

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



American Government 1000

Board Approval Date: May 15, 2025	Course Length: 1 Semester
Grading: Pass/Fail	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: History/Social Science Elective Area (if applicable):
Prerequisite(s): Placement in this course requires recommendation of an IEP; students qualify to take the alternative state assessment	Corequisite(s): None
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier: N/A	
Graduation Requirement: Yes	
Course Intent: N/A Program (if applicable): N/A	
<p>Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement</p> <p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact:</p> <p>Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580</p>	

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

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The District's nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of American government. 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
<p>1. Foundations of American Government</p>	<p>What are the principles of the Constitution? What amendments are part of The Bill of Rights What are the forms of governments? What are the three branches of the U.S. government?</p>	<p>*Identify key responsibilities of government (e.g., make laws, protect rights) *Identify the three branches of the U.S. government and explain the function of each Identify key principles of the Constitution that define the structure of the government</p>	<p>*Unit assessment</p>
<p>HSS.G 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. HSS.G 12.4. Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</p>			
<p>2. Legislative and Judicial Branches</p>	<p>What is a law? Why do we have laws? How are laws changed?</p>	<p>*Identify the importance of laws *Working with a group, identify a problem and create a plan to make an effective change</p>	<p>*Unit assessment</p>
<p>HSS.G 12.2.3. Discuss the individual’s legal obligations to obey the law, serve as a juror, and pay taxes. HSS.G 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>3. Executive Branch</p>	<p>What are leadership qualities? What are types of government leaders? How does one become President? What are the responsibilities of the President? What are the state and local governments structured? Who are the leaders in our</p>	<p>*Identify public agencies or public policies and explain how they benefit citizens *Identify the basic structure of state or local government and how these structures work with that of the federal government *Identify different forms of governments</p>	<p>*Unit assessment</p>

	community?		
HSS.G 12.6. Students evaluate issues regarding campaigns for national, state, and local elective offices. HSS.G 12.7. Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.			
4. Participating in Government and the Community	What does it mean to vote? How do we make changes in the community?	*Identify rights of citizens provided through key amendments to the Constitution *Identify local issues and participate in the community to maintain or improve conditions *Use information sources to investigate a current issue *Analyze a conflict scenario and identify ways to resolve differences	*Unit assessment
HSS.G 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.			

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.

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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/be/st/ss/documents/histsocscistnd.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/be/st/ss/documents/histsocscistnd.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply 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
<i>Yes</i>		<i>Unique Learning Systems</i>	Various	n2y	Online	