

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE American Government							
DISTRICT COURSE NUMBER #0171	4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 2703						
Rationale:	Required for graduation in the state of California						
Course Description that will be in the Course Directory:	This is a required course for seniors which covers the Constitution of the United States, including the study of American institutions and ideals and the principles of state and local government.						
How Does this Course align with or meet State and District content standards?	This course is aligned to California State Standards for American Government. There is a copy of the standards that are used in the the design of this course at the end of the document.						
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input checked="" type="checkbox"/> Civics and Government <input type="checkbox"/> Not Core Subject <input type="checkbox"/> Economics <input type="checkbox"/> History <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Foreign Language <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Geography <input type="checkbox"/> Science						
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	<table border="0"> <tr> <td align="center">CTE TECH PREP COURSE INDICATORS</td> <td align="center">CTE COURSE CONTENT CODE</td> <td align="center">INSTRUCTIONAL LEVEL CODE</td> </tr> <tr> <td> <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A </td> <td> <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject _____ <input checked="" type="checkbox"/> N/A </td> <td> <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A </td> </tr> </table>	CTE TECH PREP COURSE INDICATORS	CTE COURSE CONTENT CODE	INSTRUCTIONAL LEVEL CODE	<input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	<input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject _____ <input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A
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Length of Course:	<input type="checkbox"/> Year <input checked="" type="checkbox"/> Semester						
Grade Level(s):	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12						
Credit:	<input checked="" type="checkbox"/> Number of credits: 5 <input checked="" type="checkbox"/> Meets graduation requirements (subject <u>American Government</u>) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement _____						
Prerequisites:	Completion of US History / Geography						
Department(s):	Social Science						
District Sites:	All						
Board of Trustees COS Adoption Date:	January 26, 2016						
Textbooks / Instructional Materials:	Government Alive! Power, Politics, and You, TCI Publishing 2014						
Funding Source:	General fund						

Board of Trustees Textbook Adoption Date:	December 8, 2015
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Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: American Government #0171

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EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **American Government**

Course Number: **0171**

Unit Title: **Foundations of American Government**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

12.1.5

12.1.6

12.2.4

12.7.1

12.7.3

12.9.2

12.9.3

12.10

* See Appendix: California State Standards

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Explain fundamental principles and values of American democracy

Understand the obligations of civic-mindedness

Students understand the role of federalism in American democracy

Compare the various ways in which power is distributed, shared, and limited in American government

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific instructional strategies and activities to meet learning targets may include but are not limited to:

- Students simulate a Supreme Court hearing on a various amendments that focuses on conflicts of rights.
- Students participate in a trading game to explore how people gain and exercise power.
- Students delve into the Constitution during three engaging challenges that require them to examine specific provisions of the document as well as its overarching principles.
- Students discuss three - five case studies illustrating the challenge to define national and state powers.
- Students participate in a Federalist vs. Antifederalist activity and analyze how they are connected to the development of political parties activity

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion/Socratic Seminar (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Term quizzes (F/S)

- Essay (S) (*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets may include but are not limited to:

- Student created government assignment
- Learning targets quiz on provisions and principles of the Constitution
- Current events
- DBQ Project Essay - How Did the Constitution Guard Against Tyranny?
- DBQ Project Essay - Should Schools be Allowed to Limit Students' Online Speech?

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **American Government**

Course Number: **0171**

Unit Title: **Institutions of American Government**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

12.2.1

12.4

12.5.1

12.5.4

12.10

* See Appendix: California State Standards

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Analyze the unique roles and responsibilities of the three branches of government as outlined in the Constitution

Discuss the meaning and importance of the rights guaranteed under the Bill of Rights

Summarize landmark Supreme Court interpretations of the Constitution and its amendments

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific instructional strategies and activities to meet learning targets may include but are not limited to:

- Students review the criminal case of a death row inmate and write a brief supporting or opposing the inmate's claim that his constitutional rights were denied.
- i-Civics Congress webquest
- On the Issues Research - controversial issues and voting record online activity
- Biography project: evaluate and analyse influential political reformers

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion/Socratic Seminar (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Term quizzes (F/S)
- Essay (S) (*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets may include but are not limited to:

- Students create a mock legislature, learning about key steps in the legislative process and the factors that influence the law-making process.
- Students create and recommend a spending plan for the president to submit to Congress.
- Students write a Supreme Court brief supporting or opposing the inmate's claim that his constitutional rights were denied.
- Oral Presentation - Current New Article Analysis report
- Help Wanted Ad for the President (create a job description including duties, desirable traits)
- Constitutional analysis for each branch of government
- DBQ Project Is the American Jury System Still a Good Idea?

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **American Government**

Course Number: **0171**

Unit Title: **Political Participation**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

12.3.1

12.6.1

12.6.2

12.6.4

12.6.6

12.8.2

12.10

* See Appendix: California State Standards

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Explain the various ways in which American individuals may get involved in the political process (i.e, through political parties, interest groups, the electoral process)

Describe the role and influence of media in American politics

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific instructional strategies and activities to meet learning targets may include but are not limited to:

- Students examine case studies to identify the forms of civic participation
- Students work in groups to analyze persuasive techniques and then create and evaluate campaign commercials for presidential candidates.
- Students learn about various parts of the presidential electoral process from state primaries to the electoral college

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion/Socratic Seminar (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Term quizzes (F/S)
- Essay (S) (*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets may include but are not limited to:

- Government in action project: for example attending a board meeting or writing a letter to a senator
- Students make their own campaign ad
- DBQ Project Essay - Campaign Propaganda: Which Strategies Would You Use?
- DBQ Project Essay - Should the Electoral College Be Abolished?
- DBQ Project Essay - Should Americans be required to vote?

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery

* Appendix: California State Standards
History–Social Science for California Public Schools
Grade 12
Principles of American Democracy

Unit 1

12.1.5
12.1.6
12.2.4
12.7.1
12.7.3
12.9.2
12.9.3
12.10

Unit 2

12.2.1
12.4
12.5.1
12.5.4
12.10

Unit 3

12.3.1
12.6.1
12.6.2
12.6.4
12.6.6
12.8.2
12.10

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.

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.

6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

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.

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).

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.

12.3 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.

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

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.

3. Discuss the historical role of religion and religious diversity.
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 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

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.
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.
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.

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.
 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)*.
- California Department of Education Created May 18, 2000RADE TWELVE 57

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

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.
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
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).
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.

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

1. Explain how conflicts between levels of government and branches of government are resolved.
3. Discuss reserved powers and concurrent powers of state governments.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.

3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

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.

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).

3. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.

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.