

Colton Joint Unified School District Course of Study
High School Course Description for **Principles of Democracy**

Course Title: Principles of Democracy

Curricular Area: History/Social Science

Course Number: SOC506/SOC586*

Length: One Year

Grade Level(s): 12

Prerequisites: None

Meets a UC a-g Requirement: Yes

Meets NCAA Requirement: Yes

Meets High School Graduation Requirement for:
History/Social Science (5 credits max)

Course Description

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of American government. The course is also designed to serve the needs of both college and career readiness.

Alignment

This course is aligned to the 2016 Standards and the California History/ Social Science Framework for History/Social Science.

Instructional Materials

Required Textbook(s)

- Publisher:** Pearson
Author: MacGruder
Copyright: 2019

Novels and Other Readings

- XXX

- XXX

Supplemental Materials Suggested Video/DVDs//Films

- XXX

Web Sites

- XXX

Software/Applications

- XXX

Exit Criteria

Activities

Percentage

A. Learning Tasks/ Activities:

20%

In these tasks students are developing levels of mastery in through specific tasks to measure competency includes Classwork, Homework, etc.

B. Student Applications:

20%

Projects/Essays - Students apply learning from Learning Tasks to demonstrate levels of mastery.

C. Unit Culminating Tasks / Assessments:

30%

In these tasks, students are demonstrating independent mastery of skills and content knowledge through Unit Tests, Quizzes and other various forms of summative assessment.

D. Final Exams

30%

In this task, students are demonstrating end of semester mastery.

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Development Team

This Course of Study was developed/revised in **2019** by Holly Lacy, Matthew Welzel, Matthew Freeland.

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Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Annotated reading
- Think-pair-share
- Reciprocal teaching
- Close reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

- ELD standards will be integrated into Lesson Design, Implementation, and Assessment
- Teaching will be intentional (Purpose will be clear and coherent, goals will be determined collaboratively in response to assessed student needs)
- A variety of models of instruction will be employed, including but not limited to: Inquiry-Based Learning, Collaborative Learning, and Direct Instruction.
- Culturally and Linguistically Responsive Pedagogy will be implemented
- Students will be provided multiple means of acquiring skills and knowledge, multiple means of expressing their understandings, and multiple means of engaging with the content.
- A variety of grouping strategies will be employed to maximize student learning.
- Linguistic Scaffolding (planned and just-in-time) will be provided to allow learners to successfully access the learning.
- Students' primary language will be leveraged as a resource in a student's acquisition of English and content.
- Collaborative literacy tasks, including but not limited to, whole and small group discussions, will be utilized to amplify content and language understanding.

Support for Special Education Students:

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

Stretching the Lesson for GATE Students:

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

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- Independent study supplemented with mentoring/tutoring
- Acceleration
- Modified assignments
- Enriched materials and learning experiences
- Compacting
- Depth & Complexity icons
- Flexible grouping
- Modified texts
- Inquiry-based Learning

Academic Vocabulary for Social Science

The following terms are used frequently as a part of Social Science Historical Thinking and critical reasoning skills. Teachers should use these terms regularly to assist the student in understanding content and mastering relationships within world history.

<p style="text-align: center;"><u>Discussion and Question Prompt Starters</u></p> <ul style="list-style-type: none"> ● Analyze ● Explain ● Describe ● Identify ● Evaluate ● Discuss ● Compare ● Contrast ● Similarity ● Difference ● Change ● Continuity ● Change over Time ● Significance 	<p style="text-align: center;"><u>Historical Thinking Skills</u></p> <ul style="list-style-type: none"> ● Time (conceptual) ● Chronology ● Periodization ● Sourcing ● Contextualization ● Corroborate/ Corroboration ● Summarize ● Annotate ● Trace
<p style="text-align: center;"><u>Document Analysis</u></p> <ul style="list-style-type: none"> ● Varied sources (primary and secondary, visual, graphic, videos, maps, etc.) ● H.I.P.P.O. (Historical Context, Intended Audience, Point of View, Purpose, Outside Information) ● Author’s Perspective ● Interpret ● Distinguish ● Bias ● Prejudice ● Fact vs. Opinion 	<p style="text-align: center;"><u>Writing Terms</u></p> <ul style="list-style-type: none"> ● Create an argument ● Develop an argument ● Hypothesize ● Thesis Statement ● Topic Sentences ● Supporting a Claim ● Evidence ● Concrete Details

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Unit 1: Fundamental Principles of American Democracy

Semester One/Two — Weeks 1

OVERVIEW	
<p>The semester begins with an examination of the ideas that have shaped the American democratic system. Students can start their studies by reviewing early experiments in democracy, such as the contributions of ancient Greek philosophers, direct but limited democracy in ancient Athens, and representative democracy in the Roman republic (and why it eventually failed). They explore the influence of Enlightenment ideas upon the Constitutional Framers’ support of republicanism, content that was first introduced to students in the seventh grade and continued throughout the tenth- and eleventh-grade curriculum, focusing on key ideas such as John Locke’s social contract and his concept of liberty and Charles-Louis Montesquieu’s separation of powers.</p> <p>To organize their study of this topic, teachers may have students consider questions to determine the role of government: Why do we need a government? How much power should 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? Through close reading and analysis of the Declaration of Independence, the Federalist Papers and the anti-Federalist response, the Constitution, and the Bill of Rights, students analyze the tension and balance between promotion of the public good and the protection of individual liberties.</p> <p>The Federalist Papers explicate major constitutional concepts such as separation of powers, checks and balances, and enumerated powers as well as the Framers’ understanding of human nature and the political process. In particular, Federalist Paper Number 10 explains the role of organized interest, Federalist Paper Number 51 outlines the rationale for checks and balances and separation of powers, and Federalist Paper Number 78 centers on the role of the judiciary. Students should understand how these ideas shaped the American constitutional system and democratic behavior.</p> <p>Alexis de Tocqueville wrote observations about these topics that students may find relevant and engaging. Students should be encouraged to construct compelling questions about these ideas and their application by using both historical and contemporary issues. In so doing, students should use deliberative processes and evidence-based reasoning in making judgments and drawing conclusions. Similarly, students might participate in mock ratification debates; construct writings or classroom presentations articulating arguments, claims, and evidence from multiple sources; or make classroom presentations.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> ● What should government do? ● Students should understand why many believe that government is a necessary part of societies. ● Students will understand what societal needs government fulfills. 	<ol style="list-style-type: none"> 1. Why do we need a government? 2. How much power should government have over its citizens? 3. What do the terms liberty and equality mean, and how do they relate to each other? 4. What are the dangers of a democratic system? 5. What are the trade-offs between majority rule and individual rights?
CONCEPTS (Students will know)	

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Topic 1

- Government is the institution through which a society makes and enforces its public policies, and is made up of those who exercise its powers, and have power and authority over the people.
- Governments are classified by who can participate, the distribution of power, and the relationship between lawmakers and those who execute laws.
- The origins of modern democratic government lie in the ideas of ancient Greece, Rome, and Enlightenment.
- A democracy is based upon recognizing the worth of all, equality, majority rule balanced with minority rights, compromise, and individual freedom.

Topic 2

- Government in the thirteen colonies was influenced by British ideas, laws, customs, documents, and institutions.
- Reaction to British policies and growing colonial unity led to a revolutionary war and ultimately to American independence in the late 1700s.
- The government establishment under the Articles of Confederation had several weaknesses that seriously threatened the future of the new United States.
- in 1787, State delegates wrote a new Constitution of the United States that outlined the structure and functions of the government; after vigorous debate and compromises, the new plan of government was ratified.

UNIT OBJECTIVES TO BE ASSESSED

Principles of Government

- **Define** government and the basic powers every government holds.
- **Describe** the four defining characteristics of a state.
- **Identify** the four theories that attempt to explain the origin of the state.
- **Understand** the purpose of government in the United States and other countries.

Types of Government

- **Classify** governments according to three sets of characteristics.
- **Define** systems of government based on who can participate.
- **Identify** different ways that power can be distributed, geographically, within a state.
- **Describe** a government by the distribution of power between the executive branch and legislative branch.

Origins of the Modern Democratic State

- **Identify** the ancient foundations of the state in Athens, in Rome, and in the feudal system.
- **Analyze** the rise of sovereign states.
- **Understand** why European nations turned to colonialism.
- **Explain** how governments can achieve legitimacy.
- **Understand** how Enlightenment ideas helped influence the expansion of popular sovereignty.

The Basics of Democracy

- **Understand** the foundations of democracy.
- **Analyze** the connections between democracy and the free enterprise system.

Origins of American Political Ideals

- **Identify** how constitutional government in the United States was influenced by key ideas that were developed over centuries in England and elsewhere.
- **Explain** the significance of three landmark English documents to the American system of government.
- **Describe** the three types of colonies that the English established in North America and why they are important to the study of American government.

Independence

- **Explain** how Britain's colonial policies contributed to the growth of self-government in the colonies.
- **Identify** the major steps that led to growing feelings of colonial unity.

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- **Consider** the ways that the colonists organized against British policies as well as the contributions of significant individuals, including Thomas Jefferson, Samuel Adams, John Adams, Roger Sherman, John Jay, and George Washington.
- **Examine** the debates and compromises that impacted the creation of the Declaration of Independence.
- **Understand** the major ideas of the Declaration of Independence, including unalienable rights, the social contract theory, and the right of resistance to illegitimate government.

First Steps

- **Describe** the debates that impacted the creation of the Articles of Confederation, the structure of the government set up under the Articles, and how that government was influenced by ideas, people, and historical documents.
- **Explain** why the weaknesses of the Articles led to a critical period for the country in the 1780s.
- **Describe** how a growing need for a stronger national government led to plans for a Constitutional Convention.

Creating and Ratifying the Constitution

- **Identify** the Framers of the Constitution, the individuals, principals, and ideas that influenced them, how they organized the Constitutional Convention, and their contributions to the creation of the United States Constitution.
- **Compare** and contrast the Virginia and the New Jersey plans for the new government.
- **Examine** the convention's major debates and compromises.
- **Identify** the opposing sides in the fight for ratification and describe the major arguments for and against the proposed Constitution.

UNIT ASSESSMENT:

To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

KEY ASSIGNMENTS

To be derived from the priority standards.

ACADEMIC VOCABULARY

- Analyzing Evidence
- Interpretation
- Comparison
- Contextualization
- Synthesis
- Causation
- Patterns of Continuity and Change Over Time
- Identify
- Qualify
- Evaluate
- Inference
- Quantitative vs. Qualitative Evidence

CONTENT-SPECIFIC VOCABULARY

Topic 1:
 government, public policies, legislative power, executive power, judicial power, dictatorship, democracy, Aristotle, state, sovereign, Thomas Hobbes, John Locke, autocracy, oligarchy, unitary government, federal government, division of powers, confederation, presidential government, parliamentary, patricians, plebeians, feudalism, sovereignty, legitimacy, divine right of kings, colonialism, mercantilism, majority rule, compromise, citizen, free enterprise system, James Bryce, Winston Churchill, Oliver Wendell Holmes, Jr. Theodore Roosevelt, George Washington

Topic 2:
 limited government, representative government
 Magna Carta, due process, Petition of Right, English Bill of Rights, charter, bicameral, proprietary, unicameral, Jamestown, King John, King Charles I
 William and Mary of Orange, Glorious Revolution

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King George II, George Calvert, Lord Baltimore,
William Penn

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Direct Instruction

Unit 2: Rights and Responsibilities of Citizens in a Democracy

Semester One/Two — Weeks 2-3

OVERVIEW

After reviewing the fundamental principles of American democratic thought and how democratic ideas and practices have developed historically, students focus their study on the question What rights and responsibilities does a citizen have in a democracy? Using the principles addressed in the first unit—the tension between public good and individual liberty—students examine the individual liberties outlined in the Bill of Rights.

Teachers review the origins of each of the individual freedoms and then prompt their students to consider how certain liberties, such as the freedom of speech, religion, or privacy, have been and may be restricted in a democratic system. In addition to political liberties, students explore individual and societal economic, social, and cultural freedoms, including property rights, labor rights, children’s rights, patents, and copyright, as well as rights necessary to basic well-being, such as rights to subsistence, education, and health. They identify those rights that pertain to all persons in a democracy, citizens and non-citizens alike.

After studying the freedoms citizens enjoy in American democracy, students then consider the path to citizenship and its obligations—such as serving on a jury, paying taxes, and obeying the law—in an attempt to answer the question What does it mean to be a citizen? Students learn that democracies depend on an actively engaged citizenry—individuals who fully participate in the responsibilities of citizenship (such as voting, serving in the military, or regular public service)— for their long-term survival. To promote civic engagement and deepen student understanding of the rights and responsibilities of citizenship in this unit, teachers may employ structured group discussions, simulations, classroom debates, and civics-based service-learning activities, designed to provide students with concrete answers to the question How can citizens improve a democracy?

These activities can help students explore the multiple ways in which citizens engage with their communities. Students may also participate in classroom mock trials; visit courtrooms; serve as poll workers; participate in voter registration; simulate or visit city council meetings; conduct projects to identify, analyze, and address a community problem; and participate in service-learning at a local hospital, shelter, arts organization, library, or environmental project to study how to address community needs. When students engage with the community in these sorts of projects, teachers should be sure to have students connect their community service activity with their government classroom curriculum. They should answer questions, for example, such as Where in the Constitution does it connect to the courtroom or voting booth experience? Where in the Constitution does it

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connect to rights guaranteed to all persons? What is the citizen's role in ensuring these basic rights and protections to all? In addition, students may gain a better understanding of the importance of citizenship by observing a naturalization ceremony, interviewing or speaking to a recently naturalized student or parent, or by speaking with legislators or other public officials concerning issues and public policy concerns.

BIG IDEAS/ ESSENTIAL UNDERSTANDING

1. What rights and responsibilities does a citizen have in a democracy?
2. What does it mean to be a citizen?
3. How can citizens improve a democracy?

CONCEPTS (Students will know)

Topic 1

- Government is the institution through which a society makes and enforces its public policies, and is made up of those who exercise its powers, and have power and authority over the people.
- Governments are classified by who can participate, the distribution of power, and the relationship between lawmakers and those who execute laws.
- The origins of modern democratic government lie in the ideas of ancient Greece, Rome, and Enlightenment.
- A democracy is based upon recognizing the worth of all, equality, majority rule balanced with minority rights, compromise, and individual freedom.

Topic 2

- Government in the thirteen colonies was influenced by British ideas, laws, customs, documents, and institutions.
- Reaction to British policies and growing colonial unity led to a revolutionary war and ultimately to American independence in the late 1700s.
- The government establishment under the Articles of Confederation had several weaknesses that seriously threatened the future of the new United States.
- in 1787, State delegates wrote a new Constitution of the United States that outlined the structure and functions of the government; after vigorous debate and compromises, the new plan of government was ratified.

UNIT OBJECTIVES TO BE ASSESSED

Origins of the Modern Democratic State

- **Identify** the ancient foundations of the state in Athens, in Rome, and in the feudal system.
- **Analyze** the rise of sovereign states.
- **Understand** why European nations turned to colonialism.
- **Explain** how governments can achieve legitimacy.
- **Understand** how Enlightenment ideas helped influence the expansion of popular sovereignty.

The Basics of Democracy

- **Understand** the foundations of democracy.
- **Analyze** the connections between democracy and the free enterprise system.

Origins of American Political Ideals

- **Identify** how constitutional government in the United States was influenced by key ideas that were developed over centuries in England and elsewhere.
- **Explain** the significance of three landmark English documents to the American system of government.
- **Describe** the three types of colonies that the English established in North America and why they are important to the study of American government.

Independence

- **Explain** how Britain's colonial policies contributed to the growth of self-government in the colonies.

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- **Identify** the major steps that led to growing feelings of colonial unity.
- **Consider** the ways that the colonists organized against British policies as well as the contributions of significant individuals, including Thomas Jefferson, Samuel Adams, John Adams, Roger Sherman, John Jay, and George Washington.
- **Examine** the debates and compromises that impacted the creation of the Declaration of Independence.
- **Understand** the major ideas of the Declaration of Independence, including unalienable rights, the social contract theory, and the right of resistance to illegitimate government.

First Steps

- **Describe** the debates that impacted the creation of the Articles of Confederation, the structure of the government set up under the Articles, and how that government was influenced by ideas, people, and historical documents.
- **Explain** why the weaknesses of the Articles led to a critical period for the country in the 1780s.
- **Describe** how a growing need for a stronger national government led to plans for a Constitutional Convention.

Creating and Ratifying the Constitution

- **Identify** the Framers of the Constitution, the individuals, principals, and ideas that influenced them, how they organized the Constitutional Convention, and their contributions to the creation of the United States Constitution.
- **Compare** and contrast the Virginia and the New Jersey plans for the new government.
- **Examine** the convention's major debates and compromises.
- **Identify** the opposing sides in the fight for ratification and describe the major arguments for and against the proposed Constitution.

UNIT ASSESSMENT:

To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

KEY ASSIGNMENTS

To be derived from the priority standards.

