

# SAUSD History Social Studies Curriculum Map 2019

## Grade Twelve: U.S. Government

**Course Questions: :What are the key elements of representative democracy, and how did they develop over time? What are the trade-offs between majority rule and the protection of individual rights? How much power should government have over its citizens? How do people get elected? Why does the government work sometimes and not others? What problems are posed by representative government, and how can they be addressed?**

### Unit 1: Foundations of Government (20 days)

Topic/Standards	Framework Unit Questions	Resources/Source/Activities	CCSS/ELD Alignment
<p><b>Principles of Government</b></p> <ul style="list-style-type: none"> <li>• 12.1.1, 12.1.3, 12.2.2, 12.2.4, 12.2.5, 12.3.4, 12.7.5, 12.8.2, 12.9.1, 12.9.3, 12.10</li> </ul> <p><b>Origins of American Government</b></p> <ul style="list-style-type: none"> <li>• 12.1.1, 12.1.3, 12.1.4, 12.1.6, 12.3.3, 12.4.1, 12.7.1, 12.10</li> </ul> <p><b>The Constitution</b></p> <ul style="list-style-type: none"> <li>• 12.1.4, 12.1.5, 12.1.6, 12.4.2, 12.6.1, 12.7.1, 12.10</li> </ul> <p><b>Federalism</b></p> <ul style="list-style-type: none"> <li>• 12.1.5, 12.2.1, 12.7.1, 12.7.2, 12.7.3, 12.7.4, 12.10</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we need a government?</li> <li>• How much power should government have over its citizens?</li> <li>• What do the terms <i>liberty</i> and <i>equality</i> mean, and how do they relate to each other?</li> <li>• What are the dangers of a democratic system?</li> <li>• What are the trade-offs between majority rule and individual rights?</li> <li>• Why are powers divided among different levels of government?</li> <li>• What level of government is the most important to me--local, state, tribal, or federal?</li> <li>• What level of government is the most powerful--local, state, tribal, or federal?</li> <li>• Why does the Constitution both grant power and take it away?</li> <li>• What is the most powerful branch of government?</li> <li>• Why does it take so long for governments to act?</li> </ul>	<p><b>Activities options:</b></p> <ul style="list-style-type: none"> <li>• Mock ratification debates</li> <li>• Construct writings or classroom presentations articulating arguments, claims, and evidence from multiple sources</li> <li>• Make classroom presentations</li> </ul> <p><b>DBQ Project Binder options</b></p> <ul style="list-style-type: none"> <li>• What Types of Citizens Does a Democracy Need?</li> <li>• The Ideals of the Declaration: Which is the Most Important?</li> <li>• How Did the Constitution Guard Against Tyranny?</li> </ul>	<p><b>RH.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RH.7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>WHST.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELD.PI.A.2:</b> Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.</p> <p><b>ELD.PI.C.9:</b> Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.</p> <p><b>ELD.PI.C.10.b:</b> Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes</p>

or graphic organizers).

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#### Unit 2: Political Behavior: Government (15 days)

Standard/Topic	Framework Unit Questions	Resources/Source/Activities	CCSS/ELD Alignment
<p><b>Political Parties</b></p> <ul style="list-style-type: none"> <li>• 12.1.5, 12.3.1, 12.6.1, 12.6.4, 12.7.5, 12.8.2</li> </ul> <p><b>Voters and Voter Behavior</b></p> <ul style="list-style-type: none"> <li>• 12.2.4, 12.5.4, 12.6.4, 12.6.6</li> </ul> <p><b>The Electoral Process</b></p> <ul style="list-style-type: none"> <li>• 12.2.4, 12.3.1, 12.6.1, 12.6.2, 12.6.3, 12.6.4</li> </ul> <p><b>Mass, Media and Public Opinion</b></p> <ul style="list-style-type: none"> <li>• 12.3.1, 12.3.2, 12.6.3, 12.7.5, 12.7.6, 12.8.1, 12.8.2, 12.8.3</li> </ul> <p><b>Interest Groups</b></p> <ul style="list-style-type: none"> <li>• 12.1.2, 12.1.5, 12.2.2, 12.2.4, 12.3.1, 12.3.2, 12.6.4, 12.7.5, 12.7.6</li> </ul>	<ul style="list-style-type: none"> <li>• What rights and responsibilities does a citizen have in a democracy?</li> <li>• What does it mean to be a citizen?</li> <li>• How can citizens improve a democracy?</li> <li>• What is a civil society and why do we want to have one?</li> <li>• What are the limits of individual liberty?</li> <li>• What are the dangers of majority rule?</li> <li>• What is the role of religion in a democracy?</li> <li>• How do government actions impact civil society?</li> <li>• How do you get elected?</li> <li>• Who gets elected, and who does not?</li> <li>• What impact do polls, political parties, and PACs have upon</li> </ul>	<p><b>Activities options:</b></p> <ul style="list-style-type: none"> <li>• Structured group               <ul style="list-style-type: none"> <li>○ Discussions</li> <li>○ Simulations</li> <li>○ Classroom debates</li> <li>○ Civics-based service-learning activities</li> </ul> </li> <li>• Classroom mock trials</li> <li>• Visit courtrooms</li> <li>• Serve as poll workers</li> <li>• Participate in voter registration</li> <li>• Simulate or visit city council meetings</li> <li>• Conduct projects to identify, analyze, and address a community problem</li> <li>• Participate in service-learning at a local               <ul style="list-style-type: none"> <li>○ Hospital</li> <li>○ Shelter</li> <li>○ Arts organization</li> </ul> </li> </ul>	<p><b>RH.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RH.7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>WHST.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELD.P1.A.2:</b> Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.</p> <p><b>ELD.PI.C.9:</b> Plan and deliver a variety of oral presentations and reports on</p>

