The EUHSD *American Government* curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The curriculum document is updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements – CA State approved curricular standards and frameworks, graduation requirements, transcript information
C. Instructional Materials References – adopted materials, adopted technology, assessment outline, etc.
D. Scope and Sequence Map with Essential Standards outlined by Unit
E. References to key essential design and implementation documents

This course is aligned to the California Framework for History-Social Science: which is publicly available here: [https://www.cde.ca.gov/ci/hs/cf/hssframework.asp](https://www.cde.ca.gov/ci/hs/cf/hssframework.asp)

This comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school demonstrating college and career readiness skills. Student-centered learning provides opportunity for collaboration and communication in a robust learning environment and provides opportunities for each and every student to meet the goals of the district’s Instructional Focus at the time of this completed revision: “*All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.*”

A key design consideration in the transition to the new California State Standards is a focus on changes in pedagogy. The instructional shifts related to the California Common Core State Standards guide classroom teaching and student learning and provide the foundation of curriculum and instructional design for the EUHSD program of study. Key considerations of these instructional shifts can be found by visiting the following URL: [http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/](http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/)
American Government 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 such as the Federalist Papers. The learning standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. This course is guided by a series of rigorous, relevant project-based learning tasks, which require students to engage in inquiry-based research that includes intensive reading, discussion, and writing as well as collaboration between students and other audiences.

Agriculture Focus

Students enrolling in the Agriculture American Government course also participate in coursework focusing on American government how its relationship with the field of agriculture. The “Ag” government course ensures students analyze agriculture and its effects on our government system and the global political landscape. This course is part of a pathway of agriculture coursework designed to further students’ interest in their chosen field of agricultural study.

Course Requirements

<table>
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<tr>
<th>Course Length:</th>
<th>1 Semester</th>
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<tbody>
<tr>
<td>Grade Level:</td>
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<tr>
<td>Author:</td>
<td>Richard C. Remy, Ph.D.</td>
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<tr>
<td>Edition:</td>
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<td>Supplemental Instructional Material/s:</td>
<td>A variety of supplemental instructional materials have been written into the Scope and Sequence and will be updated in developing Unit Plans.</td>
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Technology Resource/s:
- Individual student computers as needed, access to the internet, supplemental technological resources as required by the instructor.
- Agricultural Government: lab/facilities, variety of classroom laboratory equipment and tools (see specific units)

Assessment/s:
- Each unit of instruction outlines key performance based tasks required in order to address specific CA history-social studies concepts and skills as delineated in the state standards and curricular framework.
- More specific unit/lesson plans are developed by teacher leaders and instructors through the PLC process and will contain key unit formative and summative assessments aligned to the aforementioned state standards and framework.
Meeting the Needs of ELs:
Our student information system is used by site leaders and instructors to acquire the language levels of EUHSD English Learners to ensure they are identified and their specific needs are met. Our approach to supporting English learners is based on the CA Department of Education (CDE) adopted language level proficiency descriptors and updated ELD Learning Standards. Visit the following website to learn more about those new descriptors and corresponding standards: http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf. EUHSD uses the ELA-ELD Framework to inform pedagogical practices related to supporting English Learners in order to support both designated and integrated forms of language support for all English Learners.

Please visit the following URL to learn more about the new frameworks which describe in detail specific research-based best practices used to support English Learners: http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf
Scope and Sequence Guide

The Scope and Sequence Guide is a California standards based document that delineates the standards based skills students are expected to know and do in order to meet College and Career Readiness expectations. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit-learning objectives. The document will be updated annually with input from all stakeholders.

All History/Social-Science courses require the full integration of the Standards for Literacy in History/Social-Studies, which can be found in their entirety here: https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf.

These standards guide the creation of the curriculum as well as provide parent/guardians insights into what their children are learning as they progress through the grade levels. The following standards provide specific examples of the Anchor Literacy Standards for Reading and Writing from which the specific standards in each unit-of-study are built:

- By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely and proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)
- Students will write routinely over extending time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)
- “To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Anchor Standards for Speaking/Listening)

All EUHSD History-Social Science courses are aligned to and deliver the key concepts and skills as delineated the California History-Social Science Content Standards which can be found on the California Department of Education’s website at the following location: https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf

Key design considerations in the creation of this guiding document also come directly from California’s History-Social Science Framework and focus on vital shifts in pedagogy/instructional practice including the way teaching, learning, and assessment are organized and delivered. The following statement from the framework effectively sums up the key changes used to revise this course: “The subject areas covered in this framework offer students the opportunity to learn about the world and their place in it, think critically, read, write, and communicate clearly. History, civics and government, geography, and economics are integral to the mission of preparing California’s children for college, careers, and civic life.” – Chapter 1, page 1 of California’s History-Social Science Framework https://www.cde.ca.gov/ci/his/sf/hssframework.asp
American Government Scope and Sequence
Unit 1 – Foundations of American Democracy
Length: 2-3 Weeks

Unit Description: This unit kicks off the course with a look at the American democratic system. Students explore the influence of Enlightenment ideas upon the Constitutional Framers’ support of republicanism, content that was first introduced to students in the seventh grade and continued throughout the tenth- and eleventh-grade curriculum. This more advanced exploration of these concepts and their associated skills focuses on key ideas such as John Locke’s social contract and his concept of liberty and Charles-Louis Montesquieu’s separation of powers.

Unit Focus Standards:
Principles of American Government
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. 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.
   2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
   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.”
   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.
   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.

Learning Objectives:
Students will…
- Write arguments in response to variety of prompts related to the content area.
- Connect course content to current events.
- Determine the main idea of an information or argument text.
- Cite evidence from readings to support claims.
- Discuss and respond to the following questions from the California Framework for History/Social Science:
  - 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?
  - What are the trade-offs between majority rule and individual rights?
  - What rights and responsibilities does a citizen have in a democracy?
  - What does it mean to be a citizen?
  - How can citizens improve a democracy?
  - What is a civil society and why do we want to have one?
  - What are the limits of individual liberty?
  - What are the dangers of majority rule?
  - What is the role of religion in a democracy?
  - How do government actions impact civil society?

Sample Unit Assignments and Assessments:
- Students respond to one or more of the unit essential questions as a formative or summative writing task.
- Students critically examine a variety of informational and argument texts, including political cartoons, from news sources to determine author’s claim, the main idea of the text as well as the way in which it supports or challenges course content.
- Students will examine key documents that influence the US government. Students will determine the main idea of the text and evidence to support the main idea.
- Sample Performance Task: Students will write an argument that responds to a specific prompt. Consider the following options: As a country, are we who we set out to be? To what extent is America truly democratic? As a country are we who we say we are in the Declaration of Independence and Preamble to the Constitution?

Agriculture Focus:
- Students engage in research regarding the ways agriculture and the agrarian background of the framers of the constitution shaped its basic tenants; students produce a text (two pages) that answers the prompt(s) provided by the instructor and/or created by the students.
- Research the various crops grown in the early colonies and show how the various products influenced early debates over individual state’s autonomy. Students may elect to conduct this research as a group project.
6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

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. Explain how the different philosophies and structures of feudalism, the 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.

**Key Literacy Standards:**

RH11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

RH11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST11-12.1 Write arguments focused on discipline-specific content.
American Government Scope and Sequence
Unit 2 – The Constitution
Length: 2-3 Weeks

**Unit Description:** In this unit, students build on concepts and skills learned in previous history/social science courses in order to better understand the US Constitution’s basic structure. This unit serves as a foundation for future units as students build a more sophisticated understanding of the conflicts in American government over time. Students grapple with the following essential question: why does the Constitution both grant power and take it away? In examining the structure of the Constitution, students will learn more about how the three branches of government check and provide a balance of power. Students work together to prepare and create multimedia texts in response to questions and prompts that allow them to demonstrate their learning.

**Unit Focus Standards:**

**Principles of American Government**

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
3. Discuss the historical role of religion and religious diversity.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
2. Explain the process through which the Constitution can be amended.

**Learning Objectives:** Students will...
- Connect class content to current events.
- Write arguments responding to prompts.
- Determine the main idea of an information or argument text.
- Cite evidence from readings to support claims.
- Connect the concept of civic duty and civic participation to course content.
- Discuss and respond to the following questions from the California Framework for History/Social Science:
  - Why does the Constitution both grant power and take it away?
  - What is the most powerful branch of government?
  - Why does it take so long for government to act?

**Sample Unit Assignments and Assessments:**
- Students respond to one or more of the unit essential questions as a formative or summative writing task.
- Students critically examine a variety of informational and argument texts, including political cartoons, from news sources to determine author’s claim, the main idea of the text as well as the way in which it supports or challenges course content.
- Students will research current events and find an article that connects to one of the rights in the Bill of Rights. Students need to identify the main idea of the article and explain how the article connects to a specific amendment and right in the Bill of Rights.
- **Sample Performance Task:** Students need to demonstrate knowledge of the rights in the Bill of Rights, then narrow their focus to one specific right to respond to an argument prompt: If you could only keep one right in the Bill of Rights, which right would you keep and why? Support your claim with evidence from current events and the constitution. Student can present their argument in a presentation, debate, video or essay.

**Agriculture Focus:**
- Students participate in a group discussion on how the agricultural economy of the early colonies influenced leanings towards a unitary government or federal government system. Include a review of the background and agriculture history of the writers of the US Constitution and analyze how the writer’s backgrounds shaped the writing of the US Constitution.
- Students list and discuss the factors that determine why a democracy and free enterprise were so important to the founding fathers and their livelihoods.
3. Identify their current representatives in the legislative branch of the national government.
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.
6. Explain the processes of selection and confirmation of Supreme Court justices.

12.10 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.

**Key Literacy Standards:**

RH11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
RH11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST11-12.1 Write arguments focused on discipline-specific content.
WHST11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- Students focus on the importance of individuals being able to decide what crops and products they produced and how having representatives was so vital to preserving those rights as a way to learn and demonstrate the concepts and skills related to this unit of study.
American Government Scope and Sequence
Unit 3 – Federalism
Length: 2 Weeks

**Unit Description:** In this unit students read articles, texts, and engage in a variety of learning tasks focused on federalism and how this concept has created a constitutional division of power between the federal and state governments. Students should identify key provisions of the U.S. Constitution that established the federal system including enumerated powers. They also explore the way Article I restricts states’ powers as well as the Ninth and Tenth Amendments and their particular impacts on our system of governance. In a broader context, students continue to build on their knowledge of American government by exploring the power struggle created by the US Constitution. Current events and historical conflicts are highlighted in this unit as student connect course content to contemporary events and debates. Teachers can emphasize how power and responsibilities are divided among national, state, local, and tribal governments and ask students to consider these and other, similar questions: Why are powers divided among different levels of government? How are local governments established by the states, including tribal governments, etc. and how are they recognized by constitutional provisions and federal law? What are the major responsibilities of the various levels of government and what are their revenue sources? What kinds of issues does each level of government handle? These and other essential questions drive the learning of this unit and require students to collaboratively analyze and discuss various sources and texts as well as create their own standards-aligned texts to answer these questions.

### Unit Focus

**Standards:**

1. Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
2. Research a conflict between the federal and state government.
3. Discuss reserved powers and concurrent powers of state governments.
4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government’s power.
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them. 8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile

**Learning Objectives:**

Students will...

- Analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- Research a conflict between the federal and state government.
- Connect class content to current events.
- Connect the concept of civic duty and civic participation to course content.
- Compare categorical grants to block grants and unfunded mandates.
- Discuss and respond to the following questions from the California Framework for History/Social Science:
  - Why are powers divided between different levels of government?
  - What level of government is the most important to me – local, state, tribal, or federal?
  - What level of government is the most powerful – local, state, tribal, or federal?

**Sample Unit Assignments and Assessments:**

- Students respond to one or more of the unit essential questions as a formative or summative writing task.
- Students critically examine a variety of informational and argument texts, including political cartoons, from news sources to determine author’s claim, the main idea of the text as well as the way in which it supports or challenges course content.
- Students should examine a specific issue around federalism as an assignment to better understand the conflicts that occur between the state and federal government and amongst the states. What aspects of the Constitution create the conflict? Consider having students read about the movement for California secession or the way in which the drinking age was raised to 21 as a condition of aid for federal highway funds.
- **Sample Performance Task:** Students research and discuss past and present conflicts between the federal and state government such as slavery, the response to natural disasters (e.g. fires, Hurricane Katrina), unfunded mandates (e.g. NCLB), health care, immigration (e.g. sanctuary cities), law enforcement, US territories (Puerto Rico hurricane damage), energy policy, drug laws, gun laws, etc. Students should clearly identify the cause of the conflict including federal and state laws. Students should also propose a solution to the conflict or explain how the outcome could have been different.
Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

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.


Key Literacy Standards:
WHST11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Agriculture Focus:
- Students discuss importance of both State and Federal controls on agriculture as agriculture moved from the state to the national level as far as distribution, health concerns and food safety.
- In groups, students research various regulations in the areas of Food safety, Animal transport between states, Cattle Id, Plant movement between states, Federal industry standards in grain, fruit and animal products. Food handling and processing standards.
- Students discuss and write about the intuitive process in California and how it has helped and hindered agriculture in California.
- Student groups identify and report on various permit fees and taxes that are placed on agriculture; they create a “FAQ” to answer potential questions one might have about these fees and taxes.
American Government Scope and Sequence  
**Unit 4 – Congress, Political Parties and Congressional Elections**  
**Length:** 3 Weeks

**Unit Description:** This unit continues the exploration of the federal government with a focus on the legislative branch of government. Students will learn about the powers held by Congress as well as how members of congress are elected. The history and role of political parties is also a topic students explore in this unit; students also explore and analyze the impact of the media on Congress. As a culminating project, students will trace the journey of a bill to becoming a law and connect what they know and research about Congress, political parties and the media to their piece of legislation. In addition, students critically examine the work of Congress. Students also explore the following: How and why Article I of the Constitution has the longest list of enumerated powers of all of the three branches of government and how the balance of power has shifted over time in U.S. politics. During an election year, teachers may spend some additional time on this unit to connect current events to course content.  
**Note:** Units 4, 5 and 6 can be taught in any order.

**Unit Focus Standards:**

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<th>Principles of American Government</th>
<th>Learning Objectives:</th>
<th>Sample Unit Assignments and Assessments:</th>
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| 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.  
1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.  
2. Explain the process through which the Constitution can be amended.  
3. Identify their current representatives in the legislative branch of the national government.  
12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.  
1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.  
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.  
3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding. | Students will...  
- Analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.  
- Identify Congressional powers.  
- Define gerrymandering and discuss why it is an effective tool in U.S. politics.  
- Chart and explain the process of how a bill becomes a law.  
- Analyze trends in voter turnout and voting demographics over time.  
- Connect the concept of civic duty and civic participation to course content.  
- Discuss and respond to the following questions from the California Framework for History/Social Science:  
  - Why does the Constitution both grant power and take it away?  
  - What is the most powerful branch of government?  
  - Why does it take so long for government to act?  
  - What can Congress do?  
  - Why is it so hard to get a law passed?  
  - Who gets elected to Congress and who doesn’t?  
  - Who has power in Congress? | Students respond to one or more of the unit essential questions as a formative or summative writing task.  
Student critically examine a variety of informational and argument texts, including political cartoons, from news sources to determine author’s claim, the main idea of the text as well as the way in which it supports or challenges course content.  
Students may participate in a simulation around elections or political parties to better understand the processes and features of each.  
Students can engage in a mock Congress to simulate the process of a bill becoming a law.  
**Sample Performance Task:** Students create a graphic representation and presentation tracing the process of how a specific bill became law. Teachers are encouraged to introduce this project at the start of the unit, so students can connect their selected topic to what is learned throughout the unit.  
**Agriculture Focus:** Students report on the origins of political parties as far as which came from rural areas verses cities. Have students report on the demographics of the major political parties and how that relates to their party’s platform.  
Students engage in group discussions regarding the importance of individual votes as the % of those directly involved in agriculture declines. They will use the Prop 13 debates on animal welfare and debate on their views of how to vote.  

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4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, and petitioning, picketing, running for political office).

5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).

6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

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

**Key Literacy Standards:**

| RH11-12.9 | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| WHST 11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| WHST11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| WHST11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

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| Besides members of the House and Senate, who else can affect the legislative process? |
| Which house of Congress is the most democratic? |
| Which house is the most effective? |
| How can individual citizens actually participate in the legislative process? |
| How do you get elected? |
| Who gets elected and who doesn’t? |
| What impact do polls, political parties, and PACs have upon elections? |
| How can I get involved in a campaign? |
| Why should I vote? |

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- Students will discuss how lowering the voter age to 18 helped rural communities in comparison to urban areas.
- Students identify various Ag related lobbyists and then report on what they do and as the Ag population decreases why they become more important.
- Students explore and learn more about a variety of specific committees dealing with agricultural issues (e.g., EPA, FDA, Dept. of Agriculture, etc.).
- Students explore and write about how any “bill to law activity” can connect to the agriculture industry including the Farm Bill and any state or federal legislation effecting the industry.
- Students each look up one current bill relating to agriculture. Report on its potential effect on agriculture. What does the farm bill 2012 bring to the Ag? Sector and how is the industry going to react to the new regulations.
American Government Scope and Sequence

Unit 5 – The President, Presidential Elections and the Media

**Length:** 3 Weeks

**Unit Description:** In this unit students explore the many responsibilities of the presidency as well as how the role has changed over time. Students also explore the relationship between the presidential election, political parties and the media including the impact of polling, campaigning and funding. Furthermore, students document the evolution of the presidency and the growth of executive powers in modern history. Like their study of Article I, students first develop a basic understanding of how the president is elected, the requirements for the office, how a president can be removed, and the specific executive powers enumerated in Article II. Next, the instructor then indicates specific case studies to provide students the opportunity to analyze, discuss, and write about presidential campaigns, the handling of international crises, and the scope and limits of presidential power (both foreign and domestic) in an in-depth fashion that includes closely reading and comparing the State of the Union addresses across administrations, analyzing factors that influence presidential public approval ratings as well as the successes and failures of presidential policies, and using role play, simulation, and interactive learning to illuminate the process of presidential decision making. During an election year, teachers may want to spend more time on this unit to connect current events to course content. As noted previously, Units 4, 5 and 6 can be taught in any order.

**Unit Focus Standards:**

**Principles of American Government**

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

4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.

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

1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.

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

3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.

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).

**Learning Objectives:**

Students will…

- Analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- Evaluate issues regarding campaigns for national, state, and local elective offices.
- Describe the many roles and responsibility of the Presidency.
- Describe how presidents get elected.
- Describe the function
- Connect the concept of civic duty and civic participation to course content.
- Discuss and respond to the following questions from the California Framework for History/Social Science:
  - How has the role of the presidency expanded?
  - What are the factors that seem to help presidents win election?
  - How does the president interact with the other branches of government and how has that changed over time?
  - How do you get elected?
  - Who gets elected and who doesn’t?
  - What impact do polls, political parties, and PACs have upon elections?

**Sample Unit Assignments and Assessments:**

- Students respond to one or more of the unit essential questions as a formative or summative writing task.
- Student critically examine a variety of informational and argument texts, including political cartoons, from news sources to determine author’s claim, the main idea of the text as well as the way in which it supports or challenges course content.
- Students should explore the different roles played by the president (e.g. Commander-in-Chief, Chief Diplomat, etc.). Student can then read a current events article about the president and make a claim with evidence about which role the president plays in the news story.
- Students can examine the court case *U.S. v Nixon* then research historical and modern and explains of when and why a president may overreach their constitutional powers.

**Sample Performance Task:** Students create a multiple media presentation or video to track a past or current presidential candidate through the election cycle including information about the role and impact of the media and political parties.

**Agriculture Focus:**

- Have students discuss the role industry lobbyist play in campaign finance and presidential elections.
5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).
6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

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

**Key Literacy Standards:**

SL11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

WHST11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

- How can I get involved in a campaign?
- Why should I vote?
- 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?
American Government Scope and Sequence
Unit 6 – The Judicial Branch and Key Court Cases
Length: 2 Weeks

**Unit Description:** While learning about Federalism in unit 3, students will have been introduced to historically significant supreme court cases such as Marbury v. Madison and McCullough v. Maryland. By focusing in the Judicial branch, students build an increased depth and background regarding the Supreme Court and its influence. This unit will focus on the powers of the Supreme Court as well as limitations to those powers. Landmark Supreme Court cases are reviewed and analyzed by students to study their impact on American society; instructors can focus on specific cases and use a variety of strategies to introduce students to the precedent set by these cases. This unit also provides the chance for students to engage in brief, simple research projects, group presentations or inquiry based activities where they are placed in the role of judge/justice to better comprehend the complexities that lie at the heart of the judicial branch. Teachers may want to consider teaching this overview of the Judicial Branch after Unit 3-Federalism; as noted previously, Units 4, 5 and 6 can be taught in any order.

**Unit Focus Standards:**

**Principles of American Government**

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.

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

**Key Literacy Standards:**

RH11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**Learning Objectives:**

Students will...

- Describe the basic structure of the federal court system.
- Identify the characteristics of judicial activism and judicial restraint.
- Connect the concept of civic duty and civic participation to course content.
- Identify the constitutional issue and Supreme Court decision from several landmark Supreme Court Cases.
- Discuss and respond to the following questions from the California Framework for History/Social Science:
  - How are Supreme Court justices selected?
  - Why do they have unlimited terms?
  - Is an unelected Supreme Court really democratic?
  - What is judicial review and how does it work?
  - What makes a law or an action unconstitutional and does that determination ever change?

**Sample Unit Assignments and Assessments:**

- Students respond to one or more of the unit essential questions as a formative or summative writing task. The following key question is a vital driver for this unit: What is judicial review and how does it work? And why does it matter to me/us?
- Students critically examine a variety of informational and argument texts, including political cartoons, from news sources to determine author’s claim, the main idea of the text as well as the way in which it supports or challenges course content.
- Students can explore various key court case decisions from notable justices to apply their understanding of judicial restraint and judicial activism.

**Sample Performance Task:** Throughout the unit students research and present the trajectory of a recent issue for up judicial review by the Supreme Court. Students need to identify the constitutional legal issue, chart the issue’s course through lower courts and make a prediction on what the Supreme Court might rule. Note: This assessment may also be completed in Unit 7.

**Agriculture Focus:**
Use cases that specifically apply to the agricultural industry in addition the key cases presented. J.E.M. Ag Supply Incorporated v. Pioneer Hi-Bred International Incorp. (Utility Patients for Developing Plant Breeds)
American Government Scope and Sequence

Unit 7 – Civil Liberties and Civil Rights

Length: 3 Weeks

**Unit Description:** In this, the culminating unit for the course, students explore and communicate about the various individual rights guaranteed by the U.S. constitution. They explore the legal fights to identify these rights and their relative nature. This course provides opportunities for students to formulate compelling and supporting questions and analyze tensions in a constitutional democracy between key concepts and ideals such as 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, and the relationship of religion and government. Topics for discussion may include technology such as nuclear proliferation or the effect of the Internet on the political process or on intellectual property, the environment (e.g. global warming, preservation of wildlife, or alternative energy sources), human rights (e.g. the use of torture, or immigration and refugee policies), politics (e.g. tax policy, voting and representation, campaign financing, or the fight against government corruption and efforts to improve government competence), foreign policy (e.g. responses to terrorism, or standards for foreign intervention), health (e.g. childhood obesity, health care reform, or responses to the spread of AIDS), the law (e.g. the constitutional scope and limits of presidential power, relations between law enforcement and the communities they protect, judicial independence, racism and sexism, discrimination against people because of their race, gender, or sexual orientation, and the protection of civil rights in times of war or national crisis) and economic issues such as government regulation of markets, labor laws, free trade and fair trade, or debt relief to developing countries. This unit provides students the chance to demonstrate their cumulative learning from this course as well as their history/social-studies program overall. Students are expected to communicate their learning by presenting research in some form including the possibility of presenting an in-depth case study regarding a question or topic that touches on a variety of the concepts and skills they attained in the course.

### Unit Focus Standards:

#### Principles of American Government

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one’s work; right to join or not join labor unions; copyright and patent).
3. Discuss the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.
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.

### Learning Objectives:

Students will…

- Identify the precedent set by key court cases.
- Define and discuss the meaning of due process as defined by the 5th and 14th amendments.
- Connect the concept of civic duty and civic participation to course content.
- Discuss and respond to the following questions from the California Framework for History/Social Science:
  - Do citizens have rights that the state must respect, and if so what are they?
  - 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?

### Sample Unit Assignments and Assessments:

- Students respond to one or more of the unit essential questions as a formative or summative writing task.
- Students critically examine a variety of informational and argument texts, including political cartoons, from news sources to determine author’s claim, the main idea of the text as well as the way in which it supports or challenges course content.

- **Sample Performance Task: Sample Performance Task:** Students research and present the trajectory of a recent issue up judicial review by the Supreme Court. Students need to identify the
5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one’s rights entails respect for the rights of others.

6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

**Key Literacy Standards:**

| WHST11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| WHST11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| WHST11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| WHST11-12.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

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Constitutional legal issue, chart the issue’s course through lower courts and make a prediction on what the Supreme Court might rule. (This assessment may also be completed in Unit 4)

**Agriculture Focus:**

Students use cases that specifically apply to the agricultural industry in addition to the key cases presented as part of the culminating research project/case study.