

a-g Am Government

Connecting Waters Charter School (053706)

Approved

Basic Course Information

Title: a-g Am Government

Transcript abbreviations: 4E1001A

Length of course: Half Year

Subject area: History / Social Science ("a") / Civics / American Government

UC honors designation? No

Co-requisites: None

Integrated (Academics / CTE)? No

Grade levels: 12th

Course learning environment: Classroom Based

Course Description

Course Overview:

This course introduces students to the various concepts of the study of American government by tracing the origins of the American democracy and the principles on which it is based as outlined in founding documents. Students will explore public policy, individual rights, national security, trade, taxation, political parties and campaigns, elections, balance in government between the legislative, executive, and judicial branches of government, lawmaking, and state and local governments as well as comparative political and economic systems. The overarching emphasis being the understanding of government and ones place in it thus creating civically engaged citizens who are aware of the responsibility of every citizen to be effectively involved in American civic life at all levels of government.

Course Content:

Unit 1: Constitutional Compromises

Topics addressed are The Virginia Plan, New Jersey Plan, The Great Compromise, The Three Fifths Compromise, Slave Trade Compromise, Commerce Compromise, Massachusetts Compromise, checks and balances, amendment process, and federalism.

Unit Assignment(s):

Main Outcome: The formation of the constitution took place over several months and required a great deal of compromise. Different states had different views on what the new nation would be and the Constitutional Convention was rife with sectionalism. In the end, a series of compromises made this new nation possible.

When students complete this unit, they will understand the issues presented at the convention, how each compromise dealt with these issues, be able to describe the details of each compromise, explain how each evolved, students will learn to think critically regarding the formulation of their own opinions of each compromise, and be able to summarize each.

Student Outcome: Students will analyze each compromise, examine how each evolved, understand how sectionalism influenced each, and discuss the benefits and drawbacks of each.

Student Product: Students will demonstrate a knowledge of each compromise by creating a PowerPoint slideshow presentation of twenty slides with optional voiceover explanation of each slide or an essay of 3 pages.

Students will go to http://www.softschools.com/teacher_resources/timeline_maker/ (http://www.softschools.com/teacher_resources/timeline_maker/) and create a timeline of events beginning with the Declaration of Independence and ending with the ratification of the Bill of Rights.

Unit 2: Article 1: The Legislative Branch

Topics addressed are qualifications for congressmen, terms of congressmen, elections, role and purpose of Congress, checks and balances, determining representation among the states for each house, inherent powers, expressed powers, implied powers, introduction of a bill, and how a bill becomes law.

Unit Assignment(s):

Main Outcome: Article 1 of the Constitution created the legislative branch. The legislative branch of government can be seen as a true government of the people. The people elect its representatives,
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who in turn do their best to carry out the wishes of the people they represent. They do this in a number of ways from the committees they serve on to their votes on issues.

When students complete this unit, they will be able to describe aspects of Congress as stipulated in Article 1. Students will understand the basis of representation in each house of congress as well as the requirements elected officials must meet to run for office.

Students will know the expressed powers of congress, the implied powers of congress, and the non-legislative powers of congress. Students will understand the process of making of law.

Student Outcome: Students will research and analyze Article 1 of United States Constitution, taking notes as to what expressed powers are granted within, implied and non-legislative powers congress possesses, and how a law is made. Using Article 1, books and/or the Internet, students will create a PowerPoint presentation of 20 slides or a three page essay displaying their knowledge of Article 1, the expressed and implied powers of congress, and how a law is made.

Student Product: Using books and/or the Internet, students will create a PowerPoint presentation of 20 slides or a three page essay displaying their knowledge of Article 1, the expressed and implied powers of congress, the legislative branch's role in the system of checks and balances, and how a law is made.

Students will go to <http://charts.hohli.com> (<http://charts.hohli.com>) create a pie chart of current representation of all fifty states in the House of Representatives.

Unit 3: Article 2: The Executive Branch and the Executive Branch at Work

Topics addressed are elections, checks and balances, presidential roles, inherent powers, expressed powers, implied powers,, domestic powers, foreign affairs, foreign policy, the vice presidency, the federal bureaucracy, EOP, executive departments, the cabinet, independent agencies, and national security.

Unit Assignment(s):

Main Outcome: The President of the United States leads the executive branch of the Federal Government and has a broad array of constitutionally mandated powers in that role. At the same time, the President's powers are limited by the Constitution, particularly by the system of checks and balances that it establishes.

The executive branch of the Federal Government has responsibilities in both domestic and foreign affairs. It is composed of an enormous bureaucracy that executes the laws passed by Congress and puts the nation's public policies into action.

When students complete this unit, they will be able to describe the qualifications and powers of the presidency as stated in Article 2 of the United States Constitution. Students will know the role of the

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First Lady, domestic powers of the president, foreign powers of the president, and now the various roles of the presidency as well as the federal bureaucracy.

Student Outcome: Students will research and analyze Article 2 of United States Constitution, taking notes as to what expressed powers are granted within, implied powers and non-legislative powers the presidency possesses. Using Article 2, books and/or the Internet, students will create a PowerPoint presentation of 20 slides displaying their knowledge of Article 2, the expressed and implied powers of the executive branch, and cabinet positions. Students will write a three page essay on the roles of the Executive Branch of government.

Student Product: Students will produce a PowerPoint presentation of 20 slides displaying their knowledge of Article 2, the expressed and implied powers of the executive branch, cabinet positions, the executive branch's role in the system of checks and balances.

Students will write a three page essay on the roles of the Executive Branch of government. All five roles: Chief Executive, Commander in Chief, Chief Diplomat, Legislative Leader, and Judicial Role must be detailed.

Unit 4: Article 3: The Judicial Branch

Topics addressed are checks and balances, the national judiciary, federal courts, appointment of justices, confirmation of justices, appointment of federal judges, qualifications of justices, terms of federal judges, inferior courts, special courts, constitutional courts, appeal and appellate courts, and judicial review.

Unit Assignment(s):

Main Outcome: The ideals behind democracy include a high regard for equality for all. When it comes to the judicial system in a democratic society, equal justice takes a central role. The Constitution was carefully crafted to create a system in which this is the reality.

When students complete this unit, they will be able to describe the United States Supreme Court, the system of inferior courts, the appointment of federal judges, and the concept of judicial review.

Student Outcome: Students will research and analyze Article 3 of United States Constitution, taking notes as to what the constitution stipulates regarding the judicial branch. Students will understand the concept of judicial review and the lower federal and special courts within the federal judiciary. Using Article 3, books and/or the Internet, students will create a PowerPoint presentation, a one paragraph essay, and chart displaying their knowledge of Article 3, the concept of judicial review, and a supreme court case.

Student Product: Politicians are human, and they make laws based on the politics of the moment. It is important for the Supreme Court to be able to strike down laws as unconstitutional.

Students will produce a chart displaying their knowledge of Article 3.

Students will write one paragraph on the concept of judicial review.

The Framers of the Constitution outlawed illegal searches and seizures with the Fourth Amendment. The Supreme Court upholds rulings that apply to that amendment, although the definition of "private property" has been interpreted in various ways. In this project, you will delve deeper into how the Court shapes public policy with its interpretations of the law. Evaluate the case, *Katz vs. The United States*. **Here is a link: <https://www.oyez.org/cases/1967/35> (<https://www.oyez.org/cases/1967/35>) or you can simply conduct a general Internet search. After researching the case, answer the following questions in a PowerPoint presentation: (a) How did the case get to the Supreme Court? (b) What question did the Supreme Court face in taking this case? (c) Summarize Justice Stewart's majority opinion. (d) Which two cases did the *Katz* ruling overturn? (e) What was your general impression of the oral argument in this case?**

Unit 5: Bill of Rights, Civil Liberties, Civil Rights

Topics addressed are the unalienable rights, freedom of religion, freedom of speech, freedom of press, freedom of assembly, freedom of petition, due process, rights of the accused, citizenship, diversity, discrimination, equality before the law and federal civil rights laws.

Unit Assignment(s):

Main Outcome: The Framers of the Constitution wanted to make sure that individual freedoms were protected and so created the Bill of Rights. Those amendments guarantee rights related to religion, speech and press, assembly and petition, the rights of the accused, and more. When students complete this unit, they will be able to identify each amendment included in the Bill of Rights, understand the rights protected in each amendment, and be able to identify how these protections apply to them today. Students will know, identify, and explain the additional amendments as they pertain to civil rights and civil liberties. Students will also know the historical significance behind each amendment and present day applications to them.

Student Outcome: Students will research and analyze each amendment in the Bill of Rights and additional amendments which pertain to civil rights and civil liberties. Students will understand the history behind each amendment and be able to describe how each amendment applies to them.

Student Product: Students will create a spreadsheet highlighting each amendment of the Bill of Rights and each additional amendment pertaining to civil liberties and civil rights. Students will include the date of passage and explain what they each amendment means.

Unit 6: Citizenship

Topics addressed are diversity, discrimination, suffrage, voting rights, voting process, elections,

public opinion, polling, mass media, and interest groups.

Unit Assignment(s):

Main Outcome: Government by the people is accomplished through a variety of mechanisms. They include voting, holding office, taking part in interest groups, and being involved in public discussions about particular government- and policy-related issues.

When students complete this unit, they will be able to understand and explain the role of the concept of citizenship and their role in government.

Student Outcome: What is the role of the people in government? In a democracy, the people are all-important. Without their participation, the government will cease to function. Students will understand that as voters, people help shape local, State, and national governments, as well as public policy, as consumers of mass media, people learn about issues and candidates in order to make informed decisions about government, as candidates for political office, people bring new ideas and energy to government, as members of interest groups, people influence the government on particular issues, such as voting rights or the environment, and as citizens, people express their opinions about issues and contribute to an ongoing public discussion.

Student Product: Students will access the Department of Homeland Security United States Citizenship and [Immigration Services website](#) and take the Civics Practice Test. Students will produce a written research paper of two pages and/or create a PowerPoint presentation of 10 slides on their experience.

Students will write an essay of one page on a current event of their choosing describing why a knowledge of current events is an important part of citizenship, the source the event was retrieved from, date of the event, why this event is significant and how it affects the country, society, and world.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
CA Standards- based textbook (This course is aligned to the 2019 edition of the Magruder's American Government textbook, but it is specifically designed to work with any CA standards aligned textbook)	Savvas (Pearson)	Savvas (Pearson)	2019		Yes

Other

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Title	Authors	Date	Course material type	Website
<p>Supplemental Materials (1) Technological tools: PC/laptop/word processing software/platform. (2) Citation websites such as PurdueOWL (https://owl.english.purdue.edu/owl/) for further development of MLA and/or APA formatting (3) Various current events from online publications such as U.S. News and World Report, The New York Times, The Washington Post, and CNN News will be used to support current events discussions, and class discussions. (4) US Constitution</p>				