

Unit Learning Targets (I Cans)	Content	State Core	District SLO's
Introduction	Forms of Government Class introduction Participation Procedures	NA	Compare and Contrast
<p><b>Foundations of American Democracy</b></p> <p><b>SFHS I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can identify several philosophies that contributed to the Constitution.</li> <li>I can list and describe multiple events that led to the creation of the Constitution.</li> <li>I can explain how compromise affected the Constitution</li> <li>I can list, describe, and apply the 6 main principles of the Constitution.</li> </ul>	<p><u>Ideas/Philosophy</u></p> <ul style="list-style-type: none"> <li>(Rule of law, Social Contract, Hobbes, Locke, Montesquieu)</li> </ul> <p><u>Founding Documents</u></p> <ul style="list-style-type: none"> <li>(Declaration of Independence, Articles of Confederation,)</li> </ul> <p><u>Structure of Constitution</u></p> <ul style="list-style-type: none"> <li>(Republic, Bicameral Congress, Elastic Clause, Supremacy Clause, Amendment Process)</li> </ul>	<p><b>Strand 1 - Foundational Principles</b></p> <p>a. Standard 1.1 Rule of Law, Social Contract, Compromise, Dec. of Independence, Articles of Confederation, Federalist Papers</p> <p>b. Standard 1.2 Government structure, Constitutional Republic, Federalism, Checks &amp; Balances, Elastic/Supremacy Clause, Popular Sovereignty, Limited Government</p>	<p><u>Analyze an Author's Argument</u> (Declarations of Independence, Federalist Papers)</p> <p><u>Compare and Contrast</u> (Articles of Confederation and U.S. Constitution)</p>
Unit (Big Ideas)	Content	Core	District SLO's

<p><b>Political Participation</b></p> <p><b>SFHS I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can list several ways in which responsible citizens take part in civic life.</li> </ul>	<p><u>Political Ideology &amp; Political Spectrum</u></p> <ul style="list-style-type: none"> <li>Liberals, Conservatives, and Moderates, Political Socialization</li> </ul> <p><u>Political Parties &amp; Interest Groups</u></p> <ul style="list-style-type: none"> <li>Two Party System, Federalist #10, Political Cartoons</li> </ul> <p><u>Elections</u></p> <ul style="list-style-type: none"> <li>Midterms, Local, General Elections (Depending on the year)</li> </ul>	<p>Strand 3 - Distribution of Power</p> <p>a. Standard 3.1 Power distributed to National, State, and local level.</p> <p>b. Standard 3.2 Roles local elected officials fulfill How does local government differ from state and national level</p> <p>c. Standard 3.3 Political affiliations, political parties, interest groups, NGO's, Civic organizations</p> <p>d. Standard 3.4 Election results, data, (polls) campaign strategies</p>	<p><u>Analyze an Author's Argument</u></p> <p>Students will be able to analyze primary and secondary sources by identifying the author's main argument, context, and political ideology</p> <ul style="list-style-type: none"> <li>Federalist #10</li> <li>Political Cartoons</li> </ul> <p><u>Analyze Data</u></p> <p>Students will be able to read, interpret, and determine strengths and limits of a data representation, (graphic) to explain public opinions on policies or political attitudes</p> <ul style="list-style-type: none"> <li>Polls</li> <li>Election graphics</li> </ul>
<p><b>Unit (Big Ideas)</b></p>	<p><b>Content</b></p>	<p><b>Core</b></p>	<p><b>District SLO's</b></p>
<p><b>Interaction and Organization of Branches of Government</b></p>	<p><u>Legislative Branch</u> (6 days)</p> <ul style="list-style-type: none"> <li>Congress and Federal Policy, Representation, Bill to law process</li> </ul>	<p><b>Strand 1 - Foundational Principles</b></p> <p>a. Standard 1.3</p>	<p><b>Cause and Effect</b></p>

<p><b>SFHS I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can describe how the United States Congress makes laws.</li> <li>I can describe ways in which the executive branch carries out laws.</li> <li>I can describe how laws are interpreted by the court system.</li> </ul>	<p><u>Executive Branch</u> (6 days)</p> <ul style="list-style-type: none"> <li>Constitutional power and responsibility, Expansion of power, implementation through the bureaucracy</li> </ul> <p><u>Judicial Branch</u> (3 days)</p> <ul style="list-style-type: none"> <li>Marbury v. Madison and judicial review, Federal court system, Landmark cases</li> </ul>	<p>Organization, functions and processes of government, President’s cabinet, judicial review, law making process, application of current events</p> <p><b>Strand 3 - Distribution of Power</b></p> <p>a. Standard 3.5 Roles of the cabinet and bureaucracy to meet purposes of government</p> <p>b. Standard 3.6 Administration and rule making at the federal level and its impact</p>	<p>Students will use context clues to identify causation and assess the resulting effects.</p> <p>a. Explain how changes in population affect the makeup of Congress</p> <p>b. Explain how the Supreme Court rules affect the laws passed by Congress and by the states.</p> <p><b>Develop an Argument</b></p> <p>Students will be able to develop a clear argumentative thesis in response to a political or constitutional question. Students will include a response to a counter-argument, and link valid evidence to their thesis.</p> <p>a. Analysis of public policy, law, or landmark Supreme Court Cases</p>
<p><b>Unit (Big Ideas)</b></p>	<p><b>Content (What I cover)</b></p>	<p><b>Core</b></p>	<p><b>District SLO’s</b></p>
<p><b>Civil Rights and Liberties</b></p> <p>SFHS I Can Statements:</p> <ul style="list-style-type: none"> <li>I can identify the rights and liberties</li> </ul>	<p><u>Civil Liberties</u></p> <ul style="list-style-type: none"> <li>Definitions, Bill of Rights, Incorporation, Landmark Case application</li> </ul> <p><u>Civil Rights</u></p>	<p>Strand 2 - Civil Rights, Civil Liberties, and Responsibilities</p> <p>a. Standard 2.1 Use current case studies, landmark cases, legislation, to trace how Civil Rights and</p>	<p><b>Analyze an Author’s Argument</b></p> <p>Students will be able to analyze both primary and secondary sources.</p> <p>a. Supreme Court decisions, current events</p>

<p>outlined in the Bill of Rights</p> <ul style="list-style-type: none"> <li>• I can explain the origin and application of judicial review using landmark cases of the Supreme Court.</li> <li>• I can identify several landmark Supreme Court cases and their impact on present day.</li> <li>• I can list several responsibilities and obligations of a citizen.</li> <li>• I can describe methods for respectfully dealing with differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions, 14th Amendment, Brown v. Board of Education, Letter from Birmingham Jail, Current event application</li> </ul>	<p>Liberties are defined in the Bill of Rights and other Amendments</p> <p>b. Standard 2.2 Use Constitution, Bill of Rights, Supreme Court Decisions, Current events, etc.. to take a stand a defend a position and respond to opposition</p> <p>c. Standard 2.3 Understand civic responsibility</p>	<p><b>Compare/Contrast</b></p> <p>Students will compare and contrast primary source material regarding historical events and/or political movements and cite important similarities and differences.</p> <p>a. Use King’s Letter from Birmingham jail to compare historical Civil Rights movement with current movements. (Black Lives Matter, #Me Too etc..)</p> <p><b>Develop an Argument</b></p> <p>Students will be able to develop a clear thesis in response to a political question.</p>
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