

MORENO VALLEY HIGH SCHOOL US GOVERNMENT CURRICULUM

Course Title: U.S. Government Course Number: 2730

Department: Social Studies ADS Number: 2730

Prerequisites: None. Recommended: World History, U.S. History, and Economics

Length of Course: One semester Credit/PRI Area: .5 credit Grade Level(s): 10-12

Important Notes: Due to the complexity of concepts, it is highly recommended that students have had a previous social studies course in World History, U.S. History, and economics.

COURSE DESCRIPTION

This course is designed to prepare students to become involved and knowledgeable citizens by increasing their knowledge of the U.S. system of government relative to influences on that government, limits on the government, the citizen role in government, the citizen rights in this government, federalism, and the continuing struggles to establish the balance between federal, state, and individual in government. Students will be encouraged to be involved in government through being an informed and active citizen by being exposed to the types of sources of information available to be an informed citizen and being able to analyze those sources for understanding. Students will also be encourage to write letters to the President, Congresspersons, and newspapers expressing their political views on current issues.

SYLLABUS

1. Units of Study:

- The Constitution and the Development of Political Culture in the USA
- Political Beliefs and Behaviors
- Political Parties, Interest Groups, and Mass Media
- Institutions of the National Government: Legislative Branch, Executive Branch, Judicial Branch and Bureaucracy
- Public Policy
- Civil Rights and Liberties

2. Skills:

- Critical Thinking Journals: opinion writing, clarifying thought, and questions on content
- Critical Reading: reading for understanding, fact versus opinion, the important questions, vocabulary
- Writing: Note taking methods, Essays: opinion essay; research on current issues; and analysis of sources
- Working in groups: leadership, participation, and group dynamics.
- Test taking skills: preparation, various study methods, after the test evaluations, vocabulary, demonstrating understanding of principals, systems, and problem solving.
- Oral participation: discussion, coaching, seminar, verbal analysis, research presentations
- Use of resources: the Constitution, textbooks, graphs, charts, maps, atlases, almanacs, newspapers, readings, verbal presentations, online research skills

STRATEGIES

Didactic: Guided discussion, lecture, research, newspapers, and history articles

Intellectual Coaching: Timelines, small group projects and problem solving, individual research, oral presentations notebooks/journals, writing conferences, writings.

Seminar: Critical reading, conflicting viewpoints in writings, coaching, seminar behaviors

ASSESSMENTS

Writing: Essays: Editorials/ Opinion essays, research writing, critical thinking journals.

Oral: Guided Discussion, group participation, research presentations, seminar

Tests: Vocabulary, demonstrate understanding of principals, short essays.

Class work/Homework: completeness, correctness.

Other: Diagrams/charts, graphs, political cartoons, posters, use of: textbooks, atlases, almanacs, and online research, newsmagazines, newspapers.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Government in America: People, Politics, and Policy by George C. Edwards III, et al.

American Government: A Complete Coursebook by Ethel Wood and Stephen C. Sansone

American Government: Power and Purpose by Theodore J. Lowi, et al.

Magruder's American Government by William A McClenaghan

American Government by James Q. Wilson and John J. Kilulio

The Pursuit of Happiness by John A Moore and Myron Roberts

American Government: Readings and Cases by Peter Woll

The Logic of American Politics by Samuel Kernell and Gary C. Jacobson

The LANAHAN Readings in the American Polity Edited by Ann G. Serow and Everett C. Ladd

Newsmagazines of all types: *New Republic*, *U. S. News and World Report*, *Time*, etc.

Newspapers

SUGGESTED TITLES/AUTHORS WEB SITES

Various current event sites:

www.cspan.org

www.cnn.com

www.npr.org

www.cbsnews.com

www.msnbc.com

www.nytimes.com

www.washingtonpost.com

www.abcnews.go.com

www.foxnews.com

Research sites:

www.democrats.org

www.rnc.org

www.opensecrets.org

www.livingroomcandidate.com

www.constitutioncenter.org
www.congress.org
www.findlaw.org
www.electionscenter.org

SEMINAR PIECES AND USE

Seminar is used bi-weekly in this class. The seminars are based on conflicting current issues in U.S. and state government.

