul>	
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Essential Vocabulary	Evidence of Learning
<ul style="list-style-type: none"> <li>United States Constitution</li> <li>Amendments</li> <li>Democracy</li> <li>Executive Branch</li> <li>Legislative Branch</li> <li>Judicial Branch</li> <li>Supreme Court</li> <li>Senate</li> <li>House of Representatives</li> <li>Cabinet</li> <li>Bill of Rights</li> <li>Political Philosophy</li> </ul>	

<p><b>Course Name:</b> American Government 12</p>	<p><b>Unit:</b> Fundamental Principles</p>	<p><b>Pacing:</b> 3-4 Weeks</p>
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**Unit Standards and Support Information**

Standards/Benchmarks	Essential Questions
<p>Priority Standard-1: (6) The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.</p> <p>Benchmark(s)</p> <ul style="list-style-type: none"> <li>(1) <u>Explain</u> federalism and the provisions of the United States Constitution which delegate to the federal government the powers necessary to fulfil the purposes for which it was established; <u>distinguish</u> between those powers and the powers retained by the people and the states.</li> <li>(5) <u>Describe</u> the systems of enumerated and</li> </ul>	<ul style="list-style-type: none"> <li>What is federalism and how does it work in our democratic system?</li> <li>What is separation of powers and how does it work in our democratic system?</li> <li>What is checks and balance and how does it work in our democratic system?</li> <li>What is judicial review and how does it work in our democratic system?</li> <li>How does federalism, separation of powers, and checks and balance work with one another and with the three branches?</li> <li>Is judicial review democratic?</li> </ul>

<p>implied powers, separation of powers and checks and balances.</p> <ul style="list-style-type: none"> <li>• (6) <u>Evaluate</u> the importance of an independent judiciary, judicial review and the rule of law.</li> </ul>	
<p>Priority Standard-2: (12) Governments are based on different political philosophies and purposes; governments establish and maintain relationships with varied types of other governments.</p> <p>Benchmark(s)</p> <ul style="list-style-type: none"> <li>• (1) <u>Compare</u> the philosophies, structures and operations of different types of governments in other countries with those in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• How is the United States Democratic system similar to and different from different political entities?</li> </ul>
<p>Priority Standard-3: (2) The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.</p> <p>Benchmark(s)</p> <ul style="list-style-type: none"> <li>• (1) <u>Analyze</u> how constitutionalism preserves fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.</li> <li>• (2) <u>Identify</u> the sources of governmental authority; <u>explain</u> popular sovereignty (consent of the government) as the source of legitimate governmental authority in a representative democracy or republic.</li> </ul>	<ul style="list-style-type: none"> <li>• What is limited government and how does it work in our democratic system?</li> <li>• What is popular sovereignty and how does it work in our democratic system?</li> <li>• How does limited government and popular sovereignty work together and against one another? With the three branches?</li> </ul>
<p>Supporting Standard(s) (3) The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.</p> <p>Benchmark(s)</p> <ul style="list-style-type: none"> <li>• (1) <u>Define and provide examples</u> of foundational ideas of American government which are embedded in founding era documents: natural rights philosophy, social contract, civic virtue, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Where are examples of foundational ideas of American government embedded in founding era documents?</li> </ul>
<p>College and Career Readiness Standard(s): (2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Benchmark(s)</p>	

<ul style="list-style-type: none"> <li>● (1) <u>Determine</u> two or more central ideas of a text and <u>analyze</u> their development over the course of the text, including how they interact and build on one another to provide a complex analysis; <u>provide</u> an objective summary of the text.</li> </ul>	
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Essential Vocabulary	Evidence of Learning
<ul style="list-style-type: none"> <li>● Popular Sovereignty</li> <li>● Checks and Balance</li> <li>● Separation of Powers</li> <li>● Judicial Review</li> <li>● Federalism</li> <li>● Limited Government</li> </ul>	

<b>Course Name:</b> American Government 12	<b>Unit:</b> Individual Rights/Liberties	<b>Pacing:</b> 4-5 Weeks
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**Unit Standards and Support Information**

Standards/Benchmarks	Essential Questions
<p>Priority Standard-1: (2) The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.</p> <p>Benchmark(s)</p> <ul style="list-style-type: none"> <li>● (1) <u>Analyze</u> how constitutionalism preserves fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.</li> </ul>	<ul style="list-style-type: none"> <li>● Why was the Bill of Rights created?</li> <li>● What does the Bill of Rights do for the people of the United States?</li> </ul>
<p>Priority Standard-2: (3) The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.</p> <p>Benchmark(s)</p> <ul style="list-style-type: none"> <li>● (1) <u>Define</u> and provide examples of foundational ideas of American government which are embedded in founding era documents: natural rights philosophy, social contract, civic virtue, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights.</li> </ul>	<ul style="list-style-type: none"> <li>● Where are examples of foundational ideas of American government embedded in founding era documents?</li> </ul>

<p>Priority Standard-3: (4) Individuals in a republic have rights, duties and responsibilities.</p> <p>Benchmark(s)</p> <ul style="list-style-type: none"> <li>• (2) <u>Explain</u> the scope and limits of rights protected by the First and Second Amendments and changes created by legislative action and court interpretations.</li> <li>• (3) <u>Explain</u> the scope and limits of rights of the accused under the Fourth, Fifth, Sixth, and Eighth Amendments and changes created by legislative action and court interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the first 10 amendments of the United States Constitution?</li> <li>• What was the original intent and purpose of the first ten amendments?</li> <li>• How do they impact society today?</li> </ul>
<p>Supporting Standard(s) (4) Individuals in a republic have rights, duties and responsibilities.</p> <p>Benchmarks</p> <ul style="list-style-type: none"> <li>• (1) <u>Analyze</u> the meaning and importance of rights in the United States Constitution and the Bill of Rights and subsequent amendments; <u>compare and contrast</u> these with rights in the Minnesota Constitution.</li> <li>• (4) <u>Explain</u> the current and historical interpretations of the principles of due process and equal protection of the law; <u>analyze</u> the protections provided by the Fourteenth Amendment.</li> </ul>	<ul style="list-style-type: none"> <li>• What are specific rights, duties, and responsibilities that are outlined within the Constitution and Bill of Rights?</li> </ul>
<p>Supporting Standard(s) (7) The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.</p> <p>Benchmarks</p> <ul style="list-style-type: none"> <li>• (1) <u>Describe</u> the purposes, types, and sources of laws and rules.</li> </ul>	<ul style="list-style-type: none"> <li>• What individual rights are explained within the Bill of Rights through the lense of law?</li> <li>• How does the Bill of Rights protect the ideals of general welfare?</li> </ul>
<p>College and Career Readiness Standard(s): (4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Benchmark(s)</p> <ul style="list-style-type: none"> <li>• (1) <u>Determine</u> the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <u>analyze</u> how an author uses and refines the meaning of a key term or terms over the course of the text.</li> </ul>	

Essential Vocabulary	Evidence of Learning
<ul style="list-style-type: none"> <li>• First Amendment <ul style="list-style-type: none"> <li>○ Freedom of Speech, Assembly,</li> </ul> </li> </ul>	

<p style="text-align: center;"><b>Religion, Press and Petition</b></p> <ul style="list-style-type: none"> <li>● <b>Second Amendment</b> <ul style="list-style-type: none"> <li>○ Right to bear arms</li> </ul> </li> <li>● <b>Third Amendment</b> <ul style="list-style-type: none"> <li>○ Quartering Soldiers</li> </ul> </li> <li>● <b>Fourth Amendment</b> <ul style="list-style-type: none"> <li>○ Search and Seizure</li> <li>○ Probable Cause</li> </ul> </li> <li>● <b>Fifth Amendment</b> <ul style="list-style-type: none"> <li>○ Self Incrimination</li> <li>○ Double Jeopardy</li> <li>○ Accused</li> </ul> </li> <li>● <b>Sixth Amendment</b> <ul style="list-style-type: none"> <li>○ Civil</li> </ul> </li> <li>● <b>Seventh Amendment</b> <ul style="list-style-type: none"> <li>○ Criminal</li> </ul> </li> <li>● <b>Eighth Amendment</b> <ul style="list-style-type: none"> <li>○ Cruel and Unusual Punishment</li> </ul> </li> <li>● <b>Ninth Amendment</b> <ul style="list-style-type: none"> <li>○ Umbrella</li> </ul> </li> <li>● <b>Tenth Amendment</b> <ul style="list-style-type: none"> <li>○ States Rights</li> </ul> </li> </ul>	
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<b>Course Name:</b> American Government 12	<b>Unit:</b> Citizenship/Civic Participation	<b>Pacing:</b> 3-4 Weeks
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**Unit Standards and Support Information**

