

North Park High School
School Year 2011-2012
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I. Class Description:

Secondary schools need to teach about the framing and history of the United States Constitution to continue our democracy. Students in government class consider and decide over conflicting American views on the Constitution. Several areas of importance critical to continuing our American experiment arise through in-depth study of the Constitution: origins, the tradition of loyal opposition, and a mechanism of compromise, voter participation, and popular sovereignty. Since our conception there have been vigorous debates as to what the delegates of the Convention meant by creating this Federal legal instrument. Was the Constitution only to support American Liberalism? Or was it to consolidate wealth and power for control over the people? Was it a combination, or neither? When studying the Bill of Rights, pupils see the intellectual debate that nurtured the heritage of the tradition of loyal opposition, the debate between anti-federalist and federalists. By writing down their disagreements about the merits of the proposed Constitution, these framers established a mechanism for conflict resolution. Students learn from this that while we can disagree politically, we do so without violence, and that governments transition without a coup d'état. Further study of the Constitution shows students the process for creating a peaceful democracy.

After the Revolution, it was unclear if America would stay together with such diverse geographical, economic, and cultural differences and interests. However, our Constitution produced a peaceful resolution to religious and political conflicts. Many of the Convention delegates in Philadelphia were from an aristocratic affluent class; others were farmers who had come back from war in debt. Both wanted change. The Constitution would solve the framers' and farmers' conflict and keep us united. The Constitution was able to bring all levels of society under one legal umbrella. Therefore, students learn how our Constitution holds us together over time, even when conflicting issues arise.

America's Constitution and civic life empowers students to see that voting and participation are important. Madison wanted to stop powerful interests or inappropriate factions from controlling government. His vision was to compose a Constitution that would ensure that the majority can never reign over the few, nor that the few reign over the many. Persuaded by Patrick Henry, he protected individuals further by amending the Constitution with the Bill of Rights. Historian Garry Wills quoted Madison's support for liberty with: "Amendments, if pursued with proper moderation...may serve the double purpose of...providing additional safeguards in favor of liberty." Students need to see that individual protections, participation, and voting are pivotal to the foundation of our Constitution. Consequently, if young American sovereigns know that these Constitutional protections exist they might continually participate in American

Democracy. Learning American issues on these topics helps students of diverse economic and social backgrounds face everyday problems with their families, and motivate them to become active participants. America was created for a better world in the hands of the people, for the people, and by the people.

The government that governs best, is a government that has a citizenry that is enlightened, understands natural law, equality, inalienable rights and Aristotle's virtue of participation. American students must know our history, Constitution, political culture, the tradition of loyal opposition, compromise, popular sovereignty, and American exceptionalism to maintain the United States of America. All high school learners need to gain knowledge of the encompassing multifaceted American Constitution and society to ensure and continue the best government that the world has invented in response to old world tyranny.

II. Class Rules:

1. At all times people will respect each other.
2. Tardies are marked when not in your chosen seat and talking, and being disruptive inappropriately at the beginning of class. Participation points are given each day when present and working. Zero when absent. Come prepared to class with pencils, paper, assigned reading, homework, etc.
3. Caught cheating an F grade will be given for that assignment.
4. When class is missed it is the student's responsibility to meet and approach Culbertson or a fellow student to know what was missed and the request for work will be fulfilled.
5. Assigned work must be proficient to receive a grade towards the course. If not working on assignments then the Units for completion of the course can not be awarded.
6. All School rules must be followed at all times.

Discipline cards



These cards is for due process, which is good for students. We could call them warning cards and they work! They are placed directly on the table and students are told of how they work. When behavior is not appropriate we use these cards. Then students meet and talk with me on why. They must tell me why they got one

for the day. Records are kept on these cards.

Card Protocol

1st blue card- meet discuss behavior [if ever a card is not working a seat is changed]

2nd blue card-meet discuss behavior again and what can happen that is worse [if ever a card is not working a seat is changed, and the possible lost priviledge of choice of seat on chart]

3rd blue card- contact home with letter taken by student-meet explain to parents what is happening.

NEXT: Brings back parent signed letter, commented , we then re-start[back to Card 1] Letter does not come back a call home is next. IF student does not bring back the sheet after the call, a 2nd phone call home, or email again will be sent and they are now in defiance of authority and will be moving towards 4-6. get to six and then we are in the

suspensions area. Also detention could be assigned through 4-6, with parents/guardian told when and where. 6th card means another letter home/ request sst/ referral, etc. Any infraction can jump the 1-6 when the Education Codes warrants a stronger consequence, ex. fighting, hazing, gang regalia and gang hand signs, and violent threats.

