

12th grade Social Studies Curriculum: Honors Government

Unit 1: Introduction and Plato

2 ½ weeks

SS12H:1, SS12H:2, SS12H:4, SS12H:7, SS12H:8

Biblical Worldview Essential Questions

1. What has God said in his word that relates directly or indirectly to Plato?
2. What about Plato's Republic is in harmony/ opposition to a biblical view of God
3. How can the study of Plato benefit humanity? How does it relate to building a healthy family/city?
4. What about Plato's Republic is in harmony/opposition with a biblical view or morality?
5. What might happen if Plato's republic is carried to its logical conclusions?

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<b>The students will</b> <ul style="list-style-type: none"><li>• define justice as portrayed by Plato</li><li>• Explain the building of the city as a metaphor for justice</li><li>• Analyze the concepts put forth in Plato's <i>Republic</i> opposite biblical morality</li><li>• Analyze Plato's utopian system</li><li>• Identify the social structure of the perfect <i>Republic</i> and the roles of each class</li></ul>	<ul style="list-style-type: none"><li>• Socratic method of reading and discussion</li></ul>	<ul style="list-style-type: none"><li>• Textbook: Oxford University Press – <i>Political Philosophy: The Essential Texts</i> p. 1-128</li></ul>	<ul style="list-style-type: none"><li>• Reading Quizzes</li><li>• Reading Summaries</li><li>• Paper (this is instead of a test and the topic varies based on the exact discussions that take place in class)</li><li>• Participation in Class discussion</li></ul>

Unit 2: Aristotle's Politics  
 2 weeks  
 12:1, 12:2, 12:4, 12:7, 12:8

Biblical Worldview Essential Questions

1. What has God said in his word that relates directly or indirectly to Aristotle?
2. What about Aristotle's politics is in harmony/ opposition to a biblical view of God?
3. How can the study of Aristotle benefit humanity? How does it relate to building a healthy family/city?
4. What assumptions about humanity lie behind Aristotle's theory?

Objectives	Methods	Resources	Assessment
<b>The Students Will</b> <ul style="list-style-type: none"> <li>• Define the Polis</li> <li>• Explain man's relationship to politics</li> <li>• Explain politics as seen by Aristotle</li> <li>• Analyze Aristotle's theory on the nature of man</li> <li>• Explain the different types of government</li> <li>• Compare Aristotle's views to those of his teacher Plato</li> </ul>	<ul style="list-style-type: none"> <li>• Socratic method of reading and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Oxford University Press – <i>Political Philosophy: The Essential Texts</i> p. 129-168</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Quizzes</li> <li>• Reading Summaries</li> <li>• Paper (this is instead of a test and the topic varies based on the exact discussions that take place in class)</li> <li>Participation in Class discussion</li> </ul>

Unit 3: Aquinas and Augustine (Optional)  
 2 weeks  
 SS12H:2, SS12H:3, SS12H:4, SS12H:5, SS12H:7, SS12H:8

Biblical Worldview Essential Questions

1. What has God said in his word that relates directly or indirectly to Aquinas/Augustine ?
2. What respect does a Christian worldview make in respect to government?
3. What about Augustine/Aquinas is in harmony/ opposition to a biblical view of God.
4. How does the biblical narrative of “creation, fall, redemption, restoration” relate to Augustine/Aquinas and their views of government?

Objectives	Methods	Resources	Assessment
<p><b>The Student will</b></p> <ul style="list-style-type: none"> <li>• Analyze the theory of both Augustine and Aquinas</li> <li>• Identify what the philosophers each adheres too</li> <li>• Analyze biblical truth in comparison to these works</li> <li>• Analyze the role of the Bible in the writings of these philosophers</li> </ul>	<ul style="list-style-type: none"> <li>• Socratic method of reading and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Oxford University Press – <i>Political Philosophy: The Essential Texts</i> p. 199-184</li> <li>• Augustine’s Politics (selected portions)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Quizzes</li> <li>• Reading Summaries</li> <li>• Paper (this is instead of a test and the topic varies based on the exact discussions that take place in class)</li> <li>• Participation in Class discussion</li> </ul>

Unit 4: Machiavelli

3 weeks

SS12H:1, SS12H:2, SS12H:3, SS12H:4, SS12H:5, SS12H:7, SS12H:8

Biblical Worldview Essential Questions

1. How do you think God looks at Machiavelli's ideas?
2. What has God said in his word that relates directly or indirectly to Machiavelli?
3. What about Machiavelli is in harmony/opposition with a biblical worldview of morality?
4. How can a study of Machiavelli benefit humanity? How does Machiavelli relate to building a healthy city?
5. How is Machiavelli misused or abused?
6. What should Christians think in response to Machiavelli?

Objectives	Methods	Resources	Assessment
<p><b>The Students will</b></p> <ul style="list-style-type: none"> <li>• Analyze Machiavelli's approach to Government</li> <li>• Explain how the Prince should rule</li> <li>• Explain the role of the military</li> <li>• Analyze Machiavelli's proscribed approach for everything from public spending to military action</li> <li>• Explain Machiavelli's theory on power</li> <li>• Analyze Machiavelli's prescriptions in the light of biblical principles</li> <li>• Analyze the conflict between the ethics of realistic politics and biblical principles</li> </ul>	<ul style="list-style-type: none"> <li>• Socratic method of reading and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Oxford University Press – <i>Political Philosophy: The Essential Texts</i> p. 185-213 (p. 185-201 required; 202-213 time dependent)</li> <li>• Discovery Channel Video – <i>Great Books: The Prince</i></li> </ul>	<ul style="list-style-type: none"> <li>• Reading Quizzes</li> <li>• Reading Summaries</li> <li>• Paper (this is instead of a test and the topic varies based on the exact discussions that take place in class)</li> <li>• Participation in Class discussion</li> <li>• Paper comparing Christian ethics and Machiavelli's Prince</li> </ul>

Unit 5: Hobbes' Leviathan

2 ½ weeks

SS12H:2, SS12H:4, SS12H:5, SS12H:7, SS12H:8

Biblical Worldview Essential Questions

1. What has God said in his word that relates directly or indirectly to Hobbes?
2. What assumptions about humanity lie behind Hobbes writing?
3. What rights do people have with respect to government according to Hobbes?

Objectives	Methods	Resources	Assessment
<p><b>The Students will</b></p> <ul style="list-style-type: none"> <li>• Explain Hobbes theory of the state of nature and man in the state of nature</li> <li>• Explain the theory of natural law and social contract</li> <li>• Identify the right so of the Sovereign</li> <li>• Identify Hobbes greatest fear</li> <li>• Identify the best form of government for Hobbes</li> <li>• Explain the role of Government for Hobbes</li> <li>• Define Liberty</li> <li>• Analyze how Hobbes fears and understanding of man in a state of nature lead to his theory on the best form of government</li> </ul>	<ul style="list-style-type: none"> <li>• Socratic method of reading and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Oxford University Press – <i>Political Philosophy: The Essential Texts</i> p. 214-242</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Quizzes</li> <li>• Reading Summaries</li> <li>• Paper (this is instead of a test and the topic varies based on the exact discussions that take place in class)</li> <li>• Participation in Class discussion</li> </ul>

Unit 6: Locke's 2<sup>nd</sup> Treatise on Government

3 weeks

SS12H:1, SS12H:2, SS12H:4, SS12H:7, SS12H:8

1. What has God said in his word that relates directly or indirectly to Locke?
2. What about Locke is in harmony/opposition with a biblical worldview of God?
3. What assumptions about humanity lie behind Locke?
4. What about Locke is in harmony/opposition to a biblical worldview of humanity?
5. What basis for morality is there behind Locke?
6. How does Locke's idea of freedom relate to a biblical idea of freedom?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Define and explain Locke's theory on man in the state of nature and natural law</li> <li>• Explain the reasons governments arise</li> <li>• Explain the legitimate powers and purposes of government</li> <li>• Explain Locke's arguments against absolute monarchy</li> <li>• Draw parallels between Locke and America's founding documents</li> </ul>	<ul style="list-style-type: none"> <li>• Socratic method of reading and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Oxford University Press – <i>Political Philosophy: The Essential Texts</i> p. 214-242</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Quizzes</li> <li>• Reading Summaries</li> <li>• Paper (this is instead of a test and the topic varies based on the exact discussions that take place in class)</li> <li>• Participation in Class discussion</li> </ul>

Unit 7: Jean Jacques Rousseau -  
2 weeks  
SS12H:1, SS12H:2, SS12H:4, SS12H:7, SS12H:8

1. What has God said in his word that relates directly or indirectly to Rousseau?
2. What assumptions about humanity lie behind Rousseau?
3. What about Rousseau is in harmony/opposition to a biblical worldview of humanity?
4. From a Christian perspective what controversies surround Rousseau?
5. What about Rousseau is in harmony/opposition to a biblical view of morality?
6. Why does Rousseau really matter?
7. What assumptions about meaning/purpose are behind Rousseau

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Identify the underlying concepts behind Rousseau’s thought</li> <li>• Explain Rousseau’s theory of man and nature</li> <li>• Identify the seeds of other ideologies found in Rousseau’s writings</li> <li>• Compare Rousseau’s worldview with a Christian worldview</li> <li>• Explain Rousseau’s solution for man’s problems</li> <li>• Explain Rousseau’s view of marriage and other societal traditions</li> <li>• Analyze Rousseau’s solutions to societal problems in light of biblical principles</li> <li>• Analyze the impact of Rousseauian thought on the world</li> </ul>	<ul style="list-style-type: none"> <li>• Socratic method of reading and discussion</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Oxford University Press – <i>Political Philosophy: The Essential Texts</i> p. 214-242</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Quizzes</li> <li>• Reading Summaries</li> <li>• Paper (this is instead of a test and the topic varies based on the exact discussions that take place in class)</li> <li>• Participation in Class discussion</li> </ul>





Unit 8: Campaign Unit  
 (flexible location based on year and contemporary importance)  
 2 ½ weeks

SS12H:1, SS12H:2, SS12H:4, SS12H:7, SS12H: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> <li>•</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 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>• Campaign Project (student must produce a variety of materials ranging from a campaign platform to commercials and advertisements)</li> <li>• Class Discussion</li> <li>• Paper analyzing the political system and the many facets of a good campaign</li> <li>• Current Event</li> <li>• Ch. 7 Outline</li> <li>• Ch. 8 Outline</li> </ul>

Unit 9: U.S. Government and Constitution  
 2 ½ weeks  
 SS12H:2, SS12H:3, SS12H:4, SS12H:7, SS12H: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><b>The Students will</b></p> <ul style="list-style-type: none"> <li>• Analyze the Articles of Confederation, its strengths and flaws</li> <li>• Explain the major areas of conflict in the Constitution</li> <li>• List the major concepts of each Article of the Constitution and the Amendment</li> <li>• Explain the concept of Federalism and how it has changed in the past 200 years</li> <li>• Articulate the ideas found in the Preamble and Bill of Rights</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>• Debate The Federalist v. 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:</i> <i>1, 9, 10, 49- 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> <li>• Federalist v. Anti-federalist debate</li> </ul>

Unit 10: Legislative Branch  
2 weeks

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><b>The students will</b></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: 52-57, 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> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Qz</li> <li>• Federalist paper Paragraphs</li> <li>• Current Events</li> <li>• Video Worksheets</li> <li>• Ch. 11 Outline</li> <li>• Ch. 12 Outline</li> <li>• Paper analyzing the legislative branch as established in comparison to its modern form</li> </ul>

Unit 11: Executive Branch

2 weeks

SS12H:1, SS12H:2, SS12H:3, SS12H:6, SS12H:7, SS12H:8

Biblical Worldview Essential Questions

4. How can the study of the legislative branch benefit humanity?
5. What special challenges are there for Christians with respect to the executive branch? How should they be addressed?
6. 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: 67-72</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 Qz</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>• Paper analyzing Federalist arguments for the Executive branch</li> </ul>

Unit 12: Judiciary Branch  
 2 ½ weeks  
 SS12H:2, SS12H:6, SS12H:7, SS12H: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>• 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> <li>• Reading and analysis of Supreme Court decisions (not secondary and tertiary sources)</li> <li>• Writing and presenting a legal brief on key SCOTUS cases</li> <li>• Student Debate</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>• Federalist paper Paragraphs</li> <li>• Current Events</li> <li>• Legal briefs and presentations on several court cases</li> <li>• Debate: Originalist v. Living Constitution</li> </ul>

Unit 13: Economics

3 ½ weeks

SS12H:1, SS12H:2, SS12H:5, SS12H:7, SS12H: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><b>The students will</b></p> <ul style="list-style-type: none"> <li>• Analyze the economic theories of capitalism and communism</li> <li>• Articulate and understanding of Adam Smith’s and Karl Marx’s economic philosophies</li> <li>• Explain the free market system</li> <li>• Explain basic economic concepts (supply and demand, etc)</li> <li>• Define basic economic terms</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Socratic method of reading and discussion</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>• Textbook: Oxford University Press – <i>Political Philosophy: The Essential Texts</i> p. 331-3349; 423-434</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Paper comparing free market and controlled market economics and the theories of Smith and Marx</li> </ul>