Standards/Benchmarks	Essential Questions
<p>Priority Standard-1: (1) Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.</p> <p>Benchmark(s)</p> <ul style="list-style-type: none"> <li>● (2) <u>Demonstrate</u> the skills necessary to participate in the election process, including registering to vote, <u>identifying and evaluating</u> candidates and issues, and <u>casting</u> a ballot.</li> </ul>	<ul style="list-style-type: none"> <li>● How do you register to vote?</li> <li>● How do you cast a ballot?</li> <li>● What are the different political parties? Which do you align yourself with? Why?</li> </ul>
<p>Priority Standard-2: (3) The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.</p> <p>Benchmark(s)</p> <ul style="list-style-type: none"> <li>● (2) <u>Analyze</u> how the following tools of civic</li> </ul>	<ul style="list-style-type: none"> <li>● How does civil disobedience, initiative, referendum and recall influence the American political system?</li> </ul>

<p>engagement are used to influence the American political system: civil disobedience, initiative, referendum and recall.</p>	
<p>Priority Standard-3: (4) Individuals in a republic have rights, duties and responsibilities. Benchmark(s)</p> <ul style="list-style-type: none"> <li>(5) <u>Explain</u> the responsibilities and duties for all individuals (citizens and non-citizens) in a republic.</li> </ul>	<ul style="list-style-type: none"> <li>What are the responsibilities and duties for individuals in America?</li> </ul>
<p>Priority Standard-4: (5) Citizenship and its rights and duties are established by law. Benchmark(s)</p> <ul style="list-style-type: none"> <li>(1) <u>Define</u> the legal meaning of citizenship in the United States, describe the process and requirements for citizenship, and <u>explain</u> the duties of citizenship including service in court proceedings (jury duty) and selective service registration (males).</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to be a citizen in the United States?</li> <li>How would someone become a citizen in the United States?</li> <li>What is jury duty?</li> <li>How do you register for selective service?</li> </ul>
<p>Priority Standard-5: (8) Public policy is shaped by governmental and non-governmental institutions and political processes. Benchmark(s)</p> <ul style="list-style-type: none"> <li>(1) <u>Evaluate</u> the impact of political parties on elections and public policy formation.</li> </ul>	<ul style="list-style-type: none"> <li>What are the different political parties? Which do you align yourself with? Why?</li> </ul>
<p>Priority Standard-6: (9) Free and fair elections are key elements of the United States political system. Benchmark(s)</p> <ul style="list-style-type: none"> <li>(1) <u>Analyze</u> how the United States political system is shaped by elections and the election process, including the caucus system and procedures involved in <u>voting</u>.</li> </ul>	<ul style="list-style-type: none"> <li>How have past elections/politicians affected today's society?</li> </ul>
<p>Supporting Standard(s) (3) The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights. Benchmarks</p> <ul style="list-style-type: none"> <li>(3) <u>Analyze</u> the tensions between the government's dual role of protecting individual rights and promoting the general welfare, the struggle between majority rule and minority rights, and the conflict between diversity and unity.</li> </ul>	<ul style="list-style-type: none"> <li>Does the United States government uphold the promises that are given? How and how not?</li> <li>Does the United States government represent everyone?</li> </ul>
<p>Supporting Standard(s) (8) Public policy is shaped by governmental and non-governmental institutions and political processes.</p>	<ul style="list-style-type: none"> <li>What types of entities have a role and influence our politicians and political system?</li> </ul>

