

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
American Government – 12th Grade**

Date: November 2001

Subject Area: Social Science

Proposed Grade Level(s): 12

Course Length: 1 Semester

Grading: A-F

Number of Credits: 5

Prerequisites: 12th grade standing or permission of the instructor

BRIEF COURSE DESCRIPTION:

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

GENERAL GOALS/PURPOSES:

Students study American government for three goals/purposes: to gain knowledge and cultural understanding, to develop democratic understanding and civic values, and to obtain skills in social participation. To achieve these goals, students in an American government course will:

1. **Develop historical literacy** to gain a sense of historical empathy, an understanding of continuity and change, and an understanding of the importance of religion, philosophy, and other major belief systems on government systems.
2. **Develop ethical literacy** to build respect for each person as a unique individual
3. **Develop cultural literacy** to understand the connections and interactions between a nation's governmental system and other components of the nation's culture.
4. **Develop sociopolitical literacy** to understand political and social systems, the relationship between a society and its laws, and the differences between democratic and non-democratic political systems.
5. **Develop an understanding of this nation's identity**
6. **Develop an understanding of the nation's constitutional heritage** and the principles of the Constitution that created our democratic form of government.
7. **Develop an understanding of civic values, rights and responsibilities** to enable students to appreciate the qualities and individual responsibilities required of citizens in a democracy.
8. **Develop social participation skills, critical thinking skills, and study skills** that promote civic competence.

STUDENT READING COMPONENT:

Students in an American government course will be able to access information from various types of printed material and will be able to utilize the following reading strategies:

1. Previewing and prediction of text and printed material;
2. Accessing vocabulary and the special language of the discipline of government;

3. Monitoring reading by engaging in self-questioning, checking for understanding, analyzing and evaluating written material, and reaching reasoned conclusions based on evidence and sound judgment; and
4. Summarizing and evaluating research evidence and point of view and seeing connections with other political trends and developments.

STUDENT WRITING COMPONENT:

Students in an American government course will be able to effectively locate, select and organize information from various types of written and electron sources, and organize and express their ideas clearly in well-reasoned and well-constructed essays, debate briefs, research papers, letters, speeches, etc.

STUDENT ORAL COMPONENT:

Students in an American government course will develop speaking and listening skills. They will demonstrate a willingness to listen to the differing views of others. Students will organize and present well-reasoned and well-constructed oral presentations to include debates, speeches, panel discussions, role-playing, etc.

FINAL ASSESSMENT:

Each high school will determine its final assessment process; i.e., test, project, etc.

DETAILED UNITS OF INSTRUCTION:

The following timeline/outline of state standards for instruction is a guide only. The timeline can be adjusted to allow for student learning activities and projects. All standards can be covered within a flexible outline, allowing for a different sequencing of the units of study. Specific suggestions for activities and assessments are listed in Appendix A. The following timeline/outline of curriculum is an outline only; for a more detailed rationale of alignment to state standards see Appendix B.

Unit 1 – Foundations of American Government (3 weeks)

California Social Science 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, Niccolo 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”.
 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 the governed as articulated in the *Federalist Papers*.
 5. Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper* Number 10), checks and balances (*Federalist Paper* Number 51), the importance of an independent judiciary (*Federalist Paper* Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.

6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

Unit 2 –Civil Rights and Responsibilities (2 weeks)

California Social Science Standards:

- 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
 1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
 2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
 3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
 4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
 5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
 6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

Unit 3 – Principles of a Civil Society (1 week)

California Social Science Standards

- 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of a civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
 1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
 2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
 3. Discuss the historical role of religion and religious diversity.
 4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

Unit 4 – Structure and Function of National Government (5 weeks)

California Social Science Standards

- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
 1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; enumerated legislative powers; and the process by which a bill becomes a law.
 2. Explain the process through which the Constitution can be amended.
 3. Identify their current representatives in the legislative branch of the national government.

4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.
6. Explain the processes of selection and confirmation of Supreme Court justices.

