

EAST SIDE UNION HIGH SCHOOL DISTRICT

HISTORY - SOCIAL SCIENCE STANDARDS

AMERICAN GOVERNMENT GRADE TWELVE

STANDARD

12.1 Students analyze the origins, characteristics, and development of different political systems across the time with emphasis on the quest for political democracy, its advances and obstacles, in terms of:

OBJECTIVES

12.1.3 The advantages and disadvantages of federal, confederate, and unitary systems of government.

To be demonstrated by the students:

- Ability to define and summarize the characteristics of the federal, confederate, and unitary systems of government.
- Ability to organize a list of advantages and disadvantages of these systems of government.
- Ability to determine what would be the best government system for an imaginary country and why it would be the best system for that country.

TEACHER STRATEGY

In learning the advantages and disadvantages of these different systems of government, this activity will enhance student participation in the learning process and student retention of the material.

- Prepare source(s) for students to do research from e.g. library, internet lab, textbook set of American government, U.S. History, and World History books, a teacher compiled resource article, or a combination of these.
- Present an overview of what is expected of them as a member of a group of four:
 1. Research into one of the three systems of government: federalism, confederacy, or unitary.
 2. Written outline of their group's research.
 3. Creation of a collage/poster relaying their findings to an audience.
 4. Presentation of their collage and findings to the class.
- Present an overview of what is expected of them as an individual:
 1. Participation in all four phases of the group work listed above.
 2. Summary sheets of information gathered from the work of all the groups in the class.
 3. Passing an objective test on materials presented by all groups.
 4. As a member of a group, passing a group test showing mastery of materials presented.
- Require of the groups:
 1. A definition and fundamental characteristics of the system of government their group was given.
 2. An advantage/disadvantage list for their given system of government.
 3. One historical example from United States history including:
 - a. examples of system fundamental

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characteristics found in this historical example.

b. examples of items in the advantage/
disadvantage list they prepared.

4. One example from World History, past or present, with a summary of how this system came to be used by this group of people.

- Tasks are to involve each member of the group.

Research can be divided into:

- Definition and fundamental characteristics
- Advantage/disadvantage list
- U.S. example
- World example

Written outline and collage can be split up between group members. Oral presentation must involve all members of the group.

- Following completion of group collages, students view all the collages and complete a summary sheet of the three government systems. Bring out to the class, in discussion, any misinformation you see on collages. During oral presentations students will complete another summary sheet. Clarify concepts you feel were not correctly presented.

- Options can include:

- No oral presentations and/or written summary, base summary sheets on collages only.
- No separate summary sheet to be done by students for collages, base summary sheets on a combination of the collages presented with the oral presentations.
- Follow reports by debates between the three political systems, either class wide or in small groups.

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STUDENT TASK

- Students are to make certain they understand this project based on the overview presented by the teacher. This overview can be written out for them based on “TEACHER STRATEGY”, above.
- Students are to become clear on what roles they are expected to play as a group member.

Research (pick one):

Definition & fundamental characteristics
Advantage/disadvantage list
U.S. example
World example

Layout (pick one or two):

Written outline
Collage design and preparation

Oral presentation:

All members of the group must take part in the actual presentation

- Next, students are to do their research and then brainstorm together the best layout for the collage and written Outline. A rough draft of the collage and written outline are to be presented to the teacher. Upon teacher approval of rough drafts, the group is to complete the collage and outline. The group oral presentation can be prepared after rough drafts are approved.
- Students will complete their own personal summary sheets of all three systems of government based upon the completed and/or group presentations.

ASSESSMENT

Students will be graded based on:

Their contribution and participation in the group projects.

The thoroughness of their student summary.

An objective test.

Their ability to choose a government system for an imaginary country and explain why this system was chosen (possible group project).

RESOURCES AND TECHNOLOGY

World Constitutions

<http://www.globalmarketplace.com/education/legal/world.html>

Description: Constitutions from several nations are featured – including Japan, Germany, South Africa and Australia. Other international law features are also included.

Comments: This site is good for comparing the United States Constitution to other world constitutions. It also has implications for international trade.

Resource Type: Primary Source Text

Graphics Content: Low

Japan: The National Diet

<http://fuji.stanford.edu/Diet/diet1.html>

Description: This Diet is not about food, but rather the body of elected representatives in Japan which is similar to the U.S. Congress. This site offers information about this branch of government, and related institutions.

Resource Type: Secondary Text

Graphics Content: High

Parliament of Australia

<http://www.aph.gov.au/library/>

Description: Links to the homepages of governments around the world.

Comments: Gopher site that can take you around the world.

Resource Type: Compilation of Links

Graphics Content: High

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The Iroquois Constitution

<http://www.law.uoknor.edu/hist/iroquois.html>

Description: The Iroquois Confederacy was a loose confederation of the Mohawk, Oneida, Onondaga, Cayuga and Seneca Indian tribes of the Eastern Woodlands. Some scholars think that the Iroquois Constitution, the law that bound these tribes into the League of the Iroquois, had great influence on the U.S. Constitution.

Comments: This document is long but has been indexed and anchored for easier use.

Resource Type: Primary Source Text

Graphics Content: Low

Magna Carta

<http://odur.let.rug.nl/~usa/D/1400/magna.htm>

Description: This is a transcription of the full text of the Magna Carta in easy-to-read type.

Resource Type: Primary Source Text

Graphics Content: Low

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12.1 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances and obstacles, in terms of:

OBJECTIVES

12.1.1 How the difference 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.

TEACHER STRATEGY

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- 12.1 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances and obstacles, in terms of:

OBJECTIVES

- 12.1.2 The various ways power is distributed, shared, and limited in systems of shared powers and in parliamentary systems.

TEACHER STRATEGY

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OBJECTIVES

- 12.1.4 The consequences of conditions that gave rise to tyrannies during certain periods applied to at least two countries (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).

TEACHER STRATEGY

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TEACHER STRATEGY

OBJECTIVES

- 12.1.5 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.

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TEACHER STRATEGY

OBJECTIVES

12.1.6 The ideologies, causes, stages, and outcomes of major Mexican, Central and South American revolutions of the 19th and 20th centuries.

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TEACHER STRATEGY

OBJECTIVES

- 12.1.7 The ideologies that give rise to communism, methods to maintain control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the role of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).

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12.1 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances and obstacles, in terms of:

TEACHER STRATEGY

OBJECTIVES

12.1.8 The successes of relatively new democracies in Africa, Asia and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained or failed to sustain them.

