



Department	History/Social Science		Course Title	United States Government		Course Code		2241	
Grade Level	12		Short Title	U.S.Govt		Grad Requirement Subject		Yes	
Course Length	1 semester	Credits	5	Approved for Honors	No	Required	Yes	Elective	No
Prerequisites	None								
Co-requisites	None								
Articulated with LBCC	No		Articulated with CSULB				No		
Meets UC "a-g" Requirement	Yes (a)		Meets NCAA Requirement				Yes		
Teaching Credential(s)	Social Science								

COURSE OVERVIEW:

This course is the culmination of the civic literacy strand of history-social studies that prepares students to vote, and to be informed, skilled, and engaged participants in civic life. As this course progresses, students will learn about the responsibilities they have or will soon have as voting members of an informed electorate. They'll learn about the benefits to democracy of an electorate willing to compromise, practice genuine tolerance and respect of others, and actively engage in an ethical and civil society. They'll discover that all citizens have the power to elect and change their representatives—a power protected by free speech, thought, and assembly guarantees. They'll learn that all citizens deserve equal treatment under the law, safe-guarded from arbitrary or discriminatory treatment by the government. Students will review how these elements developed over our history, such as the broadening of the franchise from white males with property, to all white males, then men and women of color, and finally, 18-21 year olds. Students will learn how our government works and how it is different from other systems of governance. Students will examine both the constitutional basis for and current examples of the fact that members of the government are themselves subject to the law and they'll learn about the vital importance of an independent judiciary. They will compare our democratic system with authoritarian regimes of the past and today to understand the unique nature of our Constitutional democracy. Finally, students will conclude their study of American government with a study of both historical and modern problems of American democracy.¹

EXPECTED OUTCOMES:

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content standards for United States Government, as well as, historical thinking skills and skills called out in the *Common Core State Standards* and the *Standards for Career Ready Practice*. Levels of proficiency are defined near the end of this course outline under Classroom Performance Criteria.

- Understand the key elements of representative democracy and how they develop over time.
- Analyze the trade-offs between majority rule and individual rights.
- Identify and evaluate power of the government.
- Identify and evaluate rights and responsibilities of citizens in a democracy.
- Trace the electoral process.

¹ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- Discuss and solve problems posed by representative government.²
- Use media, texts and case studies in order to acquire information, process information, report information, and solve problems.
- Articulate concepts important to the study of United States Government such as rights, checks and balances, separation of powers, federalism, executive, legislative, judicial, power, ideology, and others.
- Determine the main ideas and definitions of terms in informational texts in order to make meaning of concepts significant to United States Government .
- Utilize listening and speaking to communicate claims and reasoning with evidence.
- Integrate information from multiple sources to generate a coherent written, oral or visual product.
- Write informational and argumentative texts to explain current events and express varying perspectives.
- Apply appropriate technical skills and academic knowledge.
- Communicate clearly, effectively, and with reason.
- Apply technology to enhance productivity.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Act as a responsible citizen in the workplace and the community.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while integrating cultural and global competence.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Understand the environmental, social, and economic impacts of decisions.

Academic Standards:

Grade Twelve- Principles of American Democracy (One Semester):

from the History-Social Science Framework for California Public Schools, adopted by the California State Board of Education in March, 2001

- 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 rights to a fair trial; the relationship of religion and government.

Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:

² The first seven objectives come from the *History-Social Science Framework for California Public Schools*, 2016.

from the *California Common Core State Standards*, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

- 11-12 R1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 11-12 R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 11-12 R3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

- 11-12 R4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10).
- 11-12:R5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 11-12 R6: Evaluate authors' differing points of view on the same historical event or issue by assessing with authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

- 11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 11-12 R8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 11-12 R9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

- 11-12 R10: By the end of grade 12, read and comprehend history/social studies texts in the grade 11-CCR text complexity band independently and proficiently.

Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:

from the *California Common Core State Standards*, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

- 11-12 W1: Write arguments focused on *discipline-specific content*.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.
- 11-12 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

11-12 W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12 W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12 W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

11-12 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

11-12 W10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EXPECTED INTEGRATED OUTCOMES:

Students are also expected to proficiently apply common skills that are relevant across curricular areas, industry sectors, and career pathways.

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

COURSE CONTENT AND SUGGESTED TIME ALLOTMENT:

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs.

Reference abbreviations used in the Outline of Content table refer to these documents as follows:

12.1-12.10- refers to the [History-Social Science Framework for California Public Schools](#).

R or W- refers to the standards [California Common Core State Standards](#) for reading and writing.

CR- refers to the Standards for Career Ready Practice of the CA CTE Model Curriculum Standards.

Unit 1: Foundations, Origins and Principles of American Government

Duration: 3 Weeks

Description: The semester begins with an examination of the ideas that have shaped the American democratic system. Students can start their studies by reviewing early experiments in democracy, such as the contributions of ancient Greek philosophers, direct but limited democracy in ancient Athens, and representative democracy in the Roman republic (and why it eventually failed). They explore the influence of Enlightenment ideas upon the Constitutional framers' support of republicanism, content that was first introduced to students in the seventh grade and continued throughout the tenth- and eleventh-grade curriculum, focusing on key ideas such as John Locke's social contract and his concept of liberty and Charles-Louis Montesquieu's separation of powers. The *Federalist Papers* explicate major constitutional concepts such as separation of powers, checks and balances, and enumerated powers as well as the framers' understanding of human nature and the political process. In particular, *Federalist Paper Number 10* explains the role of organized interest, *Federalist Paper Number 51* outlines the rationale for checks and balances and separation of powers, and *Federalist Paper Number 78* centers on the role of the judiciary. Students should understand how these ideas shaped the American constitutional system and democratic behavior. In this unit students analyze the principles of federalism. With reference to the U.S. Constitution students should identify key provisions that established the federal system including enumerated powers,

Article 1 restrictions on states' powers, and the Ninth and Tenth Amendments. Teachers can emphasize how power and responsibilities are divided among national, state, local, and tribal governments. Finally, students should explore ways people interact with and influence state and local government. Finally, feudalism, mercantilism, socialism, fascism, communism, capitalism, monarchy, and parliamentary and constitutional liberal democracies in order to understand the historical context for both democratic and autocratic systems. Students can study the philosophies of these systems and the ways in which they influence economic policies, social welfare policies, and human rights practices.³

Essential Questions:

- What are the key elements of representative democracy?
- How much power should government have over its citizens?
- What rights and responsibilities does a citizen have in a democracy?
- Why does the government work sometimes and not others?

Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ - The Ideals of the Declaration: Which is Most Important?** or **Search and Seizure: Did the Government Go too Far?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- **TDQ - Three Branches, Montesquieu and Article One**

Suggested Activities and Materials:

Students will...

- Evaluate the influence on government by the philosophers John Locke and Thomas Hobbes by comparing the philosophies of each.⁴
 - "Why Government?" *iCivics*. Web. 28 June 2016. <<https://www.icivics.org/teachers/lesson-plans/why-government>>
- Evaluate the influence of the *Magna Carta*, the Petition of Right, the English Bill of Rights, and *Second Treatise of Government* on the creation of the United States Bill of Rights.
 - The Bill of Rights Institute: *The Bill of Rights and You: Rights and Responsibilities*, pp. 1-15. (See Marika Manos in the History Office to check out book).
- Evaluate the influence of the philosophers Thomas Hobbes, John Locke, Charles Montesquieu, and Jean-Jacques Rousseau on the U.S. Constitution.
 - "Hobbes, Locke, Montesquieu, and Rousseau on Government:" *Constitutional Rights Foundation*. Web. 28 June 2016. <<http://crf-usa.org/images/pdf/gates/HobbesLockeMontesquieuRousseau.pdf>>
- Evaluate the writing of the Constitution by reviewing the weaknesses of the Articles of Confederation and comparing it to the Constitution. Students will also consider the needs of the states and the creation of the Connecticut Compromise.⁵
 - "Wanted: Just Right Government." *Icivics*. Web. 28 June 2016 <<https://www.icivics.org/teachers/lesson-plans/wanted-just-right-government>>
- Take on the role of a state representative at the Constitutional Convention in Philadelphia in order to voice their concerns and create compromises.⁶

³ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

⁴ You must create a free login to access resources on this site.

⁵ You must create a free login to access resources on this site.

⁶ Students must have access to the internet to engage in this activity.

- "The Constitutional Convention." *Annenberg Classroom*. Web. 28 June 2016. <<http://www.annenbergclassroom.org/page/all-games-and-interactives>>
- Analyze the concerns of founding father James Madison regarding a need for checks and balances in his defense of the Constitution in *Federalist No. 51* by summarizing his supporting arguments in a tree map.
 - *Magruder's American Government*, Prentice Hall, © 2006. Federalist Number 51, pp. 785-787.
- Evaluate the arguments of the Federalists and Antifederalists by explaining how they evolved into the Bill of Rights.
 - The Bill of Rights Institute: *The Bill of Rights and You: Rights and Responsibilities*, pp. 16-25. (See Marika Manos in the History Office to check out book).
- Comprehend the rights of Americans included in the Bill of Rights and Article 1 section 9 by summarizing them in a Brace Map.
 - *Magruder's American Government*, Prentice Hall, © 2006. The U.S. Constitution, pp. 758-779.
- Analyze the ways in which twelve proposed amendments to the Constitution became the Bill of Rights.
 - The Bill of Rights: Debating the Amendments. *Library of Congress*. Web. September 2016.
 - <<http://www.loc.gov/teachers/classroommaterials/lessons/bill-of-rights/>>
- Evaluate how Federalism is applied to the states and National government by identifying the reserved, concurrent, implied and inherent powers of the Constitution.⁷
 - "The "Federal" in Federalism." *ICivics*, Web. 28 June 2016. <<https://www.icivics.org/teachers/lesson-plans/federal-federalism>>
- Compare and contrast powers of the federal government, concurrent powers, and reserved powers by creating a Double Bubble Map.
 - *Magruder's American Government*, Prentice Hall, © 2006. Federalism, pp. 86-110.
- Evaluate the four features of a sovereign state to determine the function and role of each individual state in the United States.⁸
 - "Sovereign State." *Icivics*, Web. 28 June 2016. <<https://www.icivics.org/teachers/lesson-plans/sovereign-state>>
- Evaluate the process for proposing and ratifying amendments by studying the 18th and 21st amendments and their consequences.
 - "Prohibition and Its Consequences." *National Archives. Docs Teach*, Web. 28 June 2016. <<https://www.docsteach.org/activities/teacher/prohibition-and-its-consequences>>
- Compare democracy in the United States with parliamentary democracy in the United Kingdom under the leadership of Margaret Thatcher using a Double-Bubble Map.
 - Margaret Thatcher and Conservative Politics in England. *Constitutional Rights Foundation*. Web. 28 June 2016. <http://crf-usa.org/images/pdf/gates/Margaret_Thatcher.pdf>
 - *Magruder's American Government*, Prentice Hall, © 2006. Legislative Branch, pp. 258-349.

Textbook:

Magruder's American Government, Prentice Hall, © 2006. Chapters 1-4 and 22-23.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; and CR 12.

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.

12.1.1 Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the

⁷ You must create a free login to access resources on this site.

⁸ You must create a free login to access resources on this site.

development of American government.

- 12.1.2 Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
- 12.1.3 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; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."
- 12.1.4 Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.
- 12.1.5 Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.
- 12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments.
- 12.4.2 Explain the process through which the Constitution can be amended.
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- 12.7.1 Explain how conflicts between levels of government and branches of government are resolved.
- 12.7.2 Identify the major responsibilities and sources of revenue for state and local governments.
- 12.7.3 Discuss reserved powers and concurrent powers of state governments.
- 12.7.4 Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
- 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.
- 12.9.1 Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
- 12.9.2 Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).
- 12.9.3 Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.
- 12.9.4 Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).
- 12.9.5 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.
- 12.9.6 Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
- 12.9.7 Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
- 12.9.8 Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

Unit 2: Political Institutions of American Government: Legislative and Executive Branches

Duration: 4 weeks

Description: In this unit students examine the work of Congress and document the evolution of the presidency and the growth of executive powers in modern history. After providing an overview of the mechanics of legislation, specific powers, eligibility and length of terms of members of Congress, and an introduction to current legislative leaders and students' current representatives, students consider case studies of recent issues. Like their study of Article I, students first develop a basic understanding of how the president gets elected, the requirements for the office, how a president can be removed, and the specific executive powers enumerated in Article II. They might also explore how this balance of power has shifted over time.⁹

Essential Questions:

- How much power should government have over its citizens?
- Why does the government work sometimes and not others?
- What problems are posed by representative government and how can they be addressed?

Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - Executive Action
- TDQ - Gulf of Tonkin Resolution
- TDQ - War Powers

Suggested Activities and Materials:

Students will...

- Analyze the powers of the legislative, executive, and judicial branches by classifying powers of each branch in a Tree Map.
 - *Magruder's American Government*, Prentice Hall, © 2006. Legislative, Executive, Judicial Branches, pp. 258-621.
- Evaluate the role of Congress in the Constitution by analyzing the powers delegated and how they have been used over time.¹⁰
 - "The U.S. Constitution: Continuity and Change in the Governing of the United States." *Library of Congress*, Web. June 2016. <http://www.loc.gov/teachers/classroommaterials/lessons/continuity-change/procedure.html>
- Identify the steps taken for a bill to become a law.
 - "The Legislative Process: Congress at Work." *National Archives. Docs Teach*, Web. 28 June 2016. <https://www.docsteach.org/activities/teacher/the-legislative-process-congress-at-work>
 - "The Legislative Process: How a Bill Becomes a Federal Law." *Annenberg Classroom*. Web. 28 June 2016. <http://www.annenbergclassroom.org/page/the-legislative-process-how-a-bill-becomes-a-federal-law>
- Explain how a bill becomes a law by creating a Flow Map of the steps involved in how a bill becomes a law.
 - *Magruder's American Government*, Prentice Hall, © 2006. Legislative Branch, pp. 258-349.
- Analyze the role of the President by reviewing the foreign policy of George Washington using documents that give insight into his philosophy on government.¹¹
 - "George Washington: First in War, First in Peace, and First in the Hearts of His Countrymen." *Library of Congress*, Web. 28 June 2016. <http://www.loc.gov/teachers/classroommaterials/lessons/washington/procedure.html#lesson3>

⁹ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

¹⁰ Use lesson three and four in this collection.

¹¹ Use lesson three in this collection.

- Understand the role of the President under our Constitution by playing the President in this interactive game.¹²
 - "Executive Command." *Annenberg Classroom*. Web. 28 June 2016. <<http://www.annenbergclassroom.org/page/executive-command>>
- Synthesize how war powers are distributed between Congress and the President by analyzing the War Powers Act of 1973.
 - "War Powers Resolution." *Bill of Rights Institute*. Web. 28 June 2016. <<http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/war-powers-resolution/>>
- Identify the role of the President and the media in public policy and diplomacy by analyzing documents related to the Cold War.
 - "President Reagan: Cold War Vision and Diplomacy." *National Archives. Docs Teach*, Web. 28 June 2016. <<https://www.docsteach.org/activities/teacher/president-reagan-and-the-cold-war-vision-and-diplomacy>>
- Identify the war powers by evaluating the role of Congress and the President in the war in Afghanistan and U.S. policy making in regards to terrorism.
 - Constitutional Rights Foundation. War in Afghanistan. *National Archives. Docs Teach*. Web. 28 June 2016. <<http://crf-usa.org/images/pdf/gates/War-in-Afghanistan.pdf>>
- Evaluate the use of the Executive Order in the landmark Supreme Court case *Korematsu v. U.S.*
 - "Korematsu and Civil Liberties." *Annenberg Classroom*. Web. 28 June 2016. <<http://www.annenbergclassroom.org/page/korematsu-civil-liberties>>
- Understand the ideals of the Preamble by analyzing documents to determine how the Federal budget is determined and decide if it is spent correctly.
 - The DBQ Project: Mini-Q's in Civics, "The Preamble and the Federal Budget: Are we Slicing the Pie Correctly?" pp. 81-130.

Textbook:

Magruder's American Government, Prentice Hall, © 2006. Chapters 10-17.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; and CR 12.

- 12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments.
- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- 12.4.1 Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
- 12.4.3 Identify their current representatives in the legislative branch of the national government.
- 12.4.4 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.
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- 12.7.1 Explain how conflicts between levels of government and branches of government are resolved.

¹² Students must have access to the internet to engage in this activity.

- 12.7.2 Identify the major responsibilities and sources of revenue for state and local governments.
- 12.7.3 Discuss reserved powers and concurrent powers of state governments.
- 12.7.4 Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
- 12.7.5 Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
- 12.7.6 Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
- 12.7.8 Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

Unit 3: Political Institutions of American Government: Judicial Branch and Civil Liberties

Duration: 4 weeks

Description: To begin their study of the judiciary, students consider the powers of this branch as outlined in Article III, the eligibility and length of service of judges, and the process of selection and confirmation of Supreme Court justices. Exclusive to the U.S. Supreme Court is the sole authority to definitively interpret the Constitution and the ability to use the supremacy clause. Students examine controversies over the selection and confirmation of Supreme Court justices and federal judges and the nature of an independent judiciary through classroom structured discussions and deliberations. The Constitutional explanation of the judiciary will provide the context for the high court's more notable rulings and shifts.

The courts play a unique role among the three branches in that the framers intended the courts to be insulated from public opinion in order to independently interpret the laws. Students begin their study of the work of the Court by reviewing in *Marbury v. Madison* (1803). Students concentrate on how the courts have interpreted the Bill of Rights over time, especially themes such as due process of law and equal protection as guaranteed by the Fourteenth Amendment. Students examine the individual liberties outlined in the Bill of Rights. Teachers review the origins of each of the individual freedoms and then prompt their students to consider how certain liberties, such as the freedom of speech, religion, or privacy, has been and can be restricted in a democratic system. In addition to political liberties, students explore individual and societal economic freedoms including property rights, labor rights, patents, and copyright within the context of case studies and court cases.¹³

Essential Questions:

- What are the trade-offs between majority rule and individual rights?
- How much power should government have over its citizens?
- What rights and responsibilities does a citizen have in a democracy?
- What problems are posed by representative government and how can they be addressed?

Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - Patriot Act
- TDQ - Bakke Affirmative Action Case

Suggested Activities and Materials:

Students will...

- Analyze the concerns of founding father Alexander Hamilton in his defense of an independent judiciary in the Constitution in *Federalist No. 78* by summarizing his supporting arguments in a Tree Map.

¹³ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- *Magruder's American Government*, Prentice Hall, © 2006. Federalist Number 78, pp. 787-790.
- Analyze the structure of the National Courts by reviewing the progression of cases through the court system at the National level.¹⁴
 - "The Structure of the National Government." *Bill of Rights Institute. Documents of Freedom*. Web. 28 June 2016 .<<https://www.docsoffreedom.org/activities/the-structure-of-the-national-government-activity-the-judicial-branch>>
- Evaluate the purpose and progression of the Supreme Court since its inception in 1789.
 - Weber, Linda. "Reflections of America in Supreme Court Cases." *Leonore Annenberg Institute for Civics* (1994): *Annenberg Classroom*. Web. 28 June 2016. <<http://www.annenbergclassroom.org/files/documents/roleofcourts.pdf>>
- Identify the role of jurisdiction in court cases by analyzing documents related to *United States v. Libellants of Schooner Amistad*.
 - "U.S. v. Amistad: A Case of Jurisdiction." *National Archives. Docs Teach*, Web. 28 June 2016. <<https://www.docsteach.org/activities/teacher/us-v-amistad-a-case-of-jurisdiction>>
- Evaluate the role of the Supreme Court and the President by reviewing documents related to Franklin Delano Roosevelt's plan for court packing.
 - "Court Packing vs. Reorganizing: The Supreme Court in the New Deal." *National Archives. Docs Teach*, Web. 28 June 2016 <<https://www.docsteach.org/activities/teacher/court-packing-vs-reorganizing-the-supreme-court-in-the-new-deal>>
- Evaluate the Bill of Rights property protections by examining the first ten amendments.
 - The Bill of Rights Institute: *The Bill of Rights and You: Rights and Responsibilities*, pp. 106-113. (See Marika Manos in the History Office to check out book).
- Evaluate the application of the Establishment Clause using landmark Supreme Court cases.
 - "Bible Reading in Public Schools." *Encyclopedia of the First Amendment. Constitutional Rights Foundation*. Web. 28 June 2016.<<http://crf-usa.org/images/pdf/gates/Bible-Readings.pdf>>
 - The Bill of Rights Institute: *The Bill of Rights and You: Rights and Responsibilities*, pp. 30-39. (See Marika Manos in the History Office to check out book).
- Evaluate the application of the Free Exercise Clause by analyzing the Supreme Court's ability to balance individual free exercise with the good of society as a whole.
 - "A Conversation on the Constitution: The 14th Amendment." *Annenberg Classroom*. Web. 28 June 2016. <<http://www.annenbergclassroom.org/page/conversation-14th-amendment>>
 - The Bill of Rights Institute: *The Bill of Rights and You: Rights and Responsibilities*, pp. 40-49. (See Marika Manos in the History Office to check out book).
- Understand due process by analyzing documents to determine the limitations of government action according to the Bill of Rights and landmark Supreme Court cases.
 - The DBQ Project: Mini-Q's in Civics, "Search and Seizure: Did the Government go too Far?" pp. 227-275
- Evaluate the meaning of freedom of speech by analyzing documents.
 - The DBQ Project: Mini Q's in civics, "Should Schools be Allowed to Limit Students' Online Speech?" pp. 173-225
- Evaluate the application of the Fourth Amendment in the landmark Supreme Court case *Mapp v. Ohio*.
 - "Search and Seizure: Mapp v. Ohio." *Annenberg Classroom*. Web. 28 June 2016. <<http://www.annenbergclassroom.org/page/search-and-seizure-mapp-v-ohio>>
 - "Making Our Fourth Amendment Right Real: Mapp v. Ohio." *U.S. Constitution A to Z. Annenberg Classroom*. Web. 28 June 2016. <http://www.annenbergclassroom.org/Files/Documents/LessonPlans/MappLessonPlan%20final%207_6_2012.pdf>
- Evaluate the interpretation of public use required by the Fifth Amendment.
 - The Bill of Rights Institute: *The Bill of Rights and You: Rights and Responsibilities*, pp. 114-123. (See Marika Manos in the History Office to check out book).