<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>● (2) <u>Evaluate</u> the role of interest groups, corporate, think tanks, the media and public opinion on the political process and public policy formations.</li> </ul>	
<p><b>College and Career Readiness Standard(s):</b> (1) Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>Benchmark(s)</b></p> <ul style="list-style-type: none"> <li>● (1) <u>Cite</u> strong and thorough textual evidence to support analysis of what to the text says explicitly as well as <u>inferences</u> drawn from the text, including <u>determining</u> where the text leaves matters uncertain.</li> </ul>	

Essential Vocabulary	Evidence of Learning
<ul style="list-style-type: none"> <li>● Political Parties</li> <li>● Citizenship</li> <li>● Civic Duty</li> <li>● Selective Service</li> <li>● Conservative</li> <li>● Liberal</li> <li>● Electoral College</li> <li>● Register to Vote</li> <li>● Jury Duty</li> </ul>	

<p><b>Course Name:</b> American Government 12</p>	<p><b>Unit:</b> Current Topics of American Government</p>	<p><b>Pacing:</b> 4-5 Weeks</p>
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### Unit Standards and Support Information

Standards/Benchmarks	Essential Questions
<p><b>Priority Standard-1:</b> (1) Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.</p> <p><b>Benchmark(s)</b></p> <ul style="list-style-type: none"> <li>● (1) <u>Demonstrate</u> skills that enable people to monitor and influence state, local and national affairs.</li> <li>● (3) <u>Evaluate</u> sources of information and various forms of political persuasion for validity, accuracy,</li> </ul>	<ul style="list-style-type: none"> <li>● What are issues that currently face our society and government?</li> <li>● How do research a topic?</li> <li>● How do search for validity, accuracy, ideology, emotional appeals, bias and prejudice?</li> <li>● How would you solve a current problem facing our society and government?</li> </ul>



<p>ideology, emotional appeals, bias and prejudice.</p> <ul style="list-style-type: none"> <li>• (4) <u>Examine</u> a public policy issue by defining the problem, <u>developing</u> alternative courses of action, <u>evaluating</u> the consequences of each alternative, <u>selecting</u> a course of action, and <u>designing</u> a plan to implement the action and resolve the problem.</li> </ul>	
<p>College and Career Readiness Standard(s): (3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Benchmark(s)</p> <ul style="list-style-type: none"> <li>• (1) <u>Analyze</u> the impact of the author’s choices regarding how to develop and relate elements of the story or drama.</li> </ul>	

Essential Vocabulary	Evidence of Learning
<ul style="list-style-type: none"> <li>• Validity</li> <li>• Accuracy</li> <li>• Bias</li> <li>• Prejudice</li> <li>• Propaganda</li> <li>• Mass Media</li> <li>• Ideology</li> </ul>	

**Minnesota State Standards**

The Minnesota State Standards for Social Studies can be found at the following Web Address:

<http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/>

**CHAMPS**

Classroom Management

**Conversation+Help+Activity+Movement+Participation=Success**

**Activity: Warm-ups**

**C**ONVERSATION

**When directed in groups**

**H**ELP

**Raise your hand**

**A**CTIVITY

**Warm-up activity**

**M**OVEMENT

Turn in assignments/preparation for class

**P**ARTICIPATION

Student will complete warm-up activity in the allotted time

**S**UCCESS

Student has successfully finished activity and patiently waits for directions

Activity: Independent Work/Lecture

**C**ONVERSATION

None

**H**ELP

Raise your hand

**A**CTIVITY

Finish assigned work and/or activity

**M**OVEMENT

None

**P**ARTICIPATION

Teacher will check for understanding, student will focus on their assignment or activity

**S**UCCESS

Student has successfully finished activity or assignment

Activity: Cooperative Learning

**C**ONVERSATION

On topic, in groups

**H**ELP

Raise your hand

**A**CTIVITY

Collaborative group activity/project

<b>M</b> OVEMENT	As needed to complete
<b>P</b> ARTICIPATION	Students share the workload to finish assigned activity/project
<b>S</b> UCCESS	Students has successfully finished activity/project

