

**ACALANES UNION HIGH SCHOOL DISTRICT
 COURSE OF STUDY: CURRICULAR AREA – SOCIAL SCIENCE**

<u>COURSE TITLE:</u>	United States Government
<u>GRADE LEVEL:</u>	12
<u>COURSE LENGTH:</u>	Semester
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	NA
<u>CREDIT:</u>	5 Credits
<u>UC/CSU CREDIT:</u>	Meets UC/CSU credit for History requirement; subject area (“a”)
<u>GRADUATION REQUIREMENT:</u>	Fulfills 5 credits of Social Science credit required for graduation
<u>STANDARDS AND BENCHMARKS:</u>	2016 History-Social Science Framework
<u>ADOPTED:</u>	May 15, 2019
<u>INSTRUCTIONAL MATERIALS:</u>	TBD

COURSE DESCRIPTION:

United States History Government is a study of the institutions of American government. The course focuses on the executive, judicial and legislative branches of the federal government, the election process, and political parties. There is an emphasis on the concepts of constitutionalism, representative democracy, separation of powers, checks and balances, and federalism.

COURSE OBJECTIVES:Students will:

1. Understand the foundations of American constitutional democracy and its contemporary manifestations at the local, national and international levels.
2. Understand and apply the responsibilities of being a citizen in a participatory democracy.
3. Understand the role that a plurality of thought, culture, and expression play in nurturing a healthy community.

Content Themes:

- Foundations of democracy
- The U.S. Constitution
- Federalism
- Branches of government
- Civil liberties
- The electoral process
- Civil society and media
- Comparative government
- Local politics

Skills:

- Critical Reading and Media Literacy
 - Sourcing and contextualization
 - Identifying claims
 - Analyzing bias (author's purpose, point of view, and audience)
 - Corroboration
- Conducting Historical Research
 - Evaluating the credibility of sources (print, digital, electronic)
 - Proper source citation
- Historical and Critical Thinking
 - Cause and effect
 - Continuity and change over time

- Compare and contrast
- Analytical writing (developing a written argument with a claim, historical evidence, and analysis)
- Speaking, listening, and engaging in academic discussion
- Working collaboratively with others
- Identifying connections and patterns in American politics and institutions
- Applying civic responsibility beyond the classroom

COURSE CONTENT:

Unit 1: Fundamental Principles of American Democracy	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • Why do we need a government? • How much power should government have over its citizens? • What do the terms liberty and equality mean, and how do they relate to each other? • What are the dangers of a democratic system? 	
Content Standards	Guidelines
<p>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.</p> <p>1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.</p> <p>2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.</p> <p>3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self evident truths.”</p> <p>4. Explain how the Founding Fathers’ realistic view</p> <p>12.2.2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer,</p>	<p>Trace the development and evolution of government including:</p> <ol style="list-style-type: none"> 1. Ancient Greece 2. Roman Republic 3. English Limited Monarchy <p>Explain role of key political philosophers including:</p> <ol style="list-style-type: none"> 1. John Locke 2. Thomas Hobbes <p>Analyze sections of key political documents such as:</p> <ol style="list-style-type: none"> 1. Magna Carta 2. English Bill of Rights 3. Mayflower Compact 4. Declaration of Independence <p>Compare and contrast various types of government including:</p> <ol style="list-style-type: none"> 1. Monarchy 2. Theocracy 3. Oligarchy 4. Autocracy 5. Democracy <p>Compare and contrast systems of government</p> <ol style="list-style-type: none"> 1. Confederation 2. Unitary 3. Federal

<p>and dispose of property; right to choose one’s work; right to join or not join labor unions; copyright and patent).</p> <p>12.2.5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one’s rights entails respect for the rights of others.</p>	<p>Students will understand the role of government in ensuring: life, liberty, and property.</p> <p>Students will recognize the balance between exercising individual freedoms and the role of government in protection of social order.</p>
<p>Unit 2: Constitution</p>	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How and why does the Constitution both grant power and limit it? • What is the relative power of each branch of government and how does this compare with the intent of the framers? • How does the constitution favor conflict between the braches of efficiency? 	
<p>Content Standards</p>	<p>Guidelines</p>
<p>12.4. 2. Explain the process through which the Constitution can be amended</p> <p>12.5.2 2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).</p> <p>12.1 4. Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.</p> <p>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.</p>	<p>Evaluate the ways the framers incorporated the concepts of government in order to make an amendable Constitution including the application of liberty and equality under the law.</p> <p>Consider the basic organization of the Constitution including the articles and the amendments.</p> <p>Understand the basic concepts embodied in the Constitution</p> <ul style="list-style-type: none"> • Limited power • Checks and balances • Separation of powers • Bicameralism • Amendment process • Federalism • Judicial review • Supremacy clause • Majority rule, minority rights • Negative Law • Positive Law

<p>6. Understand that the Bill of Rights limits the powers of the federal government and state governments</p>	
<p>Unit 3: Federalism: Different Levels of Government</p>	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How and why are powers divided among different levels of government? • What level of government is the most important to an individual — local, state, tribal, or federal? • What level of government is the most powerful—local, state, tribal, or federal? 	
<p>Content Standards</p>	<p>Guidelines</p>
<p>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments. 4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government’s power.</p>	<p>Explain why the Framers set up two distinct and independent governing bodies.</p> <ul style="list-style-type: none"> • Why did the framers see a need for federalism? <ul style="list-style-type: none"> ○ Explain the relationship between the colonies ○ Shays Rebellion ○ Foreign threats ○ Slavery ○ Market oriented interests vs. agrarian interests ○ Currency <p>Explain why “states rights” were so important to the Framers and to the country as it developed over time. (9th & 10th)</p> <ul style="list-style-type: none"> • Understand the relationship between the 9th & 10th amendments • McCulloch v. Maryland • U.S. v. Lopez • Explain how Federalism has evolved over time. • Money • Civil Rights • Education <p>Explain initiative, recall, referendum</p>

Unit 4: Three Branches: Legislative, Executive, and Judiciary.

- Guiding Questions:**
- Legislative:
 - What is the structure and organization of Congress?
 - How does a bill become a law?
 - What are the greatest influences upon congressional power?
 - What are the differences between formal vs informal powers?
 - Executive
 - What are the formal and informal powers of the President?
 - How has executive power changed over time?
 - What are the differences between formal vs informal powers?
 - Judiciary
 - What is the relationship between federal and state courts?
 - How are Supreme Court judges selected?
 - What influences how the Supreme Court selects and decides cases?
 - What are the differences between formal vs informal powers?

Content Standards	Guidelines
<p>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</p> <p>1.Legislative: 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. Legislative: Explain the process through which the Constitution can be amended.</p> <p>3. Legislative: Identify their current representatives in the legislative branch of the national government.</p> <p>4.Executive: Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term,</p>	<p>Legislative Branch Guidelines</p> <ul style="list-style-type: none"> • Debate and explain the most powerful influences on Congress. • Examine the limits of congressional power. • Analyze how Congress competes for power with the executive branch. • Analyze how the House of Representatives and the Senate differ in their roles and means of representation. Students will contrast the powers and the responsibilities between the two houses. • Trace the steps of how a bill become a law. • Explain the process of redistricting and reapportionment. <p>Executive branch guidelines</p> <ul style="list-style-type: none"> • Define and study the roles of the President. • Understand and analyze the constitutional powers of the President.

<p>election to and removal from office, the oath of office, and the enumerated executive powers.</p> <p>5.Executive: Understand the scope of presidential power and decision making through examination of current and relevant examples.</p> <p>6.Judiciary: 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.</p> <p>7.Judiciary: Explain the processes of selection and confirmation of Supreme Court justices</p>	<ul style="list-style-type: none"> • Understand and analyze the informal powers of the president. • Analyze the expansion or evolution of presidential power. • Analyze current questions regarding the abuse of presidential power. • Compare the scope of president’s power in regards to domestic versus foreign affairs. • Explain how presidents attempt to gain advantage over the Congress. <p>Judicial branch guidelines</p> <ul style="list-style-type: none"> • Explain how the case of Marbury v. Madison established the principle of judicial review. • Identify key questions of Constitutional interpretation, including the role of precedent and strict vs. broad construction. • Read and discuss Federalist 78 by Alexander Hamilton. • American parallel court system. • Understand how a case reaches the Supreme Court.
<p>Unit 5: Civil Liberties</p>	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What rights and responsibilities does a citizen have in a democracy? • What does it mean to be a citizen? • What are the limits of individual liberty? • Why is it important that the government has the burden of proof in a free society? • What are the dangers of majority rule? • How has the role of religion evolved in our democracy? • How do government actions impact civil society? 	
<p>Content Standards</p>	<p>Guidelines</p>
<p>12.2 Discuss the meaning and importance of 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>Recognize the various paths to citizenship and responsibilities of citizens.</p> <p>Understand to what extent the Bill of Rights/Amendments provide/protect citizens’ civil liberties.</p>

<p>12.2.1 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).</p> <p>12.2.3 Discuss the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.</p> <p>12.2.4 Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</p> <p>12.2.6 Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).</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 interdependence, and the meaning and importance of those values and principles for a free society.</p> <p>12.3.3 Discuss the historical role of religion and religious diversity.</p> <p>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. 2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts). 3. Evaluate the effects of the Court’s interpretations of the Constitution in Marbury v. Madison, McCulloch v. Maryland, and United States v. Nixon, with emphasis on the arguments espoused by each side in these cases. 4.</p>	<p>Have a comprehensive understanding of the rights and freedoms protected by the Constitution.</p> <p>Have an understanding of the tensions between majority rule and individual liberty; social order and civil liberties.</p> <p>The importance of free association in a democratic society and the power that such associations can have in fostering civil society.</p> <p>Be able to identify the role of governmental institutions in protecting/expanding/limiting civil liberties.</p>
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<p>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)</p>	
<p>Unit 6: The Electoral Process</p>	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How do government officials get elected? • Why are elections regular and repeating in a democracy? • What is enfranchisement and how has it evolved throughout American history? • What impact do polls, political parties, and various interest groups have upon elections? • How can young adults get civically engaged? 	
<p>Content Standards</p>	<p>Guidelines</p>
<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>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</p> <p>12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.</p> <p>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.</p> <p>2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.</p> <p>3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.</p>	<p>Explain the electoral process and its limits in our constitutional system.</p> <ul style="list-style-type: none"> • How do state elections work? <ul style="list-style-type: none"> ○ State and local ○ How do Propositions work? • How do Federal elections work? <ul style="list-style-type: none"> ○ Congressional: primary and general ○ Executive: primary and general <p>Electoral College</p> <ul style="list-style-type: none"> • Majority rule with minority rights • The role of money in politics <ul style="list-style-type: none"> ○ Court cases ○ Legislation • Contemporary issues involving voting rights <p>Analyze and understand enfranchisement and its growth and impact in American society from the Colonial era to today.</p>

<p>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).</p> <p>5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).</p> <p>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</p>	
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Unit 7: Civil Society and Media

<p>Guiding Questions:</p> <ul style="list-style-type: none"> • To what extent are the press and the media fulfilling a watchdog role? • Do media outlets provide enough relevant information about government and politics to allow citizens to vote and participate in a well-informed way? • How has the Internet revolution impacted journalism, and what are its effects on the coverage of public affairs and current issues?
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<p>Content Standards</p>	<p>Guidelines</p>
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<p>12.3.1 Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.</p> <p>12.6.4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).</p> <p>12.8 Students evaluate and take and defend positions on the influence of the media on American political life.</p> <p>1. Discuss the meaning and importance of a free and responsible press.</p> <p>2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.</p>	<p>Analyze and evaluate the role that interest groups play in the electoral, legislative and appointments process.</p> <p>Evaluate the pros and cons of interest groups in a democratic society.</p> <p>Analyze the various roles of the media in American society with a focus on:</p> <ol style="list-style-type: none"> 1. Role (watchdog, scorekeeper, gatekeeper) 2. Clarification 3. Alternative political perspectives 4. Stimulate our interests <p>Recognize and evaluate the objectivity of media, and the credibility of different media sources.</p>
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<p>3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion</p>	
<p>Unit 8: Comparative Government and Challenges of Democracy</p>	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What are the major distinctions between free, partly free and not free nations? • How do authoritarian government maintain power in comparison to democratic governments? • What is the evolution of non-state actors on the world stage? 	
<p>Content Standards</p>	<p>Guidelines</p>
<p>12.3 Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.</p> <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> <ol style="list-style-type: none"> 1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices. 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. 4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia). 5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them. 	<p>Study the philosophies of democratic and authoritarian systems and the ways in which they influence economic policies, social welfare policies, and human rights practices.</p> <p>Compare systems of shared powers, such as the US, where power is shared among the executive, legislative and judicial branches, with parliamentary systems.</p> <p>Examine the advantages and disadvantages of</p> <ul style="list-style-type: none"> • federal, • co-federal, • unitary systems of government (parliamentary) <p>Understand the context in which different kinds of governments arise and also with a sense of the value of a free press, open educational institutions, free labor unions, and free speech in democratic regimes.</p> <p>Students should examine non-democratic and tyrannical forms of government, in addition to being able to distinguish the fundamental components of democracies and dictatorships/authoritarianism. This might include the control of the media, political and personal freedoms, corruption, governmental transparency, ability of citizens to change their government, tolerance for dissent, political equality, political participation, minority rights, civil society, civil liberties and civilian control over the military/police.</p>

<p>6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.</p> <p>7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).</p> <p>8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.</p> <p>California Department of Education Created</p>	<p>Further analysis should also include examination of non-governmental groups such as the Islamic State or Al-Qaeda.</p> <p>Recent events and authoritarian regimes can be incorporated in analytical projects, group debates, discussions, and deliberations.</p>
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