



MASTER COURSE OUTLINE

Date: September 1, 2018

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COURSE TITLE

HS21 United States Constitution and Government

GENERAL COURSE INFORMATION

Dept.: HSC	Course Num: 030	(Formerly:)
CIP Code: 32.0240	Intent Code: 12	Program Code: N/A
Credits: 0.5-1		
Total Contact Hrs Per Qtr.: 55		
Lecture Hrs: 55	Lab Hrs: 0	Other Hrs:
Distribution Designation:		

COURSE DESCRIPTION (as it will appear in the catalog)

A brief survey of United States Constitution and Government. The content will examine the pathway to the US Constitution and the development of the federal government.
High School completion credit only.

PREREQUISITES

Students must be enrolled in a Basic Skills class and have taken the CASAS pre-test

TEXTBOOK GUIDELINES

Instructional materials as determined by the instructor

COURSE LEARNING OUTCOMES

Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills:

- Discuss historical documents and speeches
- Identify events related to the American Revolution
- Analyze the US governmental structure, branches of government, and process
- Analyze and provide examples of how the U.S. Constitution relates to present life
- Describe the process by which laws are created and determined to be constitutional
- Explain voter registration, party affiliation, electoral college and popular vote

INSTITUTIONAL OUTCOMES

None

COURSE CONTENT OUTLINE

- American Revolution
- Declaration of Independence and the Articles of Confederation
- US Constitution
- Branches of government and separation of powers
- Identify current President, Vice-President, Chief Justice, Speaker of the House, local US Senators and local US Representative

- Political parties and elections

DEPARTMENTAL GUIDELINES

This course will satisfy one high school US History credit for HS21.

Independent study may be approved by instructor on a topic related to US Constitution or government.

College and Career Readiness Standards (CCRS) for BEdA Program: Instruction is aligned to the following CCR Standards:

D-E in Reading based on the CCRS Anchors:

- 1 (Read closely to determine what the text says explicitly and to make logical inferences from it),
- 2 (Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas),
- 3 (Analyze how and why individuals, events, and ideas develop and interact over the course of a text),
- 4 (Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone),
- 5 (Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text [e.g., a section, chapter, scene, or stanza] relate to each other and the whole),
- 6 (Assess how point of view or purpose shapes the content and style of a text),
- 7 (Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words),
- 8 (Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence),
- 9 (Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take, and
- 10 (Read and comprehend complex literary and informational texts independently and proficiently).

D-E in Writing based on the CCRS Anchors:

- 1 (Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence),
- 2 (Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content),
- 3 (Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences),
- 4 (Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience),
- 5 (Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach),
- 6 (Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others),
- 7 (Conduct short as well more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation),
- 8 (Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism), and
- 9 (Draw evidence from literary or informational texts to support analysis, reflection, and research).

B in Math based on the CCRS Anchors:

- 1 (Make sense of problems and persevere in solving them)
 - 2 (Reason abstractly and quantitatively)
 - 3 (Construct viable arguments and critique the reasoning of others)
 - 4 (Model with mathematics)
 - 5 (Use appropriate tools strategically)
 - 6 (Attend to precision)
 - 7 (Look for and make use of structure)
 - 8 (Look for and express regularity in repeated reasoning)
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DIVISION CHAIR APPROVAL

DATE