**Activity: Testing (Teacher directed ONLY)**

<b>C</b> ONVERSATION	None
<b>H</b> ELP	Raise your hand
<b>A</b> CTIVITY	Test/Essay
<b>M</b> OVEMENT	None
<b>P</b> ARTICIPATION	Student completes given assessment
<b>S</b> UCCESS	Student has successfully finished assessment

**Expectations**

Students are expected to:

- Be respectful and courteous to each other, themselves, the teacher, and the school.
- Give and show positive effort in their work, habits, and attitudes.
- Listen and follow directions and not disturb the learning of others.

When the Expectations Policy is broken the line of consequences will be as follows:

- 1—Non-Verbal Warning
- 2—Verbal Warning
- 3—Student is sent to hallway and will wait to talk to teacher individually
- 4—Student is removed from classroom and parents/guardians will be contacted

If the Expectations Policy is continually broken, a meeting will be set up with student, parents, and teacher to find a better success play for student.

### **Group Work**

Learning is social; at times it requires interaction, discussion, partnership, and collaboration. There will be several instances throughout the course that students will be expected to complete, present, and/or work on course work with other members of the class. Groups will be either picked by the instructor, randomly, or by the students. Members of a group may or may not receive the same grade based on their work.

### **Technology Use**

As a member of a 1:1 program, it is your responsibility to bring your device to class each day charged and ready for use. Failure to do so will result in your being sent to the Media Center to receive a violation. If your device is in need of charging it will be kept and charged for the remainder of the class hour or until it reaches 50%. It is your responsibility to pick it up between classes. Loaner devices are available only for devices that are mailed in for repair.

Technology will be used throughout this course in several different entities including but not limited to computers, laptops, tablets, and cellphones. It is the expectation that these devices are being used for education/class related needs. Examples of non-education/class related technology use includes but is not limited to social media, music, games, and inappropriate websites/images. Students who choose to use technology inappropriately can result in consequences ranging from a warning, to a detention, to loss of privilege to use technology. All students will be required to sign and agree to a classroom technology user agreement form to use technology. Please see the classroom technology user agreement form for more information.

### **Classroom Grading Scale**

Attitude, effort, and determination are all characteristics that an individual can and should choose to exercise in this class. If these are utilized in class, success will come. Every student has the right to choose to either succeed or fail.

A—90-100%

B—80-89%

C—70-79%

D—60-69%

F—59-0%

$(\text{Quarter 1} + \text{Quarter 2}) / 2 = \text{Semester Grade}$

50%--Daily Work, Homework, and Participation

50%--Tests/Essays/Projects

A portion of classroom work will be self-evaluated and then be graded by the instructor to ensure credibility. Self-evaluation is an important part of both the maturation process as well as the ability to look at oneself in a non-biased fashion and know/understand what has/has not been accomplished.

### **Late Work/Makeup Work**

To help ensure that all students have as many opportunities to succeed as possible, the following

provisions will be administered in this course:

**Late Work**—Any assignment turned in after the due date/time is considered late unless previous arrangements were made between teacher and student. Students may turn in late work for 50% credit until the end of each correlated quarter.

**Make-Up Work**—Most assignments, tests, quizzes, essays, and practice work can be made up as many times as the student would like as long as it is turned in on time and completed. A maximum of a 70% can be received on make-up work.

### **Materials**

1. Magruder's American government. McClenaghan, William A., 2001
2. The possibility of clips, scenes, portions, and/or entireties of the following motion pictures, books, and/or TV Shows: V for Vendetta, A Few Good Men, 1984, Animal Farm, 12 Angry Men, Law and Order, Crash, and/or The West Wing
3. Teacher generated handouts, transparencies, worksheets, and activities
4. Various online resources including YouTube
5. Segments from a variety of government related videotapes, documentaries, and motion pictures which are available for viewing from the instructor at any time (beyond what is listed above)

\*Parents/Students—If you have any questions regarding any materials or subjects covered in this class please contact the teacher to set up a meeting to discuss curriculum or use alternative assignments.