



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">American Government/Civics</div> <p> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">102210</div> <p>(To be assigned by Educational Services if it's a new course)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">CREDIT TYPE EARNED:</td> <td style="border: 1px solid black; padding: 2px;">CALPADS CODE:</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">American Govt</td> <td style="border: 1px solid black; padding: 2px;">9174</td> </tr> </table>	CREDIT TYPE EARNED:	CALPADS CODE:	American Govt	9174	<p>Subject Area:</p> <p> <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div>	<p>Grade Level(s)</p> <p> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 </p>
CREDIT TYPE EARNED:	CALPADS CODE:					
American Govt	9174					
<p>Was this course <u>previously approved by UC</u> for PUHSD?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p> <p>(Will be verified by Ed Services)</p> <p>If Yes, which A-G Requirement does this course meet?</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">A History/Social Science</div>	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><i>Single Subject: social Science</i> <i>Specific Supplementary Auth: US Government and US Civics</i> <i>Specific Subject Matter Auth: Civics/Government</i></p> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;"> Signature </td> <td style="border: 1px solid black; padding: 5px; text-align: center;"> 12/14/23 Date </td> </tr> </table>		 Signature	12/14/23 Date		
 Signature	12/14/23 Date					
<p>Submitted by: Julie Harris Site: SSC/Educational Services Date: December, 1, 2023 Email: julie.harris@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p> <input checked="" type="checkbox"/> 0.5 (half-year or semester equivalent) <input type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other: </p>					
Approvals	Name/Signature	Date				
Director of Curriculum & Instruction		12/15/23				
Asst. Superintendent of Educational Services		12/15/23				
Governing Board						

Prerequisite(s) (REQUIRED):

None

Corequisite(s) (REQUIRED):

None

Brief Course Description (REQUIRED):

This course examines the origins, principles, historical development, and structure of America's representative democracy, with a focus on the Constitution, civil liberties, and political participation. The course will include a comparison of other contemporary governing systems. Students will glean knowledge of the various methods of financing American government at the national, state, and local levels. In addition, the course will 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 the government. The course will include an emphasis on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. This course's primary purpose is to prepare students to be active, informed citizens in order to impact their local communities.

B. COURSE CONTENT**Course Purpose (REQUIRED):**

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

The Purpose of the American Government/Civics course:

- Introduce students to the social, political, and economic events and people who have affected the United States Government throughout its history
- To promote understanding of the American Government through a historical lens
- Provide engaging learning activities that foster students to analyze government from varied perspectives through the use of primary and secondary sources

- Encourage students to "think as a historian" and support their perspectives with both written and oral evidence

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Topic 1: Foundations of Government and Citizenship

This topic introduces students to the origins of modern democratic governments and primarily focuses on the development of the United States. Students will explore the idea behind organized governments, and the classifications of government by who can participate, the distribution of power, and the relationship between lawmakers and those who execute the laws. Students will examine the influences of ancient Greece, Rome and the Enlightenment and analyze the four historical theories that have emerged as the most widely accepted explanations for the origin of the state. Students will gain an understanding of the definition and purposes of a democracy, recognizing the worth and dignity of all, equality, compromise, and individual freedom.

Essential Question: What should governments do?

Key Lessons

Lesson 1: Principles of Government

Lesson 2: Types of Government

Lesson 3: Origins of the Modern Democratic State

Lesson 4: The Basics of Democracy

Assignments/Activities:

- "Why Government?" Essay- Compare and Contrast the Government Philosophies of Thomas Hobbes and John Locke
- Flip Charts- Students will create a flipchart comparing 3 different types of government with definitions and details and examples.
- Social Contracts Project-Each of us have many Implicit, (Not formally written out) social contracts in our lives. Below are some examples of them. This activity will make them Explicit (Formally written out, Constitution) I want you to think about the parameters of those social contracts. What are the expected actions or responsibilities of each party(you and them)? What are the realistic scenarios or violations that could break that contract?

Topic 2: The Beginnings of American Government

In this unit, students will gain an understanding of government in the thirteen colonies, and how British ideas, laws, customs, and institutions influenced the early government. Students will analyze influential documents, including the Magna Carta, the Petition of Rights, and the English Bill of Rights, and ideas to explain how constitutional government in the United States has been influenced by centuries of political ideas and traditions from England and elsewhere. Students will examine debates that impacted the creation of the founding documents. Students will relate key principles presented in the Declaration of Independence, the Articles of Confederation and the U.S. Constitution.

Essential Question: How much power should a government have?

Key Lessons:

Lesson 1: Origins of American Political Ideals

Lesson 2: Independence

Lesson 3: First Steps

Lesson 4: Creating and Ratifying the Constitution

Assignments/Activities:

- Students will identify and define the key moments in America's move towards independence.
- Students will create a comparison chart that describes the three types of colonies that the English established in North America.
- Five Senses-Students do research and view portraits of the meeting of the "Founders" at the Constitutional Convention. Students will write 5 paragraphs that describe the experience of each of their senses (sight, hearing, taste, feel, smell) as if they were at the Constitutional Convention.
- Students will "translate" 2 key sentences (We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.) in the Declaration of Independence into modern words and analyze the importance of these sentences.

- The Federalist Papers in Tweets-The goal of this assignment is to engage students in a creative and concise interpretation of The Federalist Papers while developing their understanding of key concepts in American government. By condensing the content into tweets, students will practice summarization skills and learn to communicate complex ideas in a succinct and accessible manner. Assign each student or group of students specific Federalist Papers to read and analyze. Ensure that each paper selected covers fundamental concepts in American government, such as the structure of government, separation of powers, or the arguments for the ratification of the Constitution. Instruct students to thoroughly read and analyze their assigned Federalist Papers. Encourage them to identify the main arguments, key points, and any persuasive techniques used by the authors (Alexander Hamilton, James Madison, and John Jay). Each student or group is tasked with condensing the content of their assigned Federalist Papers into a series of tweets. Emphasize the importance of brevity, clarity, and capturing the essence of the text in 280 characters or less per tweet. Ask students to incorporate relevant hashtags and mentions in their tweets to enhance engagement and connectivity to contemporary issues. For example, #FederalistPapers, #Constitution, or @Publius (the collective pseudonym used by the authors). For an extra creative touch, students can include visual elements in their tweets. This could be in the form of emojis, GIFs, or even simple graphics to emphasize key points. Allocate time for students to present their tweets to the class. This can be done in a traditional presentation format or by using a platform like Twitter itself. Encourage discussions on the interpretations of the Federalist Papers and how they can be relevant to modern political issues. Instruct students to write a short reflection paper that discusses the challenges they faced in condensing complex ideas into tweets and how this exercise deepened their understanding of The Federalist Papers and the principles of American government.

Topic 3: The Constitution

Students will describe and analyze the basic organization of the Constitution and why this organization was used by the framers. Students will examine and analyze the six basic principles of the U.S. Constitution (popular sovereignty, limited government, separation of powers, checks and balances, judicial review and federalism) and be able to identify key components of the Constitution that enable the document to adapt and change with time. Students will describe the methods required to propose and ratify amendments, allowing for changes in laws and procedures. Students will explore the concept of Federalism and be able to distinguish between expressed powers, implied powers and inherent powers. Students will also become familiar with how local, state and the federal government interact and be able to explain how the Supremacy Clause joins the National government and the States into a single governmental unit.

Essential Question: What is the right balance of power in good government?

Key Lessons:

Lesson 1: An Overview of the Constitution

Lesson 2: Amending the Constitution

Lesson 3: Federalism: Powers Divided

Lesson 4: The National Government and the States

Assignments/Activities:

- Students will analyze the Preamble and discuss how the modern US government is or isn't accomplishing the goals that were set forth.
- Students will describe the basic organization of the Constitution and why this organization was used by the framers
- Big Six Ideas of the Constitution Group One Pager - In this assignment, students will explore the foundational principles that form the bedrock of the United States Constitution. The "Big Six Ideas" encapsulate the core concepts and values that guided the framers in crafting this seminal document. Each student is tasked with creating a concise one-page analysis that outlines and delves into these six fundamental ideas.
- Bill Of Rights Project-Create an 11 slide Google Slide presentation, 10 Amendments and a title slide. For each amendment you must have a copy of the amendment, as well as an explanation of each aspect of the amendment that a 6 year old would understand. You must also find a political cartoon that shares your views on the amendment

Topic 4: The Legislative Branch

Students will explore how and why the Constitution establishes Congress as a bicameral legislature with two houses, the House of Representatives and the Senate, and be able to explain how this system acts as a method of checks and balances. Students will be able to describe the seat apportionment designation for both the House and the Senate, and the terms for which Senators and Representatives serve. Students will be able to describe the structure, function and powers of the legislative branch as laid out in the U.S. Constitution. Students will understand the difference between the expressed, implied, and inherent powers of Congress. Students will examine the roles federalism and separation of powers play in Congressional actions. Students will also describe and analyze the process of how a bill becomes a law. Students will be able to explain how democratic governments meet the needs of its people.

Essential Question: How should government meet the needs of its people?

Key Lessons:

Lesson 1: National Legislature Overview

Lesson 2: The Two Houses

Lesson 3: The Expressed Powers

Lesson 4: The Implied and Non Legislative Powers

Lesson 5: Congress at Work—Organization and Committees

Lesson 6: Congress at Work—Making Law

Assignments/Activities:

- Students will be able to identify the expressed and implied powers of Congress and differentiate the two.
- Students research their 2 Senators and their member of the House, Do a brief bio, select 3 political issues the student cares about most and research how their elected congress people feel about their issues. Would they vote for that individual?
- Students complete a Venn diagram comparing attributes of the House of Representatives and the Senate.
- Students will describe the legislative process by creating a “How a bill becomes a law” chart.
- Students will create a 1 page profile on a current member of Congress. The profile includes age, education level, race and religion, political party affiliation, years of experience, committees serving on for each member. Profiles will be displayed with a US map to indicate the state or district they represent.
- Students will act as committees to analyze proposed legislation and then present their results.
- Students will analyze and present their findings about the meanings of political cartoons dealing with gerrymandering.

Topic 5: The Executive Branch- The Presidency and the Vice Presidency

Throughout this unit, students will explore the growth of presidential power and how certain constitutional provisions provide for checks by the legislative and executive branches. Students will examine and analyze the requirements for becoming president and explore the presidential succession beginning with the Vice President. Students will understand the structure and functions of the executive branch as laid out in the U.S. Constitution and be able to explain the difference between the expressed, implied and inherent powers of the President and the executive departments. In addition, students will identify the reasons behind the creation of a bureaucracy, the functions it performs, and its effectiveness in modern America.

Essential Question: What makes a good leader?

Key Lessons:

Lesson 1: The Presidency: An Overview

Lesson 2: The Vice President and the First Lady

Lesson 3: The President's Domestic Powers

Lesson 4: The President's Foreign Affairs Powers

Assignments/Activities:

- Students will be able to correctly identify the qualifications of becoming President.
- Students will analyze primary source documents from Presidential Libraries that communicate the different roles/powers of the President.
- Students put themselves into the President's shoes and write multiple journal entries for a "Day in the Life" with Presidential detail and vocabulary.

Topic 6: The Executive Branch at Work

Throughout this unit students will identify the reasons behind the creation of the federal bureaucracy, the functions it performs, and its effectiveness in modern America. Students will analyze the functions of the Executive branch and answer the question, "What Should Governments Do?" Students will examine the 15 executive "Cabinet" departments, and the role they play within the Federal government. Students will examine independent agencies created to perform the work outside of the executive department's umbrella. Students will be able to describe how the State Department plays a major role in the implementation of American foreign policy, and describe the roles and functions of the Departments of Defense and Homeland Security.

Essential Question: What should governments do?

Key Lessons:

Lesson 1: The Federal Bureaucracy

Lesson 2: The EOP and the Executive Departments

Lesson 3: The Independent Agencies

Lesson 4: Foreign Policy Overview

Lesson 5: Diplomacy

Lesson 6: National Security

Assignments/Activities:

- Students will identify the 15 federal agencies of the Executive Branch and explain the duties of each department.
- Students will create a 1 page profile of a Federal Bureaucratic agency after doing research. The profile includes when and why it was created, the purpose of the agency, the budget, the number of employees, the leader, the agency's insignia, the location(s) of the agency and 3 pictures of what the agency does.

Topic 7: The Judicial Branch

Within this unit, students will understand the structure and functions of the judicial branch as laid out in the U.S. Constitution, including the manner and terms of federal judicial appointments. Students will describe the expressed and implied powers of the Supreme and other federal courts, and relate how the Supreme Court is the final authority on questions arising under the Constitution, an act of Congress, or a U.S. treaty. Students will investigate the interactions between the judicial branch and other branches of the federal government. Students will learn about the federal and state courts, and how the inferior constitutional courts form the core of the federal judicial system. They will explore the courts' role in fairly settling disputes and administering justice, and the unique role of the U.S. Supreme Court in interpreting the U.S. Constitution.

Essential Question: How should we handle conflict?

Key Lessons:

Lesson 1: The National Judiciary

Lesson 2: The Supreme Court

Lesson 3: The Inferior Courts and the Special Courts

Assignment/Activities:

- One-pager on Supreme Court Case- For this assignment, students will delve into a landmark Supreme Court case that has significantly shaped legal precedents and influenced the interpretation of the Constitution. Each student is tasked with selecting a specific case and providing a concise one-page analysis that covers key aspects such as the background, legal issues at stake, the Court's decision, and the broader societal impact.
- Students will review a number of legal matters and determine for each the jurisdiction of the possible case- state, federal, or concurrent

Topic 8: Protecting Civil Liberties

Throughout this unit, students will gain an understanding of the development of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the workings of the Supreme Court and an understanding of its most significant decisions. Students should examine judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression; the rights of the accused; and the rights of minority groups and women. Students should understand the legal, social, and political evolution following the Supreme Court's decisions regarding racial segregation. Finally, students will assess the strengths and weaknesses of Supreme Court decisions as tools of social change.

Essential Question: How much power should the government have?

Key Lesson:

Lesson 1: The Unalienable Rights

Lesson 2: Freedom of Religion

Lesson 3: Freedom of Speech and Press

Lesson 4: Freedom of Assembly and Petition

Lesson 5: Due Process of Law

Lesson 6: Freedom and Security of the Person

Lesson 7: Rights of the Accused

Assignment/Activities:

- Students will be given several theoretical scenarios and, as a small group, determine whether or not the action is Constitutional and what Amendment from the Bill of Rights is applicable to the situation.
- Group Project on reducing gun violence in America.-Students discuss what the 2nd Amendment means to them. Compare and contrast 2 states with strict gun laws one with loose gun laws gun violence statistics per capita. Research another, like, country and how they have reduced gun violence, could it work in the US? As a group, come up with policy to reduce gun violence while respecting the 2nd Amendment.

Topic 9: Citizenship and Civil Rights

In this unit, students will gain the enduring understanding of the United States as a nation of immigrants, and explore what it means to be a citizen of the United States. Students will examine government policies on immigration and undocumented migrants into the United States. Students will examine issues related to race and gender based discrimination, the integration of the educational system, equality before the law, and the Federal Civil Rights Act.

Essential Question: What are the challenges of diversity?

Key Lessons:

Lesson 1: American Citizenship

Lesson 2: Diversity and Discrimination

Lesson 3: Equality Before the Law

Lesson 4: Federal Civil Rights Laws

Assignments/Activities:

- Students will create a student action plan that they are passionate about. They will then create a petition and try to drum up support for their action plan at the local level.

Topic 10: Government by the People

This unit will focus on the history of voting rights, including the 15th amendment, the Civil Rights Acts of 1957, 1960 and 1964, and the Voting Rights Acts of 1965, and its relevance to the present day. Students will examine and analyze the universal criteria for voting, the voter registration progress, and historical criteria for voting. Students will examine and analyze voting trends, voter turnout, influences on voting and voting behavior, and psychological and sociological aspects of political attitudes. Students will explore the voting process and procedures, from casting a ballot to counting votes. Students will also analyze public opinion and polling, and the internal and external influences of political attitudes. Students will also examine and analyze the role of the mass media and interests groups and their influence on politics.

Essential Question: What is the role of the people in government?

Key Lessons:

Lesson 1: The History of Voting Rights

Lesson 2: Your Right to Vote

Lesson 3: Voting Trends

Lesson 4: The Voting Process

Lesson 5: Public Opinion and Polling

Lesson 6: Influencing Public Opinion: The Mass Media

Lesson 7: Understanding Interest Groups

Assignments/Activities:

- Students will analyze the impact of political changes brought about by individuals with regard to the civil rights acts passed in 1957, 1960, and 1964.
- Can You Find the Media Bias Project?- Find a current political news story you care about. Go to a news site on the left of the political spectrum to find the coverage of that story and identify any

liberal bias. Then go to a news site on the right of the political spectrum and find the coverage of the same story and identify any conservative bias. Include a link to the coverage

Topic 11: Elections

In this unit, students will examine and analyze political parties in the United States and what they do. They will explore what it means to be a political party, the role of political parties, the history and timeline of the two-party system in the United States, and third and minor parties. Students will gain an understanding of the election process, from the nominations, the caucus, the convention, the direct primary, and the general election. Students will examine the presidential election process, the campaign and the Electoral College in the United States. Students will also evaluate the role of money in the election process - the cost of an election, the monetary influences on campaigns, federal finance laws, and current issues related to money and elections.

Essential Question: Who gets elected?

Key Lessons:

Lesson 1: Political Parties and What They Do

Lesson 2: Nominations

Lesson 3: Electing the President

Lesson 4: Money and Elections

Assignment/Activities:

- Students will look at the election results since the year 2000 and will be able to address patterns and theories on which to discuss possible future results.
- Students will comprehend the Electoral College system and its role in the U.S. presidential elections.
- Explain the number of electoral votes each state gets, determined by the total number of senators and representatives it has in Congress. Explain the winner-takes-all approach in most states: the candidate who wins the popular vote in a state usually receives all of that state's electoral votes.
- Discuss the exceptions: Maine and Nebraska allocate electoral votes differently, distributing them by congressional district and statewide popular vote winner.
- Clarify the role of "faithless electors" who may choose not to vote for the candidate they pledged to support.

Topic 12: Government and the Economy

In this unit, students will analyze and evaluate the role of the government and the economy. Students will look at the economics systems of capitalism, free enterprise, socialism, communism, and the mixed economy. Students will explore monetary policy by examining and evaluating the federal government and the domestic economy, goals for the economy, fiscal policy and its influences on the economy, interest rates, and monetary policy and its influences on the economy. Students will also evaluate how the government is financed, analyze the power to tax and tax policy, and gain an understanding of budgeting, spending and borrowing, the deficit and the meaning and influences of public debt. Students will also examine the United States role in a global economy, U.S. trade policies, trade alliances, and organizations.

Essential Question: What is the proper role of government in the economy?

Key Lessons:

Lesson 1: Types of Economic Systems

Lesson 2: Fiscal and Monetary Policy

Lesson 3: Financing Government

Lesson 4: Spending and Borrowing

Lesson 5: The U.S. in a Global Economy

Assignments/Activities:

This collaborative project is designed to facilitate a comprehensive understanding of the intricate relationship between government and the economy. Students will analyze various economic systems, monetary policies, fiscal influences, taxation, budgeting, and the role of the government in the global economy.

- ◆ **Selecting Economic Systems:** Assign each group one economic system (capitalism, free enterprise, socialism, communism, mixed economy) for in-depth analysis.
- **Research and Analysis:** Students will Investigate the principles, strengths, and weaknesses of the assigned economic system. Students will explore real-world examples where this economic system has been implemented and create a comparison chart.
- **Monetary and Fiscal Policy Analysis:** Evaluate the federal government's goals for the economy, fiscal policy, and the influence of interest rates and monetary policy. Examine the interconnectedness of these policies in shaping the economic landscape.
- **Government Financing:** Analyze the power to tax, tax policy, and gain an understanding of budgeting, spending, borrowing, and the implications of the deficit and public debt.

- **Global Economic Perspective:** Explore the United States' role in the global economy, including trade policies, trade alliances, and involvement in international organizations.
- **Visual Presentation:** Each group will create a collaborative visual presentation (e.g., a PowerPoint, poster, or infographic) that summarizes their findings. Incorporate graphs, charts, and images to enhance understanding.
- **Group Presentation:** Each group will present their findings to the class. Encourage a discussion on the implications of different economic systems and government policies.

Topic 13: California State and Local Government

This unit focuses on the role of state and local government, under the definitions of their written constitutions that define the structures and functions. Students will explore the first state constitutions, and draw comparisons on the state constitutions today. Students will examine constitutional change and the need for reform. Students will examine and analyze the roles of the state legislatures' organization, role, and powers. Students will explore the role of the governor and state administration, describe the governor's powers, as well as other executive officers. Students will examine the role of the state courts, the jury system, how state courts are organized, and how judges are selected and the types of cases each court hears. Students will explore the role and function of county, city, town, and township government, the role of tribal government, and municipal planning. Students will explore revenue and spending in state, county, and local budgets as related to education, public health, safety, and welfare.

Essential Question: What should governments do?

Key Lessons:

Lesson 1: The California State Constitution

Lesson 2: The California Legislature

Lesson 3: California's Governor and Executive Branch

Lesson 4: California State Courts

Lesson 5: Local Government in California

Lesson 6: Spending and Revenue in California

Assignments/Activities:

- This assignment is designed to deepen students' understanding of the California state and local government system by comparing its structures, functions, and constitutional foundations with those of another state in the United States.
 - Local Government and Planning: Students will examine the role and function of county, city, town, and township governments in both states. Include an analysis of tribal government and municipal planning.
 - Budgetary Considerations: Students will investigate revenue and spending in state, county, and local budgets in both California and the comparison state. Focus on how budget allocations relate to education, public health, safety, and welfare.

- Students will create a visually appealing poster, infographic, or presentation to present the comparative analysis. Use charts, graphs, and images to enhance understanding.

Topic 14: Comparative Political Systems

This unit examines the role of democracy in an ever-changing world. Students will examine government transitions to democracy, democratic outcomes, democratic changes and the continuity of democratic governments. Students will examine three world governments to gain perspective into other countries and as a comparison to the government of the United States. Students will gain an understanding of the Russian Federation, China, and the United Kingdom, analyzing each of their histories, governments, and public policies in comparison to the United States.

Essential Question: What makes a government successful?

Key Lessons:

Lesson 1: Democracy and the Changing World

Lesson 2: The United Kingdom

Lesson 3: The Russian Federation

Lesson 4: China

Assignments/Activities:

- Create a visually engaging poster, infographic, or presentation to showcase the information. Use charts, graphs, and images to enhance the comparative analysis. This assignment aims to broaden students' understanding of political systems by comparing the democratic structures, histories, and public policies of the United States, the Russian Federation, China, and the United Kingdom.
- Digital Brochure- Create a digital brochure/ad campaign describing your new government to your citizens. On this brochure you must include the following:
 - The name of your country and a location in the world, must be earth!
 - The country's flag and explanation for its design

- What type of government your country has
- The structure of your government (Example: You may choose Theocracy as your type, with a Parliamentary structure. This would mean that your country bases its laws on a religious doctrine, and makes decisions with a combined executive/legislative body)
- The definition of your government type and structure
- Write a Bill Of Rights for your country, at least 5 Rights
- What is one benefit of your country's government?
- What is one drawback of your county's government?
- Name a country in the world that has your type or structure of government.
- List 7 characteristics of your government type:
 - How do leaders become leaders?*
 - Who makes the decisions in the government?*
 - Who holds power in this form of government?*
 - How are the people's views taken into account?*
 - How does the government raise money?*
 - What is your country's economic system?*
 - 2 more characteristics or facts about your government.*

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

- Local Government and Planning: Students will examine the role and function of county, city, town, and township governments in both states. Include an analysis of tribal government and municipal planning.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Magruder's American Government

Edition:

Author: Shea, Daniel M.

ISBN: 978-0-328-98711-5

Publisher: Pearson Education

Publication Date: 2019

Usage:

Primary Text

Read in entirety or near

Textbook #2

Title:

Edition:

Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach a backup as applicable.	
Cost for a class set of textbooks: \$5337.80	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$5337.80

Key Assignments (REQUIRED):
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
<ul style="list-style-type: none"> ● “Why Government?” Essay- Compare and Contrast the Government Philosophies of Thomas Hobbes and John Locke ● Flip Charts- Students will create a flipchart comparing 3 different types of government with definitions and details and examples. ● Social Contracts Project-Each of us have many Implicit, (Not formally written out) social contracts in our lives. ● Five Senses-Students do research and view portraits of the meeting of the “Founders” at the Constitutional Convention. Students will write 5 paragraphs that describe the experience of each of their senses (sight, hearing, taste, feel, smell) as if they were at the Constitutional Convention. ● The Federalist Papers in Tweets ● Big Six Ideas of the Constitution Group One Pager.

- Bill Of Rights Project-Create an 11 slide Google Slide presentation, 10 Amendments and a title slide
- Group Project on reducing gun violence in America.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

Academic Vocabulary and language
 Cooperative Learning
 Direct Instruction
 Summarizing and Note Taking
 Reading and Writing
 Document Based Questions
 Debates

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Essays
 One-Pagers
 Debates
 Presentations
 Posters
 Exams (multiple choice and short answer)