“The War for a Nation’s Soul: Between Good and Evil” by Patrick Buchanan

“Second Treatise of Civil Government” by John Locke

“Objections to the Constitution” by George Mason

“Federalist Papers #10” by James Madison

“Of Principal Source of Belief” by Alexis de Tocqueville

“Texas V. Johnson (1989)”

“Divided We Govern” by David R. Mayhew

“The Government Process” by David B. Truman

“The Responsible Electorate” by V.O.Key

“The Mislplaced Obsession with PACs” by L. Sabato

“Media Power and Congressional Power” by T. Cook

“Federalist Papers #70” by Alexander Hamilton

“The Debate Over Constitutional Interpretation” by Bork and Brennan

STRAND I: GOVERNMENT AND CIVICS

CONTENT STANDARD 1: STUDENTS UNDERSTAND THE IDEALS, RIGHTS, AND RESPONSIBILITIES OF CITIZENSHIP AND UNDERSTAND THE CONTENT AND HISTORY OF THE FOUNDING DOCUMENTS OF THE UNITED STATES WITH PARTICULAR EMPHASIS ON THE UNITED STATES AND NEW MEXICO CONSTITUTIONS AND HOW GOVERNMENTS FUNCTION AT LOCAL, STATE, TRIBAL, AND NATIONAL LEVELS.

A. BENCHMARK: *Compare and analyze the structure, power, and purpose of government at the local, state, tribal, and national levels as set forth in their respective constitutions or governance documents.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none">1. Analyze the structure, powers, and role of the legislative branch of the United States government, to include:<ul style="list-style-type: none">• specific powers delegated in Article I of the Constitution• checks and balances described in The Federalist Papers Number 51• lawmaking process• role of leadership within Congress• Federalist and anti-Federalists positions.2. Analyze the structure, powers, and role of the executive branch of the United States government, to include:<ul style="list-style-type: none">• specific powers delegated in Article II of the Constitution• checks and balances• development of the Cabinet and federal bureaucracy• roles and duties of the presidency, including those acquired over time such as "head of state" and "head of a political party."3. Examine the election of the president through the nomination process, national conventions, and Electoral College.4. Analyze the structure, powers, and role of the judicial branch of the United States government, including landmark United States Supreme Court decisions, to include:<ul style="list-style-type: none">• specific powers delegated by the Constitution in Article III and described in the Federalist Papers Numbers 78-83• checks and balances• judicial review as developed in Marbury v. Madison• issues raised in McCulloch v. Maryland• dual court system of state and federal governments, including their organization and jurisdiction.5. Analyze the rights, protections, limits, and freedoms included within the United States Constitution and Bill of Rights, to include:<ul style="list-style-type: none">• constitutional mandates such as the right of habeas corpus, no bill of	<ol style="list-style-type: none">1. Mock Senate: Students will select a state and research that state relative to economic, political, demographics and crime in their states. Students will then study and learn: how a bill becomes a law, how to write a bill, democrat and republican platforms, and parliamentary procedure. Students participate in a Mock Senate attempting to pass laws to benefit their state and the nation. Students at the end will seminar or write a paper evaluating the lawmaking process in the USA.2. Students will use a text and the Constitution to determine the roles, both formal and informal, and the powers given to the President of the USA. Then using present day current event situations which are left open-ended, students will decide what the presidential action should be and what would influence his decision.3. Students will create a poster that illustrates and describes a presidential election from decision to run for office through the inaugural address. The poster should include the most important influences on each step to include: political party, family, media, polls, etc.4. Students will select a case presently before the U.S. Supreme Court. Students will then trace that case from the first trial to the Supreme Court. After having read several Supreme Court Decisions, students would then predict the courts decision by writing either a majority opinion or a dissenting opinion.5. Students will critically read the Bill of Rights. Students will select on of the rights mentioned in the Bill of Rights. Students will write a citizen's responsibility to protect this right and/or as implied in the right.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>attainder, and the prohibition of the ex post facto laws</p> <ul style="list-style-type: none"> • 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition • 4th, 5th, and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections • 14th Amendment protection of due process and equal protection under the law • conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights • expansion of voting rights, limitation of presidential terms, etc. <p>6. Compare and contrast the structure and powers of New Mexico's government as expressed in the New Mexico Constitution with that of the United States Constitution, to include:</p> <ul style="list-style-type: none"> • direct democracy in the initiative, referendum, and recall process • impeachment process • process of voter registration and voting • role of primary elections to nominate candidates • how a bill becomes a law • executive officers and their respective powers • New Mexico courts, appointment of judges, and election and retainment processes for judges • organization of county and municipal governments. <p>7. Describe and analyze the powers and responsibilities of (including the concept of legitimate power) local, state, tribal, and national governments.</p>	<p>6. After reading and researching initiative, referendum and recall on a national and state basis, students will seminar: "Is the process of initiative, referendum and recall in the best interest of a democratic society?"</p> <p>8. Students will draw charts comparing the structure, power and responsibilities of the national government and tribal governments.</p>

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B. BENCHMARK: Analyze how the symbols, icons, songs, traditions, and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity.

10-12	<ol style="list-style-type: none"> 1. Analyze the qualities of effective leadership. 2. Evaluate the impact of United States political, tribal, and social leaders on New Mexico and the nation. 3. Analyze the contributions of symbols, songs, and traditions toward promoting a sense of unity at the state and national levels. 4. Evaluate the role of New Mexico and United States symbols, icons, songs, and traditions in providing continuity over time. 	<p>1,2. Students will read an article that classifies presidents as great, near great, mediocre, and poor . Student will then compare two presidents: a great or near great to a mediocre or poor in leadership ability, problems facing the nation, and the type of congress of the time. Students will then seminar on the question: “What is presidential leadership: the good, the bad, and the mediocre?”</p> <p>3,4. Using the Pledge of Allegiance, students will trace the development of the Pledge to the present controversy with the Pledge. Students will prepare a propaganda poster or a political cartoon that expresses their opinion on the present controversy.</p>
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C. BENCHMARK: *Compare and contrast the philosophical foundations of the United States political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Analyze the structure, function, and powers of the federal government (e.g., legislative, executive, and judicial branches). 2. Analyze and explain the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government, to include: <ul style="list-style-type: none"> • Iroquois League and its organizational structure for effective governance • basic philosophical principles of John Locke expressed in the Second Treatise of Government (nature, equality, and dissolution of government) • foundation principles of laws by William Blackstone (laws in general and absolute rights of individuals) • importance of the founders of the Rights of Englishmen, the Magna Carta, and representative government in England. 3. Analyze the fundamental principles in the Declaration of Independence. 4. Analyze the historical sources and ideals of the structure of the United States government, to include: 	<ol style="list-style-type: none"> 1. After listing the powers and constitutional limits on the powers of each branch, students will seminar: “Which branch of government carries the most power in this democratic society.” 2,4. After reading John Locke’s “Second Treatise of Government” students should draw a chart illustrating how the USA federal government compares to the ideas presented in this paper. 3. Students should study the Declaration of Independence. Students should select one part of the Declaration and evaluate the success the USA today has had in achieving this goal. Students will present their finding in a

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	<ul style="list-style-type: none"> • principles of democracy • essential principles of a republican form of government • code of law put forth in the Code of Hammurabi • separation of powers as expressed by the Baron of Montesquieu • checks and balances as expressed by Thomas Hobbs • ideas of individual rights developed in the English Bill of Rights • role of philosophers in supporting changes in governments in the 18th and 19th centuries (e.g., Locke, Rousseau, Voltaire). <p>5. Compare and contrast the concepts of courts and justice from Henry II of England to the court system of today.</p> <p>6. Compare and contrast the unitary, confederal, and federal systems.</p> <p>7. Analyze the ways powers are distributed and shared in a parliamentary system.</p> <p>8. Compare and contrast the different philosophies, structures, and institutions of democratic versus totalitarian systems of government.</p> <p>9. Analyze and evaluate the concept of limited government and the rule of law.</p> <p>10. Compare and contrast the characteristics of representative governments.</p> <p>11. Compare and contrast characteristics of Native American governments with early United States government.</p> <p>12. Compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian)</p> <p>13. Analyze the role that the United States has played as a constitutional republican government for nations around the world.</p>	<p>editorial style writing.</p> <p>6. Using the Articles of Confederation and the Constitution, students will draw a diagram that will compare and contrast the structure and powers given and denied in each. Students would seminar on the question: “Which is more effective form of government for the USA, confederal or federal?”</p> <p>7-13. After studying the political history of present day Iraq, students will compare and contract the philosophical foundations, the political atmosphere, and the political culture of the two nations. Students will demonstrate their understanding by writing a white paper to advise the president of the USA relative to the government of Iraq today.</p>

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D. BENCHMARK: Understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring, and influencing.

10-12	<ol style="list-style-type: none"> 1. Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups). 2. Analyze the rights and obligations of citizens in the United States, to include: <ul style="list-style-type: none"> • connections between self-interest, the common good, and the essential element of civic virtue as described in The Federalist Papers Numbers 5 and 49 • obeying the law, serving on juries, paying taxes, voting, registering for selective service, and military service. 3. Demonstrate the skills needed to participate in government at all levels, to include: <ul style="list-style-type: none"> • analyze public issues and the political system • evaluate candidates and their positions • debate current issues. 4. Analyze factors that influence the formation of public opinion (e.g., media, print, advertising, news broadcasts, magazines, radio). 5. Evaluate standards, conflicts, and issues related to universal human rights and their impact on public policy. 	<ol style="list-style-type: none"> 1. Students will select a state congressperson. Using the information on www.opensecrets.org, students will draw a figure of their congressperson and show the influence of lobbyist money on potential legislation. 2. After reading “Federalist Papers #5 and #49”, students would seminar: “How does the Federalist Papers concept of “civic virtue” apply to the present day citizen?” 3. Working in a group, students will select a current issue and research the multiple sides of opinions and groups of people supporting each opinion. Students will then act out two or three of the opinions by dressing/acting like one of the groups that support this opinion. 4. The teacher will select one of the current issues in government, students will research using TV, radio, newsmagazines, political cartoons, ads, etc. . Students should analyze the method used, the cost, the audience, and the effectiveness of the method. These will be presented to the class. Students will write a paper on which factor influences the government actions most effectively. 5. Using one of the universal rights, apply it to the USA by having two students verbally present extreme sides of the right and then a third student present the USA application of this right.
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STRAND I: HISTORY
CONTENT STANDARD 1: STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.

D. BENCHMARK: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues. 2. Apply chronological and spatial thinking to understand the importance of events. 3. Describe primary and secondary sources and their uses in research. 4. Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas). 	<p>1-4. Students will write a research paper on a current political issue that analyzes the social, political, geographic, and economic influences involved by using primary and secondary sources. This will be presented in an MLA formatted formal paper form. Students will be asked to informally present their research to the class and to answer questions about their topic and sources.</p>

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>5. Distinguish 'facts' from authors' opinions and evaluate an author's implicit and explicit philosophical assumptions, beliefs, or biases about the subject.</p> <p>6. Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants.</p> <p>7. Analyze the evolution of particular historical and contemporary perspectives.</p> <p>8. Explain how to use technological tools to research data, verify facts and information, and communicate findings.</p>	<p>5 – 8. Students will read conflicting editorials on a current political issue. Using internet, students will research facts and influences, behind the issue. Students will then present their findings in a power point presentation.</p>