

AMERICAN GOVERNMENT GRADE 12

CURRICULUM GUIDE: ONE SEMESTER



**FRESNO UNIFIED
SCHOOL DISTRICT**

HISTORY-SOCIAL SCIENCE

Principles of the Constitution

Essential Question: TBD

H-SS Standard:	Week	Unit Length	Number of CST Questions	
12.1	1-2	2 weeks/ 10 Days	Not Applicable	
Common Core Literacy Standards for H-SS:				
Key Cognitive Strategies:				
Essential Learning Experiences:				
Focus Topics:	Textbook		Resources	Assessment
Identify the influences on the development of the U.S. government by: Greeks & Romans Identify the influence of Enlightenment philosophers on U.S. government: John Locke, Edmund Burke, Jean Jacques Rousseau, Montesquieu Focus on fundamental themes of Federalist Papers #10, 51, 78 Focus on the concept of limited government. Checks and Balances, Bill of Rights, Judicial review Study the balance of public good and the protection of individual rights. Explain the ideas of American characteristics as explained by Alexis DeTocqueville.	Magruder's American Government (Prentice-Hall, 2002) United States Government- Democracy in Action (Glencoe, 2002)		Teacher Curriculum Institute (TCI) Government Alive	Teacher Created Assessments Standards: 12.1 12.2 12.3 12.6 12.7 End of Quarter Assessment: Week 8-9
History-Social Science Web Site:	http://www.fresnounified.org/dept/CPL/history/sscience/socscied.htm			
American Government Page:	http://www.fresnounified.org/dept/CPL/history/sscience/grade_12.htm			

Federalism: National, State, and Local Governments

Essential Question: TBD

H-SS Standard:	Weeks	Unit Length	Number of CST Questions	
12.7	3-5	3 weeks / 15 Days	Not Applicable	
Common Core Literacy Standards for H-SS:				
Key Cognitive Strategies:				
Essential Learning Experiences:				
Focus Topics:	Textbook		Resources	Assessment
The Structure of State Governments State Policies and Finances The Structure of Local Government Local government Policies and Finances Examine geographic distribution of power at these four levels: <ul style="list-style-type: none"> • city • county • state • national Examine the structure and function of local government. Understand the importance of McCulloch v. Maryland (1819)	Magruder's American Government (Prentice-Hall, 2002) United States Government- Democracy in Action (Glencoe, 2002)		Teacher Curriculum Institute (TCI) Articles of Confederation Reconstruction	Teacher Created Assessments Standards: 12.1 12.2 12.3 12.6 12.7 End of Quarter Assessment: Week 8-9

<p>Analyze issue(s) that demonstrate the concept of federalism.</p> <ul style="list-style-type: none">• environment• welfare• education• court cases <p>Identify the legal obligations of citizens such as serving on jury duty, paying taxes, fulfilling military obligations.</p> <p>Emphasize the necessity of citizens being participants of a civil society by:</p> <ul style="list-style-type: none">• Reading current issues and events.• Participating in volunteerism or public service.			
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<p>American Government Page:</p>	<p>http://www.fresnounified.org/dept/CPL/history/sscience/grade_12.htm</p>		

Politics, Political Parties and Elections

Essential Question: TBD

H-SS Standard:	Week	Unit Length	Number of CST Questions	
12.2, 12.3, & 12.6	6-8	3 weeks / 15 Days	Not Applicable	
Common Core Literacy Standards for H-SS:				
Key Cognitive Strategies:				
Essential Learning Experiences:				
Focus Topics:	Textbook		Resources	Assessment
Interest Groups and their influence Political Parties Politics in Action Citizenship and its responsibilities Explain why we have a two party system. Differentiate between political beliefs of the Republican and Democratic parties. Explain the role of the Third Party as introducer of new ideas with emphasis on the Reform Party. Demonstrate a fundamental understanding of the election process including the following specific aspects. <ul style="list-style-type: none"> • Campaigns • Primary and general elections • National party conventions • Electoral College 	Magruder's American Government (Prentice-Hall, 2002) United States Government- Democracy in Action (Glencoe, 2002)		Teacher Curriculum Institute (TCI) Government Alive	Teacher Created Assessments Standards: 12.1 12.2 12.3 12.6 12.7 End of Quarter Assessment: Week 8-9

<p>Explain the functions and influence of the media as gatekeeper, scorekeeper, and watchdog. Explain the effect of interest groups in the electoral and policymaking process.</p> <ul style="list-style-type: none">• PAC's• Impact of hard and soft money on campaigns• Campaign finance reform <p>Identify demographic trends in voting and non-voting.</p>			
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<p>American Government Page:</p>	<p>http://www.fresnounified.org/dept/CPL/history/sscience/grade_12.htm</p>		

Congress and the Legislative Process

Essential Question: TBD

H-SS Standard:	Week	Unit Length	Number of CST Questions	
12.4	9-11	3 weeks / 15 Days	Not Applicable	
Common Core Literacy Standards for H-SS:				
Key Cognitive Strategies:				
Essential Learning Experiences:				
Focus Topics:	Textbook		Resources	Assessment
Congress and its powers The Lawmaking process Understand the organization of legislatures: <ul style="list-style-type: none"> • Structure and power of committees • Role of political parties in legislative committees Analyze legislative powers: <ul style="list-style-type: none"> • How a bill becomes a law • Legislative oversight Understand the importance of the doctrine of implied powers through the “necessary and proper” clause. Understand the non-legislative powers of Congress. <ul style="list-style-type: none"> • Examine the cause and effect and influence of apportionment and redistricting • Examine various policy issues such as Watergate, Iran-Contra, and Whitewater • Review Congress’s role in investigating crime, poverty, and immigration and campaign financing. • Examine the process of naturalization 	Magruder's American Government (Prentice-Hall, 2002) United States Government- Democracy in Action (Glencoe, 2002)		Teacher Curriculum Institute (TCI) Government Alive	Teacher Created Assessments Standards: 12.4 12.5 12.9 12.10 End of Semester Assessment: Week 17
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The Presidency and the Executive Branch				
Essential Question: TBD				
H-SS Standard:	Week	Unit Length	Number of CST Questions	
12.4	12-14	3 weeks / 15 Days	Not Applicable	
Common Core Literacy Standards for H-SS:				
Key Cognitive Strategies:				
Essential Learning Experiences:				
Focus Topics:	Textbook		Resources	Assessment
<p>The Office of the President and its Powers Study the organization and function of the executive branch.</p> <ul style="list-style-type: none"> • White House Office • Cabinet • Independent agencies • Regulatory agencies <p>Influence on domestic policy issue. Analyze the presidential power and its impact on public policy and decision making by examination of case studies such as:</p> <ul style="list-style-type: none"> • War Powers Act • Persian Gulf War <p>Interventions in regional conflicts such as:</p> <ul style="list-style-type: none"> • Somalia • Bosnia-Herzegovina 	<p>Magruder's American Government (Prentice-Hall, 2002)</p> <p>United States Government- Democracy in Action (Glencoe, 2002)</p>		<p>Teacher Curriculum Institute (TCI)</p> <p>Government Alive</p>	<p>Teacher Created Assessments</p> <p>Standards: 12.4 12.5 12.9 12.10</p> <p>End of Semester Assessment: Week 17</p>

Analyze the interaction of presidential policy making in regard to regional alliances such as the United Nations and NATO.			
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Role of the Courts and Individual Rights

Essential Question: TBD

H-SS Standard:	Week	Unit Length	Number of CST Questions	
12.5	15-17	3 weeks / 15 Days	Not Applicable	
Common Core Literacy Standards for H-SS:				
Key Cognitive Strategies:				
Essential Learning Experiences:				
Focus Topics:	Textbook		Resources	Assessment
<p>The Supreme Court and the Federal Court System Civil Rights Civil Liberties Compare and analyze the organization and interrelationship of local, state, and federal courts. Focus on the significance of judicial review by studying the court case Marbury v. Madison. Focus on the “nationalization” of the Bill of Rights through cases such as:</p> <ul style="list-style-type: none"> • Mapp v. Ohio • Schenk v. U.S. • Gideon v. Wainwright • Gitlow v. New York <p>Illustrate the magnitude of Supreme Court interpretations of the First Amendment through analysis of cases such as:</p> <ul style="list-style-type: none"> • Lemon v. Kurtzman • Engle v. Vitale • Texas v. Johnson 	<p>Magruder's American Government (Prentice-Hall, 2002)</p> <p>United States Government- Democracy in Action (Glencoe, 2002)</p>		<p>Teacher Curriculum Institute (TCI)</p> <p>Government Alive</p>	<p>Teacher Created Assessments</p> <p>Standards: 12.4 12.5 12.9 12.10</p> <p>End of Semester Assessment: Week 17</p>

<p>Evaluate issues in rights to privacy.</p> <ul style="list-style-type: none"> • Griswold v. Connecticut • Roe v. Wade • Katzenbach v. McClung <p>Compare and contrast substantive and procedural due process of the 14th amendment.</p> <ul style="list-style-type: none"> • In ReGault • Miranda v. Arizona • TLO v. New Jersey <p>Evaluate controversial issues in civil rights cases.</p> <ul style="list-style-type: none"> • Plessey v. Ferguson • Brown v. Board of Education of Topeka • Bakke v. Regents of the University of Davis • Webber v. Kaiser <p>Students will differentiate between judicial activism and judicial restraint and its effect on public policy (e.g., Warren and Rehnquist courts).</p>			
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Comparative Governmental Systems

Essential Question: TBD

H-SS Standard:	Week	Unit Length	Number of CST Questions	
12.9 & 12.10	18	1 weeks / 5 Days	Not Applicable	
Common Core Literacy Standards for H-SS:				
Key Cognitive Strategies:				
Essential Learning Experiences:				
Focus Topics:	Textbook		Resources	Assessment
Comparing Systems of Government Distinguish between authoritarian, totalitarian, and democratic systems. Examine the public policy issue of human rights in democratic and non-democratic states. Write an essay/paper on an international contemporary issue such as: <ul style="list-style-type: none"> • Refugee/immigration status • Children’s issues • Women’s rights • Environmental problems • International economics • Rights of prisoners United Nations <ul style="list-style-type: none"> • International role and function • United States participation. 	Magruder's American Government (Prentice-Hall, 2002) United States Government- Democracy in Action (Glencoe, 2002)		Teacher Curriculum Institute (TCI) Government Alive	Teacher Created Assessments Standards: 12.4 12.5 12.9 12.10 End of Semester Assessment: Week 17-18
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