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STANDARD

12.2 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, in terms of:

OBJECTIVES

12.2.1 The influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Nicolo Machiavelli, and William Blackstone on the development of American government.

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STANDARD

12.2 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, in terms of:

OBJECTIVES

12.2.2 The character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.

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OBJECTIVES

12.2.3 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 how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence, stated as “self-evident Truths”.

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TEACHER STRATEGY

OBJECTIVES

12.2.4 How the Founder's realistic view of human nature led directly to a constitutional system that limited the power of the governors and the governed as articulated in *The Federalist Papers*.

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TEACHER STRATEGY

OBJECTIVES

12.2.5 The systems of separated and shared powers; the role of organized interests (*Federalist Number 10*); checks and balances (*Federalist Number 51*); the importance of an independent judiciary (*Federalist Number 78*); enumerated powers; rule of law; federalism; and civilian control of the military.

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STANDARD

12.2 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, in terms of:

OBJECTIVES

12.2.6 The Bill of Rights as a document limiting the power of the federal government and state governments.

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STANDARD

12.3 Students evaluate, 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, in terms of:

OBJECTIVES

12.3.1 The meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom or religion, speech, press, assembly, petition).

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STANDARD

12.3 Students evaluate, 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, in terms of:

TEACHER STRATEGY

OBJECTIVES

12.3.2 How economic rights are secured and what their importance is to the individual and to society (e.g., right to acquire, use, transfer, and dispose of property; right to choose one's work; join or not join labor unions; copyright and patent).

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STANDARD

12.3 Students evaluate, 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, in terms of:

OBJECTIVES

12.3.3 The legal obligations of obeying the law, serving as a juror, and paying taxes.

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12.3 Students evaluate, 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, in terms of:

OBJECTIVES

12.3.4 The obligation of civic-mindedness including voting, being formed on civic issues, volunteering and performing public service, and serving in the military or other service.

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12.3 Students evaluate, 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, in terms of:

OBJECTIVES

12.3.5 The reciprocity between rights and obligations, i.e., why enjoyment of one's rights entails respect for the rights of others.

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STANDARD

12.3 Students evaluate, 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, in terms of:

OBJECTIVES

12.3.6 How one becomes a citizen of the U.S. including the process of naturalization.

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STANDARD

12.4 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 not part of government), their interdependence, and meaning and importance for a free society, in terms of:

OBJECTIVES

12.4.1 How civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

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STANDARD

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OBJECTIVES

12.4.2 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.

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STANDARD

12.4 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 not part of government), their interdependence, and meaning and importance for a free society, in terms of:

OBJECTIVES

12.4.3 The historical role of religion and religious diversity.

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STANDARD

12.4 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 not part of government), their interdependence, and meaning and importance for a free society, in terms of:

OBJECTIVES

12.4.4 Comparisons between the relationship of government and civil society in constitutional democracies and the relationship of government and civil society in authoritarian and totalitarian regimes.

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STANDARD

- 12.5 Students formulate questions about and defend their analyses of tensions within the U.S. constitutional democracy and the importance of maintaining a balance between these concepts (e.g., 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 right to a fair trial, the relationship of religion and government).

OBJECTIVES

- 12.5.1 Students investigate and report on a public policy wherein majority rule was in conflict with individual rights, such as the policy of Japanese internment, or policies that inspired the Civil rights movement.

TEACHER STRATEGY

- Debating the key issues involved in the Supreme Court Case *Korematsu v. United States, 1944*. Should the government limit individual liberties during wartime?
- Instruct students to read the feature, ask them to answer the question in the title. Then, after the students have read the feature, ask them if their answers changed, and if so, why?
- Then, have students work through the three activities in the “Getting Involved” section, p. 369, in Magruder’s American Government. This will allow students to identify, debate and predict.
- For the debate, split the class in half using the legislative debate format. Have one side of the classroom present Korematsu’s side of the argument in the debate. Have the opposite side of the classroom present the argument for the United States.
- To finish the activity ask individual students to explain which argument they found most effective. Then have students predict the Supreme Court’s decision in the case. Ask students to explain clearly the reasons for their predictions.

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STUDENT TASK

Students will investigate, analyze and report a Supreme court case dealing with the conflict between majority rule and individual rights.

1. Students will make a decision as to whether Korematsu's individual rights should have been limited during wartime.
2. Students will read the feature.
3. Students will answer the question in the title of the feature and determine if their answers have changed.
4. Students will do the "Getting Involved" section on p. 369 of Magruder's American Government.
5. After the students have been divided into 2 groups, students on one side of the room will debate in favor of individual rights (Korematsu). The other side will debate in favor of majority rule (United States).
6. Individually, students will explain (in writing) who they believe made the most effective argument concerning individual rights vs. majority rule.

ASSESSMENT

To assess student's performance on this activity, teacher will assess overall class participation in the debate. (Everyone wins)

Individually, the students written work (Getting Involved and summaries) by using a 5-point rubric scale. 5 = exceptional, 4 = exceeds, 3 = meets, 2 = poor, 1 = no effort.

RESOURCES AND TECHNOLOGY

Magruder's American Government

Magruder's Enrichment Support/Supreme Court Cases

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OBJECTIVES

- 12.5.2 Students explain the importance of *McCulloch vs. Maryland* its main arguments.

TEACHER STRATEGY

- Reading and discussion of the significance about the case *McCulloch vs. Maryland* (1819) in establishing the supremacy of the federal government.
- Have the class read “What was significant about the case of *McCulloch vs. Maryland* (1819)?” on pp. 114-115 in We The People: The Citizen and The Constitution.
- Did Congress have the power to create a bank? The Court ruled that Congress did have the authority to create a bank. This power was given to Congress by the “necessary and proper” clause of the Constitution.
- Could the state of Maryland tax a branch of the federal bank?
- The authority of the federal government comes from the people rather than state governments. For this reason, the federal government, in fulfilling its responsibilities, is superior to the state governments. This is the purpose of the supremacy clause. The Court ruled that when a state law conflicts with a constitutional federal law, the federal law must be obeyed. Maryland’s attempt to tax the federal bank was illegal because “the power to tax involves the power to destroy”.

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Students will read from the text We the People, pp. 114-115 and discuss the significance of *McCulloch vs. Maryland*.

1. Students will read pp. 114-115.
2. When finished reading, students will discuss significant questions about this case.
 - Did Congress have the power to create the bank?
 - Could the state of Maryland tax a branch of the federal bank?
3. After being placed in heterogeneous of 4 or 5 by the teacher, the students will do "Critical Thinking" by writing a group paper answering the following questions:
 - Which government activities do you think are best handled at the national level and which at the state level? Why?
 - Explain a situation in which you think a state should be able to make a law without interference from the federal government?
 - What kinds of problems might be too difficult for state government to handle alone?
 - The power of the federal government over the states has expanded during our history. Why do you think this has happened? Is this good or bad for the American people? Do you think there will ever be a shift back in the opposite direction?

ASSESSMENT

To assess the reading and discussion teacher will use an overall evaluation of the entire class. If teacher uses a stamp to reward students for their questions and answers and stamping their notebooks or journals for positive responses, it makes a nice method of scoring.

The group written work can be evaluated by using a 5-point rubric scale. 5 = exceptional, 4 = exceeds, 3 = meets, 2 = poor, 1 = no effort.

RESOURCES AND TECHNOLOGY

We the People: The Citizen and the Constitution

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STANDARD

- 12.5 Students formulate questions about and defend their analyses of tensions within the U.S. constitutional democracy and the importance of maintaining a balance between these concepts (e.g., 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 right to a fair trial, the relationship of religion and government).

OBJECTIVES

- 12.5.3 Students will evaluate, take and defend positions on a contemporary case involving First Amendment rights.
- 12.5.4 Students will evaluate, take and defend positions on cases involving the right against self-incrimination.

TEACHER STRATEGY

- Teacher will assign Lesson 29-33 in We the People Citizens and the Constitution as background reading for this exercise.
- The teacher will place the students in heterogeneous groups to do the critical thinking exercise on p. 157. "Taking and defending a position on the establishment clause."
- Teacher will give directions for "Debating the Scenarios" (handouts included). Put students in groups of two. Give each group a scenario and worksheet. Tell students to complete worksheet up to and including Consequence of Choice. The teacher will select one or two of the scenarios used with students' answers. In three sections of the room, place the following signs: Agree, Disagree, and Undecided. Read on of the scenarios and student answer and have the students go to the section of the room that indicates how they feel. Have the students select a spokesperson and give the group response. After the discussion has finished, give the students the answer to the court case.
- Analyzing Court Cases (handouts included). The teacher can make this a group or individual activity. Give a student or group of 3 a court case and a worksheet. Tell the students to read the case and fill out the Guide. The student or students can report on their case through an interview, poster or skit.

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

1. Students will read lessons 29-33 in We the People Citizens and the Constitution for background information.
2. In groups of 3, students will complete critical thinking exercise on p. 157, "Taking and defending a position on the establishment clause."
3. Students will complete "Debating the Scenarios" (handouts included). Read the scenario given to you by the teacher. With your partner fill out the worksheet and discuss the moral dilemma of each scenario. Decide how you would answer the dilemma. The teacher will read one of the scenarios to the class. He/She will ask for the student answer. Go to the section of the room that represents how you feel about the student answer. In your group, pick a leader to give a rationale for choosing your response. The teacher might let you debate with another group. Listen to the teacher for the correct answer, finish filling out your worksheet.
4. Students will take part in analyzing court cases. Read the court case given to you by the teacher. Use the information in the case to answer the worksheet. Report the results to the class in one of the following ways:
 - A poster or drawing protesting or agreeing with the decision.
 - A skit with other members of the class dramatizing the case.An interview skit with one person acting as a reporter and a member of the court or plaintiff.

ASSESSMENT

To assess student's performance, the teacher will correct the worksheets and give points. Oral presentations will be graded on a rubric of a 5 point scale. 5 = exceptional, 4 = exceeds, 3 = meets expectations, 2 = poor, 1 = no effort.

RESOURCES AND TECHNOLOGY

We the People Citizens and the Constitution

San Jose History/Social Science Project

Magruder's American Government/Supreme Court Case

Hayes, Charles. Religion in American History: What to Teach and How. Association for Curriculum and Supervision: Alexandria 1990.

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.5 Students formulate questions about and defend their analyses of tensions within the U.S. constitutional democracy and the importance of maintaining a balance between these concepts (e.g., 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 right to a fair trial, the relationship of religion and government).

TEACHER STRATEGY

OBJECTIVES

12.5.4 Evaluate, take, and defend positions on cases involving the right against self-incrimination.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

- 12.5 Students formulate questions about and defend their analyses of tensions within the U.S. constitutional democracy and the importance of maintaining a balance between these concepts (e.g., 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 right to a fair trial, the relationship of religion and government).

OBJECTIVES

- 12.5.5(a) Students will evaluate, take and defend positions on a number of issues related to the fundamental principles and values of government and individual rights in American society.

TEACHER STRATEGY

12.5.5(a)

- Have students read chapter 39 in We the People Citizens and the Constitution, p. 209.
- Place students in heterogeneous groups and have them brainstorm constitutional issues that are being raised by changes in American society. Some issues could include:
 - Issues of freedom of speech
 - Right to life and death
 - Right to privacy
 - Rights of the individual and providing for the common good.
- Have students choose controversial issue to debate as a group.
- Give students the rules for a group debate and the method for grading.
- Let students have a chance to find suitable information. An excellent source is The Bill of Rights: Opposing Viewpoints by David L. Bender.

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

- 12.5.5(a)
1. Students will read Chapter 39 in We the People Citizens and the Constitution.
 2. Students in heterogeneous groups of 6 will brainstorm the answer to these questions:
 - a. What are some constitutional rights issues being raised by changes in American society?
 - b. Which of the changes taking place in contemporary American society do you think is likely to present the greatest challenge to constitutional rights in the years ahead?
 - c. Which do you think might require a Constitutional amendment? Explain your position.
 3. Students will participate in a group debate (Handout for the debate included). Three students will take one position. Three students will take the opposite position. All students will read materials that support their position. Materials will be provided by the teacher. Students will find out the speech outline. Each student will prepare a section of the outline to give to the class. All students must speak.
 4. The remaining class members will act as the Supreme Court and render a written decision after each debate.

ASSESSMENT

12.5.5(a)
Debate will be graded by a rubric. (A handout is included.)

RESOURCES AND TECHNOLOGY

We The People Citizens and The Constitution

San Jose History Social Science Project

Bender, David L. The Bill of Rights: Opposing Viewpoints. Greenhaven Press: San Diego 1994.

EAST SIDE UNION HIGH SCHOOL DISTRICT

HISTORY - SOCIAL SCIENCE STANDARDS

AMERICAN GOVERNMENT GRADE TWELVE

STANDARD

- 12.5 Students formulate questions about and defend their analyses of tensions within the U.S. constitutional democracy and the importance of maintaining a balance between these concepts (e.g., 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 right to a fair trial, the relationship of religion and government).

OBJECTIVES

- 12.5.5(b) Students will evaluate, take and defend positions on a number of issues related to the fundamental principles and values of government and individual rights in American society.

TEACHER STRATEGY

12.5.5(b)

- During each of the six critical thinking exercises in Lesson 40, We The People, pp. 213-218, students examine a contemporary situation and determine which fundamental principles apply to the issues raised in the exercise.
- Students then take and defend a position on how to resolve the situation on the basis of the fundamental principles involved.

- The following briefly describes the situation in each exercise:

Liberty vs. Order – This exercise focuses on the issue of crime in our cities and police “sweeps” of apartments to search for illegal weapons.

Rights of the Accused – This exercise focuses on the problem of illegal drugs in the U.S.

Unity vs. Diversity – This exercise focuses on the issue of an official language and the burden of educators in multilingual classrooms.

Individual Rights vs. the Sovereignty of the People – This exercise raised the question of whether Americans can revise or abolish the bill of Rights.

The Dangers and benefits of Energetic Government – This exercise focuses on the issue of “energetic” government.

Capital Punishment and the Constitution - This exercise focuses on the Supreme Court’s interpretation of the Eighth Amendment.

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

12.5.5(b)

1. After being placed in heterogeneous groups by the teacher, each group will be given one of the six fundamental principle exercises.
2. Each group will select an energizer (task leader), recorder, timer and speaker.
3. Each group will take a written position on their issue and justify their answers in terms of the situation itself and in terms of the constitutional principles.
4. The groups will prepare a presentation for the other students in the class.
5. All students in the groups should participate in the presentation and respond to the other groups.

ASSESSMENT

12.5.5(b)

Each group's written assignment will be assessed on a 5-point rubric scale. 5 = exceptional, 4 = exceeds, 3 = meets, 2 = poor, 1 = no effort

RESOURCES AND TECHNOLOGY

We the People: The Citizen and the Constitution

EAST SIDE UNION HIGH SCHOOL DISTRICT

HISTORY - SOCIAL SCIENCE STANDARDS

AMERICAN GOVERNMENT GRADE TWELVE

STANDARD

12.6 Students analyze and compare the powers and procedures of the national, state, local governments, in terms of:

OBJECTIVES

12.6.1 How conflicts between levels of government and branches of government are resolved.

TEACHER STRATEGY

The teacher's strategy is to be able to discuss and differentiate the powers and procedures of each level of government from the national, state and local level.

Some areas of discussions are:

Delegated Powers – Powers give to the National Government by the Constitution. Ex.: Power to regulate commerce.

Reserved Powers – Powers given to the State Government by the Constitution of the United States.

Concurrent Powers – Powers given to both the state and federal government by the United States Constitution.

Exclusive Powers – Powers of the Federal Government. Ex.: Power to make treaties.

USING A VENN DIAGRAM AS VISUAL AID TO SOME STUDENTS.

The teacher will discuss what is the role of the **local government**. And how local governments are part of the state's structure. Local governments provide services, regulate activities, and able to collect taxes.

Finally, the teacher will discuss which government (Federal, State or Local) is the "Supreme law of the land" and who is the "umpire" of these certain conflicts.

Ex.: *McCulloch vs. Maryland* – 2nd National Bank – State vs. Federal conflict ruled by the Supreme Court.

Article VI, Section 2-supremacy Clause

- U.S. Constitution Laws and Treaties
- State Constitutions
- State Statutes
- City and County Ordinances

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

The task of each student will be to create a Venn Diagram and write each respective power in each circle.

Questions:

1. Power to lay taxes
2. Power to regulate commerce
3. Power to create a public school system
4. Power to make laws of public welfare
5. Power to make laws of public safety
6. Power to enact uniform marriage and divorce
7. Power to forbid persons under 18 to marry without parental consent
8. Power to require licenses for doctors and lawyers
9. Power to enter treaties
10. Power to print money
11. Power to establish a drinking age for purchase of alcohol
12. Power to create educational laws
13. Power to create traffic laws
14. Power to create firearm laws

ASSESSMENT

Students will be assessed by their Venn Diagram which describes the different powers: delegated, concurrent and reserved.

RESOURCES AND TECHNOLOGY

Magruder's American Government

Handouts

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.6 Students analyze and compare the powers and procedures of the national, state, and local governments, in terms of:

OBJECTIVES

12.6.2 The major responsibilities and sources of revenue for state and local governments.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STANDARD	TEACHER STRATEGY				
12.6 Students analyze and compare the powers and procedures of the national, state and local governments, in terms of:	<ol style="list-style-type: none">1. Have students find, examine and read articles in the San Jose Mercury Newspaper where the federal, state or local governments have exercised any form of power.2. Have students identify and categorize these governmental actions as either:				
<div>OBJECTIVES</div> 12.6.3 Reserved powers and concurrent power of state governments.	<table><tr><td><u>Delegated</u> Regulate Commerce Coin Money Foreign Relations Establish Post Offices Declare War Immigration Regulations Weights & Measures Federal Legislation Federal Taxes Federal Courts</td><td><u>Reserved</u> Education Protect Morals Charter Businesses Local Governments Local Elections Legislation – Alcohol Traffic, Gambling Prostitution Education, Crime, etc.</td></tr><tr><td colspan="2"><u>Concurrent</u> Tax Borrow Money Establish Courts Make/Enforce Laws Protect Health & Welfare Collect Taxes</td></tr></table> <ol style="list-style-type: none">3. From the categorization above, conduct a Venn Diagram correctly placing the governmental powers accordingly.	<u>Delegated</u> Regulate Commerce Coin Money Foreign Relations Establish Post Offices Declare War Immigration Regulations Weights & Measures Federal Legislation Federal Taxes Federal Courts	<u>Reserved</u> Education Protect Morals Charter Businesses Local Governments Local Elections Legislation – Alcohol Traffic, Gambling Prostitution Education, Crime, etc.	<u>Concurrent</u> Tax Borrow Money Establish Courts Make/Enforce Laws Protect Health & Welfare Collect Taxes	
<u>Delegated</u> Regulate Commerce Coin Money Foreign Relations Establish Post Offices Declare War Immigration Regulations Weights & Measures Federal Legislation Federal Taxes Federal Courts	<u>Reserved</u> Education Protect Morals Charter Businesses Local Governments Local Elections Legislation – Alcohol Traffic, Gambling Prostitution Education, Crime, etc.				
<u>Concurrent</u> Tax Borrow Money Establish Courts Make/Enforce Laws Protect Health & Welfare Collect Taxes					

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

1. Students are to find, examine and read articles in the San Jose Mercury Newspaper where the federal, state or local government has exercised any form of power.
 - a. Students will cut out the articles to be shared with the entire class.
2. Students will be given the opportunity of discovery by identifying and categorizing these government actions as either: Delegated, Concurrent or Reserved.
3. From the categorization above, the class will conduct a Venn Diagram correctly placing the government powers.

