

Glendale Unified School District

Senior High School

November 17, 2009

Department: Social Science

Course Title: American Government (Revision)

Course Number:

Grade Level: 12

Semester Hours: 5

Recommended
Prerequisite: None

Recommended
Textbook: *Magruder's American Government*, William A. McClenaghan; Prentice Hall, 2006; ISBN: 0-13-133580-4

Course Description: Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

I. Standards

A. **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. Students will:

- a. Analyze the influence of ancient political thinkers on the development of American government. (12.1.1)
- b. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville. (12.1.2)

- c. Explain how the U.S. Constitution and the Declaration of Independence reflect a balance between the promotion of the public good and protecting individual rights. (12.1.3)

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- d. 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 government. (12.1.4)
- e. Describe the government philosophies supported by Federalist Papers 51, 10, and 78. (12.1.5)
- f. Understand that the Bill of Rights limits the powers of the federal government and state governments. (12.1.6)

2. Additional Learning Objectives

- a. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. (C1)
- b. Students use a variety of documents to interpret the diffusion of ideas. (C3)
- c. Students distinguish valid arguments from fallacious arguments in historical interpretations. (HR1)
- d. Students identify bias and prejudice in historical interpretations. (HR2)
- e. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. (HI1)
- f. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. (HI4)

B. **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. Student Learning Objectives

- a. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured. (12.2.1)
- b. Explain how economic rights are secured and their importance to the individual and to society. (12.2.2)
- c. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes. (12.2.3)

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- d. 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. (12.2.4)
- e. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others. (12.2.5)
- f. Explain one becomes a citizen of the United States. (12.2.6)

2. Additional Learning Objectives

- a. Students evaluate major debates among historians concerning alternative interpretations of the past.
- b. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. (HR4)

C. **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. Student Learning Objectives

- a. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes. (12.3.1)

- b. 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. (12.3.2)
- c. Discuss the historical role of religion and religious diversity. (12.3.3)
- d. Compare the relationship of government and civil society in constitutional democracies to those relationships in authoritarian and totalitarian regimes. (12.3.4)

2. Additional Learning Objectives

- a. Students evaluate major debates among historians concerning alternative interpretations of the past. (HR3)

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- b. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. (HR4)

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

1. Student Learning Objectives

- a. Discuss the powers assigned to the legislative, executive, and judicial branches as defined in Article I, II, and III of the Constitution and discuss the checks on the other branches. (12.4.1-12.4.6)

2. Additional Learning Objectives

- a. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. (HR4)

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

1. Student Learning Objectives

- a. Understand the changing interpretations of the Bill of Rights

over time. (12.5.1)

- b. Analyze judicial activism and judicial restraint and the effects of each policy over the decades. (12.5.2)
- c. 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. (12.5.3)
- d. Explain the controversies that have resulted over changing interpretations of major civil rights cases. (12.5.4)

2. Additional Learning Objectives

- a. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. (CS2)
- b. Students distinguish valid arguments from fallacious arguments in historical interpretations. (HR1)

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- c. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. (HI3)

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

1. Student Learning Objectives

- a. Analyze the origin, development, and role of political parties. (12.6.1)
- b. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections. (12.6.2)
- c. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding. (12.6.3)
- d. Describe the means that citizens use to participate in the

political process. (12.6.4)

- e. Discuss the features of direct democracy in numerous states. (12.6.5)
- f. 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. (12.6.6)

2. Additional Learning Objectives

- a. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. (CS2)
- b. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods. (CS3)

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

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1. Student Learning Objectives

- a. Explain how conflicts between levels of government and branches of government are resolved. (12.7.1)
- b. Identify the major responsibilities and sources of revenue for state and local governments. (12.7.2)
- c. Discuss reserved powers and concurrent powers of state governments. (12.7.3)
- d. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power. (12.7.4)

- e. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders. (12.7.5)
- f. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media. (12.7.6)
- g. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them. (12.7.7)
- h. 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. (12.7.8)

2. Additional Learning Objectives

- a. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. (CS1)

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

1. Student Learning Objectives

- a. Discuss the meaning and importance of a free and responsible press. (12.8.1)
- b. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. (12.8.2)

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- c. Explain how public officials use the media to communicate with the citizenry and to shape public opinion. (12.8.3)

2. Additional Learning Objectives

- a. Students distinguish valid arguments from fallacious arguments in historical interpretations. (HR1)

- b. Students identify bias and prejudice in historical interpretations. (HR2)
 - c. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. (HR3)
 - d. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. (HR4)
- I. **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.**
- 1. Student Learning Objectives
 - a. Explain the economic policies, social welfare policies, and human rights practices of different political systems. (12.9.1)
 - b. 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. (12.9.2)
 - c. Discuss advantages and disadvantages of federal, nonfederal, and unitary systems of government. (12.9.3)
 - d. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods. (12.9.4)
 - e. 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. (12.9.5)
 - f. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries. (12.9.6)

- g. Describe the ideologies that give rise to Communism, methods of

maintaining control, and the movements to overthrow such governments. (12.9.7)

- h. Identify the successes of relatively new democracies in Africa, Asia, and Latin America. (12.9.8)

2. Additional Learning Objectives

- a. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. (CS2)
- b. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods. (CS3)
- c. Students relate current events to the physical and human characteristics of places and regions. (CS4)
- d. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. (HI1)

II. Sample Assessments

- A. Interim assessments
- B. Formative assessments
- C. Classroom participation
- D. Research paper
- E. Portfolio assessment
- F. Open forum debate
- G. Simulations/Role plays
- H. Group projects
- I. Visual presentations
- J. Mock trials
- K. Letter writing to public officials
- L. Journals
- M. Analysis of case studies and primary source materials
- N. Service learning/Community Service
- O. Interpret political cartoons

III. Topic of Study - Suggested Time Distribution

- A. Foundation of American Government 4 weeks
1. Bill of Rights
 2. Constitutionalism
 3. Basic powers
 4. Purpose of government
 5. Weaknesses of the Articles of Confederation
 6. Compromises
 7. Ratification debates
 8. Six Basic Principles
- B. Governmental Process, Civil Rights, and The Courts 3 weeks
1. The National Judiciary
 2. Role of the Federal Courts
 3. Judicial Review
 4. Limited Government
 5. Unalienable Rights
 6. Civil Rights and Civil Liberties
 7. Equal Justice Under the Law
- C. Our Government Today: The Legislative and Executive Branches 4 weeks
1. Bicameral Congress
 2. Scope of Congressional Powers
 3. The Lawmaking Process
 4. The Presidency and its Powers
 5. Eight Roles of the President
 6. Selection of the President
- D. Political Participation: Government By the People 2/3 weeks
1. Interest Groups and their influence
 2. Political Parties
 3. Politics in Action
 4. Citizenship and its responsibilities
 5. Expansion of the Electorate
 6. Voter Behavior
 7. The Electoral Process

E. State and Local Government 3 weeks

1. The Structure of State and Local Governments
2. State Constitutions
3. California's Constitution
4. Balance between Federal and State Governments
5. Executive Powers
6. Direct Legislation

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F. Comparative Governments 1 week

1. Comparing systems of government
2. Historical political systems
3. Transitions to democracy
4. World democracies today
5. Importance of popular sovereignty
6. Free enterprise system
7. Socialism
8. Communism