III. Class Grade policy:

Participation, Classwork, Homework, Research Paper, Quizzes, Exams will all be used in a straight percentage scale. The different categories will not be weighted. Work will be turned in on time, no late work. Exams will be written and a test will be on each unit. Most likely the exams will be take home. Rubrics will be used in grading.

Possible Point Totals for the School Year	Grades	Extra-Credit	Number of Assignments
900-1000	A=90 above %	A can do 30 points	5 X 200=1000 @ or estimate Each semester-60 hr course-could equal these point totals to complete 5 credits.
800-899	B=80 above %	B can do up to 50 EC points	5 X 175=875
700-799	C=70 or above %	At a C can to up to 100 e.c. points	5 X 150=750
600-699	D=60 or above% Grade Scale Weights counted	Can do 150 points, this could be 30 extra assignments	5 X 125=625 Total Points for Assignments may vary between 5-15

A. Summary of what you will be graded on in Portfolio:

1. Participation on current events: Notes, discussions, participation, etc.
2. Mini-lectures: Notes, participation
3. Cartoon Analysis: writ-ups from questions
4. Supreme Court Cases: projects
5. Documentaries: Notes, questions
6. Debates, group-work
7. Research Paper
8. Book Review
9. Final Exam (objective)

Units from book.

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Unit 1: Foundations of American Government, ch. 1-4

Unit 2: The Legislative Branch, ch. 5-7

Unit 3: The Executive Branch, ch. 8-10,

Unit 4: The Judicial Branch, ch. 11-12

Unit 5: Liberty and Justice for All, ch. 13-15

Unit 6: Participating Government, ch. 16-19

Unit 7: Public Policies and Services, ch. 20-22

Unit 8: State and Local Government, ch. 23-24

Unit 9: Political and Economic Systems, ch. 24-26

B. Class schedule:

Due to the time constraints of 90 days of Government/Civics course condensed into 60 days, we will have to be on an intense schedule and stick to a fast timeframe. Do not procrastinate!

C. Research Paper:

6-8 page paper. Must contain a thesis on an approved topic by the instructor within American Government, political philosophy, and Political Theory. Paper will be graded on organizational flow, definitions explained, coherence, examples used, and written understanding of the topics and implications for American government. Please follow the works cited system from the handout or any approved form of scholarly writing citations that you feel comfortable using. Any academic dishonesty, meaning any form plagiarism or the use of ideas that are not your own without citations, will result in a possible F in the course. Please see me if this is confusing.

D. Possible Class Scheduled Activities

Current Events

15-20 mins

After roll call the class will bring in some news by way of written, televised or broadcast media, class discussions, book notes (CNN, C-SPAN, NPR, PBS).

Mini-Lecture

30-40 mins

Since the class will be going through a *minimum* of a chapter a day, then a lecture/discussion format must be used to introduce the content. Students are expected to read chapters and be prepared before the next class.

Video Media

TBA

Documentaries and current political topics.

Political Cartoon

10-15 min.

Class will analyze cartoons for each chapter and writeup personal evaluations of the resources. Also a second cartoon will be used from current events.

Primary Resources

15-20 min.

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Content of actual historical documents will be used when available. Including a Federal Supreme Court Case handout each chapter.

Independent/Group

Study:

45-50 min.

Time will be given to students to work on course content so less time will be used at home. Research paper should be given priority outside of class.

General Wrap-up

5-10 min.

Re-cap content, review, recommendations, answer general questions

Cartoon Analysis

1. What is the date and title if available?
2. List the key objects in the cartoon and describe what each represents
Object
Symbolizes
3. What techniques or devices does the cartoonist use? (ridicule, caricature, satire, puns, etc.)
4. What issue or event does the cartoon deal with?
5. Describe the action taking place.
6. What is the cartoon's message?
7. Who is the intended audience?
8. What is the cartoonist's point of view?
9. Does the cartoon clearly convey the desired message? Why or why not?
10. What groups would agree/disagree with the cartoon's message? Why?

please use a second sheet of lined paper for more room and staple to the back.

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CIVICS PORTFOLIO

PORTFOLIO AREAS:

Each section should have a cover page, a general summary, and rationale for the placement and structure of why the information is in the notebook, a description or abstract in writing informing the reviewer what they are seeing in each section.

I. **The Constitution and the Bill of Rights**

- A. Notes-Seven Things that Hold Americans Together
- B. Annotations-from class notes and minilectures
- C. American Stories and Historical Events-class talks
- D. Choose Evidence [Facebook issue or groups, choices, scholarly journals etc.]

II. **The Courts and the Governmental Process**

- A. Case Law Journal [Basic precedents paraphrased and annotated]
- B. Area of Expertise [What kinds of cases do you enjoy reading about?]
- C. Political Science and Law Dictionary-vocabulary with definitions

III. **Our Government Today: The Legislative and Executive Branches**

- A. Write a local politician on an issue you care deeply about.
- B. Write a local elected official, a Senator or President on an issue you feel needs more attention. [your ideas, philosophy, etc.]
- C. Domestic Policies historical and current, evaluated and study three.
- D. California Government and Political issues, please research three.