ASSESSMENT

1. The teacher will scramble the above identifications and re-issue a bland Vin Diagram.
 - a. Each student will have to correctly identify each governmental power on the Vin Diagram designated: Delegated, Concurrent, or Reserved.

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.6 Students analyze and compare the powers and procedures of the national, state, and local governments, in terms of:

OBJECTIVES

12.6.4 The Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.6 Students analyze and compare the powers and procedures of the national, state, and local governments, in terms of:

OBJECTIVES

12.6.5 How public policy is formed, including the setting of the public agenda and how it is carried out through regulations and executive orders.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.6 Students analyze and compare the powers and procedures of the national, state and local governments, in terms of:

OBJECTIVES

12.6.6 The process of law making at each of the three levels of government, including the role of lobbying and the media.

TEACHER STRATEGY

1. The teacher will display a chart featuring the Legislative Branch of each government level:

Federal: Congress – Senate, House of Representatives

State: State Legislature – Senate, Assembly

City: City Council – City Council, 10 Seat Chamber

2. Teacher will display a transparency showing the major steps in passing a federal bill (See Transparency).
 - a. These steps will be outlined by each student. (See Handout: “How a Bill Becomes Law”)
3. The teacher will have each student writes their own legislative bill. (See Handout)
4. The teacher will conduct a Unicameral Congress. (See Handout)

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

1. The student will chart the legislative branch of each government level: Federal, State and City. (See Teacher Chart)
2. The student will outline the major steps in passing a Federal law. (See Teacher Transparency)
3. Each student will write their own legislative bill. (See Handout)
 - a. This bill will be submitted to the class – Unicameral Congress. (See Handout)

ASSESSMENT

The teacher will evaluate:

- Oral debate or discussion on submitted bills
- Oral support for each bill
- Final bill passage

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD	TEACHER STRATEGY
<p>12.6 Students analyze and compare the powers and procedures of the national, state, and local governments, in terms of:</p>	
OBJECTIVES	
<p>12.6.7 The scope of presidential power and decision-making through the examination of case studies as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, the Gulf War, and Bosnia.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STANDARD

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

OBJECTIVES

12.7.1 Students will evaluate 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.

TEACHER STRATEGY

1. Have students read Chapter 5 in Magruder's American Government.
2. Give the students a controversial statement. Have them write down their opinion. Divide the class into 2 groups based on their opinion. Call each group a political party. Have them come up with a position statement and give it to the other group.
3. Give students newspaper and have them look for articles on political parties. Have them label the articles according to the 5 functions of political parties. Make a chart on the bulletin board and have the students place the articles under the proper function. Let the students describe their article and reasoning to the class.
4. Have the students write, call or visit the Democrat and Republican headquarters. Obtain materials and compare the differences between the two.
5. Third parties – Place students in pairs and give them a minor political party (past or present) to research. Have them report one reason for the rise of the third party, type of membership, effect on American History. If a current party, have them contact the party and obtain information.
6. Have students complete the cartoon from Magruder's Support Materials, Political Cartoons p.5.
7. Have students complete the worksheet on Minor Parties from Magruder's Instructional Support Materials, p.12.

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

1. Students will read Chapter 5 in Magruder's American Government and complete appropriate assignments and worksheets.
2. Students will be able to form an opinion on a controversial issue and combine with other class members to formulate a sample platform for a political party.
3. Students will analyze news articles on political parties and decide what function the political party is performing in the article. This can be presented to the class.
4. Students will visit or call the Democrat or Republican Party headquarters and obtain information about the political party.
5. Students will research a third party to assess the goals of the party and impact on American History.
6. Students will complete worksheets on political cartoons and minor parties.

ASSESSMENT

- Teacher will assess work and homework.
- Teacher will provide a rubric for class projects and oral reports.

RESOURCES AND TECHNOLOGY

Magruder's American Government

Magruder's Support Materials: Instructional Support, Political Cartoons

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.7 Students evaluate issues regarding campaigns for national, state, and local elective office, in terms of:

OBJECTIVES

12.7.2 Students will evaluate the history of the presidential candidate nomination process and the increasing importance of primaries in general election.

TEACHER STRATEGY

- Teacher should assign Chapter 7 in Magruder's American Government. Also, assign the defining of Key Terms.
- Have students complete a chart listing the six types of ways to nominate a president, the positive and negative attributes of each method and an historical occurrence.
- Have the students look at the cartoon on page 161. What does this tell about possible conflicts within a political party of a primary election.
- Show students a sample of a political party's convention.
- Show parts of the movie, "The Candidate" starring Robert Redford.
- Give students the chart on the Nominating Process from Magruder's Support Materials as an alternative to second strategy.
- Give the students the cartoon assignment on page 63 or Instructional Support Materials.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

1. Students will read chapter 7 in Magruder's American Government and define the Key Terms assigned by the teacher.
2. Students will complete the chart on the nominating process. Add three categories, positive side, negative side, and historical implication.
3. Look in the library for information on California's primary. What type of primary does California have? When is it? What effect does California's primary have on a Political Party's nomination of its candidate.
4. Look at the cartoon on page 161 of your book. What does this tell about the possible conflicts within a political party?
5. Look at the cartoon on Worksheet 7, page 63. Answer the questions at the bottom of the cartoon.

ASSESSMENT

Teacher will assess class work and homework.

RESOURCES AND TECHNOLOGY

Magruder's American Government

Magruder's Supplementary Materials Instructional Support

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STANDARD

12.7 Students evaluate issues regarding campaigns for national, state and local elective office.

OBJECTIVES

- 12.7.3 The role of polls, campaign advertising and the controversies over campaign funding.
- 12.7.4 The means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrations, petitioning, picketing, running for political office).

TEACHER STRATEGY

- An all encompassing project can be introduced at the beginning of the unit. The teacher should put the students into heterogeneous groups of 5 and assign the tasks in the project under “STUDENT TASK.”
- Have the students make a chart or time line showing the sequence of events that leads to the election of the president.
- Invite someone who has served in political office to speak to the class. Prepare your students to ask questions. If no one is available, invite someone from the League of Women Voters or Election Commission to speak.
- Have the students interview a senior citizen about which President that person admired the most and why or what election was the most exciting and why?
- Encourage the students to work at the polls on election day or participate in Kid’s Voting.
- Have students help register people to vote or work at a campaign office for the candidate of their choice.
- Have students tape the television commercials of political candidates and discuss the methods used to gain voter attention.
- Have students collect political cartoons of the candidates. Post them on a bulletin board and discuss what the cartoonist is saying. Encourage students to create their own cartoons.

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

The students will complete an election project on a candidate for national, state or local public office.

Step One

After being placed in heterogeneous groups by the teacher and given a candidate, the students will decide on a role that they will play for the project.

Roles can include:

1. Campaign Manager
2. Art Director
3. Speech Writer
4. Media Specialist
5. Marketing Specialist

Step Two

The group will complete all of the following tasks:

1. A report on your candidates' views on the important issues.
2. Visit, call or write your candidates' campaign headquarters for information.
3. Complete a video commercial on your candidate.
4. Construct visual support for your candidate in the form of posters, buttons, banners, hats, etc.
5. Collect newspaper and magazine articles or pictures on your candidate.
6. Prepare a campaign speech to inform others about your candidate and convince others of his worth.
7. Use the World Wide Web to find information.
8. Use E-mail or survey to conduct a non-voter poll.

ASSESSMENT

After completion of the project, the students will fill out two evaluation forms.

1. A student self-assessment form. (Handout included)
2. A group self-assessment form based on a four-point rubric. (Handout included)

RESOURCES AND TECHNOLOGY

<http://www.smartvoter.org>

A web site put out by the League of Women Voters that has links to campaign sites.

Kids Voting – an organization that publishes timely materials on the elections.

Handouts

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STANDARD

12.7 Students evaluate issues regarding campaigns for national, state and local elective office.

OBJECTIVES

12.7.5 The features of direct democracy in numerous states such as the use of initiatives, referendums and recall are part of the election issue.

TEACHER STRATEGY

- Students will understand that recall, referendums and initiatives are part of a unique system of direct democracy.
- Instruct students to read material in Magruder's on direct democracy and information master (Handout included).
- Instruct students to define the terms and compare the process of placing an initiative and a referendum on the ballot.
- Have students do a cartoon analysis of the referendum process and create their own about direct democracy.
- Instruct students to research how initiatives and referendums are placed in California elections.
- Have students research how recall elections take place.
- Instruct students to brainstorm on issues they would like to see on the next ballot.
- Have the students look at an old ballot. What propositions do they feel could have been taken care of in legislative sessions.

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

1. Students will define the terms recall, referendum, initiative and direct democracy.
2. Students will compare the process of placing an initiative measure on the ballot with that of placing a referendum measure on the ballot.
3. Students will look at the following cartoon and answer the questions.
 - What problem is portrayed by the woman in the cartoon?
 - What does the large crowd of men who are kneeling around the young woman represent?
 - Suggest a solution to the problem that this cartoon is portraying.
4. Students can draw their own cartoon that symbolizes the plight of the voter on election day with numerous propositions to consider.
5. Students will draw a Venn Diagram that compares the legislative process and the initiative and referendum process.

ASSESSMENT

- The teacher will assess the students answer to the cartoon and questions.
- Students will complete the following essay as a measure of their ability to analyze and apply material.

“Today the initiative and the referendum have become the tools of special interest groups.”

In a brief essay, explain why you agree or disagree with this charge.

- The above topic can also be presented as a metaphor project. Referendums and Initiatives in California are like..... because.....

RESOURCES AND TECHNOLOGY

Magruder's American Government

Magruder's Enrichment Support

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STANDARD

12.7 Students will evaluate issues regarding campaigns for national, state and local elective office, in terms of:

OBJECTIVES

12.7.6 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 function of the Electoral College.

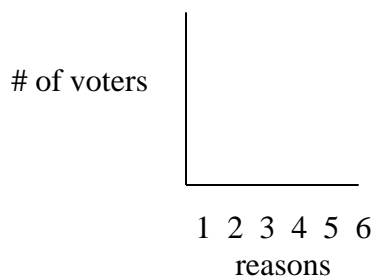
TEACHER STRATEGY

- Teacher will have students read p. 237 and pp. 340-347 in Magruder's American Government and define apportionment, reapportionment, census, redistricting, the electorate popular votes and electoral votes.
- Instruct students to look at the maps on pp. 237 and 342. Have students discuss how California's number of congressional votes has changed since the last census and why California is a pivotal state.
- Have students look at the 6 states with the most electoral votes. How many votes do they have? What is the total needed to elect a president? Have students analyze how this effects a presidential campaign.
- Instruct students in how to conduct a NON VOTER Survey with responses to why people did not vote.
- Teachers will have students research what elections were settled by the Electoral College and by the House of Representatives.
- Teachers will have students complete a graph on voter participation.
- Teachers will instruct students on how to use E-mail and set up an opportunity for students to compare opportunity for students to compare survey results with other schools.
- Teacher will have student use data from Press Release on p. 688 in Magruder's to compare gender, ethnicity, income, and religious trends in the 1996 election.

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

1. Students will read the appropriate pages in their textbook, and define the terms suggested in the **TEACHER STRATEGY**.
2. Students will analyze the maps on pp. 237 and 342 and discuss the importance of California in the electoral process.
3. Students will conduct a Non Voter Survey. (Handouts included) Students will brainstorm possible answers to reasons given for non voting, e.g., "I don't think voting is important," "I don't know where to go to vote," or "I only have one vote: it doesn't really count." Students will be able to give positive response to counter reasons for non voting. Students will then conduct a survey by asking non voters why they did not vote and by giving them a reason to reconsider their non action in the future. Students will tally their responses and graph the results.



4. Students will be able to use E-mail to contact students from other schools using the survey to compare results.

ASSESSMENT

Teachers will grade homework and class activities.

Teachers will assess Non Voter Survey by a rubric scale. 5 = exceptional, 4 = exceeds, 3 = meets requirements, 2 = poor, 1 = no effort.

RESOURCES AND TECHNOLOGY

Magruder's American Government

Kids Voting

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.8 Students evaluate, take and defend positions on the influence of the media on American political life, in terms of:

OBJECTIVES

12.8.1 The meaning and importance of a free and responsible press.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.8 Students evaluate, take and defend positions on the influence on the media on American political life, in terms of:

OBJECTIVES

12.8.2 The role of electronic, broadcast, print media, and the internment as means of communication in American politics.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.8 Students evaluate, take and defend positions on the influence of the media on American political life, in terms of:

TEACHER STRATEGY

OBJECTIVES

12.8.3 How public officials use the media to communicate with the citizenry and to shape public opinion.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.9 Students will demonstrate an understanding of the power, roles, and workings of the legislative branch, in terms of:

OBJECTIVES

12.9.1 The structure of Congress, representation, the committee system, and the formal and informal source of power (e.g., delegated powers, implied powers, and the role of political parties).

TEACHER STRATEGY

- Explain/discuss: review key terms unit , Magruder's American Government The Legislative Branch
- Instruct students to read chapters in brief. Have students discuss how the structure of congress helps it fulfill its responsibility. Discuss the historical, practical and theoretical reasons for bi-cameralism.

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

Research the government's legislative branch and design and use a graphic organizer to compare key elements of the unit.

Description:

Each student selects one of the three areas outlined in the **STANDARD** 12.9 and compares they dey elements of that section of the legislative branch using a graphic organizer format (columns and rows, maps, rubrics, etc.) Graphic organizer must include: 1) the basic structure; 2) key terms; 3) outline how leaders are chosen and 4) compares basic concepts.

Students use the graphic organizer as a basis for written five-statement summary.

ASSESSMENT

Students will be graded on: graphic organizer, summary specific criteria.

- Graphic organizer included all required elements
- Data based on research from Magruder's American Government Text
- Summary briefly and clearly compares basic elements and terms

General Expectations:

- Format neat and orderly, complete and accurate, organized, correct
- Correct mechanics (spelling, punctuation, capitalization)
- Sentences complete, proper word choice, easy to follow
- Followed directions (on time, as assigned)

Main Outcome Assessed:

- Understand how the legislative branch of government works

Performance Indicators:

- Know about the three branches of government and how they affect our lives
- Know the system of checks and balances
- Be able to compare the three different aspects of the legislative branch.

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STANDARD

12.9 Students will demonstrate an understanding of the power, roles and workings of the legislative branch in terms of how a bill becomes a law.

OBJECTIVES

12.9.2 Students will demonstrate an understanding of the power, roles and workings of the legislative branch in terms of how a bill becomes a law.

TEACHER STRATEGY

- In groups (committees) of 3 –5 students, write a bill which will be presented to and voted upon by the class (Congress). Students will demonstrate organizational, critical thinking, collaboration, and oral skills while creating, presenting, and debating their bills.
- Introduce students to the process of how a bill becomes law through notes, flow chart reading (Magruder's American Government Chapter 12) and/or available videos.
- Check student understanding or process through Magruder's Instructional support materials and/or quiz.
- Divide students into groups and instruct them to come up with a bill about which they care deeply. Approve ideas and insure against duplicity.
- Allow students class time to write bill and to create visual materials (Powerpoint if available).
- Groups present their bills without interruption, take questions; students given 1 minute to make statements for or against.
- Students vote on bills and evaluate the presenting groups' persuasiveness.

Time to complete: 4 –5 days.

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

1. Students read Magruder's American Government Chapter 12, Sections 3 and 4, complete worksheet and/or quiz.
2. Students participate in lawmaking activity:
 - In groups of 4-6 students decide what type of bill they want to write.
 - Groups present and explain their bill, at least one visual aid is required.
 - Students answer questions from teacher and class aware that they need to persuade the class.
 - Students debate, vote on bill, and evaluate the outcome.

ASSESSMENT

Worksheet and/or Quiz measuring students knowledge of how a bill becomes a law.

Rubric that measures student performance in terms of their preparation, persuasiveness and the viability of their bill.

RESOURCES AND TECHNOLOGY

Magruder's American Government

Magruder's Instructional Support

Video: "How a Bill Becomes A Law"

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.9 Students will demonstrate an understanding of the power, roles and working of the legislative branch in terms of the issues/problems facing Congress and how they go about dealing with such issues/problems.

OBJECTIVES

12.9.3 Students will examine an issue/problem facing Congress, evaluate the history, dynamics, and causes of the issue/problem.

TEACHER STRATEGY

- Students will act as members of Congress and demonstrating through research, critical thinking, and writing the problems of Congress.
- This assignment should be given at the beginning of a unit of study on Congress (Magruder's American Government Chapter 10, 11, 12) to allow students time to research while completing other assignments within the unit.
- While teaching unit, make frequent references to current issues/problems facing Congress and their relationships to congressional structure, representation, power and/or processes.
- If needed, provide students with newspapers, news magazines, WEB sites and other resources to conduct research.
- Optional: Allow students opportunity to use the role play feature of the Congress CD-ROM so that they may gain more understanding of what it is like to be a member of Congress.

Time to Complete: 2 weeks

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

1. Students will investigate, analyze and evaluate a current issue/problem that involves Congress, such as fund raising, interest group influence, ethics, etc.
2. Students will use appropriate resources: text, newspapers, news magazines, and WEB sites including those of members of Congress.
3. Students research will culminate in a paper that discusses the history, dynamic (people and groups involved) causes of the problem, and the students' response to it as a member of Congress.

Paper Length: Teacher's discretion

If time allows students could be allowed to present findings to the class and answer questions.

ASSESSMENT

Student's research paper should be evaluated against a rubric of teacher's choosing and of which students are familiar. Such a rubric should evaluate writing quality, depth of research and the student's conclusions.

RESOURCES AND TECHNOLOGY

Magruder's American Government

News Resources

Internet Access

Congress CD-ROM

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STANDARD

12.9 Students will demonstrate an understanding of the power, roles, and working to the legislative branch in terms of:

OBJECTIVES

12.9.4 Students will demonstrate an understanding of the power, roles and workings of the legislative branch in terms of issues that often bring the legislative branch into conflict with the executive and judicial branches.

TEACHER STRATEGY

- In groups of 3, students assume the role of one of the 3 branches of government and explain to the other 2 their branch's power and what it can do to check the power of the other 2 branches. Students will gain an understanding of the powers that can be exercised by the 3 branches of government and how such powers resolve conflict between them. Students will demonstrate organizational, comprehension and oral skills.
- Introduce or review concept of checks and balances (Magruder's American Government Chapter 3).
- Check Student understanding of checks and balances using Magruder's Instructional Support material.
- Assign students a branch, allow students time to review powers relevant to their branch.
- Randomly assign students of different branches into groups of 3. Students teach their partners the powers of their branch. (5-10 minutes)
- Assign each group a situation that could involve all three branches and have each student explain their branch's concern regarding the situation. A Supreme Court appointment is an example
- Ask students to critique responses.

Time to Complete: 1-2 days

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

1. If not done previously, students complete checks and balances supplementary activity.
2. Students will be assigned one of 3 branches of government and, working individually, will review the powers relevant to their branch.
3. After being placed in groups of 3, students teach their partners the powers of their branch.
4. Each group is assigned a situation and each student, portraying their branch, explains their branch's power relative to the situation and how they may check the power of the other 2 branches.
5. Students listen to the other students' statements, and when completed critique them for accuracy.

ASSESSMENT

Students evaluated based on participation and the appropriateness and accuracy of their statements.

RESOURCES AND TECHNOLOGY

Magruder's American Government

Magruder's Instructional Support

Teacher created situations for group activity

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.10 Students will demonstrate an understanding of the power, roles and workings of the executive branch, in terms of:

OBJECTIVES

12.10.1 The sources of a President's formal and informal powers derived from the Constitution and elsewhere.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.10 Students will demonstrate an understanding of the power, roles and workings of the executive branch, in terms of:

OBJECTIVES

12.10.2 The organization of the executive branch including executive departments, independent agencies and personal staff, their roles and responsibilities.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.10 Students will demonstrate and understanding of the power, roles and workings of the executive branch, in term of:

OBJECTIVES

12.10.3 Traditional roles and duties of American presidents.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.10 Student will demonstrate an understanding of the power, roles and working of the executive branch, in term of:

TEACHER STRATEGY

OBJECTIVES

12.10.4 The changing view and growth of presidential power.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.10 Students will demonstrate and understanding of the power, roles and workings of the executive branch, in terms of:

OBJECTIVES

12.10.5 Problems experienced by presidents and bureaucracies.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.10 Students will demonstrate an understanding of the power, roles and workings of the executive branch, in terms of:

OBJECTIVES

12.10.6 Conflicts between the executive, legislative and judicial branches.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STANDARD

12.11 Students will demonstrate an understanding of the power, roles and workings of the executive branch, in terms of:

OBJECTIVES

12.11.1 The importance of an independent judiciary for the preservation of freedom and the way that it may check and be checked by the other branches.

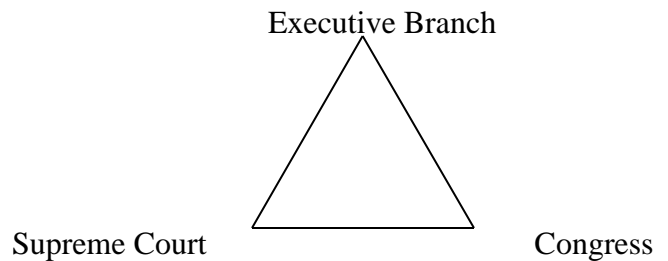
- TSWBAT: in verbal and written form explain how the Supreme Court checks the power of the executive branch and the legislative branch.
- TSWBAT: in verbal and written form explain how the executive branch and legislative branch check the power of the Supreme Court.
- TSWBAT: in verbal and written form given current or historical example of the Supreme Court checking the power of the other two branches.

TEACHER STRATEGY

1. Teacher draws diagram on the board and have students fill in number blanks using government textbook.

How does on check the power of the other?

1. _____
2. _____
3. _____
4. _____



2. Teacher divides the class into groups of 4.
 - Each person in the group will pick one of the 4.
 - Each person in the group is to find one current or historical example of that branch checking the power of the other.
 - Example #2: Congress checking the power of the Supreme Court (i.e., Thomas-Hill Hearings). Check power by Supreme Court appointments.

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

1. Fill in blanks from Diagram
2. Group Project:
 - Each member picks a check.
 - Each member finds a current or historical example of that branch checking the power of the other.
3. Groups will pick one of the four to present to the class.
4. H.W. students answer the following question. Is a system of checks needed in American Government today, why or why not?

ASSESSMENT

1. Check to see if the blanks have been filled.
2. Teacher, Department or District rubric on grading group presentations.
3. Grade homework assignment to check for understanding.

RESOURCES AND TECHNOLOGY

Black board or overhead for Diagram

Textbook

Poster paper/pens for group presentation

May use Internet for current examples

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.11 Students analyze the role of the judicial branch of government, in terms of:

OBJECTIVES

12.11.2 The organization and jurisdiction of U.S. and California courts.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.12 Students summarize landmark U.S. supreme Court interpretations of the U.S. Constitution and its amendments, in terms of:

TEACHER STRATEGY

OBJECTIVES

12.12.1 The changing interpretations of the Bill of rights over time, including 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.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.12 Students summarize landmark U.S. Supreme Court interpretations of the U.S. Constitution and its amendments, in terms of:

TEACHER STRATEGY

OBJECTIVES

12.12.2 Judicial activism and judicial restraint and the effects of each policy over the decades (e.g., Warren vs. Rehnquist courts).

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.12 Students summarize landmark U.S. Supreme Court interpretations of the U.S. Constitution and its amendments in terms of

OBJECTIVES

12.12.3 The effect of the interpretations of the U.S. Constitution, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *U.S. v Nixon*, with emphasis on the arguments espoused by each side in these cases.

TEACHER STRATEGY

- Handout short summary of each U.S. Supreme Court case listed in the Standard.
- Preview each short summary with the students.
- Identify and define key vocabulary.
- Provide students with the general information regarding each case with focus on the historical background, central issue, and decision.
- Provide students with discussion questions.
- Discuss (discussion) questions with students.

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STUDENT TASK

Step 1 – Students will silently read the short synopsis of each of U.S. Supreme Court case listed in Standard.

Step 2 – Students will identify the vocabulary they do not understand.

Step 3 – Student will read the information provided for each case.

Step 4 – Students will answer each discussion question.

ASSESSMENT

- Each student will be able to write a short synopsis of each case stating the constitution impact.
- Cooperative groups of three students will present selected discussion questions before the class.

RESOURCES AND TECHNOLOGY

Attached Handout

Overhead and white board

Photo copy packet of U.S. Supreme Court case

**EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE**

STANDARD

12.12 Students summarize landmark U.S. Supreme Court interpretations of the U.S. Constitution and its amendments, in terms of:

TEACHER STRATEGY

OBJECTIVES

12.12.4 The controversies that have resulted over changing interpretations of civil rights, including *Plessy v. Ferguson*, *Brown v. Education*, and *Regents of the University of California v. Bakke* decisions.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
AMERICAN GOVERNMENT GRADE TWELVE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY