



HIGH SCHOOL COURSE OUTLINE

Department	History/Social Science		Course Title	United States Government SDC			
Course Code	5005	Grade Level	12	Course Length	1 semester	Credits/Semester	5
Required for Graduation		Yes	Meets H.S. Grad Requirement		Yes	Elective Credit	
Prerequisites	IEP Placement in a MM, ED, OI or DHH Special Education program.						
Articulated with LBCC		No		Articulated with CSULB		No	
Meets UC "a-g" Requirement		No		Meets NCAA Requirement		No	
Teacher Certification		Special Education					

COURSE DESCRIPTION:

United States Government SDC is a twelfth grade course designed specifically for the needs of students with mild/moderate disabilities who are at the beginning, early, and intermediate levels of listening, speaking, reading, and writing proficiency. Students in this course cover the essential content and utilize the same basic textbook as their general education counterparts supplemented with content-parallel materials at a simplified reading level. Additionally, primary language materials for ELL students will be provided, when available and as needed, to facilitate the preview and review of essential content. The course delivery varies in pacing, instructional methodology, and supplemental materials. It is designed to provide depth versus breadth of the content standards, and provide more modified content, comprehensible input, primary language support, and literacy development in the content area.

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American Government. In addition, they draw on their studies of World and American history and geography and other societies to compare differences and similarities in world governmental systems today. This course is the culmination of history/social science classes to prepare students to solve society's problems, to understand and to participate in the governmental process, and to be a responsible citizen of the United States and the world.

GOALS: (Student needs the course is intended to meet)

1. Understand the relationship of historical and current events in their political, economic, and social contexts.
2. View government from a variety of perspectives through primary sources, specifically, the Declaration of Independence, the Constitution, the Emancipation Proclamation, the Federalist Papers, the Gettysburg Address and George Washington's Farewell Address.
3. Discuss controversial events in depth.
4. Understand the relationship between Western civilizations as the main source of American political institutions.
5. Participate as citizens with an understanding of civic virtue and ethical behavior as they relate to public affairs.

6. Apply skills of analysis, synthesis and evaluation while discussing the role and responsibility of the United States in world affairs.
7. Participate in cooperative projects and school/community service.
8. Use state of the art technology in the classroom to gather data for class discussion.
9. Develop an awareness of the vast array of government related career choices.

Content Standards

- 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
- 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
- 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
- 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

PERFORMANCE STANDARDS

The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the proficient level and receive a C or better in the course. Performance level is determined by the average of the assessments or assignments.

Proficiency Criteria

	Not Proficient	Partial Proficient	Proficient	Advanced Proficient
Tests and Quizzes	Below 60%	60-69%	70-84%	At least 85%
Classwork, Homework Notebooks	Below 60%	60-69%	70-84%	85%
Projects	Below 60%	60-69%	70-84%	At least 85%
Cumulative Final Exam	Below 35%	35-49%	50-74%	At least 75%

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

Unit One Foundations of American Government

5 Weeks

Standard 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

Curriculum Objective	Essential Concepts & Vocabulary	Primary Language Support	Graphic Organizers	Primary Sources, Artifacts, Realia
<p>1. Analyze the influence of ancient Greek, roman, English and leading European thinkers.</p> <p>2. Discuss the character of American democracy and its promise and perils.</p> <p>3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights.</p>	<ul style="list-style-type: none"> Declaration of Independence Constitution Bill of Rights <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Amendment Concurrent powers Delegated powers Implied powers Enumerated power Separation of Powers 	<p>Spanish Resources</p> <ul style="list-style-type: none"> Chapter Summary <u>Principles of Government</u> pg. 4 Section Outlines in Spanish pp. 5-7. Chapter Summary <u>Origins of American Government</u> pg. 8 Section Outlines in Spanish pp. 9-13 	<ul style="list-style-type: none"> Circle Map Flow Chart Tree Map 	<p>Newspapers</p> <ul style="list-style-type: none"> Call for a New Government <p>The Freedom Collectors</p> <ul style="list-style-type: none"> Declaration of Independence Constitution Bill of Rights <p>Jackdaws: The Presidency</p> <p>The Bill of Rights: Protecting our Liberty (video)</p>

Unit Two Governmental Process, Civil Rights and the Courts 3 Weeks

Standard 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

Curriculum Objective	Essential Concepts & Vocabulary	Primary Language Support	Graphic Organizers	Primary Sources, Artifacts, Realia
<p>1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms articulated in the First Amendment and the due process and equal-protection of the law clauses of the Fourteenth Amendment.</p> <p>4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in Plessy v. Ferguson, Brown v. Board of</p>	<ul style="list-style-type: none"> The Supreme Court The Law and the Legal Process Civil Liberties Civil Rights <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Civil Law Civil Rights Due Process Appeals Equal Protection Precedent Discrimination 	<p>Spanish Resources</p> <ul style="list-style-type: none"> Chapter Summary Civil Liberties: The First Amendment freedoms pg. 93 <p>Section Outlines pp. 94-98</p> <ul style="list-style-type: none"> Chapter Summary Civil Liberties: Protecting Individual Freedoms pg. 99 Section Outlines pp. 100-103 Chapter Summary 	<ul style="list-style-type: none"> Multi-Flow Map Circle Map Tree Map Time Line 	<ul style="list-style-type: none"> American Civil Rights Movement (video) Set on Freedom: The American Civil Rights Movement (computer)

Curriculum Objective	Essential Concepts & Vocabulary	Primary Language Support	Graphic Organizers	Primary Sources, Artifacts, Realia
Education, Miranda v. Arizona, Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Pena, and United States v. Virginia.		Civil Rights: Equal Justice Under Law p. 104 <ul style="list-style-type: none"> Section Outline pp. 105-108 		

Unit Three Our Government Today: The Legislative and Executive Branches 4 Weeks

Standard 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

Curriculum Objective	Essential Concepts & Vocabulary	Primary Language Support	Graphic Organizers	Primary Sources, Artifacts, Realia
2. Explain the process through which the Constitution can be amended. 3. Identify their current representatives in the legislative branch of the national government.. 4. Discuss Article II of the constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers. 5. Discuss Article III of the Constitution as it relates to judicial power including the length of terms of judges and the jurisdiction of the Supreme court.	<ul style="list-style-type: none"> Congress and its powers The Lawmaking Process The Office of the President and its Powers <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Budget Campaign Legislation Presidency Veto 	<p><u>Spanish Resources</u></p> <ul style="list-style-type: none"> Chapter Summary Congress p. 46 Section Outline pp. 47-50 Chapter Summary Powers of Congress pg. 51 Section Outlines pp. 52-55 Chapter Summary The Presidency p. 61 Section Outlines pp. 62-67 Chapter Summary The Presidency in Action pg. 68 Section Outlines pp. 69-74 	<ul style="list-style-type: none"> Tree Map Circle Map Flow Map KWL 	<ul style="list-style-type: none"> Assorted books and posters

Unit Four Political Participation: Government By the People 2-3 Weeks

Standard 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

Standard 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

Standard 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

Standard 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

Curriculum Objective	Essential Concepts & Vocabulary	Primary Language Support	Graphic Organizers	Primary Sources, Artifacts, Realia
<p>12.2</p> <p>1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.</p> <p>3. Discuss the individual's legal obligation to obey the law, serve as a juror, and pay taxes.</p> <p>4. Understand the obligations of civic mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</p> <p>6. Explain how one becomes a citizen of the United States, including the process of naturalization.</p>	<ul style="list-style-type: none"> • Interest Groups and their influence • Political Parties • Politics in Action • Citizenship and its responsibilities <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Citizenship • Platform • Equality • Suffrage • Primary Election • Election • Due process 	<p><u>Spanish Resources</u></p> <ul style="list-style-type: none"> • Chapter Summary Political Parties pg. 22 • Section Outlines pp. 23-27 • Chapter Summary Votes and Voter Behavior pg. 28 • Section Outlines pp. 28-33 • Chapter Summary Interest Groups pg. 42 • Section Outlines pp. 43-45 	<ul style="list-style-type: none"> • Circle Map • Flow Chart • Tree Map • Multi-Flow Map 	
<p>12.3</p> <p>1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two</p>				

Curriculum Objective	Essential Concepts & Vocabulary	Primary Language Support	Graphic Organizers	Primary Sources, Artifacts, Realia
<p>parties.</p> <p>2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.</p> <p>3. Evaluate the roles of polls, campaign advertising, and the contrivers over campaign funding.</p> <p>12.6</p> <p>10. Describe the means that citizens use to participate in the political process.</p> <p>11. Discuss the features of direct democracy in numerous states.</p> <p>12. Analyze trends in voter turnout; the caused and effect of reapportionment and redistricting, with special attention to spatial districting and the right s of minorities; and the function of the electoral college.</p>				

Unit Five State and Local Government

3-4 weeks

Standard 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

Curriculum Objective	Essential Concepts & Vocabulary	Primary Language Support	Graphic Organizers	Primary Sources, Artifacts, Realia
<p>1. Explain how conflicts between levels of government and branches of government are resolved.</p> <p>2. Identify the major responsibilities and sources of revenue for state and local governments.</p> <p>5. Explain how public policy is formed, including the setting of the public agenda and</p>	<ul style="list-style-type: none"> The Structure of State Governments State Policies and Finances The Structure of Local Government Local government Policies and Finances. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> County 	<p><u>Spanish Resources</u></p> <ul style="list-style-type: none"> Chapter Summary Organization of State and Local Government pg. 118 Section Outlines pp. 119-122 Chapter Summary State and Local Government in Action pg. 123 	<ul style="list-style-type: none"> Circle Map Multi-Flow Chart Tree Map 	

Curriculum Objective	Essential Concepts & Vocabulary	Primary Language Support	Graphic Organizers	Primary Sources, Artifacts, Realia
<p>implementation of it through regulations and executive orders.</p> <p>6. Compare the process of law making at each of the three levels of government, including the role of lobbying and the media.</p> <p>1. Understand the scope of presidential powers and decision making through examination of case studies such as the Cuban Missile Crisis, War powers act, the Gulf War and Bosnia.</p>	<ul style="list-style-type: none"> • Reapportionment • Redistricting • Regulation • State • Local • Revenue 	<ul style="list-style-type: none"> • Section Outlines pp. 123-127 		

Unit Six Comparative Governments

1 week

Standard 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

Standard 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Curriculum Objective	Essential Concepts & Vocabulary	Primary Language Support	Graphic Organizers	Primary Sources, Artifacts, Realia
<p>12.9</p> <p>2. Compare the various ways in which power is distributed, shared, and limited in systems of share powers and in parliamentary systems, including the influence and role of parliamentary leaders.</p> <p>4. Identify the forms of illegitimate power that twentieth century African, Asian and Latin American dictators used to gain and hold office and the conditions and interests that supported them.</p> <p>5. Identify the ideologies, causes, stages, and outcomes of major</p>	<ul style="list-style-type: none"> • Comparing Systems of Government <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Capitalism • Communism • Dictatorship • Fascism • Monarchy • Socialism 	<p><u>Spanish Resources</u></p> <ul style="list-style-type: none"> • Chapter Summary Comparative Political Systems pg. 109 • Section Outlines pp. 118-122 • Chapter Summary State and Local Government in Action pg. 123 • Section Outlines pp. 124-127 	<ul style="list-style-type: none"> • Multi-Flow Map • Circle Map • Tree Map • Double Bubble Map 	

Curriculum Objective	Essential Concepts & Vocabulary	Primary Language Support	Graphic Organizers	Primary Sources, Artifacts, Realia
<p>Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.</p> <p>6. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland.</p>				

APPLICATION OF COURSE CONTENT

Career Connection:

Related Career Resources

There are many web sites that will help with career selection such as Equidance.com, BRIDGES.com, and icouldbe.org. The software package COIN JR also has career information.

Related Career Titles

Examples of Job Titles for History Majors:

Some of these jobs require education beyond the bachelor's degree.

Anthropologist	FBI / CIA Agent	Journalist
Archeologist	Foreign News Correspondent	Lawyer
Archivist	Foreign Service Officer	Lecturer
Biographer	Genealogist	Legal Assistant / Para
Clergy	Government Official	Librarian
Community Relations Director	Historian	Lobbyist
Congressional Aide	Historic Preservationist	Market Research Analysis
Consumer Advocate	Historic Site Tour Guide	Media Consultant
Counselor	historical Society Staff	Museum Curator
Criminologist	Indicter	Museum Tech. & Specialist
Demographer	Insurance Agent / Broker	Park Ranger
Economist	Intelligence Analyst	Peace Corps / Vista
Editor	International Relations	Political Scientist
Psychologist	Teacher, Social Studies	Urban Administrator
Public Relations Specialist	Technical Writer	Urban Planner
Research Assistant	Travel Agent	Writer / Author
Sociologist		

Related History Major Skills

Explaining Ideas	Interpreting events and ideas
Writing and presenting information	Examining evidence
Analyzing ideas and information	Developing a world view
Explaining the present by referring to the past	Decision making

Seeing relationships between factors

METHODS: A variety of instructional strategies are used to accommodate ELL students and their learning styles. Lesson plans reinforce academic literacy and social studies skills while learning historical content.

Lesson Design and Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check For Understanding Guided Practice Closure Independent Practice</p>
---	--

Some components may occur once in a lesson, but others will recur many times. Checking For Understanding occurs continually; Input, Modeling, Guided Practice and Closure may occur several times. There may even be more than one Anticipatory Set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

Active Participation Strategies for insuring consistent, simultaneous involvement of the minds of all students

Covert Strategies

- Recall
- Imagine
- Observe
- Consider

Overt Strategies

- Restate in Journal/Notes
- Hand Signals
- Model with Manipulatives
- Cooperative Groups
- Choral Response

- Stand Up/Sit Down
- Response Boards
- Graphic Organizers
- Give One/Get One
- Point to Examples

- Idea Wave
- Pair-Share
- Folded Paper
- “Foggiest” Point
- Brainstorm

Baldrige Quality Tools

- Affinity Diagram
- Plus/Delta
- Flow Chart
- Consensogram
- Matrix/Rubric
- Scatter Diagram

Significant, Proven Strategies for ALL History/Social Science Students

- o Inquiry Activities
- o Written/Oral Presentations
- o Short/Long-term projects
- o Essential Questions
- o Current Events
- o Peer Teaching
- o Guest Speakers
- o Summarization

Reading Strategies in History/Social Science

- o Learning Logs
- o Pre-teaching
- o Vocabulary
- o Pre-reading
- o Text Structures
- o Trail Markers
- o Reciprocal Teaching
- o Functional Text

Career Development

- Create Career Word Wall based on topics of study
- Skills learned related to the World of Work
- Observation of existing occupations past/present

SDAIE Strategies for English Learners

- o Tapping/Building Prior Knowledge (Graphic Organizers, Schema)
- o Grouping Strategies
- o Multiple Intelligences
- o Adapt the Text
- o Interactive Learning (Manipulatives, Visuals)
- o Acquisition Levels
- o Language Sensitivity
- o Lower the Affective Filter (including Processing Time)
- o Home/School Connection (including Cultural Aspects)

Primary Language Support

- o Preview/review Grouping
- o Parallel Texts
- o Cognates

Strategies for Special Needs Students

- o Adapt the Text
- o Interactive Learning (Manipulatives, Visuals)
- o Adapt the Text
- o Homogeneous Grouping
- o Small Group Instruction
- o Direct Instruction
- o Graphic Organizers
- o Partner
- o Build Prior Knowledge
- o Differentiate Instruction
- o Use of Instructional Accommodations: (i.e., Change of response, scheduling, presentation, and setting)
- o Adapt the Text
- o Interactive Learning
- o Modify/Adapt the Curriculum: (i.e., Change quantity, timing, level of support, input, difficulty, output, participation, have alternate goals)

MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text, a variety of instructional tools may be used to assist ELL students in achieving a proficient level of performance of the enduring knowledge for the course of study. Support materials may included, but not be limited to:

Basic Text: Magruder's American Government; Prentice Hall; 1999

Support for English Language Learners

- Lesson Summaries of the basic text in five languages
- Language Support Activities for ELL's accompany the basic text.
- History Resource Center

Technology resources that may include Internet Access and Computer Software Audio-Visual Support
Material that may include slides, videos and transparencies

- Primary Sources
- Maps and Atlases
- Music and Songs
- Newspapers and Magazines
- Periodicals
- Timelines
- Guest Speakers
- Current Events

EVALUATION:

Student achievement is measured using multiple and on-going assessment tools that are aligned with the content standards and lesson objectives. At all times students should have an understanding of what is considered to be a proficient level of performance in history/social science.

Special Education Accommodations: Students must participate in assessments using the accommodations documented on their IEP. Accommodations for classroom and district assessment should be closely linked to the same accommodations that are given in classroom instruction. Common accommodations used in history are:

- Read aloud- read history questions, excerpts etc. aloud to the student to ensure you are assessing the student's knowledge in history and not his/her decoding/reading ability.
- Oral Response- allow the student to orally respond to questions that would otherwise require a written answer to ensure you are assessing the student's knowledge in history and not his/her decoding/reading ability.
- Extended time: This accommodation is often misused. Students require this accommodation when, in instruction, they struggle to *complete* a task or an assessment. If students are given additional time and still not completing the assessment because they are unable to do the work- this is not a valid use of extended time. Extended time allows students longer processing time, or additional time to physically write the answers etc.
- Other accommodations: any other accommodations documented in the IEP should be allowed during instruction and assessment. Accommodations are what helps the student access the curriculum.

Required Assessments:

- Cumulative Exam (*alternate method of response/presentation is permissible*)

Additional Assessments:

- Tests and quizzes
- Writing products, journals and essays
- Visual products
- Oral presentations of projects, plays, readers theater, and interviews
- Individual and/or group culminating projects
- Use of technology such as PowerPoint, slide shows, videos, and audio tapes
- Teacher observations
- Class participation

Form of Assessments			
	Diagnostic	Monitor	Evaluate
State Assessment			
District Developed Assessments		<ul style="list-style-type: none"> • Additional Writing Prompts • Practice Test Questions • Study Guide 	<ul style="list-style-type: none"> • The Three Required Writing Prompts • End-Of-Course Exam • Research Paper Assessment Portfolio
Prentice Hall and other sources	<ul style="list-style-type: none"> • Map Outlines for Geography Knowledge • Interpreting timeline, graphs, charts, and diagrams • Analyze primary and secondary sources for point of view, audience and purpose. Interpret political cartoons. 	<ul style="list-style-type: none"> • Chapter and Unit Tests • Alternative Assessment with Scoring Guide • Test Bank CD-ROM 	

Grading Policy: A common weighted grading policy ensures consistency between schools and classrooms across the district.

Homework	10%
Classwork, Notebook	20%
Tests and Quizzes	25%
Curriculum Embedded Assessments	20%
Research Projects	15%
Cumulative Exam	5%
Class Participation	5%

Standard Grading Scale:

The assignment of letter grades will be based on the following grading scale:

- A = 90 – 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = Below 60%

GRADING SCALE			
	Letter Grade	Percentage	Four Point Rubric Score*
Advanced Proficient	A	90 – 100%	Advanced Proficient 4
Proficient	B	80 – 89%	Proficient 3
	C	70 – 79%	
Partially Proficient	D	60 – 69%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

*Teachers are encouraged to use plus and minus scores when using the four-point rubric.

Submitted by: Linda Mehlbrech and Erin Reid
 School/Office: History/Social Science Office and Special Education Curriculum Office
 Revised Date: 5/04

Hscourse/hist-ss/usgovt12sdc