IV. **Comparative Governments, with Emphasis on Democracy in the World**

- A. International Relations
- B. Foreign Policies historical and current, evaluate and study three.
- C. Compare three countries on three issues, compare and contrast.

V. **Contemporary Issues in the World Today**

- A. Blog check [choose blogs to see what is being said in this new format]
- B. Newspapers and media.[CNN, PBS, Newshour, CSPAN, Global Voices]

C. Environmental Issues

VI. Day to day Work

A. Place classwork and documents in the notebook. Cornell Notes. Journals. Cartoon Analysis Journal. Current Events. etc.

B. Answer: What goals have you achieved more fully than demonstrated by the papers/projects in your portfolio? Discuss what you have achieved. (For instance, perhaps you have learned more about institutions and civics than your papers demonstrate. Use this question to discuss what you have learned. 1- 4 pages typed)

VII. Research Paper-see syllabus

VIII. Book Review-see handout

IX. Cited Sources-Any information on your own will be cited. Please choose a citation system and stick with it. Examples can be given to you. **Turnitin.com

X. 1-2 page summary opinion [bad and good parts, likes and dislikes] on the portfolio project.

[This is an example you may change the notebook with approval, to make it a digital website, or digitized notebook, etc.]

Goals and Outcomes:

1. Social Science Component

a) To develop and demonstrate an understanding of social science concepts and tools and their application to the analysis of social, cultural, and political systems.

b) To develop and demonstrate an understanding and awareness of globalism, cultural diversity, gender and ethnicity.

2. Historical Component

To develop and demonstrate a sense of chronology, change, and continuity, as well as demonstrate familiarity with historical content for a variety of periods and places. Both American history and an appreciation of global issues should also be attained.

3. Political Science Component

To develop and demonstrate a critical and analytical framework in which to understand how people create and change structures of power, authority and governance; to understand American political systems at the national, state, and local levels and other global political cultures.

4. Geography Component To develop and demonstrate an understanding of geographic concepts and tools, physical and human

landscapes, and the interaction of people, places, and environments.

5. Economics Component

To develop and demonstrate a critical and analytical knowledge of economics and economic systems, in particular how people organize for the production, distribution, and consumption of goods and services

6. Sociological Component

To develop and demonstrate an understanding of the relationship between social groups and social institutions, placing the individual within a social context. To develop and demonstrate knowledge of foundation theories in sociology.

7. Critical/Analytical Skills To develop and demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis.

8. To develop and demonstrate an understanding of the relationship of the past to the present, particularly when addressing controversial issues. Social studies teachers frequently ask their students to analyze current events historically.

citation:<http://www.minotstateu.edu/sse/pdf/portfolio.pdf>

Principles of American Democracy (One Semester)

In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw

on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Please see the State Standards on www.cde.ca.gov/be/st/ss/documents/hssstandards.doc
History-Social Science Content Standards

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

Besides studying government in grade twelve, students will also master fundamental economic ideas, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

California State Standards:

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."
4. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.
5. Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.
6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

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

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

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
3. Discuss the historical role of religion and religious diversity.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

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

1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
2. Explain the process through which the Constitution can be amended.
3. Identify their current representatives in the legislative branch of the national government.
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.
6. Explain the processes of selection and confirmation of Supreme Court justices.

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

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).

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3. Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.
4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Peña*, and *United States v. Virginia (VMI)*.

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

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

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

1. Explain how conflicts between levels of government and branches of government are resolved.
2. Identify the major responsibilities and sources of revenue for state and local governments.
3. Discuss reserved powers and concurrent powers of state governments.
4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.
8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

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

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

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

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

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Memorandum of Understanding

I have read these guidelines and understand that my child must follow these rules in class and on the NORTH PARK High School campus. Also I will help to ensure that I will instruct my child to follow these rules, course description, memorandum of understanding, and that if he/she does not follow the rules they may be subject to *possibly* being dropped from the course.

Parent/Guardian's Signature _____

Print First & Last name _____

Date _____

E-mail _____

Home Phone(_____) _____ - _____

Work Phone(_____) _____ - _____

I have read these guidelines with my parent/guardian and understand that as a student I am responsible for my actions according to this class document on the NORTH PARK HS campus. I shall follow these rules and memorandum of understanding, and that if I do not follow the rules I know that I **may** be subject to *possibly* being dropped from the course.

Student's Signature _____

Print First & Last name _____

Student ID# _____

Date _____

E-mail _____

Any comments or feedback please write below and on the back: