

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**Social Studies**

<p><b><i>Mission Statement</i></b></p>	<p>It is our belief that Social Studies education is ultimately to prepare students to assume the responsibilities of active citizenship. From this belief stems the following guidelines for the Social Studies Department of Geneva High School.</p> <p><b><i>Social Studies education should:</i></b></p> <ol style="list-style-type: none"> <li>1. both utilize and promote a global perspective</li> <li>2. emphasize democratic values</li> <li>3. allow students opportunities to interact</li> <li>4. reflect a consciousness of current world events</li> <li>5. promote interdisciplinary study</li> <li>6. incorporate all of the social sciences, but be firmly rooted in history and geography</li> <li>7. include knowledge and content, democratic ideals and civic values and skill development and social participation</li> </ol>
<p><b><i>Courses</i></b> (Grades 9-12)</p>	<ul style="list-style-type: none"> <li>• Modern World History</li> <li>• Modern World History Honors</li> <li>• World Studies</li> <li>• American Studies</li> <li>• AP European History</li> <li>• US History</li> <li>• AP US History</li> <li>• Sociology</li> <li>• Contemporary Issues</li> <li>• Economics</li> <li>• Urban History</li> <li>• Psychology I</li> <li>• Psychology II</li> <li>• US Government</li> <li>• AP US Government</li> </ul>

## *Course Framework*

<b>Course Title</b> <b>Grade Level</b> <b>Semesters</b> <b>Prerequisites</b>	<b>AP US Government and Politics</b> 12 2 B+ or better in AP US History/American History, American Studies
<b>Course Description</b>	<p>The AP program in U. S. Government is designed for students who wish to closely examine the workings of our nation’s political and governmental system and how it relates to modern issues in today’s society. This course will examine political beliefs and behaviors, political parties and interest groups, public policy, civil rights and liberties, the United States Constitution and institutions of the national government. Students will be expected to develop a multifaceted understanding of how our government is directly involved with the workings of our nation through debate, discussion, primary and secondary readings and the examination of various government documents and laws.</p> <p><b>This course is offered as an alternative to the course, U.S. Government for students who can meet the challenges of the Advanced Placement program.</b> Students are expected to take the AP examination in Government and Politics: United States offered in May.</p>
<b>District-approved materials/resources</b>	Wilson, J, & Dilulio, Jr., J. <i>American Government Institutions and Policies</i> . 9 <sup>th</sup> ed. Boston, MA; Houghton Mifflin

<b>Unit of Study</b>	<b><i>Political Parties and Elections</i></b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>14.C.5</b> Analyze the consequences of participation and non-participation in the electoral process (e.g., women’s suffrage, voter registration, effects of media).</li> <li>• <b>14.D.5</b> Interpret a variety of public policies and issues from the perspectives of different individuals and groups.</li> <li>• <b>14.D.4</b> Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.</li> <li>• <b>14.C.4</b> Describe the meaning of participatory citizenship (e.g., volunteerism, voting) at all levels of government and society in the United States.</li> <li>• <b>14.F.5</b> Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).</li> <li>• <b>14.F.4b</b> Describe how United States’ political ideas, practices and technologies have extended rights for Americans in the 20<sup>th</sup> century (e.g., suffrage, civil rights, motor-voter registration).</li> <li>• <b>14.C.1</b> Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.</li> <li>• <b>14.D.1</b> Identify the roles of civic leaders (e.g., elected leaders, public service leaders)</li> <li>• <b>14.D.3</b> Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).</li> </ul>
<b>AP Standards</b>	<ul style="list-style-type: none"> <li>• The course provides instruction in political beliefs and political behaviors</li> <li>• The course provides instruction in political parties, interest groups and mass media</li> <li>• The course provides instruction in public policy</li> <li>• This course provides students with practice in analyzing and interpreting data and other information relevant to U.S. Government and politics</li> <li>• The course includes supplemental readings including primary source materials and contemporary news analysis</li> <li>• The course requires students to answer analytical and interpretive free-response questions on a frequent basis</li> </ul>
<b>Objectives</b>	<p><b><i>Knowledge and Understanding</i></b></p> <ul style="list-style-type: none"> <li>• Determine basic differences between major U.S. political parties and ideologies</li> <li>• Understand election process</li> <li>• Understand factors and influences in election process</li> </ul>

	<ul style="list-style-type: none"> <li>• Analyze election trends and impact on current elections</li> <li>• Determine impact of media bias, interest groups and other factors</li> <li>• How does the media help define political culture?</li> <li>• How does the U.S. determine public policy? How does the government balance economic, foreign, environmental, and domestic policy? What factors go into public policy? What role should the government play in setting public policy? What role should the U.S. play in the world? Where does the U.S. fit into the global economy?</li> <li>• Groups are responsible through a given scenario to determine the best policy balancing economic, foreign, social, domestic and environmental policy. The policy is open to scrutiny from the other groups.</li> </ul> <p><b><i>Democratic Understanding and Civic Values</i></b></p> <ul style="list-style-type: none"> <li>• Identify personal beliefs with definitions of political ideologies</li> <li>• Identify current issues with political ideology</li> <li>• How social and economic issues effect voting trends and political affiliation.</li> <li>• Analyze different media outlets and impact of media bias in politics.</li> <li>• Public opinion polls and their influence</li> <li>• Major presidential candidates</li> <li>• Historical evolution of political beliefs/ideology</li> <li>• What role do political parties play in the election process?</li> <li>• Interest groups and their influence</li> <li>• How has the Supreme Court attempted to influence elections and politics</li> </ul> <p><b><i>Skill Attainment</i></b></p> <ul style="list-style-type: none"> <li>• Identify and describe cause-and-effect relationships</li> <li>• Analyze primary sources</li> <li>• Evaluate political action in light of current national social attitudes</li> <li>• Establish relevance with modern issues and/or current events</li> <li>• Articulation of opinions and ideas through writing and discussions</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Quizzes</li> <li>• Class discussion/debate</li> <li>• Daily assignments</li> <li>• Online political surveys</li> <li>• Public Opinion Polls</li> <li>• Daily activities <ul style="list-style-type: none"> <li>○ Group-based</li> <li>○ Individual</li> </ul> </li> <li>• Essay based on web-based research</li> </ul>

	<ul style="list-style-type: none"><li>• Reading activities</li><li>• Free Response essays</li><li>• AP style test questions</li><li>• Interpretation of political cartoons, maps, etc.</li><li>• Primary sources</li></ul>
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<b>Unit of Study</b>	<b><i>Legislative Branch</i></b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>14.A.4</b> Analyze how local, state and national governments serve the purposes for which they were created.</li> <li>• <b>14.A.5</b> Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.</li> <li>• <b>14.B.2</b> Explain what government does at local, state and national levels.</li> <li>• <b>14.D.5</b> Interpret a variety of public policies and issues from the perspectives of different individuals and groups</li> <li>• <b>14.D.4</b> Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.</li> <li>• <b>14.F.5</b> Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).</li> </ul>
<b>AP Standards</b>	<ul style="list-style-type: none"> <li>• The course provides instruction in civil rights and civil liberties</li> <li>• The course provides instruction in public policy</li> <li>• This course provides students with practice in analyzing and interpreting data and other information relevant to U.S. Government and politics</li> <li>• The course includes supplemental readings including primary source materials and contemporary news analysis</li> <li>• The course requires students to answer analytical and interpretive free-response questions on a frequent basis</li> </ul>
<b>Objectives</b>	<p><b><i>Knowledge and Understanding</i></b></p> <ul style="list-style-type: none"> <li>• Understand the legislative process</li> <li>• Determine how a bill becomes a law</li> <li>• Understand the dynamics and influences on congress</li> <li>• Understand the role of Congress in the larger picture in the role of government</li> <li>• Evolution of Congress</li> <li>• Congressional Reforms</li> </ul> <p><b><i>Democratic Understanding and Civic Values</i></b></p> <ul style="list-style-type: none"> <li>• Understand current events and there impact on the role of Congress</li> <li>• Understand the role of the media and its impact on voter interpretation of Congress</li> <li>• Understand the relationship between the 3 branches of federal government</li> <li>• How does Congress represent and reflect the nation?</li> <li>• What influences the legislative process</li> </ul> <p><b><i>Skill Attainment</i></b></p>

	<ul style="list-style-type: none"> <li>• Identify and describe cause-and-effect relationships</li> <li>• Analyze primary sources</li> <li>• Evaluate political action in light of current national social attitudes</li> <li>• Establish relevance with modern issues and/or current events</li> <li>• Articulation of opinions and ideas through writing and discussions</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Quizzes</li> <li>• Class discussion</li> <li>• Daily assignments</li> <li>• Daily activities <ul style="list-style-type: none"> <li>○ Group-based</li> <li>○ Individual</li> </ul> </li> <li>• Bill writing assignment with presentation</li> <li>• Reading activities</li> <li>• Free Response essays</li> <li>• AP style test questions</li> <li>• Primary sources</li> </ul>