Unit 5 – Constitutional Amendments/Supreme Court Decisions (2 weeks)

California Social Science Standards

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its Amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
3. Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.
4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Peña*, and *United States v. Virginia* (VMI).

Unit 6 – Campaigns and Elections (2 weeks)

California Social Science Standards

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).
5. Discuss the features of direct democracy in numerous states (e.g., the process of initiatives, referendums, recall elections).
6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the functions of and controversies surrounding the Electoral College.
- 7.

Unit 7 – Powers of National, State, and Local Governments (2 weeks)

California Social Science Standards

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., California) courts and the interrelationships among them.
8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

Unit 8 – Influence of Media on American Politics (1 week)

California Social Science Standards

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

Unit 9 – Comparative Government (2 weeks)

California Social Science Standards

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).
3. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.
4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).
5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in former Soviet block countries, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

12th grade American Government Standards as delineated in this course outline.

DISTRICT ESLR'S TO BE ADDRESSED:

When students exit an American government course, they will be:

- **Self-Directed Learners** who will continue to learn, evaluate, and analyze government policy issues in their own lives, in America, and in the world.
- **Efficient Communicators** who will take an active part in community and national dialogues regarding government policy issues and demonstrate tolerance for different viewpoints and cultural values.
- **Quality Producers** who can initiate projects, set quality standards and can adapt to changing conditions.
- **Constructive Thinkers** who are able to separate fact from opinion, analyze and evaluate information, assess political problems and choose appropriate solutions.
- **Collaborative Workers** who can work in a variety of settings and culturally diverse groups and who are willing to work within these settings and groups for the common good.
- **Responsible Citizens** who develop the ability to: identify issues that require social action; show a commitment to accept social responsibilities associated with citizenship; work to influence those in political power to preserve and extend justice, freedom, equity, and human rights; assume leadership roles in clarifying goals and mobilizing groups for political action.

Social Science ESLRs: American Government (12th Grade)

State Standards	ESLR	Content	Skills	Suggested Activities	Suggested Assessments
12.1 12.3 12.7 12.9 12.10	Principles of American Government Students will evaluate and demonstrate knowledge of fundamental principles and values of American democracy.	Federalist Papers (10, 51, 78) Separation of powers Checks and balances Limited government Political theory and historical development European philosophical contributions: Greek, Roman, Locke, Montesquieu, Machievelli, and Blackstone Democracy and its promise - de Tocqueville Majority rule, minority rights Basic structure of the Constitution Enumerated and implied powers Bicameralism Judicial review Federalism - 9 th and 10 th Amendment Amendment process	Oral communication Problem solving Creative thinking Cooperative learning Planning Written communication Analysis Classification	Federalist/Anti-federalist debates Rewrite preamble to the Constitution and the Declaration of Independence Simulation of powers Stage an Amendment convention Read Federalist Papers #10, #51 and #78 Create chart/poster demonstrating major democratic principles Read de Tocqueville	Federalist debate evaluation Position papers on suggested amendments Chart/poster demonstrating major democratic principles

State Standards	ESLR	Content	Skills	Suggested Activities	Suggested Assessments
<p>12.2 12.3.2 12.4.3 12.6 12.8</p>	<p>Political Process and Participation Students will demonstrate an understanding of how to participate in our political process.</p>	<p>Citizenship/voting requirements and procedures Rights and responsibilities of citizens (e.g. jury duty, paying taxes, volunteering, voting) Influencing the political agenda and decision making of government (e.g. campaigning, lobbying, running for office, referendum/recall) Influence of media and polls Voting demographics and issues Political parties Electoral college Nomination process Campaign issues Public opinion Census Special interests & PACs Bill of Rights Current representatives to state and federal government</p>	<p>Written communication Oral communication Problem solving Creative thinking Cooperative learning Planning Analysis Classification</p>	<p>Presidential Election simulation Analysis of an election Analysis of campaign ads Debate an initiative Analyze a political cartoon Conduct a poll /census on an issue Complete a political ideology inventory Identify positions and ideology of major political parties Write a letter to an elected official Analyze a special interest group</p>	<p>Written assessment of an initiative Letter to the editor Letter to the elected official Political TV ad or poster Charts and graphs demonstrating results of poll</p>

State Standards	ESLR	Content	Skills	Suggested Activities	Suggested Assessments
<p>12.4 12.5 12.6 12.7</p>	<p>Structure and Function of Our National, State and Local Government Students will analyze and compare the powers, relationships and procedures of the national, state and local governments.</p>	<p>A. Legislative Branch - Article I</p> <ol style="list-style-type: none"> 1. Eligibility/Terms of Office 2. How a bill becomes a law 3. Powers of Congress 4. Powers of the Senate and the House of Reps. 5. Leadership roles 6. Oversight function 7. Committee functions/activities 8. Comparison of state law making powers <p>Congressional role in budget making</p> <p>B. Executive Branch - Article II</p> <ol style="list-style-type: none"> 1. Eligibility and Terms of Office 2. Scope of presidential power 3. Structure of the Executive Branch 4. Conflicts and shifting centers of power in government 5. Presidential leadership styles 6. Budget making Comparison of presidential and gubernatorial powers 	<p>Oral communication Interpretation Written communication Evaluation</p> <p>Planning Cooperative learning Analysis Compare and contrast Classification Research Public Speaking</p>	<p>Evaluate the effectiveness of the War Powers Act Debate executive actions and orders Plan a presidential campaign Enact a nominating convention Argue Supreme Court decision around a presidential power</p> <p>Analyze and describe an example of an Iron Triangle Congressional simulation to pass laws</p>	<p>Evaluation of oral arguments in Supreme Court cases Budget for presidential approval Debate evaluation of War Powers Act Plan for presidential campaign Student self-evaluation and written analysis of Congressional simulation</p>

State Standards	ESLR	Content	Skills	Suggested Activities	Suggested Assessments
		C. Judicial Branch - Article III 1. Selection Process/ Terms of Office 2. Two judicial systems (state and national) 3. Independent Judiciary 4. Process for bringing cases before the different levels of courts 5. Judicial restraint/judicial activism 6. U.S. Supreme Court decisions Marbury vs. Madison McCullough vs. Maryland U.S. vs. Nixon. Plessy v. Ferguson Brown v. Board of Education Miranda v. Arizona UC Regents v. Baake U.S. v. Virginia (VMI)		Evaluate cases and decide which courts would have original jurisdiction Peer Court Supreme Court Simulation Analysis of Supreme Court decisions Comparison poster of state and federal court systems Argue and write Supreme Court arguments Identify judicial philosophies	Evaluation of poster Written analysis of Supreme Court decision

State Standards	ESLR	Content	Skills	Suggested Activities	Suggested Assessments
		D. State and Local Government 1. Structure of state, county, and city governments in California 2. Revenues and expenditures 3. Conflicts in jurisdiction 4. Policy making processes 5. State court system Structure of state, county, and city governments in California 6. Revenues and expenditures 7. Conflicts in jurisdiction 8. Policy making processes 9. State court system		Projects on local issues Debate initiatives and propositions Field trip to state government Mock city council meeting Attend public meetings of school boards, commissions, and other elected boards	Presentation of a local issue Written analysis of a public meeting Pro/con debate on proposed local law

State Standards	ESLR	Content	Skills	Suggested Activities	Suggested Assessments
<p>12.3 12.5 12.10</p>	<p>Rights and Liberties of American Citizens Students will define and give examples of Constitutional rights and liberties.</p>	<p>Majority rule/minority rights Competing rights Bill of Rights First Amendment Rights Freedom of Speech Freedom of Religion Freedom of Assembly Freedom of Press Right to Petition 14th Amendment Due Process Clause Equal Protection Changing Interpretations of Rights Rights of the Accused Writ of Habeas Corpus Ex Post Facto Law</p>	<p>Research Oral communication Written communication Critical thinking</p>	<p>Review significant Supreme Court cases Mock trials Brochure describing rights of the accused Moral dilemma simulations</p>	<p>Evaluation of argument presentations Brochure of Rights Written analysis of dilemmas Evaluate court brief</p>
<p>12.1 12.3.4 12.9</p>	<p>Global Politics Students will research and analyze the emergence and evolution of political systems in the 20th century.</p>	<p>Different political philosophies Parliamentary, presidential and totalitarian forms of government Advantages and disadvantages of federal, confederate, and unitary systems of government Political and social climates that contribute to the rise or fall of tyrannies, dictatorships, and revolutionary movements Successes and problems of recent democratic movements in the world World leaders</p>	<p>Research Analysis Evaluation Compare and contrast Classification Research Public speaking Oral communication Creative thinking Cooperative learning Written communication Planning</p>	<p>Place countries on philosophical continuums measuring the degree of individual freedom Research a political movement or revolution in the 20th century and make an oral presentation Debate the possibility of the US changing to a parliamentary form of government Create a new form of government for a new planet Write a news article that traces the development of an emerging democratic nation Write an assessment of a</p>	<p>Comparative analysis of three democracies Oral presentation on controversial leader Debate evaluation Debate brief</p>

				controversial leader in an emerging democratic nation Compare two world leaders	
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Grade Twelve – Principles of American Democracy (One Semester)

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition they draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

The Constitution and the Bill of Rights

In this first study of the course, students focus on the philosophy of those who framed the Constitution and the Bill of Rights. Both documents are used in conjunction with selected portions of the *Federalist Papers*. Teachers should use the latter to illustrate such major constitutional concepts as separation of powers, checks and balances, and enumerated powers as well as the framers’ understanding of human nature and the political process. For example, when dealing with the rationale for checks and balances and separation of powers, students should study *Federalist Paper Number 51*; or when dealing with the role of the judiciary, they should study *Federalist Paper Number 78*. Students should read substantive selection from these and other federalist essays. The *Federalist Papers* should be presented as arguments intended to dispel Antifederalist reservations and to persuade a skeptical public, rather than as holy writ, so that students can understand that the ideas now taken for granted had to survive close scrutiny. In addition, students should study the Declaration of Independence, Washington’s Farewell Address, Lincoln’s Gettysburg Address, and the Emancipation Proclamation for deeper understand of the fundamental principles and moral values of American democracy.

The Courts and the governmental Process

In this unit, students examine the role of the courts as a major element of the governmental process. They should concentrate on how the courts have interpreted the Bill of Rights over time, with emphasis on themes such as due process of law and equal protection as guaranteed by the Fourteenth Amendment. Whenever possible, students should be given illustrations of the kinds of controversies that have arisen because of challenges or differing interpretations of the Bill of Rights. The unit should be organized around case studies of specific issues, such as the First Amendment’s cases on free speech, religious liberty, separation of church and state, academic freedom, and the right of assembly. Supreme Court decisions may be debated or simulated in the classroom, following readings of original source materials, including significant excerpts from the specific cases. Students should understand not only that rights and societal interests were in conflict, but also that each case involved real people and that our present laws have resulted from the debates, trials, and sacrifices of ordinary people.

In examining the evolution of the civil rights issue, under the equal protection clause, students should draw on their knowledge of the Civil War and the passage of the Reconstruction amendments. Students should

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.

Chronological and Spatial Thinking 1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

examine the changing interpretation of civil rights law from the *Plessy v. Ferguson* decision of 1896 to the *Brown* decision of 1954. Although it is not possible to analyze every decision that marked the shift of the Supreme Court from 1896 to 1954, critical reading of the *Yick Wo* and *Korematsu v. United States* decision should serve to remind students that racial discrimination affected not only blacks, but other groups as well, including Asians and Hispanics. A study of the higher education cases (for example, *Sweatt v. Painter* or *McLaurin v. Oklahoma*) should prepare the ground for the Court's switch in *Brown*. The *Brown* decision provides the opportunity to debate whether the law should be colorblind or color conscious. Students can use materials from these cases to simulate a trial of the issues.

