



PRINCIPLES OF AMERICAN DEMOCRACY HIGH SCHOOL  
**Course Outline: 4405**

## **I. Textbook Assignment**

*United States Government: Democracy in Action (5.0 credits)*

- Read: Chapters 1-26.
- For each **Section Assessment** complete:
  - **“Check for Understanding”**
  - **OMIT:** “Critical Thinking” and “Concepts in Action”.
- For each **Chapter Assessment** complete the following sections:
  - **“Recalling Facts”**
  - **“Understanding Concepts”**
  - **“Critical Thinking”** (Choose one of the questions to answer)
- Complete one of the Extension Activities listed below.

## **II. Extension Activity Options:**

1. Prepare a 10-slide PowerPoint presentation on how a bill becomes a law.
2. Go to: <http://www.glencoe.com/sec/socialstudies/govciv/usgov2002/index.php> to research one of the following **Landmark Supreme Court Cases**. Write a 2-page report based upon your research. Use Writing Rubric Exp. H.S.
  - a. *Brown v. Board of Education* (ended segregation in schools: 1954)
  - b. *Plessy v. Ferguson* (“separate, but equal” facilities for whites/blacks: 1896)
  - c. *Bakke v. University of California* (ended racial quotas in college admissions: 1978)
  - d. *Roe v. Wade* (legalized abortion: 1973)
  - e. A significant Supreme Court case of your choice
3. Go to: <http://www.glencoe.com/sec/socialstudies/govciv/usgov2002/index.php> Select and complete two Student Web Activities. Write your responses on a separate piece of paper.
4. Use the Internet to research two American political parties and prepare a 10-slide PowerPoint presentation or write a 2-page essay based on your research comparing/contrasting their beliefs and purpose. Use Writing Rubric Exp. HS.
5. Teacher generated activity, approved by the site administrator.

## **III. Evaluation**

- See your teacher for a unit test.
- All writing assignments must meet the proficient level of the rubric provided by the teacher.
- All textbook work must meet 70% accuracy level for a “C” grade.