



**FRESNO UNIFIED SCHOOL DISTRICT
SCHOOL SUPPORT SERVICES
CURRICULUM AND PROFESSIONAL DEVELOPMENT**

AMERICAN GOVERNMENT COURSE OUTLINE

Department	H-SS		Course Title			AMERICAN GOVERNMENT				
Course Codes:	Reg	3420	SDAIE	3424	Bil	3418	Imm	3416	GATE	3426
Grade Level(s)	12			Course Length			One Semester			
Credits/semester	5/1	Graduation Requirement			Yes	Elective Credit				
Meets HS Grad. Requirement			Yes	Meets UC “a-g” Requirement					Yes	
Meets NCAA Requirement			Yes	Prerequisites			None			

COURSE DESCRIPTION

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

GOALS

- Understand the relationship of historical and current events in their political, economic, and social contexts.
- View government from a variety of perspectives through primary sources; specifically, the Declaration of Independence, the Constitution, the Emancipation Proclamation, the Federalist Papers, the Gettysburg Address and George Washington's Farewell Address.
- Discuss controversial events in depth.
- Understand the relationship between Western civilizations as the main source of American political institutions.
- Participate as citizens with an understanding of civic virtue and ethical behavior as they relate to public affairs.
- Apply skills of analysis, synthesis and evaluation while discussing the role and responsibility of the United States in world affairs.
- Participate in cooperative projects and school/community service.
- Use state of the art technology in the classroom to gather data for class discussion.
- Develop an awareness of the vast array of government related career choices.

CALIFORNIA CONTENT STANDARDS

- 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
- 2.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

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

PERFORMANCE STANDARDS

The Fresno Unified School District has common assessments that are required. The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the proficient level. Performance level is determined by the average of the assessments or assignments.

	Not Proficient	Below Basic	Basic	Proficient	Advanced Proficient
Quarterly Benchmark Assessment	Below 60%	60-69%	70-79%	80--89%	90%
Teacher Created Tests and Quizzes					
Classwork, Homework, Notebooks					
Class Projects					

**AMERICAN GOVERNMENT
GRADE 12**

**CURRICULUM GUIDE:
SEMESTER 1 & 2**



**FRESNO UNIFIED
SCHOOL DISTRICT**

**JIM LLOYD
HISTORY-SOCIAL SCIENCE**

AMERICAN GOVERNMENT 12 CURRICULUM GUIDE

LENGTH	STANDARDS	WEEKS	UNIT	FOCUS TOPICS
2 Weeks	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.	1-2	PRINCIPLES OF THE CONSTITUTION	<ul style="list-style-type: none"> • Identify the influences on the development of the U.S. government by: <ol style="list-style-type: none"> 1. Greeks 2. Romans • Identify the influence of Enlightenment philosophers on U.S. government <ol style="list-style-type: none"> 1. John Locke 2. Edmund burke 3. Jean Jacques 4. Rousseau 5. Montesquieu • Focus on fundamental themes of Federalist Papers #10, 51, 78 • Focus on the concept of limited government. <ol style="list-style-type: none"> 1. Checks and balances 2. Bill of Rights 3. 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.
3 Weeks	12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.	3-5	FEDERALISM: NATIONAL, STATE, AND LOCAL GOVERNMENTS	<ul style="list-style-type: none"> • The Structure of State Governments • State Policies and Finances • The Structure of Local Government • Local government Policies and Finances • Examine geographic distribution of power at these four levels: <ol style="list-style-type: none"> 1. city 2. county 3. state 4. national • Examine the structure and function of local government.

AMERICAN GOVERNMENT 12 CURRICULUM GUIDE

				<ul style="list-style-type: none"> • Understand the importance of <i>McCulloch v. Maryland</i> (1819) • Analyze issue(s) that demonstrate the concept of federalism. <ol style="list-style-type: none"> 1. environment 2. welfare 3. education 4. court cases • Identify the legal obligations of citizens such as serving on jury duty, paying taxes, fulfilling military obligations. • Emphasize the necessity of citizens being participants of a civil society by: <ol style="list-style-type: none"> 1. Reading current issues and events. 2. Participating in volunteerism or public service.
3 Weeks	<p>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.</p> <p>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 inter-dependence, and the meaning and importance of those values and principles for a free society.</p>	6-8	<p>POLITICS, POLITICAL PARTIES, AND ELECTIONS</p>	<ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> 1. Campaigns 2. Primary and general elections 3. National party conventions 4. Electoral College

AMERICAN GOVERNMENT 12 CURRICULUM GUIDE

	12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.			<ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> 1. PAC's 2. Impact of hard and soft money on campaigns 3. Campaign finance reform • Identify demographic trends in voting and non-voting.
3 Weeks	12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S.	9-11	CONGRESS AND THE LEGISLATIVE PROCESS	<ul style="list-style-type: none"> • Congress and its powers • The Lawmaking process • Understand the organization of legislatures: <ol style="list-style-type: none"> 1. Structure and power of committees 2. Role of political parties in legislative committees • Analyze legislative powers: <ol style="list-style-type: none"> 1. How a bill becomes a law 2. Legislative oversight • Understand the importance of the doctrine of implied powers through the "necessary and proper" clause. • Understand the non-legislative powers of Congress. <ol style="list-style-type: none"> 1. examine the cause and effect and influence of apportionment and redistricting 2. examine various policy issues such as Watergate, Iran-Contra, and Whitewater 3. Review Congress's role in investigating crime, poverty, and

AMERICAN GOVERNMENT 12 CURRICULUM GUIDE

				immigration and campaign financing. Examine the process of naturalization
3 Weeks	12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.	12-14	THE PRESIDENCY AND THE EXECUTIVE BRANCH	<ul style="list-style-type: none"> • The Office of the President and its Powers • Study the organization and function of the executive branch. <ol style="list-style-type: none"> 1. White House Office 2. Cabinet 3. Independent agencies 4. Regulatory agencies • 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: <ol style="list-style-type: none"> 1. War Powers Act 2. Persian Gulf War 3. Interventions in regional conflicts such as: <ul style="list-style-type: none"> • Somalia • Bosnia-Herzegovina • Analyze the interaction of presidential policy making in regard to regional alliances such as the United Nations and NATO.
3 Weeks	12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.	15-18	ROLE OF THE COURTS AND INDIVIDUAL RIGHTS	<ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 1. Mapp v. Ohio 2. Schenk v. U.S. 3. Gideon v. Wainwright

AMERICAN GOVERNMENT 12 CURRICULUM GUIDE

				<p>4. <i>Gitlow v. New York</i></p> <ul style="list-style-type: none"> • Illustrate the magnitude of Supreme Court interpretations of the First Amendment through analysis of cases such as: <ol style="list-style-type: none"> 1. <i>Lemon v. Kurtzman</i> 2. <i>Engle v. Vitale</i> 3. <i>Texas v. Johnson</i> • Evaluate issues in rights to privacy. <ol style="list-style-type: none"> 1. <i>Griswold v. Connecticut</i> 2. <i>Roe v. Wade</i> 3. <i>Katzenbach v. McClung</i> • Compare and contrast substantive and procedural due process of the 14th amendment. <ol style="list-style-type: none"> 1. <i>In ReGault</i> 2. <i>Miranda v. Arizona</i> 3. <i>TLO v. New Jersey</i> • Evaluate controversial issues in civil rights cases. <ol style="list-style-type: none"> 1. <i>Plessey v. Ferguson</i> 2. <i>Brown v. Board of Education of Topeka</i> 3. <i>Bakke v. Regents of the University of Davis</i> 4. <i>Webber v. Kaiser</i> • Students will differentiate between judicial activism and judicial restraint and its effect on public policy (e.g., Warren and Rehnquist courts).
--	--	--	--	---

AMERICAN GOVERNMENT 12 CURRICULUM GUIDE

1 Week	<p>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.</p> <p>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.</p>	19	<p>COMPARATIVE GOVERNMENTAL SYSTEMS</p>	<ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 1. Refugee/immigration status 2. Children's issues 3. Women's rights 4. Environmental problems 5. International economics 6. Rights of prisoners • United Nations <ol style="list-style-type: none"> 1. International role and function 2. United States participation.
--------	---	----	--	---

NOTE: Adjustments may be required based on an unbalanced semester schedule

OUTLINE OF CONTENT AND TIME ALLOTMENT



FRESNO UNIFIED SCHOOL DISTRICT
SCHOOL SUPPORT SERVICES
CURRICULUM AND PROFESSIONAL DEVELOPMENT

AMERICAN GOVERNMENT

UNIT I: PRINCIPLES OF THE CONSTITUTION (2 weeks)

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

GOAL: Students will examine the basic ideas of the Constitution.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
1. Identify the influences on the development of the U.S. government by: Greeks and Romans 2. Identify the influence of Enlightenment philosophers on U.S. government John Locke, Edmund Burke, Jean Jacques Rousseau, Montesquieu 3. Analyze competing interests	Declaration of Independence Constitution Bill of Rights Identify the influences on the development of the U.S. government by: 1. Greeks 2. Romans Identify the influence of Enlightenment philosophers on U.S. government 1. John Locke 2. Edmund burke	<i>Magruder's, chapter 2 American Civics, chapter 2</i> <i>We, the People, lesson 3</i> <i>Magruder's, chapter 2 We, the People, lessons 1, 2, 3, 4, 5</i> <i>Magruder's, chapter 2 and Historical We, the People, lessons 11, 16, 17 American Civics, chapter 2,</i> <i>Magruder's, Historical</i>	Circle Map Flow Chart Tree Map	Newspapers Call for a New Government The Freedom Collectors *Declaration of Independence *Constitution *Bill of Rights Jackdaws: The Presidency The Bill of Rights: Protecting our Liberty (video)

<p>regarding ratification of the Constitution. Federalists/Anti-Federalists Social economic, and geographic considerations</p> <p>4. Focus on fundamental themes of Federalist Papers #10, 51, 78 (factions, separation of powers, and independent judiciary, respectively).</p> <p>5. Demonstrate an understanding of the concept of popular sovereignty.</p> <p>6. Focus on the concept of limited government. Checks and balances Bill of Rights, Judicial review</p> <p>7. Study the balance of public good and the protection of individual rights.</p> <p>8. Explain the ideas of American characteristics as explained by Alexis De Tocqueville.</p>	<p>3. Jean Jacques Rousseau</p> <p>4. Montesquieu</p> <p>Analyze competing interests regarding ratification of the Constitution.</p> <p>1. Federalists/Anti-Federalists</p> <p>2. Social, economic, and geographic considerations</p> <p>Focus on fundamental themes of Federalist Papers #10, 51, 78 (factions, separation of powers, and independent judiciary, respectively).</p> <p>Demonstrate an understanding of the concept of popular sovereignty.</p> <p>Focus on the concept of limited government.</p> <p>1. Checks and balances</p> <p>2. Bill of Rights</p> <p>3. Judicial review</p> <p>Study the balance of public good and the protection of individual rights.</p> <p>Explain the ideas of American characteristics as explained by Alexis DeTocqueville.</p> <p>VOCABULARY</p> <p>amendment Anti-Federalist checks and balances compromise democracy dictator electoral college framers</p>	<p>Documents</p> <p>The Federalis Papers, #10, #51, #78</p> <p><i>We, the People</i>, lessons 13, 14, 15</p> <p><i>Magruder's</i>, chapter 3</p> <p><i>American Civics</i>, chapter 3</p> <p><i>We, the People</i>, lessons 5, 6</p> <p><i>Magruder's</i>, chapter 3</p> <p><i>We, the People</i>, lessons 5, 6, 7, 21, and unit 5, lessons 29-34</p> <p><i>American Civics</i>, chapter 3, 6, 7</p> <p><i>American Civics</i>, chapter 1</p> <p><i>We, the People</i>, lessons 36, 39, 40</p> <p><u>Literature:</u></p> <p><i>Democracy in America</i>, by Alexis DeTocqueville</p>		
---	---	--	--	--

	fundamental freedoms government John Locke judicial review limited government majority rule natural rights politics popular sovereignty ratification representative democracy republic rule of law separation of powers			
--	--	--	--	--

UNIT II: FEDERALISM: NATIONAL, STATE, AND LOCAL GOVERNMENTS (3 weeks)

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

GOAL: Students will analyze the concept of federalism and its interrelationship with various levels of government.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
1. Explain how conflicts between levels of government and branches of government are resolved. 2. Identify the major responsibilities and sources of revenue for state and local governments. 3. Discuss reserved powers and concurrent	<ul style="list-style-type: none"> The Structure of State Governments State Policies and Finances The Structure of Local Government Local government Policies and Finances Examine geographic distribution of power at these four levels: <ol style="list-style-type: none"> city 	Magruder's, chapter 4 We, the People, lesson 22 American Civics, chapter 8, 9 <u>videos:</u> Federalism (IMC #399222546) And U.S. Constitution: Federalism Balance of Power between National and State Government Program 2 (IMC #399228202) Local Government Homepage http://www.localgov.org/	<ul style="list-style-type: none"> Circle Map Multi-Flow Chart Tree Map 	

<p>powers of state governments</p> <p>4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.</p> <p>5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.</p> <p>6. Compare the process of law making at each of the three levels of government, including the role of lobbying and the media.</p> <p>7. Identify the organization and jurisdiction of federal, state and local courts and the interrelationships among them.</p> <p>8. Understand the scope of presidential powers and decision making through examination of case studies such as the Cuban Missile Crisis, War Powers Act, the Gulf War and Bosnia.</p>	<p>2. county</p> <p>3. state</p> <p>4. national</p> <ul style="list-style-type: none"> • Examine the structure and function of local government. • Understand the importance of McCulloch v. Maryland (1819) • Analyze issue(s) that demonstrate the concept of federalism. <ul style="list-style-type: none"> 1. environment 2. welfare 3. education 4. court cases • Identify the legal obligations of citizens such as serving on jury duty, paying taxes, fulfilling military obligations. • Emphasize the necessity of citizens being participants of a civil society by: <ul style="list-style-type: none"> 1. Reading current issues and events. 2. Participating in volunteerism or public service. <p><u>Vocabulary</u></p> <p>“all men are created equal”</p> <p>cabinet</p> <p>civil law</p> <p>criminal law</p> <p>enumerated powers</p> <p>federalism</p> <p>Federalists</p> <p>implied powers</p> <p>reserved powers</p> <p>state government</p> <p>veto</p>	<p>Magruder's chapter 4</p> <p><i>We The People, lessons</i></p> <p>Magruder's, chapter 4</p> <p>Magruder's, "Stop the Presses,"</p> <p>Magruder's, Supreme Court glossary</p> <p>Magruder's chapter 1</p> <p>American Civics, chapter 1, 4</p> <p>Chapter 13-15</p> <p>The Fresno Bee, Newsweek, Time</p> <p>Volunteer Bureau, Tree Fresno, political campaigns</p>		
--	--	--	--	--

UNIT III: POLITICS, POLITICAL PARTIES, AND ELECTIONS (3 weeks)

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

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 inter-dependence, and the meaning and importance of those values and principles for a free society.

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

GOAL: Students will explain the effect of political parties, interest groups, and the media on political socialization, public opinion, and the electoral process.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>12.2</p> <ol style="list-style-type: none"> 1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of rights and how each is secured. 2. Explain how economic rights are secured and their importance to the individual and to society. 3. Discuss the individual's legal obligation to obey the law, serve as juror, and pay taxes 4. Understand the obligations of civic mindedness, including voting, 	<ul style="list-style-type: none"> • 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 	<p><i>Magruder's</i>: Chapters 5, 6, 7, 8, 9 <i>American Civics</i> Chapters 10, 11 Supplemental Reading: Hardball, Part IV. Harper Perennial 0-06-097233-5</p> <p><u>Videos:</u> <i>Why Vote</i>, Cambridge Educational (800-468-4227); <i>The Living Room Campaign</i>, A & E Home Video; <i>The Power (IMC #399266334)</i> Game, The Unelected. <i>PBS Video. Short Subject Election Campaigns (IMC #399027307)</i></p> <p><u>Video Disc:</u></p>	<ul style="list-style-type: none"> • Circle Map • Flow Chart • Tree Map • Multi-Flow Map 	

<p>being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</p> <p>5. Describe the reciprocity between rights and obligations; that is why enjoyment of one's rights entails respect for the rights of others.</p> <p>6. Explain how one becomes a citizen of the United States, including the process of naturalization.</p> <p>12.3</p> <p>1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic and political purposes.</p> <p>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.</p> <p>3. Discuss the historical role of religion and religious diversity.</p> <p>4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and</p>	<p>emphasis on the Reform Party.</p> <ul style="list-style-type: none"> • Demonstrate a fundamental understanding of the election process including the following specific aspects. <ol style="list-style-type: none"> 1. Campaigns 2. Primary and general elections 3. National party conventions 4. Electoral College • 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. <ol style="list-style-type: none"> 1. PAC's 2. Impact of hard and soft money on campaigns 3. Campaign finance reform • Identify demographic trends in voting and non-voting. <p><u>Vocabulary</u> conservative</p>	<p><i>American Government Inside Your Government</i>, Ch. 3 Election Campaign (IMC #399027307) Electing a President, Film for the Humanities and Sciences. CD ROM: <i>Vote American, Virtual Entertainment</i></p> <p><u>Simulation:</u> <i>Campaign Trail</i>, Tom Snyder Publications</p>		
--	--	---	--	--

<p>civil society in authoritarian and totalitarian regimes.</p> <p>12.6</p> <ol style="list-style-type: none"> 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 parties. 2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections. 3. Evaluate the roles of polls, campaign advertising, and the contrivers over campaign funding. 4. Describe the means that citizens use to participate in the political process. 5. Discuss the features of direct democracy in numerous states. 6. Analyze trends in voter turnout; the caused and effect of reapportionment and redistricting and the rights of minorities; and the function of the electoral college. 	<p>electorate general election gerrymandering interest groups liberal lobbying minor parties political action committee/PAC political efficacy primary election public opinion/mass media split-ticket voting suffrage two party system</p>			
--	--	--	--	--

UNIT IV: CONGRESS AND THE LEGISLATIVE PROCESS (3 weeks)

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

GOAL: Students will examine the structure and function of the law making bodies at the three levels of government.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>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.</p> <p>2. Explain the process through which the Constitution can be amended.</p> <p>3. Identify the current representatives in the legislative branch of the national</p>	<ul style="list-style-type: none"> • Congress and its powers • The Lawmaking process • Understand the organization of legislatures: <ol style="list-style-type: none"> 1. Structure and power of committees 2. Role of political parties in legislative committees • Analyze legislative powers: <ol style="list-style-type: none"> 1. How a bill becomes a law 2. Legislative oversight • Understand the importance of the doctrine of implied powers through the “necessary and proper” clause. • Understand the non-legislative powers of Congress. <ol style="list-style-type: none"> 1. examine the cause and effect and influence of apportionment and 	<p><i>Magruder’s</i>, chapter 21</p> <p>Videos: Short Subject Campaign Finances (IMC #399027335)</p>	<ul style="list-style-type: none"> • Tree Map • Circle Map • Flow Map • KWL 	<ul style="list-style-type: none"> • Assorted books and posters

<p>government.</p>	<p>redistricting</p> <ol style="list-style-type: none">2. examine various policy issues such as Watergate, Iran-Contra, and Whitewater3. Review Congress's role in investigating crime, poverty, and immigration and campaign financing.4. Examine the process of naturalization <p><u>Vocabulary</u> bill committee system congressional district constituents eminent domain enumerated powers filibuster gerrymandering impeachment legislative Necessary & Proper Clause reapportionment</p>			
--------------------	---	--	--	--

UNIT V: THE PRESIDENCY AND THE EXECUTIVE BRANCH (3 weeks)

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

GOAL: Students will understand and examine the role, power and workings of the executive branch of state, local and national government.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Discuss Article II of the constitution as it relates to the executive branch, including the eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.</p>	<ul style="list-style-type: none"> • The Office of the President and its Powers • Study the organization and function of the executive branch. <ol style="list-style-type: none"> 1. White House Office 2. Cabinet 3. Independent agencies 4. Regulatory agencies • 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: <ol style="list-style-type: none"> 1. War Powers Act 2. Persian Gulf War 3. Interventions in regional conflicts such as: <ul style="list-style-type: none"> • Somalia • Bosnia-Herzegovina • Analyze the interaction of presidential policy making in regard to regional alliances such as 	<p><i>Magruder's</i>, chapters 13, 14, 15</p> <p><i>American Civics</i>, chapter 6</p> <p>Video: Power Game/ Presidency (IMC #399226333) PBS <i>Magruder's</i>, chapters 14, 17</p> <p>Video: Short Subject War Powers Act (IMC #399027327)</p>	<ul style="list-style-type: none"> • Tree Map • Circle Map • Flow Map • KWL 	<ul style="list-style-type: none"> • Assorted books and posters

	<p>the United Nations and NATO.</p> <p>Vocabulary bureaucracy cabinet electoral college electorate exclusionary rule foreign policy impeachment implied powers veto</p>			
--	---	--	--	--

UNIT VI: ROLE OF THE COURTS AND INDIVIDUAL RIGHTS (3 weeks)

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

GOAL: Students will understand the significance role the courts play in all aspects of society.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Discuss Article III of the Constitution as it relates to judicial power including the length of terms of judge and the jurisdiction of the Supreme Court.</p> <p>2. Explain the processes of selection and confirmation of Supreme Court justices.</p> <p>3. Understand the changing interpretations of the Bill of rights over time, including interpretations of the basic freedoms articulated in the</p>	<ul style="list-style-type: none"> 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: <ol style="list-style-type: none"> Mapp v. 	<p><i>Magruder's</i>, chapter 18, chapter 25 <i>American Civics</i>, chapter 7</p> <p><i>Magruder's</i>, chapter 18 Video: Equal Justice Under Law: Marbury v. Madison, Program I (IMC #399222316)</p> <p><i>Magruder's</i>, chapters 19-21 Videos: Justice Under Law: Gideon Case (IMC #399224227)</p> <p><i>Magruder's</i>, chapter 19 Video: Supreme</p>	<ul style="list-style-type: none"> Multi-Flow Map Circle Map Tree Map Time Line 	<ul style="list-style-type: none"> American Civil Rights Movement (video) Set on Freedom: The American Civil Rights Movement (computer software)

<p>First Amendment and the due process and equal-protection of the law clauses of the Fourteenth Amendment.</p> <p>4. Analyze judicial activism and judicial restraint and the effects of each policy over the decades.</p> <p>5. Evaluate the effects of the courts interpretations of the Constitutions of the Constitution in Marbury v. Madison, McCulloch v. Maryland, and the United States v. Nixon, with emphasis on the arguments espoused by each side in these cases.</p> <p>6. 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. Pena, and United States v. Virginia</p>	<p>Ohio</p> <ol style="list-style-type: none"> 2. Schenk v. U.S. 3. Gideon v. Wainwright 4. Gitlow v. New York <ul style="list-style-type: none"> • Illustrate the magnitude of Supreme Court interpretations of the First Amendment through analysis of cases such as: <ol style="list-style-type: none"> 1. Lemon v. Kurtzman 2. Engle v. Vitale 3. Texas v. Johnson • Evaluate issues in rights to privacy. <ol style="list-style-type: none"> 1. Griswold v. Connecticut 2. Roe v. Wade 3. Katzenbach v. McClung • Compare and contrast substantive and procedural due process of the 14th amendment. <ol style="list-style-type: none"> 1. In ReGault 2. Miranda v. Arizona 3. TLO v. New Jersey • Evaluate controversial issues in civil rights cases. <ol style="list-style-type: none"> 1. Plessey v. Ferguson 2. Brown v. Board of Education of Topeka 3. Bakke v. Regents of the University of Davis 	<p>Court Decisions that changed the Nation: Roe v. Wade (IMC #399027805)</p> <p><i>Magruder's</i>, chapter 21 Video: U.S. Constitution Equal Protection of the Law, Program 5 (IMC #399228205) <i>We, the People</i>, lesson 25</p> <p><i>Magruder's</i>, chapter 21 Videos: Short Subject Brown v. Board of Education (IMC #399027329), Assault on Affirmative Action (IMC #399220186), Minorities and the Constitution (IMC #399225890)</p> <p><i>Magruder's</i>, chapter 18 <u>One Nation, Under God</u> (close Up Foundation) 30 m <u>For Which It Stands</u> (Close Up Foundation) 24 m <i>Gideon's Trumpet</i>-video (World Vision Home Video) 105m</p> <p><u>Literature:</u><i>In Our Defense</i></p>		
---	--	--	--	--

	<p>4. Webber v. Kaiser</p> <ul style="list-style-type: none">• Students will differentiate between judicial activism and judicial restraint and its effect on public policy (e.g., Warren and Rehnquist courts). <p><u>Vocabulary</u> affirmative action Bill of Rights citizenship civil disobedience civil law civil liberties civil rights criminal law due process equal protection executive fundamental freedoms judicial judicial activism judicial restraint judicial review separation of church/state writ of habeas corpus</p>			
--	--	--	--	--

UNIT VII: COMPARATIVE GOVERNMENTAL SYSTEMS (1 week)

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

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.

GOAL: Students will compare and contrast various forms of political systems.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>12.9</p> <p>1. Explain how the different philosophies and structure of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies and human rights practices.</p> <p>2. Compare the various ways in which power is distributed, shared, and limited in systems of</p>	<ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 1. Refugee/immigration status 2. Children’s issues 3. Women’s rights 4. Environmental problems 5. International economics 6. Rights of prisoners • United Nations <ol style="list-style-type: none"> 1. International role and function 2. United States participation. 	<p><i>Magruder’s</i>, chapters 22, 23 <i>We, the People</i>, lesson 38</p>	<ul style="list-style-type: none"> • Multi-Flow Map • Circle Map • Tree Map • Double Bubble Map 	

<p>share powers and in parliamentary systems, including the influence and role of parliamentary leaders.</p> <p>3. Discuss the advantage and disadvantage of federal, confederal, and unitary systems of government.</p> <p>4. Identify the forms of illegitimate power that twentieth century African, Asian and Latin American dictators used to gain and hold office and the conditions and interests that supported them.</p> <p>5. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.</p> <p>6. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia , Hungary, and</p>	<p><u>Vocabulary</u> dictator limited government popular sovereignty</p>			
---	--	--	--	--

Poland. 7. Identify the success or relatively new democracies in Africa, Asia and Latin America and the ideas, leaders and general conditions that have launched and sustained, or failed to sustain them.				
---	--	--	--	--

MATERIALS

Basic Text: Magruder’s American Government McClenaghan; 2002; and the support materials provided by Prentice Hall.

History-Social Science Web Site: <http://www.fresno.k12.ca.us/divdept/sscience/socscied.htm>

• Specific Grade Level Resources	• Web Link Resources
• H-SS Reading Strategies & Support	• Graphic Organizers
• Primary Sources	• CST Review
• Best Practice Lessons	• Academic Vocabulary
• Calendar of Events	• Benchmark Assessments

Supplemental non-fiction and historical literature:

- Primary Sources
- Realia
- Maps and Atlases
- Timelines
- Music and Songs
- Guest Speakers
- Newspapers and Magazines
- Current Event

METHODS FOR INSTRUCTION

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

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

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

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

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

Covert Strategies	Overt Strategies		
<ul style="list-style-type: none"> • Recall 	<ul style="list-style-type: none"> • Restate in Journal/Notes 	<ul style="list-style-type: none"> • Stand Up/Sit Down 	<ul style="list-style-type: none"> • Idea Wave
<ul style="list-style-type: none"> • Imagine • Observe 	<ul style="list-style-type: none"> • Hand Signals Model with Manipulatives 	<ul style="list-style-type: none"> • Response Boards • Graphic Organizers 	<ul style="list-style-type: none"> • Pair-Share • Folded Paper
<ul style="list-style-type: none"> • Consider 	<ul style="list-style-type: none"> • Cooperative Groups • Choral Response 	<ul style="list-style-type: none"> • Give One/Get One • Point to Examples 	<ul style="list-style-type: none"> • Foggiest Point • Brainstorm

Significant, Proven Strategies for ALL History/Social Science Students

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

Reading Strategies in History/Social Science

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

SDAIE Strategies for English Learners

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

Primary Language Support

- Preview/review Grouping
- Parallel Texts
- Cognates

Differentiation for Advanced Learners

- Curriculum Compacting
- Tiered Assignments
- Flexible Grouping
- Acceleration
- Depth and Complexity
- Independent Study

Classroom Instruction That Works (Marzano & Pickering)

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representation
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Questions, cues, and advance organizers

VOCABULARY

Eight Characteristics of Effective Direct Vocabulary Instruction

1. Effective vocabulary instruction does *not rely on definitions*.
2. Students must *represent* their knowledge of words in *linguistic and nonlinguistic ways*.
3. Effective vocabulary instruction involves the gradual shaping of word meanings through *multiple exposures*.
4. *Teaching word parts* enhances student's understanding of terms.
5. Different types of words require *different types of instruction*.
6. Students should *discuss the terms* they are learning.
7. Students should *play with words*.
8. Instruction should *focus on terms* that have a *high probability of enhancing*
9. *academic success*.

A Six-Step Process for Effective Vocabulary Instruction

- Step 1: The teacher provides a description, explanation, or example of the new term.
- Step 2: Students restate the explanation of the new term in their own words.
- Step 3: Students create a nonlinguistic representation of the term.
- Step 4: Periodically, students do activities that help them add to their knowledge of vocabulary terms.
- Step 5: Periodically, students are asked to discuss the terms with one another.
- Step 6: Periodically, students are involved in games that allow them to play with the terms.

ASSESSMENT

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

Required Assessments:

- Quarterly Benchmark Assessments

Additional Assessments:

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

Form of Assessments			
	Diagnostic	Monitor	Evaluate
State Assessment			Content Standards Test (CST)
District Developed Assessments			Quarterly Benchmark Assessments
Prentice Hall and other sources	<ul style="list-style-type: none"> Interpreting timeline, graphs, charts, and diagrams Analyze primary and secondary sources for point of view, audience and purpose. Interpret political cartoons. 	<ul style="list-style-type: none"> Chapter and Unit Tests Test Bank CD-ROM 	

Suggested Grading Scale:

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

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

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

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