<b>Unit of Study</b>	<b><i>Executive Branch</i></b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>14.A.5</b> Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.</li> <li>• <b>14.A.4</b> Analyze how local, state and national governments serve the purposes for which they were created.</li> <li>• <b>14.D.4</b> Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies</li> <li>• <b>14.D.5</b> Interpret a variety of public policies and issues from the perspectives of different individuals and groups</li> <li>• <b>14.E.4</b> Analyze historical trends of United States foreign policy (e.g., emergence as a world leader - military, industrial, financial).</li> <li>• <b>14.E.2</b> Determine and explain the leadership role of the United States in international settings</li> <li>• <b>14.F.5</b> Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).</li> </ul>
<b>AP Standards</b>	<ul style="list-style-type: none"> <li>• The course provides instruction in civil rights and civil liberties</li> <li>• The course provides instruction in public policy</li> <li>• This course provides students with practice in analyzing and interpreting data and other information relevant to U.S. Government and politics</li> <li>• The course includes supplemental readings including primary source materials and contemporary news analysis</li> <li>• The course requires students to answer analytical and interpretive free-response questions on a frequent basis</li> </ul>
<b>Objectives</b>	<p><b><i>Knowledge and Understanding</i></b></p> <ul style="list-style-type: none"> <li>• Roles and powers of the presidency</li> <li>• Written and unwritten qualifications to become president</li> <li>• Impact of public opinion polls</li> <li>• Historical trends and impact of the presidency</li> <li>• Geographic, social and economic changes in presidential elections</li> <li>• Formal and Informal powers</li> <li>• Formal and informal qualifications</li> <li>• Federal Bureaucracy</li> </ul> <p><b><i>Democratic Understanding and Civic Values</i></b></p> <ul style="list-style-type: none"> <li>• Understand current events and there impact on the role of the Presidency</li> <li>• Understand the role of the media and its impact on voter interpretation of the Presidency</li> <li>• Understand the relationship between the 3 branches of federal government</li> </ul>



	<ul style="list-style-type: none"> <li>• What influences the executive branch in policy making</li> </ul> <p><i>Skill Attainment</i></p> <ul style="list-style-type: none"> <li>• Identify and describe cause-and-effect relationships</li> <li>• Analyze primary sources</li> <li>• Evaluate political action in light of current national social attitudes</li> <li>• Establish relevance with modern issues and/or current events</li> <li>• Articulation of opinions and ideas through writing and discussions</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Quizzes</li> <li>• Class discussion</li> <li>• Daily assignments</li> <li>• Daily activities <ul style="list-style-type: none"> <li>○ Group-based</li> <li>○ Individual</li> </ul> </li> <li>• Research project</li> <li>• Reading activities</li> <li>• Free Response essays</li> <li>• AP style test questions</li> <li>• Primary sources</li> </ul>

<b>Unit of Study</b>	<b><i>Judicial Branch</i></b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>14.A.5</b> Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.</li> <li>• <b>14.A.4</b> Analyze how local, state and national governments serve the purposes for which they were created.</li> <li>• <b>14.A.3</b> Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.</li> <li>• <b>14.B.3</b> Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</li> <li>• <b>14.D.5</b> Interpret a variety of public policies and issues from the perspectives of different individuals and groups</li> <li>• <b>14.D.4</b> Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.</li> <li>• <b>14.F.5</b> Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).</li> <li>• <b>14.F.4a</b> Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War</li> <li>• <b>14.F.4b</b> Describe how United States’ political ideas, practices and technologies have extended rights for Americans in the 20<sup>th</sup> century (e.g., suffrage, civil rights, motor-voter registration).</li> </ul>
<b>AP Standards</b>	<ul style="list-style-type: none"> <li>• The course provides instruction in civil rights and civil liberties</li> <li>• The course provides instruction in public policy</li> <li>• This course provides students with practice in analyzing and interpreting data and other information relevant to U.S. Government and politics</li> <li>• The course includes supplemental readings including primary source materials and contemporary news analysis</li> <li>• The course requires students to answer analytical and interpretive free-response questions on a frequent basis</li> </ul>
<b>Objectives</b>	<p><b><i>Knowledge and Understanding</i></b></p> <ul style="list-style-type: none"> <li>• Historical and cultural implications of Supreme Court decisions</li> <li>• Considerations of nominating justices</li> <li>• Role of the Supreme Court in our society</li> <li>• Impact of the Courts on the federal government</li> <li>• How does the judicial branch interpret the Constitution</li> <li>• How has the judicial branch evolved throughout history</li> <li>• Should the judicial branch have the power to “make” law instead of just interpreting</li> </ul>

	<p><b><i>Democratic Understanding and Civic Values</i></b></p> <ul style="list-style-type: none"> <li>• Understand current events and their impact on the role of Supreme Court</li> <li>• Understand the role of the media and its impact on voter interpretation of the Supreme Court</li> <li>• Understand the relationship between the 3 branches of federal government</li> <li>• How has the judicial branch effected history especially in civil right and civil liberties</li> <li>• Appointment and Confirmation process</li> </ul> <p><b><i>Skill Attainment</i></b></p> <ul style="list-style-type: none"> <li>• Identify and describe cause-and-effect relationships</li> <li>• Analyze primary sources</li> <li>• Evaluate political action in light of current national social attitudes</li> <li>• Establish relevance with modern issues and/or current events</li> <li>• Articulation of opinions and ideas through writing and discussions</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Quizzes</li> <li>• Class discussion</li> <li>• Daily assignments</li> <li>• Daily activities <ul style="list-style-type: none"> <li>○ Group-based</li> <li>○ Individual</li> </ul> </li> <li>• Free Response essays</li> <li>• AP style test questions</li> <li>• Primary sources</li> </ul>

<b>Unit of Study</b>	<b><i>U.S. Constitution</i></b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>14.A.1</b> Describe the fundamental principles of government including representative government, government of law, individual rights and the common good</li> <li>• <b>14.A.2</b> Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.</li> <li>• <b>14.A.5</b> Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.</li> <li>• <b>14.B.1</b> Identify the different levels of government as local, state and national.</li> <li>• <b>14.B.3</b> Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</li> <li>• <b>14.B.4</b> Compare the political systems of the United States to other nations.</li> <li>• <b>14.B.5</b> Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).</li> <li>• <b>14.F.2</b> Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights).</li> <li>• <b>14.F.3a</b> Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.</li> <li>• <b>14.F.5</b> Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).</li> </ul>
<b>AP Standards</b>	<ul style="list-style-type: none"> <li>• The course provides instructional underpinning of the U.S. Government</li> <li>• The course provides instruction in institutions of national government</li> <li>• The course provides instruction in civil rights and civil liberties</li> <li>• This course provides students with practice in analyzing and interpreting data and other information relevant to U.S. Government and politics</li> <li>• The course includes supplemental readings including primary source materials and contemporary news analysis</li> <li>• The course requires students to answer analytical and interpretive free-response questions on a frequent basis.</li> </ul>
<b>Objectives</b>	<p><b><i>Knowledge and Understanding</i></b></p> <ul style="list-style-type: none"> <li>• Comparison of Democracy and other forms of government</li> </ul>

	<ul style="list-style-type: none"> <li>• Limited government vs. Federalist ideals</li> <li>• Impact of the framers – compromises, omissions, etc.</li> <li>• Understand the vagueness of the constitution and the impac</li> </ul> <p><b><i>Democratic Understanding and Civic Values</i></b></p> <ul style="list-style-type: none"> <li>• Framers intentions</li> <li>• Understand basic civil rights and civil liberties</li> <li>• Definition of Democracy vs. other forms of government</li> <li>• What is the purpose of government?</li> <li>• What role will citizens play in the new American government?</li> <li>• How will checks and balances work in the new American democracy?</li> <li>• Separation of powers</li> <li>• Basic tenants of the Constitution</li> <li>• Numerous Supreme Court cases were analyzed dealing with first, fourth, fifth, sixth and fourteenth amendments. Discussion of Constitutional issues, courts decisions and cultural implications were included.</li> </ul> <p><b><i>Skill Attainment</i></b></p> <ul style="list-style-type: none"> <li>• Identify and describe cause-and-effect relationships</li> <li>• Analyze primary sources</li> <li>• Evaluate political action in light of current national social attitudes</li> <li>• Establish relevance with modern issues and/or current events</li> <li>• Articulation of opinions and ideas through writing and discussions</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Quizzes</li> <li>• Class discussion</li> <li>• Daily assignments</li> <li>• Daily activities <ul style="list-style-type: none"> <li>○ Group-based</li> <li>○ Individual</li> </ul> </li> <li>• Free Response essays</li> <li>• AP style test questions</li> <li>• Primary sources</li> </ul>