¹⁴ You must create a free login to access resources on this site.

- Evaluate the Supreme Court's interpretation of the Fifth and Sixth amendments in the landmark court case *Miranda v. Arizona*.
 - "The Right to Remain Silent: *Miranda v. Arizona*." *Annenberg Classroom*. Web. 28 June 2016. <<http://www.annenbergclassroom.org/page/the-right-to-remain-silent-miranda-v-arizona>>
 - "Right to Remain Silent." *Nature* 497.7448 (2013): 157. *Annenberg Classroom*. Web. 28 June 2016. <<http://editor.annenbergclassroom.org/Files/Documents/LessonPlans/MirandaLessonFinal.pdf>>
- Evaluate the incorporation process of the Fourteenth amendment by reviewing the consequences of implementing the amendment. (note: sign-in to *Documents of Freedom* from the Bill of Rights Institute required)
 - "The Fourteenth Amendment and Incorporation Activity: The Fourteenth Amendment, Federalism, and Liberty." *Bill of Rights Institute. Documents of Freedom*, Web. 28 June 2016. <<https://www.docsoffreedom.org/activities/the-fourteenth-amendment-federalism-and-liberty>>
- Evaluate the policy of Affirmative Action by analyzing the effects of landmark Supreme Court cases such as *Regents of the University of California v. Bakke* and *Fisher v. Texas*.
 - "Affirmative Action in American Colleges after *Fisher v. Texas*." *Springer Reference. Constitutional Rights Foundation*. Web. 28 June 2016. <<http://crf-usa.org/images/pdf/gates/Affirmative-Action-Fischer.pdf>>
- Evaluate the consequences of the Civil Rights Act of 1964 in its creation of Affirmative Action.
 - "The Civil Rights Act of 1964 and the Equal Employment Opportunity." *National Archives. Docs Teach*, Web. 28 June 2016. <<https://www.docsteach.org/activities/teacher/the-civil-rights-act-of-1964-and-the-equal-employment-opportunity-commission>>

Textbook:

Magruder's American Government, Prentice Hall, © 2006. Chapters 18-21.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; and CR 12.

- 12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments.
- 12.3.3 Discuss the historical role of religion and religious diversity.
- 12.3.4 Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.
- 12.4.5 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.
- 12.4.6 Explain the processes of selection and confirmation of Supreme Court justices.
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
 - 12.5.1 Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
 - 12.5.2 Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
 - 12.5.3 Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.
 - 12.5.4 Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Peña*, and *United States v. Virginia*

(VMI).

- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- 12.7.1 Explain how conflicts between levels of government and branches of government are resolved.
- 12.7.2 Identify the major responsibilities and sources of revenue for state and local governments.
- 12.7.3 Discuss reserved powers and concurrent powers of state governments.
- 12.7.4 Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
- 12.7.7 Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.

Unit 4: Political Behavior and Participation

Duration: 7 weeks

Description: After studying the freedoms citizens enjoy in American democracy, students then consider the path to becoming a citizen, and the obligations of citizenship, such as serving on a jury, paying taxes and obeying the law. Students learn that democracies depend upon an actively engaged citizenry – individuals who fully participate in the responsibilities of citizenship (such as voting, serving in the military, or regular public service) – for their long-term survival. In today's society, individuals participate as citizens by voting, jury service, volunteerism, serving as members of advisory bodies, military service, involvement in community organizations, and by engagement in the electoral and political process. In this unit, students study the role of political parties, the nomination process for presidential candidates, including the primary system and, the role of polls, campaign advertising and financing, the Electoral College, and methods of direct democracy utilized in California and various states. Students also learn about how citizens participate in the political process through including voting, campaigning, lobbying, filing legal challenges, demonstrating, petitioning, picketing and running for office. Students also scrutinize the current role of the press in American democracy.¹⁵

Essential Questions:

- What are the key elements of representative democracy?
- What rights and responsibilities does a citizen have in a democracy?
- How do people get elected?

Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ - Should the Electoral College be Abolished? or Is the American Jury System a Good Idea?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- **TDQ - Redistricting and Gerrymandering**
- **TDQ - Voting Rights and Enforcement**

Suggested Activities and Materials:

Students will...

- Evaluate voting rights in the United States by reviewing the requirements and amendments made to change those requirements.
 - "Lowering the Voting Age: Nixon and the 26th Amendment." *National Archives. Docs Teach,*

¹⁵ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

Web. 28 June 2016. <<https://www.docsteach.org/activities/teacher/lowering-the-voting-age-nixon-and-the-26th-amendment>>

- Evaluate the impact of voter id laws on voter turnout by researching and debating the issue.
 - "Debating Voter ID." *Bill of Rights Institute*, Web. 28 June 2016. <<http://www.billofrightsinstitute.org/educate/educator-resources/lessons-plans/current-events/voter-id-debate/>>
- Evaluate citizen participation in the voting process by deciding if voting should be compulsory.
 - The DBQ Project: Mini-Q's in Civics, "Should Americans be Required to Vote?" pp. 327-380.
- Analyze the expansion of the American electorate by creating a timeline showing eight legislative acts which expanded the electorate.
 - *Magruder's American Government*, Prentice Hall, © 2006. Voters and Voter Behavior, pp. 146-174.
- Evaluate measures for campaign finance reform by analyzing congressional laws and Landmark Supreme Court cases.
 - Moyers, Bill. "Campaign Finance Reform." *PBS*. Web. 30 June 2016. <<http://www.pbs.org/now/classroom/campaignfinance.html>>
- Comprehend the process of reapportionment by playing the redistricting game.
 - "The ReDistricting Game." *USC Annenberg Center*. Web. 28 June 2016. <<http://www.redistrictinggame.org/>>
- Evaluate the role of government in the lives of citizens by analyzing the government's role in the New Deal and The Great Society.
 - "The Great Depression and the 1990's." *Library of Congress*. Web. 28 June 2016. <<http://www.loc.gov/teachers/classroommaterials/lessons/depression/>>
- Analyze the concerns of founding father James Madison regarding factions in his defense of the Constitution in *Federalist No. 10* by summarizing his supporting arguments in a tree map.
 - *Magruder's American Government*, Prentice Hall, © 2006. Federalist Number 10, pp. 783-785.
- Analyze the formation of political parties by reviewing the philosophies of Thomas Jefferson and Alexander Hamilton as well as the document *Federalist No. 10*.¹⁶
 - "Political Parties." *Bill of Rights Institute. Documents of Freedom*, Web. 28 June 2016. <<https://www.docsoffreedom.org/readings/political-parties/activities>>
- Evaluate their personal political ideology by taking an online ideology quiz.
 - "The Political Compass." *The Political Compass*. Web. 28 June 2016. <<https://www.politicalcompass.org/>>
- Evaluate the role of Interest groups in the legislative process by analyzing the actions of political action committees.¹⁷
 - "Interest Groups." *Icivics*, 2016, Web. 28 June 2016. <https://cdn.icivics.org/sites/default/files/uploads/Interest%20Groups_1.pdf>
- Evaluate the role of media in creating a public policy and agenda.¹⁸
 - "The Role of Media." *American War Cinema and Media since Vietnam. Icivics*, Web. 28 June 2016. <https://cdn.icivics.org/sites/default/files/uploads/Role%20of%20Media_1.pdf>
- Analyze the role of the states in a federalist government by comparing their role to the national government.¹⁹
 - "A Great State." *Sci Am Scientific American* 4.37 (1849): 290. *Icivics*, Web. 28 June 2016. <https://cdn.icivics.org/sites/default/files/uploads/The%20Great%20State_0.pdf>
- Evaluate the role of the states in the federal election process by comparing the differing requirements to voting in various states during the primary and general election. This site contains a video and various resources for viewing.
 - "Electoral Dysfunction." *Electoral Dysfunction*, Web. 28 June 2016. <<http://electoraldysfunction.org/>>

¹⁶ You must create a free login to access resources on this site.

¹⁷ You must create a free login to access resources on this site.

¹⁸ You must create a free login to access resources on this site.

¹⁹ You must create a free login to access resources on this site.

- Evaluate the right to a jury of your peers by analyzing the landmark Supreme Court case *Edmonson v. Leesville Concrete Co.*
 - "Jury Selection: Edmonson v. Leesville Concrete Company." *Annenberg Classroom*, Web. 28 June 2016. <<http://www.annenbergclassroom.org/page/jury-selection-edmonson>>
 - "Jury Selection in California." *Stanford Law Review* 5.2 (1953): 247-73. *Annenberg Classroom*. Web. 28 June 2016. <<http://www.annenbergclassroom.org/files/documents/lessonplans/juryselectionontrial.pdf>>
 - "A Conversation on the Constitution: The Right to Trial by an Impartial Jury." *Annenberg Classroom*. Web. 28 June 2016. <<http://www.annenbergclassroom.org/page/conversation-impartial-jury>>
 - "Cameras in the Courtroom." *The Concise Dictionary of Crime and Justice*. *Annenberg Classroom*, Web. 28 June 2016. <http://www.annenbergclassroom.org/files/documents/lessonplans/justiceforallinthecourtroom_new.pdf>
- Evaluate American attitudes toward immigration by reviewing historical documents from the 19th and 20th centuries.
 - "How Have Americans Responded to Immigration?" *National Archives. Docs Teach*, Web. 28 June 2016. <<https://www.docsteach.org/activities/teacher/how-have-americans-responded-to-immigration>>

Textbook:

Magruder's American Government, Prentice Hall, © 2006. Chapter 5-7 and 9.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; and CR 12.

- 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.
- 12.2.1 Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
- 12.2.2 Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
- 12.2.3 Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
- 12.2.4 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.
- 12.2.5 Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
- 12.2.6 Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).
- 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.
- 12.3.1 Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
- 12.3.2 Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
- 12.3.3 Discuss the historical role of religion and religious diversity.
- 12.3.4 Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

- 12.6.1 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 major parties.
- 12.6.2 Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
- 12.6.3 Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
- 12.6.4 Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).
- 12.6.5 Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).
- 12.6.6 Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
 - 12.8.1 Discuss the meaning and importance of a free and responsible press.
 - 12.8.2 Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
 - 12.8.3 Explain how public officials use the media to communicate with the citizenry and to shape public opinion.
- 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.

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles. See the document titled, "Using Formative Assessment to Address the Specific Learning Needs of Low Achieving Students, High Achieving Students, Students with Disabilities and English Language Learners in K-12 ELA and CONTENT LITERACY."

COURSE MATERIALS:

Magruder's American Government, Prentice Hall, © 2006

RESOURCES:*Documents*

- Using Formative Assessment for Differentiation LBUSD ELA Curriculum Documents
- CTE Standards <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- ELD Standards <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

District Offices

- History Curriculum Office (562) 997-8000, ext. 2956

CLASSROOM PERFORMANCE CRITERIA:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

	F	D	C	B	A
Homework and Notebook	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response
Graded Written Assignments, Performance Assessments and Projects	A score of one on a six-point rubric, or a score of one on a four-point rubric	A score of two on a six-point rubric, or a score of two on a four-point rubric,	A score of three or four on a six-point rubric, or a score of two on a four-point rubric	A score of four or five on a six-point rubric, a score of three on a four-point rubric	A score of five or six on a six-point rubric, or a score of four on a four-point rubric
Periodic Quizzes and Unit Exams	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response

Standard Grading Scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Suggested Grade Weighting:

1. Homework and Notebooks 10%
 - This practice reinforces the learning of a skill or content acquired by the student during or outside of class. Work could be checked for completion, but not graded.
 - Homework could be: reading notes, vocabulary definitions, Thinking Maps, graphic organizers, or processing for short-term or long-term projects.
 - If teachers and students are using an Interactive Notebook, all classwork and homework could be included here. Preview assignments, reading notes, lecture notes and processing assignments are part of this approach.
2. Classwork, In-class, or Suggested Assignments 30%
 - After processing course material in notes, students create products.
 - Group and individual projects might include: Reports of Information, Argumentative Writing, Posters, Debates, Visuals, Discussion Participation, Skits, Performances, Short Written Work and other Daily Assignments.
3. Periodic Quizzes and Unit Exams 30%
 - Unit Exams are used to determine if students have attained proficiency. Teachers will likely require short-answer or in-class writing assessments.
 - Quizzes are short assessments to check understanding of the content. Teachers can use these to determine if students are ready to move onto the next lesson or unit. These quizzes can be oral, multiple-choice, short answer, essay format, or a possible project, like a poster.
4. Research Products or Performance Tasks 30%
 - History-Social Science research reports should teach students research and critical thinking skills.
 - Students should use a variety of sources and learn how to evaluate sources for reliability.
 - Students corroborate sources to come up with a written, visual or oral report of information or argumentative writing.

Submitted by: Amanda Frost, Marika Manos, and Wendy Salaya

Submission Date: July 1, 2016

School/Office: History Office, OCIPD

Original Board Approval Date:

Revised Board Approval Date: 1/17/12; 7/18/16

Saved on L/drive, Common, Manos, Course Outlines, Government