



# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">AP Government</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><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">352210</div> <p>(To be assigned by Educational Services if it's a new course)</p> <table style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="border: 1px solid black; padding: 2px;"><b>CREDIT TYPE EARNED:</b></td> <td style="border: 1px solid black; padding: 2px;"><b>CALPADS CODE:</b></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Social Science</td> <td style="border: 1px solid black; padding: 2px;">9196</td> </tr> </table> <p><b>Was this course <u>previously approved by UC</u> for PUHSD?</b></p> <p> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No          (Will be verified by Ed Services)       </p> <p>Which A-G Requirement does/will this course meet?</p> <table style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="border: 1px solid black; padding: 2px; width: 50%;">A</td> <td style="border: 1px solid black; padding: 2px; width: 50%; text-align: center;"><input type="checkbox"/> Pending</td> </tr> </table> <p><b>Submitted by:</b>  <b>Site:</b>  <b>Date:</b>  <b>Email:</b></p>	<b>CREDIT TYPE EARNED:</b>	<b>CALPADS CODE:</b>	Social Science	9196	A	<input type="checkbox"/> Pending	<p><b>Subject Area:</b></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><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p style="text-align: center;"><b>Credential Required to teach this course:          To be completed by Human Resources only.</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">SS: Social Science</div> <table style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 60%;"> </td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 40%;">2/29/2024</td> </tr> <tr> <td style="text-align: center;"><b>Signature</b></td> <td style="text-align: center;"><b>Date</b></td> </tr> </table> <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>		2/29/2024	<b>Signature</b>	<b>Date</b>	<p><b>Grade Level(s)</b></p> <p> <input type="checkbox"/> MS  <input checked="" 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 type="checkbox"/> 12         </p>
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<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>										
Director of Curriculum & Instruction												
Asst. Superintendent of Educational Services	Kindy Lee Mockamal	3/7/24										
Governing Board												

<b>Prerequisite(s) (REQUIRED):</b>
<b>Corequisite(s) (REQUIRED):</b>
<b>Brief Course Description (REQUIRED):</b>
<p>AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.</p>

<b>B. COURSE CONTENT</b>
<p><b>Course Purpose (REQUIRED):</b>  <i>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.</i></p>
<p>Students study the three branches of government, administrative agencies that support each branch, the role of political behavior in the democratic process, rules governing elections, political culture, and the workings of political parties and interest groups to better understand the United States governmental and political systems to be more informed and prepared citizens.</p>
<p><b>Course Outline (REQUIRED):</b>  <i>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.</i></p>

**Unit 1: Foundations of American Democracy-** This unit addresses the ideals of democracy as shown in the Declaration of Independence and the Constitution, Federalist and Anti-Federalist views on central government and democracy, separation of powers and “checks and balances”, the relationship between the states and the national government (federalism), and how federalism has been interpreted differently over time.

- Read and analyze Federalist Paper #51 and answer discussion questions
- Video analysis of “Creating a Constitution”
- Reading assigned pages in textbook and daily reading quizzes
- Art analysis of Constitutional Convention Art

**Unit 2: Interactions Among Branches of Government-** This unit addresses the structures, powers, and functions of each house of Congress, the roles and powers of the president, the roles and powers of the Supreme Court and other federal courts, the roles of the federal bureaucracy (departments, agencies, commissions, and government corporations)

- Read and analyze Articles I, II and III of the Constitution
- Read and analyze Federalist Paper #78 and answer discussion questions
- Read and analyze Federalist Paper #70
- Analysis of Political Cartoons
- Reading assigned pages in textbook and daily reading quizzes
- Current event activity analyzing news article

**Unit 3: Civil Liberties and Civil Rights-** This unit addresses the intent of the Bill of Rights, the First Amendment (freedom of speech, freedom of religion, and freedom of the press) and how the Supreme Court has interpreted it, the Second Amendment (the right to bear arms) and how the Supreme Court has interpreted it, Supreme Court interpretations of other amendments, how the due process and equal protection clauses of the Fourteenth Amendment have motivated social movements.

- Read and analyze “Letter From a Birmingham Jail” and answer discussion questions
- Research and write a 2 page biography on a Civil Rights leader
- Reading assigned pages in textbook and daily reading quizzes

**Unit 4: American Political Ideologies and Beliefs-** This unit addresses how cultural and social factors affect citizens’ beliefs about government, how polls are used to gather data about public opinion, the ideologies of the Democratic and Republican parties, how political ideologies affect policy on economic and social issues.

- Current event activity
- Reading assigned pages in textbook and daily reading quizzes
- Take Pew Research Political Ideology Quiz and discuss both questions and results

**Unit 5: Political Participation-** This unit addresses laws that protect the right to vote, why it’s hard for third parties and independent candidates to succeed, interest groups and their influence, campaign finance and its role in elections, the media’s role in elections.

- Read and analyze Federalist #10 and answer discussion questions
- Current event activity analyzing news article
- Reading assigned pages in textbook and daily reading quizzes
- Analyze voter turnout and voter behavior data

**Writing Assignments (REQUIRED):**

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

- Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context. (Unit 1)
- Describe political principles, institutions, processes, policies, and behaviors. (Unit 1)
- Explain the relationship between key provisions of the Articles of Confederation, and the debate over granting the federal government greater power formerly reserved to the states. (Unit 1)
- Explain the impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system. (Unit 1)
- Explain how the constitutional allocation of power between the national and state governments affects society. (Unit 2)
- Explain how the balance of power between national and state governments has changed over time based on interpretations of the Supreme Court of the United States. (Unit 2)
- Describe the different structures, powers, and functions of each house of Congress. (Unit 2)
- Explain how the president's agenda can create tension and frequent confrontations with Congress. (Unit 2)
- Explain how the exercise of judicial review can lead to debate about the Supreme Court's power. (Unit 2)
- Explain the extent to which the Supreme Court's interpretation of the First Amendment reflects a commitment to religious liberty. (Unit 3)

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title: Government in America: People, Politics, & Policy

Edition: 16th Edition

Author: Edwards, Wattenberg, Lineberry	ISBN: 978-0-13-399175-8
Publisher: Pearson	Publication Date: 2016
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

<b>Textbook #2</b>	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <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: \$	Description of Additional Costs:
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	\$

**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

A relevant project applies course concepts to real-world political issues, processes, institutions, and policymaking. For example, students might investigate a question by collecting and analyzing data; participate in a relevant service learning or civic event; or develop a sustained, applied investigation about local issues. Students would then communicate their findings or experiences in a way that conveys or demonstrates their understanding of course content. You have flexibility in how to set up, connect, and assess student performance on the project. The following are important considerations. The project must require students to:

- Connect course concepts to real-world issues

- Demonstrate course skills
- Share/communicate their findings in an authentic way (e.g., presentation, article, speech, brochure, multimedia, podcast, political science fair) The project may be:
- Undertaken either by individuals or small groups of students
- Completed before or after the AP Exam or integrated throughout or at a specific point in the course
- Partisan based, if so chosen by the student(s)

Mock Congress - Students assume the roles of members of Congress seeking to enact a legislative agenda. They research an issue, write a draft of a bill, and write a floor speech to introduce the proposed legislation. Other students assume the roles of other legislators and engage in a congressional debate. (Unit 2)

Position Paper - Research a local, state, or national issue related to a political principle. Propose potential options or alternatives. Develop an argument that describes the intended outcome of the option, explains how it would be implemented, and refutes opposing arguments. (Unit 4)

Media Literacy Project - Select a political issue and research how that issue is being framed and reported on in multiple media outlets. Use this investigation to develop a framework for discerning false, misleading, or biased information, including determining criteria for what makes a source credible (Unit 5)

Service Learning - Design and participate in a community service project that relates to and builds deeper understanding of a course concept. (Unit 5)

Government in My Community - Collect and annotate articles from local sources (e.g., newspapers, magazines, websites) about government actions in the community. (Unit 5)

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be use.

- Oral In-Class Participation/Classwork/Homework
- Focus Activities
- Homework/Classwork
- Student Presentations
- Quizzes and Tests
- Writing Assessments
- Projects (including Artifact, Written and Oral Assessment)

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

- Vocabulary Assessments
- Grammar Assessments



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<b>D. BACKGROUND INFORMATION</b>
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<b>Context for course (optional)</b>
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<b>History of Course Development (optional)</b>
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