Our Government Today: The Legislative and Executive Branches

In this unit, students examine the work of modern legislatures and the executive branch of government. Each generation of Americans has made contributions to our governmental system, and citizens in each era have created mechanisms to deal with new problems and address inequities. Case studies of recent issues (for example, tax reform, social security reform, and environmental protection laws) should be used to explore the process and issues of lawmaking, such as the committee system, lobbying, and the influence of the media and special interests on legislation. Through critical reading of primary documents and the use of simulations, role-play, and other interactive learning strategies, students can practice critical thinking and apply these skills to assess proposed legislation, candidates for office, and the practices of legislatures.

Students should examine the workings of the executive branch. Through a critical reading of primary documents and the use of simulations, role-play, and other interactive learning strategies, students can practice critical thinking and apply these skills to assess proposed legislation, candidates for office, and the practices of legislatures.

Students should examine the workings of the executive branch. Through a critical reading of primary and secondary sources, students should be able to document the evolution of the Presidency and the growth of the power to cope with war, economic crisis, and America's role in world affairs. Through selected case studies, students can analyze presidential campaigns, the handling of international crises, and the scope and limits of presidential power (both foreign and domestic). Examples might include the Steel Crisis, the Cuban Missile Crisis, or the Iron Hostage crisis. Students should explore the process of presidential decision-making through role-play, simulation, and interactive learning.

Federalism: State and Local Government

In this unit, students analyze the principles of federalism. Students should learn how power is divided among federal and state governments. Students should understand that local governments are the legal creations of state governments. What kinds of issues does each level of government handle? What happens when there is overlapping jurisdiction; for example, on matters such as transportation and housing? How do people get involved in state and local government? How do state and local regulatory agencies differ from those at the federal level? Students should become aware of the

Historical Research, Evidence, and Point of View 1. Students distinguish valid arguments from fallacious arguments in historical interpretations.

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

Historical Research, Evidence, and Point of View 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple, primary, and secondary sources; and apply it in oral and written presentations.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

important areas (for example, criminal justice, family law, environmental protection, and education) that remain largely under state and county control. They should discuss the important functions that are retained by localities, such as police and fire protection, sanitation, local public schools, and other services.

By analyzing a significant school policy issue, students should learn how public education is governed and financed, and how policies that affect schools are influenced and decided. Students should examine topics such as the role of the local school board, state legislation, California initiatives affecting the schools, such as Proposition 13, and the budgetary priorities of elected state officials. Students should analyze the importance of their vote in influencing the quality and future of public education in California and consider ways of becoming actively involved in issues that affect education. Time should be devoted to a study of the ways in which individuals can become participatory citizens through voting, jury service, volunteerism, and involvement in community organizations. Resource people from local agencies and organizations can be invited to visit classrooms and facilitate site visits to demonstrate the work they do and reinforce the vital role the individual plays in community life. In addition, students should be given opportunities to volunteer for community service in their schools and communities.

Comparative Governments, with Emphasis on Communism in the World

This unit begins with a review of the major philosophies encountered by students during their previous studies: socialism, fascism, communism, capitalism, and democratic pluralism. Students should understand the way in which these different philosophies influence governments, economic policies, social welfare policies, and human rights practices. They should recognize that most nations combine aspects of different philosophies.

The varieties of democracies should be explored, so that students understand the fundamental features of democratic governments. At the same time, students should examine how some Western democracies have “mixed” systems of capitalism and state socialism and that contemporary politics has been marked by movements toward more market-based systems.

The fundamental differences between democracies and dictatorships of the right and the left should be understood. Critical thinking skills should be used to analyze the nature of a dictatorial regime in which no social contract exists between the state and those it governs and in which citizens have no rights nor means of redressing wrongs. Does such a government rest on the consent of the governed? Do citizens have rights that the state must respect?

A review of the pre-World War II fascism in Germany, Italy, Spain, and Portugal should be updated with a survey of contemporary dictatorships of the right. Attention should be given to the arbitrary rulings, torture, imprisonment, and executions without trials that attend fascist takeovers and help to maintain their control. Students should examine the social, economic, and political conditions that have given rise to such regimes. They should analyze the support given to such regimes by people who would

12.3 Students evaluate, take, and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

protect or restore the status quo at any cost and by people who seek a military end to internal and imported revolutionary terrorism that their civilian governments have been unable to control. Attention also should be given to the movement to democratic government and the effects of the end of the Cold War in such countries as Spain, Argentina, Chile, the Philippines, South Korea, Guatemala, El Salvador, and South Africa.

