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***7100: Summer 2012***

**Sequencing Rational**

**12th Grade American Government**

The name of this unit is American Government and it is intended to be taught to students that are in their final year of high school. There are three subunits involved in this unit and they are organized based on concept-related pattern of logical sequencing. The units are equal to each other in difficulty, yet they build upon knowledge, leading to larger concepts. This is the reason for the following sequence.

The first subunit is “Constitution and Government”. It makes sense to place this subunit at the beginning of instruction because it will provide students with a foundation on which to base future lessons. Students will learn about the creation of our government and constitution and look in depth at reasons behind their creation. This subunit attempts to answer the question of “Why was our constitution and government created and how was this done”? Students will gain a base knowledge of our government before moving on to more complex issues.

The second subunit, “Rights and Responsibilities”, is appropriate because it builds logically on the knowledge base created in the first subunit. This subunit allows students to understand their place within the government and the important role that they can play in the democratic process. This subunit asks students to become involved and participate in their communities, local and state governments as well as teaching them about their obligations as citizens. The purpose of this subunit is to connect the students to real life working of democracy in action, get them to participate and fully understand their rights and responsibilities pertaining to government.

The final subunit in the American Government course is “International Relations”. It is logical to conclude the unit with this topic because it will provide a culmination for all of the knowledge of domestic affairs that the students have learned to this point. By now, the students understand how and why our government was created and their role as citizens in it. It makes sense to end the unit by teaching students how the United States interact with the rest of the world. This subunit is vital because it prepares student to not only be United States citizens, but knowledgeable, global citizens.