	<p>elections?</p> <ul style="list-style-type: none"> <li>● How can I get involved in a campaign?</li> <li>● Why should I vote?</li> <li>● To what extent are the press and the media fulfilling a watchdog role?</li> <li>● Do media outlets provide enough relevant information about government and politics to allow citizens to vote and participate in a well-informed way?</li> <li>● How has the Internet revolution impacted journalism, and what are its effects on the coverage of public affairs and current issues?</li> </ul>	<ul style="list-style-type: none"> <li>○ Library</li> <li>○ Environmental project</li> <li>● Understand naturalization <ul style="list-style-type: none"> <li>○ Observe a naturalization ceremony</li> <li>○ Interview or speak to a recently naturalized student or parent</li> </ul> </li> <li>● Speak with public officials</li> </ul> <p><b>DBQ Project Binder options:</b></p> <ul style="list-style-type: none"> <li>● Should Americans be Required to Vote?</li> <li>● Campaign Propaganda: Which Strategies Would You Use?</li> </ul>	<p>grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.</p> <p><b>ELD.P1.C.10.b:</b> Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>
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### Unit 3: The Legislative Branch (15 days)

Standard/Topic	Framework Unit Questions	Resources/Source/Activities	CCSS/ELD Alignment
<p><b>Congress</b></p> <ul style="list-style-type: none"> <li>• 12.4.1, 12.4.3, 12.6.4, 12.6.6, 12.7.5</li> </ul> <p><b>Powers of Congress</b></p> <ul style="list-style-type: none"> <li>• 12.2.2, 12.2.3, 12.4.1, 12.4.4, 12.4.6, 12.5.3, 12.7.8</li> </ul> <p><b>Congress in Action</b></p> <ul style="list-style-type: none"> <li>• 12.1.5, 12.4.1, 12.4.3, 12.6.4, 12.7.5, 12.7.6</li> </ul>	<ul style="list-style-type: none"> <li>• What can Congress do?</li> <li>• Why is it so hard to get a law passed?</li> <li>• Who gets elected to Congress, and who does not?</li> <li>• Who has power in Congress?</li> <li>• Besides members of the House and Senate, who else can affect the legislative process?</li> <li>• Which house of Congress is the most democratic?</li> <li>• Which house is the most effective?</li> <li>• How can individual citizens actually participate in the legislative process?</li> </ul>	<p><b>Activities options:</b></p> <ul style="list-style-type: none"> <li>• Research how individual citizens can inform, gain access to, and influence the legislative policymaking process</li> <li>• Create positions papers on proposed legislation</li> <li>• Present oral arguments in favor of or in opposition to specific federal legislation</li> <li>• Engage in a simulated congressional hearing or session</li> <li>• Design campaigns for virtual candidates for office</li> </ul> <p><b>DBQ Project Binder options:</b> N/A</p>	<p><b>RH.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RH.7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>WHST.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELD.PIA.2:</b> Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.</p>

			<p><b>ELD.PI.C.9:</b> Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.</p> <p><b>ELD.PI.C.10.b:</b> Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>
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#### Unit 4: The Executive Branch (15 days)

Standard/Topic	Framework Unit Questions	Resources/Source/Activities	CCSS/ELD Alignment
<p><b>The Presidency</b></p> <ul style="list-style-type: none"> <li>• 12.4.1, 12.4.4, 12.6.2, 12.6.4, 12.6.6, 12.8.2</li> </ul> <p><b>The Presidency in Action</b></p> <ul style="list-style-type: none"> <li>• 12.1.5, 12.4.4, 12.4.6, 12.7.5, 12.7.8</li> </ul> <p><b>Government at Work: The Bureaucracy</b></p> <ul style="list-style-type: none"> <li>• 12.1.4, 12.1.5, 12.2.4, 12.4.4, 12.7.5</li> </ul> <p><b>Financing Government</b></p> <ul style="list-style-type: none"> <li>• 12.2.3, 12.4.1, 12.7.1, 12.7.5</li> </ul> <p><b>Foreign Policy and National Defense</b></p> <ul style="list-style-type: none"> <li>• 12.1.5, 12.2.4, 12.4.1, 12.7.8, 12.9.8</li> </ul>	<ul style="list-style-type: none"> <li>• How has the role of the presidency expanded?</li> <li>• What are the factors that seem to help presidents win elections?</li> <li>• How does the president interact with the other branches of government, and how has that changed over time?</li> </ul>	<p><b>Activities options:</b></p> <ul style="list-style-type: none"> <li>• Analyze presidential campaigns, handling of international crises, and the scope and limits of presidential power (foreign and domestic)</li> <li>• Compare State of the Union addresses across administrations</li> <li>• Analyzing factors that influence presidential public approval ratings</li> <li>• Roleplay the process of presidential decision making.</li> </ul>	<p><b>RH.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RH.7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>WHST.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

		<p><b>DBQ Project Binder options:</b></p> <ul style="list-style-type: none"> <li>• The Preamble and the Federal Budget; Are We Slicing the Pie Correctly</li> <li>• Should the Electoral College Be Abolished?</li> </ul>	<p><b>ELD.PI.A.2:</b> Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.</p> <p><b>ELD.PI.C.9:</b> Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.</p> <p><b>ELD.PI.C.10.b:</b> Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>
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#### Unit 5: The Judicial Branch (15 days)

Standard/Topic	Framework Unit Questions	Resources/Source/Activities	CCSS/ELD Alignment
<p><b>The Federal Court System</b></p> <ul style="list-style-type: none"> <li>• 12.1.5, 12.4.5, 12.4.6, 12.5.2, 12.5.3, 12.6.4, 12.7.7</li> </ul> <p><b>Civil Liberties: 1st Amendment Freedoms</b></p> <ul style="list-style-type: none"> <li>• 12.1.2, 12.1.6, 12.2.1, 12.2.5, 12.3.1, 12.3.3, 12.5.1, 12.6.4, 12.7.4, 12.8.1, 12.10</li> </ul> <p><b>Civil Liberties: Protecting Individual Rights</b></p>	<ul style="list-style-type: none"> <li>• How are Supreme Court justices selected?</li> <li>• Why do they have unlimited terms?</li> <li>• Is an unelected Supreme Court really democratic?</li> <li>• What is judicial review, and how does it work?</li> <li>• What makes a law or an action unconstitutional, and does that</li> </ul>	<p><b>Activities options:</b></p> <ul style="list-style-type: none"> <li>• Students can examine controversies over the selection and confirmation of Supreme Court justices and federal judges and the nature of an independent judiciary through structured classroom discussions and deliberations.</li> </ul>	<p><b>RH.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RH.7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a</p>

<ul style="list-style-type: none"> <li>• 12.1.6, 12.2.1, 12.2.3, 12.5.1, 12.5.4, 12.10</li> </ul> <p><b>Civil Rights: Equal Justice Under Law</b></p> <ul style="list-style-type: none"> <li>• 12.2.2, 12.2.6, 12.5.1, 12.5.4, 12.6.4, 12.7.5</li> </ul>	<p>determination ever change?</p> <ul style="list-style-type: none"> <li>• Do citizens have rights that the state must respect; if so, what are they?</li> <li>• What is the role of civil dissent and when is it necessary?</li> <li>• How can individual citizens or nongovernmental organizations improve civil society?</li> </ul>	<ul style="list-style-type: none"> <li>• Supreme Court and other federal court decisions may be debated or simulated in the classroom</li> <li>• Examine the evolution of civil rights under the equal protection clause of the 14th Amendment.</li> </ul> <p><b>DBQ Project Binder options:</b></p> <ul style="list-style-type: none"> <li>• Should Schools Be Allowed to Limit Students' Online Speech?</li> <li>• Search and Seizure: Did the Government Go Too Far?</li> <li>• Is the American Jury System Still a Good Idea?</li> </ul>	<p>problem.</p> <p><b>WHST.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELD.P1.A.2:</b> Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.</p> <p><b>ELD.P1.C.9:</b> Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.</p> <p><b>ELD.P1.C.10.b:</b> Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>
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