The main focus of this unit is on dictatorship because it is the antithesis of democracy. Understanding the nature of dictatorship should be enhanced by map study and identification of antidemocratic governments in Asia, Africa, Latin America, and Eastern Europe. In discussing dictatorship, students should use what they learned in grade ten about communism, with specific reference to the Russian Revolution, Marxist ideology, the dictatorship of Joseph Stalin, and the expansion of Soviet power after World War II. The nature of dictatorial communist rule in the Soviet Union should be compared to communism today in Cuba, Cambodia, Vietnam, and China with attention to similarities and differences.

Students should examine the means by which communist regimes have come to power and the appeal that these regimes have for groups of the left who believe that only revolution or radical change can reform their societies. Students should understand the appeal of communist ideology to intellectuals and the poor.

Students should understand the concept of the total state where the government, the military, the educational system, all social organizations, the media, and the economy are controlled by the communist party. They should analyze the methods used by communist regimes to maintain control; for example, the repression of political opposition and dissident minorities through the use of internal controls such as the KGB and forced labor camps in the Gulag Archipelago where critics and dissident intellectuals are treated as criminals.

Students should examine the condition of human rights in communist societies; Why have communist revolutions been followed by purges of dissidents, mass arrests of political opponents, murder of “class enemies,” suppression of free speech, abolition of private property and attacks on religious groups? Why do many artists and intellectuals defect to noncommunist nations? Why do communist governments spy on their citizens and prevent them from emigrating? Why do they jail or harass critics of their government? Why is only one party allowed in a communist state? What significance does a one-party election have in a communist state? Why are independent trade unions not tolerated in a communist state? Why do ordinary people risk their lives to flee a communist state? To assess the Soviet Union’s pattern of dominating other nations, students should review the overthrow of the Czech government, the mass deportations and Russification of the Baltic populations, the Hungarian Revolution, the Berlin Wall, the suppression of the Solidarity movement in Poland, and the invasion of Afghanistan. Students should analyze why communism collapsed and study the governments that arose in the form Soviet Union an Eastern Europe.

Historical Interpretation 6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior

The economic record of communism should be assessed: What have been the effects of centralized planning? Students should analyze the effects of an economic system in which greater effort does not result in greater reward for the individual; in which individuals are not allowed to accumulate capital for future productivity; in which prices are not allowed to rise in order to reduce quantities demanded; and in which consumers have no control over allocation policies affecting the tradeoff between consumer goods on one hand and military, defense, and police activities on the other. Recent changes in China to encourage entrepreneurial activities and modernize its economy should be analyzed.

Contemporary Issues in the World Today

This course should conclude with an activity in which students analyze a major social issue. This activity might be a research paper in which students analyze a problem, marshal historical and social science evidence, provide a critique of alternative positions, use available electoral and polling data to make a prediction of popular support for positions, and present their own position on the issue. A student could prepare this research as if it were a background paper for candidates in local, state, or national elections or as if the student were developing reasons for choosing among candidates.

Among the topics that might be addressed are technological issues, such as nuclear arms proliferation and arms control; environmental issues, such as acid rain, toxic waste disposal, and resource depletion; human rights issues; economic issues, such as competition from abroad, either because of cheap labor or advanced technology; health issues, such as drug abuse and the spread of AIDS; international economic issues, such as the movement to decentralize socialist economies; and international political issues stemming from the demand for democratic government in nations of Central and South America, Africa, and Asia. Students should pay attention to the global context of these issues as well as their importance in local, state, or national affairs.

At the conclusion of this unit a school-wide consortium might be planned in which students present their papers in open forum and debate or discuss the issues from alternative viewpoints.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: 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; the relationship of religion and government.

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

Chronological and Spatial Thinking 3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migrations, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.