

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – SOCIAL SCIENCE**

COURSE TITLE:	Government
COURSE NUMBER:	3280
DEPARTMENT:	Social Science
LENGTH OF COURSE:	One Semester
CREDITS PER SEMESTER:	5
GRADE LEVEL(S):	12
REQUIRED OR ELECTIVE:	Required
PREREQUISITES:	None

BOARD OF EDUCATION ADOPTION:

~~BOARD OF EDUCATION ADOPTION: May 1998~~

~~COURSE DESCRIPTION~~

~~The Government course will study the basic structure of American government, exploring what the role of government should be under our Constitutional system. Supporting objectives include historical political theories essential to the establishment of our system of government, supplemented by the social, economic, and religious institutions which influenced it. Further, an objective is to expose students to participatory government experiences leading to an informed electorate, capable of taking responsibility and leadership in society. The Economics course will explore the basic principles and operations of the free market economy in the context of choices among scarce resources. Further, students will gain understanding of our role in the global economy, illustrating our interdependence. Lastly, students will develop skills for personal economics.~~

COURSE DESCRIPTION

United States 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 OUTLINE~~

~~1. MAJOR GOALS~~

~~1.1~~

~~To develop awareness and cultural understanding of the world in which we live through the knowledge of~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~history, geography, economics, sociology, political science, and the humanities.~~

1.2

~~To develop democratic understanding and civic values in order to become effective citizens of the community, the country, and the world, through a knowledge of constitutional heritage, civic values, and the rights and responsibilities of individuals.~~

1.3

~~To develop the participation skills, the critical thinking skills, and the basic study skills essential for effective citizenship, for the study and understanding of history and social science, and for social participation in the world.~~

1.4

~~To develop the understanding that citizenship in a diverse society means living with differences and committing ourselves to work for public policies that are in the best interest of all individuals, families, communities, and our nation.~~

History/Social Science

Page 2

2. PERSONAL OBJECTIVES

2.1

Knowledge and Cultural Understanding

2.1.1

Government

2.1.1.1

~~Identify the historical origins of basic constitutional concepts such as representative government, separation of powers, and division of power~~

2.1.1.2

~~Identify the need for political parties, their philosophy, role and function in our democratic society~~

2.1.1.3

~~Identify our civil liberties as enumerated in the Bill of Rights.~~

2.1.1.4

~~Identify principles of Federalism~~

2.1.1.5

~~Identify the working relationship between society and the law~~

2.1.1.6

~~Identify the need for and importance of pressure groups~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~2.1.1.7~~

~~:~~
~~Recognize the privileges, responsibilities and significance of voting in our society~~

~~2.1.1.8~~

~~Demonstrate knowledge of Congress and how it functions, its role and powers~~

~~2.1.1.9~~

~~Identify the roles and powers of the Presidency~~

~~2.1.1.10~~

~~Demonstrate knowledge of our judicial system, federal and state, and its operation~~

~~2.1.1.11~~

~~Identify the laws pertinent to young adults, delineating their rights and responsibilities~~

~~2.1.2~~

~~Economics~~

~~2.1.2.1~~

~~Identify the problems of scarcity and choice, and explain the four basic economic questions: what, how, how much, and for whom~~

~~History/Social Science~~

~~Page 3~~

~~2.1.2.2~~

~~Identify the role and function of money and banking in the American economy~~

~~2.1.2.3~~

~~Identify basic economic processes in macroeconomics~~

~~2.1.2.4~~

~~Demonstrate knowledge of the major economic systems and how they work~~

~~2.1.2.5~~

~~Identify and develop a position regarding current economic problems~~

~~2.1.2.6~~

~~Demonstrate knowledge of interdependence and interrelatedness of personal, national, and worldwide economic decisions and their consequences~~

~~2.1.2.7~~

~~Identify the interplay between political and economic issues~~

~~2.2~~

~~Skills Attainment and Social Participation~~

~~Although some are more applicable to one course or the other, in general the following apply to both~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~Government and Economics courses:~~

~~Research Skills:~~

~~2.2.1~~

~~Acquire information through listening, observing, reading, and using community resources.~~

~~2.2.2~~

~~Locate information in textbooks, encyclopedias, specialized dictionaries, almanacs, internet, and other reference materials.~~

~~2.2.3~~

~~Evaluate information presented in books, newspapers, periodicals, and other media.~~

~~2.2.4~~

~~Extract and interpret information from maps, models, graphs, charts, tables, pictures, and cartoons.~~

~~2.2.5~~

~~Retrieve and analyze information by using computers, CD-ROM, microfilm, and other electronic media.~~

~~Communication Skills: 2.2.6 Communicate orally and in writing.~~

~~Analytic Skills:~~

~~History/Social Science~~

~~Page 4~~

~~2.2.7~~

~~Compare similarities and differences among two or more ideas, events, or situations at the same or different points in time.~~

~~2.2.8~~

~~Classify or group items according to rational criteria.~~

~~2.2.9~~

~~Formulate appropriate and searching questions.~~

~~2.2.10~~

~~Draw probable conclusions, hypotheses or inferences from evidence and develop possible alternatives.~~

~~2.2.11~~

~~Evaluate or make informed judgments based on rational criteria.~~

~~2.2.12~~

~~Compare American political and economic values and capabilities with those of other cultures.~~

~~2.2.13~~

~~Identify historical, cultural, and social bias/prejudice in political and economic phenomena.~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~2.2.14~~

~~Analyze the effects of political and economic attitudes on historical figures and movements.~~

~~2.2.15~~

~~Take the perspective of others.~~

~~2.2.16~~

~~Work effectively with others as members of groups.~~

~~2.2.17~~

~~Give and receive constructive criticism.~~

~~Participatory Skills:~~

~~2.2.18~~

~~Accept responsibility and demonstrate respect for the rights, opinions, and property of others in the classroom, the school, and in the larger community.~~

~~2.2.19~~

~~Operate in a manner that reflects such democratic values and social skills as tolerance of individual and group differences, compromise, and recognition of individual rights.~~

~~2.2.20~~

~~Identify current needs for social and political change and involvement in processes for change.~~

~~2.2.21~~

~~Participate in economic, civic, and political activities within the community, the state, and the nation.~~

~~2.2.22~~

~~Participate in classroom activities that simulate economic, governmental and political processes and institutions.~~

~~History/Social Science~~

~~Page 5~~

~~2.3~~

~~Democratic Understanding and Civic Values Democrati~~

~~The first two of the following apply to Government, while the remaining apply to both Government and Economics courses:~~

~~2.3.1~~

~~Appreciate our American heritage and the rights and privileges guaranteed by the U.S. Constitution and the Bill of Rights.~~

~~2.3.2~~

~~Appreciate the pluralistic and multicultural basis of American society.~~

~~2.3.3~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~Understand the various means used by people to resolve problems and issues.~~

~~2.3.4~~

~~Examine controversial political and economic issues openly in the classroom.~~

~~2.3.5~~

~~Understand changes and diversity of political and socioeconomic attitudes that are reflected by individual's values.~~

~~2.3.6~~

~~Recognize political and economic interdependence of nations and people.~~

~~2.3.7~~

~~Examine critically their own value positions and the value positions held by others.~~

3. CONTENT OUTLINES

3.1

Government

3.1.1

Issues of Sovereignty

3.1.1.1 3.1.1.2

Basic theories of government Anti-government theories: the militia movement and anarchists Comparative governments

3.1.1.3

3.1.2

Historical foundation of the U.S. government

3.1.2.1 3.1.2.2 3.1.2.3 3.1.2.4 3.1.2.5 3.1.2.6

Declaration of Independence Articles of Confederation Constitution Federalist Papers Bill of Rights George Washington's Farewell Address

3.1.3

Functions of political parties

History/Social Science

Page 6

3.1.3.1 3.1.3.2 3.1.3.3 3.1.3.4 3.1.3.5

Democratic pluralism, evolution of the two party system Political spectrum Pressure groups/political action committees (PACs) Elections and voter behavior Power of money in the electoral process

3.1.4

Legislative Branch

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~3.1.4.1 3.1.4.2 3.1.4.3 3.1.4.4 3.1.4.5~~

~~Qualification, term, compensation, and pensions Powers of Congress Checks and balances How a bill becomes a law Roles of Congressional representatives~~

~~3.1.5~~

~~Executive Branch~~

~~3.1.5.1 3.1.5.2~~

~~Qualification, term, succession, compensation, and pensions Powers of the presidency~~

~~3.1.5.3~~

~~3.1.5.2.1 Emancipation Proclamation Roles of the President and the Vice President, checks and balances Role of the Cabinet and of the bureaucracy~~

~~3.1.5.4~~

~~P~~

~~3.1.6~~

~~Judicial Branch~~

~~:~~

~~3.1.6.1 3.1.6.2 3.1.6.3~~

~~Qualification, term, compensation, and pensions Powers of judiciary~~

~~Types of jurisdiction: federal, state, special courts, constitutional limitations, courts, original and appellate Due process and rights of the accused criminal and civil litigation~~

~~TIPS~~

~~PANTAI~~

~~3.1.6.4 3.1.6.5~~

~~494995779~~

~~3.1.7~~

~~The Media and Government~~

~~***~~

~~3.1.7.1 3.1.7.2 3.1.7.3~~

~~n~~

~~The print media: newspapers and newsmagazines The electronic media: TV, radio, internet Its role, its bias, its power/influence, its abuse/conflicts of interest Speeches/debates~~

~~inyi-w~~

~~ww~~

~~3.1.7.4~~

~~3.2~~

~~Economics~~

~~3.2.1~~

~~Scarcity: opportunity cost and trade-offs~~

~~History/Social Science~~

~~3.2.1.1 3.2.1.2~~

~~Basic economic problem: unlimited wants, limited resources~~

~~The four economic questions: free market systems and alternatives Factors of production: land, labor, capital and entrepreneurial skills~~

~~3.2.1.3~~

~~3.2.2~~

~~Barter and money~~

~~3.2.3~~

~~Markets and prices~~

~~3.2.3.1~~

~~Supply and demand: elasticity and inelasticity of supply and demand Equilibrium: fixing of prices Circular flow of resources, goods, services, and money payments~~

~~3.2.3.2 3.2.3.3~~

~~ILLAS~~

~~3.2.4~~

~~Business organizations and market structures~~

~~3.2.4.1~~

~~3.2.4.2~~

~~Types of business organizations: sole proprietorship, partnerships, corporations, cooperatives, not for profit, franchises Imperfect competition; monopoly, monopsony, oligopoly, oligopsony, and economies of scale~~

~~Labor's response to business: unionization, boycotts, slow-downs, strikes, mediation, injunctions~~

~~3.2.4.3~~

~~3.2.5~~

~~Role of government~~

~~3.2.5.1 3.2.5.2~~

~~3.2.5.3 3.2.5.4~~

~~Taxation: theory and practice Governments in the circular flow of resources, goods,~~

~~services and money payments Distribution and redistribution of income Social issues: entitlements, poverty,~~

~~welfare, social security, healthcare, market failure Market Failure and Externalities~~

~~3.2.5.5~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

a

~~3.2.6~~

~~National economy concepts~~

~~m mad Awwwwwara~~

~~3.2.6.1 3.2.6.2 3.2.6.3~~

~~Gross Domestic Product Consumer Price Index Unemployment Rate: types of unemployment, which types concern the government Fiscal policy (Congress): spending and taxation~~

~~AMLILIAN~~

~~3.2.6.4~~

~~History/Social Science~~

~~Page 8~~

~~3.2.6.5~~

~~3.2.6.6 3.2.6.7 3.2.6.8 3.2.6.9~~

~~Monetary policy (Federal Reserve System): interest rates and money supply The interaction between monetary and fiscal policy Money and banks: how banks create money Business cycle: expansion, peak, contraction, trough Hindrances to prosperity: inflation and recession~~

~~3.2.7~~

~~Stock Market~~

~~3.2.7.1 3.2.7.2 3.2.7.3~~

~~Stock Markets Mutual Funds~~

~~Principals of Investment: diversification, risk, and growth of capital~~

~~R~~

~~UAS~~

~~-~~

~~-~~

~~-~~

~~3.2.8~~

~~Global Economy~~

~~3.2.8.1 3.2.8.2 3.2.8.3 3.2.8.4 3.2.8.5 3.2.8.6~~

~~Establishing and using credit Trade organizations and agreements Specialization, comparative and absolute advantage Interdependence and the global economy Balance of trade and exchange rates Free trade vs. protectionism~~

~~3.2.9~~

~~Personal Investment~~

~~3.2.9.1 3.2.9.2~~

~~Establishing and using credit Personal economic planning: investment and retirement~~

~~4. TIME ESTIMATES~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

4.1

Government – 1 semester

TIME ESTIMATES

Major units will vary in length, depending on the History-Social Science Framework Guiding Questions.

4.2

Economics – 1 semester

5. INSTRUCTIONAL MATERIALS

5.1

Textbooks

5.2

Curriculum guide Maps, globes, and atlases Films, video tapes, slide presentations
mem

in

5.4-5.5

Primary source materials

*-SALISSESTA

HALVANISS

A Frisiriny

a

—

--

—

---S

History/Social Science

Page-9

5.6

Simulations/computer programs, internet

5.7

Library materials

5.8

Graphs, charts, tables

6. EVALUATION OF STUDENT PROGRESS

6.1-6.2

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~Class participation Quizzes and tests Oral presentations: speech and debate~~

~~6.3~~

~~Essays, research papers, and other writing assignments~~

~~6.5~~

~~Demonstrations~~

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 the 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? 	
Content Standards	Suggested Practice
<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> <ol style="list-style-type: none"> 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 the 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. The 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 	<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>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>

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

<p>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, 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>	
--	--

Unit 1 Sample Lesson: [An Enlightened Government](#)

Unit 2: The Constitution

Guiding Questions:

- 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 branches of efficiency?

Content Standards

Suggested Practice

- 12.4.
2. Explain the process through which the Constitution can be amended.
- 12.5.
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
- 12.1
4. Explain how the Founding Fathers’ realistic view of human nature led directly

- 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.
- Consider the basic organization of the Constitution including the articles and the amendments.
- Understand the basic concepts embodied in the Constitution
- Limited power
 - Checks and balances
 - Separation of powers
 - Bicameralism
 - Amendment process
 - Federalism
 - Judicial review
 - Supremacy clause

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

<p>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>6. Understand that the Bill of Rights limits the powers of the federal government and state governments.</p>	<ul style="list-style-type: none"> ● Majority rule, minority rights ● Negative Law ● Positive Law
--	--

Unit 2 Sample Lesson: [Government Power](#)

Unit 3: Federalism: Different Levels of Government

Guiding Questions:

- 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?

Content Standards

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.

Suggested Practice

Explain why the Framers set up two distinct and independent governing bodies.

- Why did the framers see a need for federalism?
- Explain the relationship between the colonies
- Shays Rebellion
- Foreign threats
- Slavery
- Market oriented interests vs. agrarian interests
- Currency

Explain why “states rights” were so important to the Framers and to the country as it developed over time. (9th & 10th)

- Understand the relationship between the 9th & 10th amendments
- McCulloch v. Maryland

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

	<ul style="list-style-type: none">● U.S. v. Lopez● Explain how Federalism has evolved over time.● Money● Civil Rights● Education <p>Explain initiative, recall, referendum</p>
<p>Unit 3 Sample Lesson: Native American Boarding Schools</p>	
<p>Unit 4: Three Branches: Legislative, Executive, and Judiciary.</p>	
<p>Guiding Questions:</p> <ul style="list-style-type: none">• Legislative:<ul style="list-style-type: none">● What is the structure and organization of Congress?● How does a bill become a law?● What are the greatest influences on congressional power?● What are the differences between formal vs informal powers?• Executive<ul style="list-style-type: none">● 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<ul style="list-style-type: none">● 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?	
<p>Content Standards</p>	<p>Suggested Practice</p>

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

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

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.
2. Legislative: Explain the process through which the Constitution can be amended.
3. Legislative: Identify their current representatives in the legislative branch of the national government.
4. Executive: 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. Executive: Understand the scope of presidential power and decision making through examination of current and relevant examples.
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.
7. Judiciary: Explain the processes of selection and

Legislative Branch Suggested Practice

- 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 becomes a law.
- Explain the process of redistricting and reapportionment.

Executive branch Suggested Practice

- Define and study the roles of the President.
- Understand and analyze the constitutional powers of the President.
- 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 the president's power in regards to domestic versus foreign affairs.
- Explain how presidents attempt to gain advantage over the Congress.

Judicial branch Suggested Practice

- 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.

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

<p>confirmation of Supreme Court justices.</p>	
<p>Unit 4 Sample Lesson: Presidential Powers</p>	
<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>Suggested Practice</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>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</p>	<p>Recognize the various paths to citizenship and responsibilities of citizens. Understand to what extent the Bill of Rights/Amendments provide/protect citizens' civil liberties.</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>

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.

12.3.3 Discuss the historical role of religion and religious diversity.

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. 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*

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

<p>Constructors, Inc. v. Pena, and United States v. Virginia (VMI).</p>	
<p>Unit 5 Sample Lesson: <u>What Does it Mean to be a Citizen?</u></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>Suggested Practice</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>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 it's growth and impact in American society from the Colonial era to today.</p>

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

<p>3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.</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>	
<p>Unit 6 Sample Lesson:</p>	
<p>Unit 7: Civil Society and Media</p>	
<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? 	
<p>Content Standards</p>	<p>Suggested Practice</p>
<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</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>

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

<p>and defend positions on the influence of the media on American political life.</p> <ol style="list-style-type: none"> 1. Discuss the meaning and importance of a free and responsible press. 2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. 3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion. 	
--	--

Unit 7 Sample Lesson:

Unit 8: Comparative Government and Challenges of Democracy

<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 governments maintain power in comparison to democratic governments? • What is the evolution of non-state actors on the world stage?

Content Standards	Suggested Practice
<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 	<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</p>

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

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.
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
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

change their government, tolerance for dissent, political equality, political participation, minority rights, civil society, civil liberties and civilian control over the military/police.

Further analysis should also include examination of non-governmental groups such as the Islamic State or Al-Qaeda.

Recent events and authoritarian regimes can be incorporated in analytical projects, group debates, discussions, and deliberations.

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

Walesa, Vaclav Havel).
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.

Unit 8 Sample Lesson:

COURSE MATERIALS

Title	Publisher	Date
<u>MDUSD Government Units of Study</u>		
<u>History-Social Science Framework</u>	California Department of Education	2016
Magruder's American Government	Pearson	2015
<u>History Content Standards</u>	California Department of Education	2000

Teacher support resources can also be found in the [Educational Services Website](#) and supplemental online curriculum (for ex. Apex).

EVALUATION OF STUDENT PROGRESS

Assessment Methods:

Formative and summative assessments include, but are not limited to, quickwrites, essays, quizzes, tests, exit tickets, discussions, Philosophical Chairs, and Socratic Seminars.

Committee Members:

College Now	Erica Shaw, Teacher
Concord	Karna Cruz, Teacher
Ygnacio Valley High	James Lyon, Teacher
Dent Center	Susan Hartwig, Curriculum Specialist
Willow Creek Center	Jeanne Johnson, TOSA
	Angela Victor, TOSA
	Jodi Masongsong, TOSA