

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



American Government

Board Approval Date: June 18, 2020	Course Length: 1 Semester
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 12	Subject Area: History/Social Science Elective Area (if applicable):
Prerequisite(s): 12th grade standing or permission of the instructor	Corequisite(s):
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (a) History/Social Science	
Graduation Requirement: Yes	
Course Intent: District Course Program (if applicable):	

COURSE DESCRIPTION:

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of American government. Although this course is traditionally taught for a semester, given the importance and breadth of this content area, teachers may want to expand it into a yearlong course. Students consider the role of and necessity for government as they think about How much power should government have over its citizens? They consider how the government can attain goals sanctioned by the majority while protecting its citizens from the abuse of power by asking What are the trade-offs between majority rule and the protection of individual rights? They will review and expand their knowledge of the key elements of a representative form of democracy, such as the idea that the authority to govern resides in its citizens. Their study will be grounded in the understanding that all citizens have certain inalienable rights such as due process, what to believe, and where and how to live. This course is the culmination of the civic literacy strand of history/social studies that prepares students to vote and to be informed, skilled, and engaged participants in civic life.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Fundamental Principles of American Government	What do the terms liberty and equality mean, and how do they relate to each other?	<ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket 	<ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations *Essays *DBQ writing
2. Rights & Responsibilities of a citizen in a Democracy	What rights and responsibilities does a citizen have in a democracy?	<ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket 	<ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations *Essays *DBQ writing
3. Fundamental Principles of Civil Society	What is a civil society, and why do we want to have one?	<ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket 	<ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations *Essays *DBQ writing
4. The Three Branches of Government as Established by the U.S. Constitution	Why does the Constitution both grant power and take it away?	<ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket 	<ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations *Essays *DBQ writing
5. Interpreting the Constitution: The Work of the U.S. Supreme Court	What makes a law or an action unconstitutional, and does that determination ever change?	<ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket 	<ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations essays *DBQ writing

6. The Electoral Process	Who gets elected, and who does not?	<ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket 	<ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations *Essays *DBQ writing
7. Federalism: Different Levels of Government	What level of government is the most important to me (local, state, tribal, or federal)?	<ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket 	<ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations *Essays *DBQ writing
8. The Fourth Estate: The Role of the Media in American Public Life	To what extent are the press and the media fulfilling a watchdog role?	<ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket 	<ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations *Essays *DBQ writing
9. Comparative Governments and the Challenges of Democracy	Do citizens have rights that the state must respect; if so, what are they?	<ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket 	<ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations *Essays *DBQ writing

ESSENTIAL STANDARDS:

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

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

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

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

- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter17.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter17.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
Yes		<i>Impact California Social Studies: Principles of American Democracy</i>	Various	McGraw Hill		2/1/2019

Other Resource Materials

Stanford History Education Group (SHEG)

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):