ACADEMIC VOCABULARY

- Analyzing Evidence
- Interpretation
- Comparison
- Contextualization
- Synthesis
- Causation
- Patterns of Continuity and Change Over Time
- Identify
- Qualify
- Evaluate
- Inference
- Quantitative vs. Qualitative Evidence

CONTENT-SPECIFIC VOCABULARY

Topic 1:
 government, public policies, legislative power, executive power, judicial power, dictatorship, democracy, Aristotle, state, sovereign, Thomas Hobbes, John Locke, autocracy, oligarchy, unitary government, federal government, division of powers, confederation, presidential government, parliamentary, patricians, plebeians, feudalism, sovereignty, legitimacy, divine right of kings, colonialism, mercantilism, majority rule, compromise, citizen, free enterprise system, James Bryce, Winston Churchill, Oliver Wendell Holmes, Jr. Theodore Roosevelt, George Washington

Topic 2:
 limited government, representative government
 Magna Carta, due process, Petition of Right, English Bill of Rights, charter, bicameral, proprietary, unicameral, Jamestown, King John, King Charles I

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	William and Mary of Orange, Glorious Revolution King George II, George Calvert, Lord Baltimore, William Penn
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INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES
<ul style="list-style-type: none"> ● Cloze reading & writing ● Guided reading & writing ● Cognitive modeling ● Text-based questioning strategies ● Graphic organizers/concept attainment ● Student-led groups ● Peer pairing ● Direct Instruction

Unit3 : Fundamental Principles of Civil Society.

Semester One — Weeks 4-6

OVERVIEW	
<p><i>Fundamental Principles of Civil Society After considering the rights and responsibilities of citizens in the United States, students next explore the core principles and values of a civil society. Once again, they return to the tension between majority rule and individual freedom, by considering the importance of free association in a democratic society and the power that such associations can have in fostering a civil society and in influencing the U.S. government.</i></p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<p>What should Governments do? Government is commonly considered a necessary party of society. Many governments share common features and purposes. Why do governments exist?</p>	<p>What is a civil society, and why do we want to have one? n What are the limits of individual liberty? n What are the dangers of majority rule? n What is the role of religion in a democracy? n How do government actions impact civil society?</p>
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<p>Government is the institution through which a society makes and enforces its public policies and is made up of those who exercise and have power and authority over the people. A democracy is based upon recognizing the worth and dignity of all, equality, majority rule balanced with minority rights, compromise an individual freedom.</p>	<p>Distinguish among the three types of power that many governments have. Summarize the divine rights of kings and social contract theories. Apply how people demonstrate their understanding of the responsibilities, duties, and obligations of citizenship.</p>
UNIT OBJECTIVES TO BE ASSESSED	
<p>Principles of Government</p> <ul style="list-style-type: none"> ● Define government and the basic powers every government holds. ● Describe the four defining characteristics of a state. ● Identify the four theories that attempt to explain the origin of the state. ● Understand the purpose of government in the United States and other countries. <p>Types of Government</p>	

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- Classify governments based on who can participate.
- Identify ways that power can be distributed geographically within a state.
- Describe a government by the distribution of power between the legislative and executive branch.

Origins of the Modern Democratic State

- Identify the ancient foundations of the state in Athens in Rome and in the Feudal system.
- Analyze the rise of sovereign states.
- Explain how governments can achieve legitimacy.
- Understand why European nations turned to colonialism.
- Understand how Enlightenment ideas helped influence the expansion of popular sovereignty.

The basics of Democracy

- Understand the foundations of democracy.
- Analyze the connections between democracy and the free enterprise system.

UNIT ASSESSMENT:

To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year

KEY ASSIGNMENTS

To be derived from the priority standards.

ACADEMIC VOCABULARY

- Analyzing Evidence
- Interpretation
- Comparison
- Contextualization
- Synthesis
- Causation
- Patterns of Continuity and Change Over Time
- Identify
- Qualify
- Evaluate
- Inference
- Quantitative vs. Qualitative Evidence

CONTENT-SPECIFIC VOCABULARY

majority rule
 compromise
 citizen
 free enterprise system
 limited government
 representative government
 Magna Carta
 due process
 Petition of Right

PRIORITY STANDARDS

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. 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 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. 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 basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self evident truths.” 54 California

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Department of Education Created May 18, 2000 GRADE TWELVE 55 4. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing

Unit 4: The Three Branches of Government as Established by the U.S. Constitution

Semester One/Two — Weeks 7-11

OVERVIEW

Deriving its power from the governed and the principles of a civil society, the U.S. Constitution delineates the unique roles and responsibilities of the three branches of the federal government and the relationship between the federal government and the states. Students begin their in-depth study of the legislative, executive, and judicial branches by considering the question *Why does the Constitution both grant power and take it away?* Students focus their study on Articles I, II, and III of the Constitution to both clarify the individual responsibilities of each branch and, at the same time, detail the connections between branches and the system of separation of powers and checks and balances.

Students do this in order to highlight the Constitution's dual purpose—to enumerate power and to limit the abuse of that power. As students investigate the individual powers of each branch (and the checks upon those powers), they develop their own answer to the question *What is the most powerful branch of government?* by using both historical and current evidence to support their interpretation. Throughout their study, students should be encouraged to investigate the issue of government gridlock, using the question *Why does it take so long for government to act?*

Article I: The Legislative Branch

In this unit, students examine the work of Congress. Article I of the Constitution has the longest list of enumerated powers of all of the three branches of government. Students can construct a pie chart of the major responsibilities designated to the legislative branch of government, filling in the other two branches as they get to them. They may also explore how this balance of power has shifted over time.

Article II: The Executive Branch

In this unit, students document the evolution of the presidency and the growth of executive powers in modern history. Like their study of Article I, students first develop a basic understanding of how the president is elected,

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the requirements for the office, how a president can be removed, and the specific executive powers enumerated in Article II. Teachers then turn to case studies to give students the opportunity to analyze presidential campaigns, the handling of international crises, and the scope and limits of presidential power (both foreign and domestic) in depth. Close reading of and comparing State of the Union addresses across administrations, analyzing factors that influence presidential public approval ratings as well as the successes and failures of presidential policies, and using role play, simulation, and interactive learning can illuminate the process of presidential decision making.

Article III: The Judiciary

To begin their study of the judiciary, students consider the powers of this branch as outlined in Article III, the eligibility and length of service of judges, and the process of selection and confirmation of Supreme Court justices. Exclusive to the U.S. Supreme Court is the sole authority to definitively interpret the Constitution and the ability to use the supremacy clause.

Unlike the other two branches, however, members of the federal judiciary are not elected, leading some students to ask How are Supreme Court justices selected? Why do they have unlimited terms? Is an unelected Supreme Court really democratic? Students can examine controversies over the selection and confirmation of Supreme Court justices and federal judges and the nature of an independent judiciary through structured classroom discussions and deliberations. In the next unit, the constitutional explanation of the judiciary will provide the context for the high court’s more notable rulings and shifts.

BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<p>Topic 3</p> <ul style="list-style-type: none"> ● The U.S. Constitution provides the basic principles upon which the government is constructed and operates. ● the Constitution is built around six basic principles: popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism. ● The Constitution also provides the methods required to propose and ratify amendments, allowing for changes in its laws and procedures. ● The U.S. system of government is federalism, wherein the powers are divided between the National Government, with a set of powers given to its explicitly by the Constitution, and the States. <p>Topic 4</p> <ul style="list-style-type: none"> ● The Constitution Establishes Congress as a bicameral legislature, with two houses-the Senate and the House of Representatives-acting as checks and balances. ● The House has 435 seats, apportioned by population. Members represent a specific State district and serve two-year terms. ● The Senate has 100 members, two from each State, who serve 6-year terms. 	<ol style="list-style-type: none"> 1. Why does the Constitution both grant power and take it away? 2. What is the most powerful branch of government? 3. Why does it take so long for government to act?

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- The Constitution grants Congress a number of expressed and implied powers and some non-legislative duties.
- A bill is a proposed law presented to either house. If passed by both, a bill is presented to the President. Vetoes can be overturned with a $\frac{2}{3}$ vote.

Topic 5

- A person seeking to be President of the United States must meet certain requirements and be able to balance many roles simultaneously.
- The Constitution lays out the order of presidential succession, with the Vice President being first in that order.
- There is ongoing debate about the growth of presidential power; however, certain constitutional provisions provide for checks by the other two branches.
- The President is essential to the conduct of foreign relations; however, the system of checks and balances requires the President to share military and diplomatic powers with Congress.

Topic 6

- The federal bureaucracy is an effective structure that allows the government to function properly.
- The EOP is composed of the President's closest advisors and several support agencies.
- The 15 executive departments, the heads of which form the Cabinet, do much of the work of the Federal Government.
- Independent agencies were created to perform the work outside of the executive departments'

Topic 7

- The Constitution created the Supreme Court, its jurisdiction, and the manner and terms of federal judicial appointments.
- The power of judicial review established the key role of the judicial branch.
- The Supreme Court is the final authority on questions arising under the Constitution, an act of Congress, or a treaty.
- Laws are put in place to provide order, protect society, and settle conflicts.

UNIT ASSESSMENT:

To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

Colton Joint Unified School District Course of Study
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KEY ASSIGNMENTS	
To be derived from the priority standards.	
ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
<ul style="list-style-type: none"> ● Analyzing Evidence ● Interpretation ● Comparison ● Contextualization ● Synthesis ● Causation ● Patterns of Continuity and Change Over Time ● Identify ● Qualify ● Evaluate ● Inference ● Quantitative vs. Qualitative Evidence 	
PRIORITY STANDARDS	
<p>4.1 National Legislature Overview</p> <p>4.2 The Two Houses</p> <p>4.3 The Expressed Powers</p> <p>4.4 The Implied and Non-Legislative Powers</p> <p>4.5 Congress at Work-Organization and Committees</p> <p>4.6 Congress at Work-Making Laws</p>	
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> ● Cloze reading & writing ● Guided reading & writing ● Cognitive modeling ● Text-based questioning strategies ● Graphic organizers/concept attainment ● Student-led groups ● Peer pairing 	

Unit 5: Interpreting the Constitution: The Work of the U.S. Supreme Court

Semester One/Two — Weeks 12-13

OVERVIEW

High School Course Description for **Principles of Democracy**

*The courts play a unique role among the three branches in that the Framers intended the courts to be insulated from public opinion in order to independently interpret the laws. Students begin their study of the work of the Court by reviewing *Marbury v. Madison (1803)*, to answer the question *What is judicial review, and how does it work?* Students concentrate on how the courts have interpreted the Bill of Rights over time, especially themes such as *due process of law and equal protection as guaranteed by the Fourteenth Amendment*, by answering the question *What makes a law or an action unconstitutional, and does that determination ever change?* Whenever possible, students should learn through illustrations of the kinds of controversies that have arisen because of challenges or differing interpretations of the Bill of Rights. For example, the unit can be organized around case studies of specific issues, such as the First Amendment's cases on free speech, free press, religious liberty, separation of church and state, academic freedom, and the right of assembly or the Fourth Amendment's warrant requirements and protections against unreasonable search and seizure. Supreme Court and other federal court decisions may be debated or simulated in the classroom, following readings of original source materials, including excerpts from the cases of *Texas v. Johnson (flag burning)*, *West Virginia v. Barnette (flag salute in schools)*, *Tinker v. Des Moines (symbolic speech in schools)*, *New York Times Co. v. United States (press prior restraint)*, *Engel v. Vitale (school prayer)*, and *Mapp v. Ohio (search and seizure)*. These cases once again reflect tensions between individual rights and societal interests; they also illustrate how each case involved real people and how the present laws resulted from the debates, trials, and sacrifices of ordinary people.*

BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<p>Outlined in the Constitution, the judicial branch consists mostly of the Supreme Court. The federal courts came later through various acts of Congress. Cases end up at the Supreme Court in a variety of ways. In some ways, the court's decisions, whether those of federal district courts or the Supreme Court, are a form of enacted law. The judicial branch serves as more than just a check on the power of the other branches.</p>	<ul style="list-style-type: none"> ● What is judicial review, and how does it work? ● What makes a law or an action unconstitutional, and does that determination ever change?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> ● The Constitution created the Supreme Court, its jurisdiction, and the manner and terms of federal court appointments. ● The powers of judicial review established the key role of the judicial branch. ● The Supreme Court is the final authority on questions arising under the Constitution, an act of Congress, or a U.S. treaty. ● Laws are put in place to provide order, protect society and settle conflicts. Law officers enforce the laws and the courts interpret them. 	<ul style="list-style-type: none"> ● Describe the role of judicial review in American constitutional government. Is the principle of judicial review consistent with the basic principles of democracy? ● Evaluate what was the outcome of Supreme Court cases like <i>Marbury v. Madison</i>? ● Support a point of view with evidence. What are the two general principles that determine whether the federal courts have jurisdiction over a case? ● Identify steps in a process. Describe the process by which Supreme Court cases are accepted, argued, and decided. ● Outline the process by which Supreme Court justices are nominated and approved. Why did the Framers create a system of judicial selection that requires the cooperation of the President and Senate.

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UNIT OBJECTIVES TO BE ASSESSED

The National Judiciary

- Explain why the Constitution created a national judiciary, and analyze its structure and functions.
- Identify the criteria that determine whether a case is within the jurisdiction of a federal court, and compare the types of jurisdiction.
- Outline the process for appointing federal judges, and list their terms of office.
- Understand the impact of judicial philosophy and analyze issues raised by judicial activism and judicial restraint.
- Examine the roles of court officers.

The Supreme Court

- Define the concepts of judicial review, and identify the roles played by Thomas Jefferson, James Madison, and John Marshall in the case in which the Court first asserted its power of judicial review.
- Outline the types of jurisdiction that apply to the Supreme Court.
- Explain how cases reach the Supreme Court.
- Summarize the way the Supreme Court operate.

The Inferior Courts and the Special Courts

- Describe the structure and jurisdiction of other constitutional courts, the federal courts of appeals, and other constitutional courts.
- Contrast the jurisdiction of the Court of Appeals for the Armed Forces and the Court of Appeals for Veteran Claims.
- Explain how a citizen may sue the United States government in the Court of Federal Claims.
- Examine the roles of the territorial courts and those of the District of Columbia courts.
- Explain what types of cases are brought to the Tax Court.

The Unalienable Rights

- Explain how Americans' commitment to freedom led to the creation of the Bill of Rights.
- Understand that the obligation of citizenship requires that personal desires and interests be subordinated to the public good.
- Describe efforts to extend some of the protections of the Bill of Rights to the States and analyze the impact of that process on the scope of fundamental rights and federalism.
- Describe how the 9th Amendment helps protect individual rights.

Freedom of Religion

- Examine the reasons the Founding Fathers protected religious freedom and guaranteed its free exercise.
- Understand the meaning of the phrase "separation of church and state."
- Analyze Supreme Court interpretations of religious rights guaranteed by the Constitution in selected cases relating to education.
- Summarize Establishment Clause rulings in other areas such as seasonal religious displays and public displays of the Ten Commandments.
- Evaluate Supreme Court decisions that have affected a particular religious group, in particular those related to the Free Exercise Clause.

Freedom of Speech and Press

- Analyze the purpose and importance of the 1st Amendment rights of speech.
- Analyze Supreme Court interpretations of rights guaranteed by the Constitution in *Schenk v. U.S.* and other rulings related to seditious and obscene speech.
- Define symbolic and commercial speech, and describe the limits on their exercise, including the Supreme Court interpretations of rights guaranteed by the Constitution in *Texas v. Johnson*.
- Examine the issues of prior restraint and press confidentiality, and describe the limits the Constitution placed on the media.

Freedom of Assembly and Petition

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- Analyze the importance of the 1st Amendment rights of petition and assembly.
- Analyze Supreme Court interpretations of rights guaranteed by the Constitution , including limits on the time, place, and manner of assembly.
- Compare and contrast the freedom-of-assembly issues that arise on public versus private property.
- Explore how the Supreme Court has interpreted freedom of association.

Due Process of Law

- Explain the importance of due process rights to the protection of individual rights and in limiting the powers of government.
- Define the police power and understand its relationship to the subordination of personal desires and interests to the public good

Freedom and Security of the Person

- Evaluate how Supreme Court decisions regarding slavery and involuntary servitude have affected a particular racial group.
- Analyze the importance of the 2nd Amendment’s protection of the right to keep and bear arms.
- Evaluate constitutional provisions for limiting the role of government, including those designed to guarantee the security of home and person.
- Understand the Supreme Court’s ongoing refinement of the exclusionary rule, including its ruling in *Mapp v. Ohio*.
- Describe the right to privacy and its origins in constitutional law, and Supreme Court interpretations of rights guaranteed by the Constitution in selected cases, including *Roe v. Wade*.

Rights of the Accused

- Understand the role of limited government in the protection of individual rights, including protections relating to the writ of habeas corpus, bills of attainder, and ex post facto laws.
- Outline how the right to a grand jury and the guarantee against double jeopardy help safeguard the rights of the accused.
- Describe issues that arise from guarantees of speedy and public trials.
- Identify the freedoms and rights guaranteed by the Bill of Rights, including the right to a fair trial by jury.
- Examine Supreme Court interpretations in selected cases of the right to an adequate defense and the guarantee against self-incrimination and other rights including *Gideon v. Wainwright* and *Miranda v. Arizona*.

UNIT ASSESSMENT:

To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

KEY ASSIGNMENTS

To be derived from the priority standards.

ACADEMIC VOCABULARY

Analyzing Evidence
 Interpretation
 Comparison
 Contextualization
 Synthesis
 Causation
 Patterns of Continuity and Change Over Time
 Identify
 Evaluate
 Inference

CONTENT-SPECIFIC VOCABULARY

inferior courts
 jurisdiction
 concurrent jurisdiction
 plaintiff
 defendant
 original jurisdiction
 appellate jurisdiction
 judicial activism
 precedent
 judicial activism

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Quantitative vs. Qualitative Evidence	<p>Sandra Day O'Connor Ruth Bader Ginsburg Sonia Sotomayor Elena Kagan Thurgood Marshall Clarence Thomas Antonin Scalia Neil Gorsuch Brett Kavanaugh Calendar District of Columbia judicial review writ of certiorari certificate brief majority opinion concurring opinion dissenting opinion Bill of Rights civil liberties civil rights alien Due Process Clause process of incorporation Establishment Clause Free Exercise Clause assemble petition civil disobedience content neutral right of association due process procedural due process substantive due process police power search warrant eminent domain involuntary servitude discrimination writs of assistance probable cause exclusionary rule writ of habeas corpus bill of attainder ex post facto law grand jury indictment presentment</p>
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	information double jeopardy bench trial Miranda rule bail preventive detention capital punishment treason Abraham Lincoln
PRIORITY STANDARDS	
12.1, 12.1.2, 12.1.3, 12.1.4, 12.1.5, 12.1.6, 12.2 12.2.1, 12.2.2, 12.2.5, 12.2.6, 12.3.1, 12.3.2, 12.3.3, 12.3.4, 12.4, 12.4.5, 12.4.6, 12.5, 12.5.1, 12.5.2, 12.5.4, 12.6.4, 12.7, 12.7.1, 12.7.4, 12.7.5, 12.8.1, 12.9.1, 12.9.7, 12.10	
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> ● Cloze reading & writing ● Guided reading & writing ● Cognitive modeling ● Text-based questioning strategies ● Graphic organizers/concept attainment ● Student-led groups ● Peer pairing 	

Unit 6: The Electoral Process:

Semester One/Two — Weeks 14-16

OVERVIEW
<p><i>In today’s society, individuals participate as citizens by voting, jury service, volunteerism, serving as members of advisory bodies, in military service, in community organizations, and by engagement in the electoral and political process. In this unit, students study the role of political parties, the nomination process for presidential candidates, including the primary system, and the role of polls, campaign advertising and financing, the Electoral College, and methods of direct democracy utilized in California and various states. They do this by considering the following questions: How do you get elected? Who gets elected, and who does not? and What impact do polls, political parties, and PACs have upon elections?</i></p> <p><i>Students also learn about how citizens participate in the political process through voting, campaigning, lobbying, filing legal challenges, demonstrating, petitioning, picketing, and running for office. Because most students will be eligible to vote for the first time in a year of taking this course, questions like Why should I vote? and How can I get involved in a campaign? seem particularly relevant. This unit lends itself to utilizing real-world examples, case studies, and debates while students address the material.</i></p> <p><i>Students can study current elections and campaigns, take part in the Secretary of State’s Poll Worker program, and serve as campaign volunteers during an election. Students can also analyze proposed initiatives, controversial issues surrounding campaign financing, voter identification laws, redistricting, and negative campaign ads. To learn more about how the election process affects them and their education,</i></p>

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students might be encouraged to study a school board race, candidate positions on education, or a local school bond or parcel tax campaign.

As a practical matter, students should know how to register to vote—both online and by mail—what the requirements are for registration; how to request, fill out, and return an absentee ballot; what to expect on election day; how to find a polling place; and where and how to access and understand the voter information pamphlet and other materials to become an informed voter. While this information may vary from county to county, students preparing to vote can go to the Secretary of State’s Web page at <http://www.sos.ca.gov/elections/> as well as to their local registrar of voters to explore these topics. Teachers may want to consider an activity where students go through the above steps in order to help prepare them for the exercise of their rights as voting adults. Students should explore the effect of voter turnout on the democratic process. What difference does it make how large and diverse a proportion of the potential electorate actually participates in any given election?

BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> ● The role of political parties, the nomination process for presidential candidates, ● The role of polls ● Campaign advertising and financing ● The electoral system ● How money is raised and spent in political campaigns ● Methods of direct democracy utilized in California and various states. 	<ol style="list-style-type: none"> 1. How do you get elected? 2. Who gets elected, and who does not? 3. What impact do polls, political parties, and PACs have upon elections? 4. How can I get involved in a campaign? 5. Why should I vote?

CONCEPTS (Students will know)

Topic 11 Elections

- Political Parties work to get their candidates elected in order to influence governmental policies and programs.
- Minor parties rarely win elections but can have a significant impact on election outcomes.
- The nominating process determines which candidates appear on the ballot in local State, and national elections.
- Although the popular vote represents the people’s choice, the electoral college actually elects the President, so a candidate may win the popular vote but fail to win the presidency.
- Money plays a critical role in political campaigns but raises the danger of abuses of campaign finance regulation.

UNIT OBJECTIVES TO BE ASSESSED

Topic 11

1. **Understand** the origins of political parties in the United States and analyze their major functions.
2. **Understand** multiparty and one-party systems and how they affect the functioning of a political system, and explain the two-party system of the United States.
3. **Evaluate** the role of minor parties that have been active in American politics, and understand why they are important.
4. **Understand** why the major parties have a decentralized structure.
5. **Describe** the national party machinery and party organization at the State and local levels.
6. **Explain** why the nominating process is a critical first step in the process for filling public offices.
7. **Describe** self-announcement, the caucus, and the convention as nominating methods.
8. **Discuss** the direct primary as the principle nominating method used in the United States today, and understand why some candidates use the petition as a nominating device.

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9. **Describe** the role of conventions in the presidential nominating process, the caucus-convention process, and the events that take place during a national convention.
10. **Evaluate** the importance of presidential primaries.
11. **Examine** the characteristics that determine who is nominated as a presidential candidate.
12. **Describe** the features of the presidential campaign.
13. **Analyze** how the electoral college provides for the election of the President.
14. **Identify** flaws in the electoral college system, and outline the advantages and disadvantages of proposed reforms of the system.
15. **Analyze** the impact of campaign spending on the media.
16. **Explain** how campaign contributions by individuals and organizations affect the political process.
17. **Explain** how public funding of candidates affects the political process.
18. **Explain** how campaign finance laws have changed over time.
19. **Distinguish** hard money from soft money.

UNIT ASSESSMENT:

To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

KEY ASSIGNMENTS

To be derived from the priority standards.

ACADEMIC VOCABULARY

extremist: one on the extreme right or left in politics
rascal: a mean, unprincipled, or dishonest person
cumbersome: unwieldy; clumsy
baneful: troubling, distressing
viable: reasonable, practical, sensible
ideologically: related to or concerned with ideas
smorgasbord: widely varied assortment or collection
agrarian: related to the land or its cultivation
innovator: one who introduces a new approach
divisive: causing disagreement
defy: resist, frustrate
clique: an exclusive group

CONTENT-SPECIFIC VOCABULARY

political party
 political spectrum
 partisanship
 single-member districts
 plurality
 bipartisan
 consensus
 coalition
 ward
 precinct
 nomination
 general election
 caucus
 direct primary
 closed primary
 open primary
 platform
 presidential primary
 winner-take-all
 proportional representation
 swing voters
 battleground States
 district plan
 proportional plan
 national popular vote plan
 political action committee (PAC)

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	Super PAC soft money Federal Election Commission (FEC) Presidential Election Campaign Fund hard money 527 organization
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INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing

Unit Seven: Federalism: Different Levels of Government

Semester One: Weeks

OVERVIEW

Federalism: Different Levels of Government. In this unit, students analyze the principles of federalism. They will identify key provisions of the U.S. Constitution that established the federal system including enumerated powers, Article I restrictions on states' powers, and the Ninth and Tenth Amendments. It will emphasize how power and responsibilities are divided among national, state, local, and tribal governments.

BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
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<p>The constitution ranks above all other forms of government known as the supremacy clause. Federalism is also illustrated in powers listed in the constitution and amendments, as well as amending process. Because of Federalism, The national, state, local and tribal governments have concurrent, reserved and expressed powers.</p>	<p>Why are powers divided among different levels of government? n What level of government is the most important to me—local, state, tribal, or federal? n What level of government is the most powerful—local, state, tribal, or federal?</p>
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CONCEPTS (Students will know)	SKILLS (Students will be able to do)
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<p>The constitution invokes many levels of Federalism. The amending process involves state and national issues.</p>	<p>Students will be able to evaluate how the constitution and its amendments reflect the political principles of federalism</p>
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UNIT OBJECTIVES TO BE ASSESSED

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Amending the Constitution chapter 3

Amending the Constitution

- Describe the constitutionally prescribed procedures by which the Constitution may be formally changed
- Explain how the formal amendment process illustrates the principles of federalism and popular sovereignty.

Federalism-Powers Divided

- Define federalism and explain why the Framers adopted a federal system instead of a unitary system.
- Categorize powers delegated to and denied to the National Government, and the difference between exclusive and concurrent powers.
- Summarize the obligations that the Constitution, as the, “the supreme Law of the Land,” places on the National Government with regard to the States.

The National Government and the States

- Explain the process for admitting new States to the Union.
- Examine the many and growing areas of cooperative federalism.
- Explain why States make interstate compacts.
- Understand the purpose of the Full Faith and Credit Clause, the Extradition Clause, and the Privileges and Immunities Clause.

The California State Constitution and Local, tribal Government

- Examine California’s current constitution and the process for change.
- Ehow the work of the California

UNIT ASSESSMENT:

To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

KEY ASSIGNMENTS

To be derived from priority standards.

TEXTS

Chapter 13 state and local Chapter 3

ACADEMIC VOCABULARY

- Analyzing Evidence
- Interpretation
- Comparison
- Contextualization
- Synthesis
- Causation
- Patterns of Continuity and Change Over Time
- Identify
- Qualify

CONTENT-SPECIFIC VOCABULARY

grants-in-aid program
 categorical grant
 block grants
 project grants
 interstate compacts
 Full Faith and Credit Clause
 extradition
 Privileges and Immunities Clause

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<ul style="list-style-type: none"> ● Evaluate ● Inference ● Quantitative vs. Qualitative Evidence 	county charter ordinance special district township municipality Incorporation Tribal
PRIORITY STANDARDS	
<p>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments. 1. Explain how conflicts between levels of government and branches of government are resolved. 2. Identify the major responsibilities and sources of revenue for state and local governments. 3. Discuss reserved powers and concurrent powers of state governments. 4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government’s power. 5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders. 6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media. 7. Identify the organization and jurisdiction of federal, state, and local (e.g.,</p>	
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> ● Cloze reading & writing ● Guided reading & writing ● Cognitive modeling ● Text-based questioning strategies ● Graphic organizers/concept attainment ● Student-led groups ● Peer pairing 	

Unit 10: Compelling Questions and Contemporary Issues

Semester One

OVERVIEW
<p><i>This course provides opportunities for students to formulate compelling and supporting questions and analyze tensions in a constitutional democracy between key concepts and ideals such as majority rule and individual rights, liberty, and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the relationship of religion and government. This course also provides opportunities for students to discuss, analyze, and construct writings on contemporary local, national, and international issues; participate in simulations of governmental processes; and apply what they have learned in addressing real-world problems. Opportunities may be offered inside and outside the classroom. Structured classroom discussions and writing activities challenge students to discuss current events and issues of their choosing by analyzing various perspectives, researching causes and effects, evaluating policy options, and stating and supporting reasoned and evidence-based opinions. These activities can also focus on the significance of elections and the roles that students might play as voters engaged in electoral politics. Topics for discussion</i></p>

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may include technology (such as nuclear proliferation or the effect of the Internet on the political process or on intellectual property), the environment (such as global warming, preservation of wildlife, or alternative energy sources), human rights (such as the use of torture, or immigration and refugee policies), politics.

UNIT ASSESSMENT:

To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

ACADEMIC VOCABULARY

- Analyzing Evidence
- Interpretation
- Comparison
- Contextualization
- Synthesis
- Causation
- Patterns of Continuity and Change Over Time
- Identify
- Qualify
- Evaluate
- Inference
- Quantitative vs. Qualitative Evidence

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing