

12th grade Social Studies Curriculum: Government

Unit 1: Foundations and Philosophy of Government (Ch. 1-4)

3 weeks

SS12:1, SS12:2, SS12:4, SS12:7, SS12:8

Essential Biblical Worldview Questions

1. How do you think God looks at government?
2. With respect to government what difference does a Christian worldview make?
3. What assumptions about humanity lie behind the idea of government?
4. How are the ideas of the philosophers in harmony/opposition with a biblical view of humanity and morality?
5. What rights and responsibilities do people have with respect to government?
6. How does American Government relate to the biblical idea of freedom?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Explain the biblical foundations of government</li> <li>• Identify aspects of government throughout history</li> <li>• Explain the government philosophy of Aristotle, Hobbes, Locke and Machiavelli</li> <li>• Read and Analyze Locke's 2<sup>nd</sup> Treatise on Government</li> <li>• Define terms from chapter 3 on types of Government</li> <li>• Current Events</li> <li>• Analyze the biblical overtones of Locke's treatise</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power Point</li> <li>• In Class Reading and Analysis</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Press: <i>American Govern.</i> p. 1-63 (selected portions) (Ch. 1-4)</li> <li>• Discovery Video – <i>Great Books: The Prince</i></li> <li>• Locke's 2<sup>nd</sup> Treatise on Government Parts</li> <li>• Teacher Designed Power Point: <i>Foundations of Government and Philosophy of Government</i></li> </ul>	<ul style="list-style-type: none"> <li>• Class Participation and Discussion</li> <li>• Ch. 3 Outline</li> <li>• Ch. 4 Outline</li> <li>• Teacher written Test</li> </ul>

Unit 2: Campaigning (Ch. 8-9)  
 5 weeks  
 SS12:1, SS12:2, SS12:4, SS12:7, SS12:8

Biblical Worldview Essential Questions

1. How does Christian faith relate to politics? How does politics affect the Christian faith?
2. What special challenges are there for Christians in respect to politics? How can they be addressed
3. What rights/responsibilities do people have in regards to politics?
4. What are biblically acceptable goals or objectives for politics
5. What does politics have to do with “world-changing” or “culture-making?”

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Develop a Campaign</li> <li>• Analyze the difficulty in running a campaign</li> <li>• Analyze Campaign advertising</li> <li>• Analyze and explain the use of polling</li> <li>• Describe the political party system</li> <li>• Work on a campaign and gain an understanding of what goes into political activity</li> <li>• Current Events</li> <li>• Discuss the limits of a Christian in a campaign setting</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group campaign project (students will work in groups to design and run a political campaign)</li> <li>• Video analysis</li> <li>• Current Events</li> <li>• Paper comparing two candidates for office in the State</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Press: <i>American Government</i> p. 161-202 (CH.8-9)</li> <li>• Power Point</li> <li>• Campaign commercials</li> <li>• Candidate websites</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Campaign Project (student must produce a variety of materials ranging from a campaign platform to commercials and advertisements)</li> <li>• Class Discussion</li> <li>• Candidate Paper</li> <li>• Current Event</li> <li>• Ch. 7 Outline</li> <li>• Ch. 8 Outline</li> </ul>

Unit 3: The Constitution and Federalism (Ch. 5-7)  
 4.5 weeks  
 SS12:2, SS12:3, SS12:4, SS12:5, SS12:7, SS12:8

Biblical Worldview Essential Questions

1. What in God’s word relates directly or indirectly to the ideas of the American founding
2. What assumptions about humanity lie behind the ideas of the American Founding
3. What rights/responsibilities are a part of the American founding
4. How does the American founding relate to a biblical idea of freedom

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Identify and explain key components of the Articles of Confederation</li> <li>• Explain arguments at the Constitutional Convention</li> <li>• Identify and reproduce the major points of the Constitution</li> <li>• Articulate the ideas found in the Preamble and First Amendment</li> <li>• Explain the concept of Federalism</li> <li>• Explain the founders ideas on the Constitution</li> <li>• Analyze Madison and Hamilton’s reasoning behind the federal system found in the Constitution</li> <li>• Current Events</li> <li>• Explain the Founder’s understanding of human nature and its impact on the role of government</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power Points</li> <li>• Memorize the Preamble and 1<sup>st</sup> Amendment</li> <li>• Class reading and discussion of the Federalist Papers</li> <li>• Answer textbook questions on the Constitution</li> <li>• Discussion of historical aspects of the time period</li> <li>• Reading and discussing the Articles of Confederation</li> <li>• Paper comparing the views of the Federalists and the Anti-federalists</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Press: <i>American Government</i> p. 66-157 (CH.5-7) Selected Portions</li> <li>• <i>Federalist Papers: 1, 9, 10, 51</i></li> <li>• Just the Facts</li> <li>Video: <i>The Constitution</i></li> </ul>	<ul style="list-style-type: none"> <li>• Participation in class discussions</li> <li>• Teacher made test</li> <li>• Federalist Paper paragraphs</li> <li>• Comparison paper</li> <li>• Current Events</li> <li>• Ch. 5 Outline</li> <li>• Ch. 6 All section review questions on p.106-138</li> <li>• Ch. 7 Outline</li> </ul>

Unit 4: The Legislative Branch (Ch. 11-12)

3 weeks

SS12:1, SS12:2, SS12:3, SS12:4, SS12:5, SS12:7, SS12:8

Biblical Worldview Essential Questions

1. How can the study of the legislative branch benefit humanity?
2. What special challenges are there for Christians with respect to the legislative branch? How should they be addressed?
3. What are acceptable goals and objectives for the legislative branch?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Identify the powers of the House and Senate</li> <li>• Recite the Constitutional qualifications to serve in the House or Senate</li> <li>• Explain the structure, purpose and function of the House of Representatives</li> <li>• Explain the structure, purpose and function of the Senate</li> <li>• Identify the steps that a Bill takes to become a law</li> <li>• Identify key positions held by members of Congress (and who currently holds them)</li> <li>• Recite the current Virginia members of Congress</li> <li>• Analyze the founders view and purpose of Congress</li> <li>• Compare the original design of the Senate to its current status</li> <li>• Explain some of the history of the Legislative Branch</li> <li>• Current Events</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power point</li> <li>• Discussion (Federalist Papers)</li> <li>• Video worksheets</li> <li>• Current Events</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Press: <i>American Government</i> p. 242-277 (CH.11-12)</li> <li>• <i>Federalist Papers: 52,53,55-57, 62-63</i></li> <li>• PBS Video – <i>Ken Burns: The Congress</i></li> <li>• Just the Facts: <i>Legislative Branch</i></li> <li>• <i>Mr. Smith Goes to Washington</i></li> <li>• Congressional Websites</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made test</li> <li>• Federalist paper Paragraphs</li> <li>• Current Events</li> <li>• Video Worksheets</li> <li>• Ch. 11 Outline</li> <li>• Ch. 12 Outline</li> </ul>

Unit 5: The Executive Branch (Ch. 13-14)

2 ½ weeks

SS12:2, SS12:4, SS12:5, SS12:7, SS12:8

Biblical Worldview Essential Questions

1. How can the study of the legislative branch benefit humanity?
2. What special challenges are there for Christians with respect to the executive branch? How should they be addressed?
3. What are acceptable goals and objectives for the executive branch?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• List all 15 cabinet positions</li> <li>• Identify top 5 members of the cabinet</li> <li>• List the powers of the President</li> <li>• List the Constitutional qualifications to be President of the United States</li> <li>• Explain the Electoral College and its purpose</li> <li>• Analyze the Founders view of the presidency</li> <li>• Explain the Founders arguments for the design of the Executive Branch</li> <li>• Explain the arguments against Executive branch as designed by the Constitution and Madison &amp; Hamilton’s response</li> <li>• Write a paper on the life and presidency of a President of the United States</li> <li>• Current Events</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power Point</li> <li>• Class Discussion (Federalist Papers)</li> <li>• Current Events</li> <li>• Research Paper</li> <li>• Video Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Press: <i>American Government</i> p. 280-331 (CH.13-14)</li> <li>• <i>Federalist Papers: 67-71</i></li> <li>• Just the Facts: <i>Executive Branch</i></li> <li>• White House Website</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made test</li> <li>• Federalist paper Paragraphs</li> <li>• Current Events</li> <li>• Video Worksheets</li> <li>• Ch. 13 Outline</li> <li>• Ch. 14 Outline</li> <li>• Research Paper</li> </ul>

Unit 6: Public Policy (Ch. 15-16)  
 3 weeks  
 SS12:1, SS12:2, SS12:4, SS12:7, SS12:8

Essential Biblical Worldview Questions

1. What does God say in His word that relates directly/indirectly to your policy
2. How should a Christian view public policy
3. How does/should the Bible affect the application/implementation of public policy

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Analyze foreign and domestic policy</li> <li>• Construct a policy (bill proposal) on an issue of importance to them</li> <li>• Analyze the chain reaction of policy decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Project Presentation (students must design and write a policy proposal based on a variety of teacher established criteria and then give that presentation to the class)</li> <li>• Video Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Press: <i>American Government</i> p. 332-381 (Ch. 15-16)</li> <li>• ABC Video - <i>The Path to 9/11</i></li> <li>• Current Newspaper and Magazine Articles</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made Project Rubric (students are assessed on the content, clarity and comprehensive nature of their proposals as well as their speaking ability and professional appearance)</li> <li>• Current Events</li> <li>• Teacher Made Large Quiz</li> <li>• Ch. 15 Outline</li> <li>• Ch. 16 Outline</li> </ul>

Unit 7: The Judicial Branch (Ch. 17)  
 2 weeks  
 SS12:1, SS12:2, SS12:4, SS12:7, SS12:8

Biblical Worldview Essential Questions

1. How can the study of the legislative branch benefit humanity?
2. What special challenges are there for Christians with respect to the judicial branch? How should they be addressed?
3. What are acceptable goals and objectives for the judicials branch?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Explain the United States Judicial System</li> <li>• Identify key terms</li> <li>• Explain the Founders theory on the role of the Supreme Court</li> <li>• Analyze the history and progression of judicial power</li> <li>• Explain the concept of Judicial review</li> <li>• Explain the importance of <i>Marbury v. Madison</i></li> <li>• Analyze landmark Supreme Court decisions and their importance to both the balance of power and their impact on American life</li> <li>• Explain the ideological divide surrounding judicial issues today (Originalist v. Living Constitution)</li> <li>• Present their analysis of a key case to the class</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and Power Point</li> <li>• Class Discussion (key points of the landmark cases &amp; Federalist papers)</li> <li>• Presentation</li> <li>• Video worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Press: <i>American Government</i> p. 384-403 (Ch. 17)</li> <li>• Thomson Publishing: <i>American Constitutional Law Volumes I &amp; II</i></li> <li>• <i>Federalist Papers: 78</i></li> <li>• Just the Facts: <i>Judicial Branch</i></li> <li>• Supreme Court Video</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made Qz. on Supreme Court Cases</li> <li>• Federalist paper Paragraphs</li> <li>• Current Events</li> <li>• Video</li> <li>Worksheets</li> <li>• Ch. 17 Outline</li> <li>• Research Paper</li> <li>• Presentation</li> </ul>

Unit 8: Basic Economic Principles  
 2 weeks  
 SS12:1, SS12:2, SS12:6, SS12:7, SS12:8

Biblical Worldview Essential Questions

1. What does God have to say in His Word directly/indirectly about economics?
2. How can the study of the economics benefit humanity?
3. What special challenges are there for Christians with respect to economics? How should they be addressed?
4. How does biblical teaching about poverty/wealth relate to economics?
5. What responsibilities to God does economics involve?
6. What are biblically acceptable goals for economics?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Explain basic theories of economics</li> <li>• Compare and Contrast different economic theories</li> <li>• Explain supply and demand</li> <li>• Create supply and demand charts</li> <li>• Explain basic market systems</li> <li>• Explain the meaning of basic economic terms and their purposes in the economy at large</li> <li>• Use basic economic mathematical functions</li> <li>• Analyze the free-market system in comparison to socialist and communist systems</li> <li>• Analyze biblical standards for money and its use and which system best aligns with those principles</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power Point</li> <li>• Class Discussion</li> <li>• Teacher modeled problems</li> <li>• Online economic games</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher designed power point</li> <li>• Dr. Douglas Walker's lecture notes Regent University 2006 (used with permission)</li> <li>• Online stock market games (time depending)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made test</li> <li>• Class discussion</li> </ul>