

## AMERICAN GOVERNMENT UNIT 1 OVERVIEW CHECKLIST

This is your checklist to be sure you have received all of the correct lessons with their accompanying readings, student pages, and teacher pages. There is no core text for this unit, all readings will be provided. In addition, you will receive an **American Government Semester Outline** and an **American Government Unit 1 Calendar**.

LESSON	LESSON TITLE	READING/S	STUDENT PAGES	TEACHER PAGES
Lesson 1	Class Introduction <i>What is Democracy?</i>	-----	<b>Student Information Sheet</b>	<b>Am Govt Sample Syllabus</b> (with Parent Letter)  <b>Teacher Notes Lesson 1</b>
Lesson 2	Pairing and Groups <i>How do you work in groups?</i>	-----	<b>Class Participation and Homework: Requirement 1</b>  <b>Notebook and Binder: Requirement 2</b>  <b>‘Round the Clock *</b>	<b>Desk Olympics*</b>
Lesson 3	Current Events: Who do you know? <i>How do current events connect to American Government?</i>	-----	<b>Round the Clock*</b>  <b>Newsmaker Sheet</b>	<b>Sample Current Events Pre-test</b>
Lesson 4	Current Events Worksheet <i>How do current events connect to American Government?</i>	<ul style="list-style-type: none"> <li>Daily Newspaper</li> </ul>	<b>Current Events 1*</b>	
Lesson 5	United States Problems <i>How am I going to “get involved”?</i>	<ul style="list-style-type: none"> <li>Zinn, Howard. “American Ideology”</li> </ul>	<b>US Problems *</b>	<b>Sample Current Events: Requirement 3</b>
Lesson 6	What Does Government Do? <i>How am I going to get involved?</i>	-----	<b>US Problems *</b>  <b>Round the Clock*</b>	<b>Lecture Notes Lesson 6</b>



Lesson 7	The Getting Involved Project <i>How am I going to get involved?</i>	<ul style="list-style-type: none"> <li>Daily Newspaper</li> </ul>	<b>Getting Involved Project: Requirement 4</b>  <b>Current Events 1*</b>  <b>Action Plan*</b>	-----
Lesson 8	Service Requirement Proposal <i>How am I going to get involved?</i>	-----	<b>Action Plan*</b>  <b>Contact Information</b>  <b>Getting Involved Project: Requirement 4*</b>	<b>Teacher Notes Lesson 8</b>  <b>Desk Olympics*</b>
Lesson 9	Human Nature <i>What are different roles for government and who should hold power?</i>	<ul style="list-style-type: none"> <li>Philosopher Reading (Rousseau, Hobbes, Locke, Marx)</li> <li>Daily Newspaper</li> </ul>	<b>Vocabulary List 1*</b>  <b>Current Events 1*</b>  <b>Clarifier*</b>  <b>Summarizer*</b>  <b>Predictor*</b>  <b>Questioner*</b>	-----
Lesson 10	Philosophers <i>What are different roles for government and who should hold power?</i>	<ul style="list-style-type: none"> <li>Philosopher Reading (Rousseau, Hobbes, Locke, Marx)</li> </ul>	<b>Vocabulary List 1*</b>  <b>Clarifier*</b>  <b>Summarizer*</b>  <b>Predictor*</b>  <b>Questioner*</b>	-----
Lesson 11	Who Holds the Power? <i>What are different roles for government and who should hold power?</i>	<ul style="list-style-type: none"> <li>Philosopher Reading (Rousseau, Hobbes, Locke, Marx)</li> </ul>	<b>Analyzing Organizations*</b>  <b>High School Models</b>  <b>Vocabulary List 1*</b>  <b>Round the Clock*</b>	<b>Teacher Notes Lesson 11</b>



Lesson 12	<p>Democracy/Autocracy Conclusion</p> <p><i>What are different roles for government and who should hold power?</i></p>	<ul style="list-style-type: none"> <li>• Daily Newspaper</li> <li>• Zinn, Howard. "Human Nature"</li> </ul>	<p><b>Current Events 1*</b></p> <p><b>Vocabulary List 1*</b></p>	-----
Lesson 13	<p>Service Requirement: Official Proposal</p> <p><i>What is currently happening about my problem?</i></p>	-----	<p><b>Official Service Proposal*</b></p> <p><b>Research Guide*</b></p> <p><b>Contact Information Sheet *</b></p> <p><b>Ideological Plan</b></p>	<p><b>Teacher Notes Lesson 13</b></p> <p><b>Desk Olympics*</b></p>
Lesson 14 Computer Lab	<p>Preliminary Research (Library Day)</p> <p><i>What's currently happening about my problem?</i></p>	<ul style="list-style-type: none"> <li>• Daily Newspaper</li> </ul>	<p><b>Research Guide*</b></p> <p><b>Current Events 1*</b></p> <p><b>Vocabulary List 1*</b></p>	<b>Sample Research Essay*</b>
Lesson 15	<p>Government and Philosopher Quiz</p> <p><i>What have you learned so far?</i></p>	-----	<p><b>Official Service Proposal*</b></p> <p><b>Research Guide*</b></p>	<p><b>Sample Quiz 1</b></p> <p><b>Sample Quiz 1 Key</b></p> <p><b>Current Events Pass*</b></p> <p><b>Citing Sources</b></p>
Lesson 16	<p>Foundations of American Revolution</p> <p><i>What type of government is the United States?</i></p>	<ul style="list-style-type: none"> <li>• Zinn, Howard. "Rugged Individualism and Self Help."</li> <li>• <i>Shot Heard Round the World</i> – Music Video (Schoolhouse Rock)</li> </ul>	<p><b>Official Service Proposal*</b></p> <p><b>Round the Clock*</b></p>	<b>Current Events Pass*</b>

Lesson 17	Articles of Confederation <i>What type of government is the United States?</i>	<ul style="list-style-type: none"> <li>• <i>Shot Heard Round the World</i> – Music Video (Schoolhouse Rock)</li> <li>• <i>Articles of Confederation</i> from <a href="http://www.yale.edu/lawweb/avalon/artconf.htm">http://www.yale.edu/lawweb/avalon/artconf.htm</a></li> <li>• Zinn, Howard. “Rugged Individualism and Self Help.”</li> <li>• Daily Newspaper</li> </ul>	<b>Current Events 1*</b>	<b>Lecture Notes Lesson 17</b>
Lesson 18	Constitution Preamble <i>What type of government is the United States?</i>	<ul style="list-style-type: none"> <li>• <i>The Preamble</i> – Music Video (Schoolhouse Rock)</li> <li>• The Constitution of the United States of America from <a href="http://memory.loc.gov/const/const.html">http://memory.loc.gov/const/const.html</a></li> </ul>	<b>Preamble 6 Goals</b>	<b>Constitutional Convention Image</b>
Lesson 19	The Constitution: Articles <i>What type of government is the United States?</i>	<ul style="list-style-type: none"> <li>• Daily Newspaper</li> </ul>	<b>Current Events 1*</b>  <b>Constitution Scavenger Hunt</b>  <b>Round the Clock*</b>	<b>Constitution Scavenger Hunt Key*</b>
Lesson 20	Constitutional Scavenger Hunt <i>What type of government is the United States?</i>	<ul style="list-style-type: none"> <li>• The Constitution of the United States of America from <a href="http://memory.loc.gov/const/const.html">http://memory.loc.gov/const/const.html</a></li> </ul>	<b>Philosopher and Constitution Test Study Guide: Requirement 5a*</b>  <b>Three Branches of Government *</b>	<b>Desk Olympics *</b>  <b>Constitution Scavenger Hunt Key*</b>  <b>Three Branches of Government Key*</b>
Lesson 21	Checks and Balances <i>What type of government is the United States?</i>	-----	<b>Checks and Balances</b>  <b>Three Branches of Government*</b>	<b>Teacher Notes Lesson 21</b>  <b>Desk Olympics*</b>  <b>Three Branches of Government Key*</b>
Lesson 22	Understanding Federalism <i>What type of government is the United States?</i>	<ul style="list-style-type: none"> <li>• Daily Newspaper</li> <li>• <i>California Constitution</i> – Reading (available online at <a href="http://www.leginfo.ca.gov/const-toc.html">http://www.leginfo.ca.gov/const-toc.html</a>)</li> </ul>	<b>Federal, State and Local</b>  <b>Current Events 1*</b>  <b>Persuasive Essay Requirements*</b>  <b>Persuasive Essay Rubric*</b>	<b>More Checks and Balances</b>

			<b>Essay Graphic Organizer*</b>	
Lesson 23	What type of Government is the United States?  <i>What type of government is the United States?</i>	<ul style="list-style-type: none"> <li>Zinn, Howard. "Law and Justice."</li> </ul>	<b>Philosopher and Constitution Test Study Guide: Requirement 5a*</b>  <b>Persuasive Essay Rubric*</b>	-----
Lesson 24	Test Review  <i>What type of government is the United States?</i>	-----	<b>Philosopher and Constitution Test Study Guide: Requirement 5a*</b>	<b>Sample Test Review Materials</b>
Lesson 25	Philosopher and Constitution Test  <i>What type of government is the United States?</i>	-----	-----	<b>Sample Philosopher and Constitution Test</b>
Lesson 26	GIP Check-In  <i>How does my problem connect to government?</i>	<ul style="list-style-type: none"> <li><i>California Constitution</i> – Reading (available online at <a href="http://www.leginfo.ca.gov/const-toc.html">http://www.leginfo.ca.gov/const-toc.html</a>)</li> <li><i>The Constitution of the United States of America</i> from <a href="http://memory.loc.gov/const/const.html">http://memory.loc.gov/const/const.html</a></li> </ul>	-----	<b>Teacher Notes Lesson 26</b>  <b>Desk Olympics*</b>
Lesson 27 Computer Lab	GIP Research Day  <i>How does my problem connect to government?</i>	<ul style="list-style-type: none"> <li>Daily Newspaper</li> </ul>	<b>Research Guide*</b>  <b>Current Events 2*</b>	<b>Sample Research Essay*</b>  <b>Conducting Internet Research</b>
Lesson 28	Constitutional Amendments  <i>How do rights connect to democracy?</i>	<ul style="list-style-type: none"> <li><i>The Constitution of the United States of America</i> from <a href="http://memory.loc.gov/const/const.html">http://memory.loc.gov/const/const.html</a></li> </ul>	-----	<b>Lecture Notes Lesson 28</b>
Lesson 29	Bill of Rights Analysis  <i>How do rights connect to democracy?</i>	<ul style="list-style-type: none"> <li><i>The Constitution of the United States of America</i> from <a href="http://memory.loc.gov/const/const.html">http://memory.loc.gov/const/const.html</a></li> <li>Daily Newspaper</li> </ul>	<b>Round the Clock*</b>  <b>Current Events 2*</b>	-----
Lesson 30	Bill of Rights Application	<ul style="list-style-type: none"> <li><i>The Constitution of the United States of America</i></li> </ul>	<b>Bill of Rights Hypotheticals*</b>	-----

	<i>How do rights connect to democracy?</i>	from <a href="http://memory.loc.gov/const/const.html">http://memory.loc.gov/const/const.html</a>	<b>Bill of Rights Chart</b> <b>Round the Clock*</b>	
Lesson 31	Amendments 11 Through 27 <i>How do rights connect to democracy?</i>	<ul style="list-style-type: none"> <li><i>The Constitution of the United States of America</i> from <a href="http://memory.loc.gov/const/const.html">http://memory.loc.gov/const/const.html</a></li> </ul>	<b>Amendments 11- 27</b> <b>Bill of Rights Hypotheticals*</b> <b>Action Plan *</b>	-----
Lesson 32	Limits on the Bill of Rights <i>How do rights connect to democracy?</i>	<ul style="list-style-type: none"> <li>Daily Newspaper</li> </ul>	<b>Current Events 2*</b> <b>Tinker v. Des Moines</b> <b>Round the Clock*</b>	-----
Lesson 33	Abortion Case Study Introduction <i>How do rights connect to democracy?</i>	-----	<b>Abortion Case Study Part I</b>	<b>Background Information on Abortion</b>
Lesson 34	Abortion Case Study <i>How do rights connect to democracy?</i>	<ul style="list-style-type: none"> <li>Daily Newspaper</li> </ul>	<b>Abortion Case Study Part II*</b> <b>Current Events 2*</b>	-----
Lesson 35	Abortion Case Study Conclusion <i>How do rights connect to democracy?</i>	-----	<b>Abortion Case Study Part II*</b> <b>Abortion Case Study Part III</b> <b>Essay Graphic Organizer*</b> <b>Persuasive Essay Requirements*</b> <b>Persuasive Essay Rubric*</b>	-----
Lesson 36	Current Debates on Rights	-----	<b>Current Issues and Debates</b>	-----

	<i>How do rights connect to democracy?</i>			
Lesson 37	From the Constitution to the GIP  <i>Why should government care about my issue?</i>	<ul style="list-style-type: none"> <li>Daily Newspaper</li> </ul>	<b>Persuasive Essay Assignment: Requirement 4d*</b>  <b>Persuasive Essay Process and Grading</b>  <b>Persuasive Essay Assignment: Requirement 4d Alternative*</b>  <b>Research Guide*</b>  <b>Current Events 2*</b>	<b>Service Requirement Check In*</b>
Lesson 38 Computer Lab	Research Project Work, Library Day  <i>Why should government care about my issue?</i>	-----	<b>Persuasive Essay Assignment: Requirement 4d*</b>  <b>Persuasive Essay Assignment: Requirement 4d Alternative*</b>  <b>Research Guide*</b>	<b>Service Requirement Check In*</b>
Lesson 39	Research Project Graphic Organizer  <i>Why should government care about my issue?</i>	<ul style="list-style-type: none"> <li>Daily Newspaper</li> </ul>	<b>Research Guide*</b>  <b>Persuasive Essay Assignment: Requirement 4d*</b>  <b>Persuasive Essay Assignment: Requirement 4d Alternative*</b>  <b>Essay Graphic Organizer*</b>  <b>Action Plan*</b>  <b>Current Events 2*</b>	-----

Lesson 40 Computer Lab	Research Project Draft 1  <i>Why should government care about my issue?</i>	-----	<b>Persuasive Essay Assignment: Requirement 4d *</b>  <b>Persuasive Essay Assignment: Requirement 4d Alternative*</b>  <b>Unit Exam Study Guide: Requirement 5b*</b>	<b>Word Processing Review*</b>  <b>How to Use the Footnote Function of Word</b>
Lesson 41 Computer Lab	Research Project Draft 2  <i>Why should government care about my issue?</i>	-----	<b>Unit Exam Study Guide: Requirement 5b*</b>	<b>How to Use Reviewing*</b>  <b>Word Processing Review*</b>
Lesson 42 Computer Lab	Research Project Final Draft  <i>Why should government care about my issue?</i>	-----	<b>Persuasive Essay Assignment: Requirement 4d*</b>  <b>Persuasive Essay Assignment: Requirement 4d Alternative*</b>  <b>Editing Skills List</b>	<b>How to Use Reviewing*</b>  <b>Sample Research Essay*</b>
Lesson 43	Oral Presentation Practice  <i>Why should government care about my issue?</i>	-----	<b>Persuasive Essay Rubric*</b>	-----
Lesson 44 Computer Lab	Why Should Government Care Presentations  <i>What is democracy?</i>	-----	<b>Persuasive Essay Rubric*</b>	-----
Lesson 45	Unit Exam  <i>What is Democracy?</i>	-----		<b>Sample Unit Exam</b>