

American Government- Agriculture

Pioneer Valley High School (053847)

Submitted: Feb 14, 2019

Decision: Feb 28, 2019

Submission Feedback

APPROVED

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
		Abbreviation	Course Code
Pioneer Valley High School (053847)	Classroom Based	Amer Govt Ag	AG4004

Title:	American Government- Agriculture
Length of course:	Half Year
Subject area:	History / Social Science (A) / Civics / American Government
UC honors designation?	No
Prerequisites:	None (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	12th

Course Description

Course overview:

In this course, students will pursue a deeper understanding of the institutions of American Government in addition to the underlying economic principles that shape policies throughout the agriculture industry. They will complete an in-depth study of the system of government in the world today and analyze the life 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, the economic impacts of the aforementioned, and their relationship to agriculture and agribusiness. Students will also master fundamental economic concepts, 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. This course is designed for advanced study of agriculture business opportunities and economics for college bound students with interest in agriculture. This course will create civic and financial literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship as consumers in the American democracy.

Course content:

Unit 6: State and Local Government

In this unit, students will: Explain how conflicts between levels of government and branches of government are resolved. Identify the four major responsibilities and sources of revenue for state and local governments. Discuss reserved powers and concurrent powers of state government. Discuss the ninth amendment and the tenth amendment and interpretations of the extent of the federal government's powers. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders. Compare the processes of lawmaking at each of the three levels of government.

Unit Assignment(s):

1. Major Assignment: Attend City Council Meeting

Students will be given a list of Santa Maria City Council meeting dates and will need to attend one before the end of the semester. They will write a one page summary of what happened at the meeting and its impact, if any. On the city.

1. Major Assignment: Federal vs. State Laws

Students will create a short documentary on a state law that contradicts a federal law. They will be able to research any law from any state to use in the documentary. Things they will need to include: What is the law? Why was it passed at the state level? Why is it not a law at the Federal level? What are the two opposing views on the law? Who is impacted by the law? What are the positives and negatives to the law?

1. Major Assignment: Public Policy

Students will create a comic book following the creation and implantation of a new public policy. They will chose a policy of their own and show all the steps it takes to being used. These must include: national agenda, formation, adoption, implementation and evaluation.

Unit 5: Judicial Branch, Civil Rights, and Civil Liberties

In this unit, students will: Explain the process of selection, nomination, and confirmation of Supreme Court judges. List the length of term and jurisdiction of lower court and Supreme Court. Identify and give examples of judicial review. Explain the Court's decisions and its effects in each of the following U.S. Supreme Court cases: Marbury v. Madison, McCulloch v. Maryland, Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona. Identify the guarantees included in the First Amendment and the limitations on those guarantees. Describe the rights of the accused in a criminal trial. Describe the right of due process under the Fifth Amendment and fourteenth amendment.

☐ Unit Assignment(s):

1. Major Assignment: Supreme Court Justice Collector Cards

Students will be crating collector cards on the current Supreme Court Justices. Things that will be on card: Name, why chosen, years of service, education, qualifications, and land mark cases they've voted on, who appointed them and pictures.

1. Major Assignment: Supreme Court Case

Students will work in groups of two to three people. They will research and review a nominated court case and prepare an interactive presentation that will effectively persuade other members of the Landmark Supreme Court Case Commission to select their case as the most significant Supreme Court decision in recent times. Voting will take place in closed ballot.

Project Components will include:

- Research Paper - Constitutional issue, key players, opposing viewpoints (both sides of the argument), outcome, and relevance to today's society
 - Visual to guide your presentation and highlight the court case
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Unit 4: The Legislative Branch

In this unit, students will describe the structure of Congress; list qualifications for membership. Contrast the Senate's leadership and the role in the lawmaking process with that of the House of Representatives. Identify kinds of committees and why members serve on them. Explain the organization, leadership, and leadership responsibilities of the House and

Senate. Define and provide examples of expressed, implied and inherent powers of Congress. Explain the purpose of Congress' oversight function and the process of impeachment. Explain how federal legislation is proposed, reviewed, and enacted.

☞ Unit Assignment(s):

1. Major Assignment: Get to know your representatives

Students will research their Senators, representative and districts. Students will research the demographics of the district they live in and how the people in the district tend to vote. This information will be used in a later project as well.

1. Major Assignment: Senate Simulation

Students will be assigned a state to represent, a political party and they will choose an issue to write a bill about, that will benefit their state. Once a bill is chosen, students will present their bill to other "senators" and convince them to vote for their bill to pass. Each political party's senators will then get together and discuss which bills to support and which to drop. Bills that are chosen to move on will be presented to the entire class and discussed by the entire class. The bills will then be voted on to pass or not.

Unit 3: Executive Branch

In this unit, students will: Identify qualifications for office and length of terms for the office the president. Explain how the president and vice president are elected through the Electoral College process. Identify the pros and cons of electing the president and vice president through the Electoral College. Explain and summarize the constitutional roles of the president – chief of state, executive, legislative, diplomatic, judicial, and military.

☞ Unit Assignment(s):

1. Major Assignment: Electoral College

Students will be writing a persuasive essay in which they will argue whether the Electoral College is the best method of electing a President. The essay must include a historical perspective of the Electoral College, pros and cons of the system. And your argument for against the Electoral College. If they support it they must explain why. If they oppose it they must propose an alternative.

1. Major Assignment: Article Review and Reflection

Students will read the article "One Chief Executive, No Experience Required" while taking notes and answering questions. They will then chose a President prior to 1950 and one after 1980, comparing and contrasting their Presidential duties during their tenure.

1. Major Assignment: Mock Electoral College

Using the political parties and candidates from the previous unit students will be holding a mock electoral college for the election. The popular voting numbers will be the outcome from the election in unit 2. Students will be assigned a state to serve as a representative of for the Electoral College. Ratios and states will be determined beforehand so there is as close of an accurate representation possible, i.e. California has 55 votes in the real college, they will have 4 in the class simulation. They will be given time to look up their states issues and needs and compare them to the candidates. Students will then vote as the Electoral College and will look at the differences in the popular versus the electoral votes and who would be elected.

Unit 2: Political Parties, Elections, and Voting

In this unit, students will: Trace the origins and development of the two major political parties in the United States and summarize the role of the political parties in American politics, explain the function and role of political parties and identify the importance of third parties in the political process. Demonstrate specific examples (including political cartoons) on how the media shapes our political beliefs. Include the evaluation of the role of polls, campaign advertising, and the controversies over campaign funding. Identify the qualifications and responsibilities of being a voter and analyze trends and influences in voter turnout. Identify and describe how the following Amendments expanded suffrage in the United States: fifteenth amendment, nineteenth amendment, twenty-fourth amendment, and the twenty- sixth amendment

Unit Assignment(s):

1. Major Assignment: Political Cartoons

Students will be given 5 political cartoons and asked to describe the cartoons in detail. Focusing on the issue and the individuals being portrayed in the cartoon, they will have to explain how the cartoon does or could sway public opinion. Students will then choose from a list of current political issues and develop their own political cartoon on the issue they chose.

1. Major Assignment: Agricultural Lobbyists

Students will research an agricultural lobbyist group and what their focus is. Students will give a presentation to the class showcasing the lobbyist group they chose, its history in government, the major states they come from, campaign tactics and its current focus. Can be done on any group that is involved in the agriculture industry.

1. Major Assignment: Voting Rights History

Students will choose one of the four amendments that changed the history of Americas voting (15th, 19th, 24th and 26th) and create a journal from the view point of someone who lived through the passing of the amendment. The journal will require:

- At least 15 passages from a year before the amendment was passed
- Point of view must be from someone being affected positively by the passing of the amendment
- At least one entry on the major players in the suffrage movement they chose

-What experiences someone fighting for the right to vote would go through

-What tactics were being used to lobby for the right to vote

-Creativity: “newspaper article”, pictures, media from the time

1. Major Assignment: Presidential Mock Election

This assignment will take place throughout the unit.

Students will go the electron process, starting at the primary season and ending with an election. The class will be divided into two groups, with each group creating their own party and party values. They will be provided with 3 school rules (to represent policies) and the parties will develop their stance on each policy. Once their party has developed values they will nominate people to run for president. Each candidate will prepare a speech and the party will vote for their parties’ final presidential candidate. The two parties will then turn to the campaign of the candidate, creating “swag” and recording commercials that would be shown to another undisclosed class to sway voters. The two candidates will participate in a debate that will be shown to voters and spend time on the campaign trail on the school campus. On the final day of the project, the selected voters will cast ballots- declaring a winner of the campaign.

Unit 1: Foundations of American Government

In this unit, students will: Discuss and define the history and purpose of government, analyze ideas and historical documents and events that shaped the US Constitution, and describe structural features of the Constitution. Explain how the US system of government is a federal one, identify the four main purposes of government, explain how various theories explain the origins of government and discuss the similarities and differences between a unitary government and a federal government system. Identify and describe why free enterprise is conducive to the growth and preservation of a democracy, name the ways the US has modified its Free Enterprise system, and contrast free enterprise to other systems. Explain and cite reasons as to why colonists expected representative government, identify the ways in which the American colonies operated in a democratic system and which ways they did not.

Unit Assignment(s):

1. Major Assignment: Creating a Sovereign State

After learning the four major foundations of a sovereign state, students will pair up and create a sovereign state of their own. Working in pairs they will design a country focusing on developing the four foundations: Information they will include:

-A map of their country- highlighting natural resources

-Population Features- level of wealth, languages, education levels and traditions

-Government- choosing attributes of their government

-Military presence

-Developing 3 well known laws and dealing with criminals

-Handling citizen’s needs- education, food, communication, health and transportation.

1. Major Assignment: Global Governments

Students will identify the 6 major government types in the world and create a list of countries that fall into each of the 6 types. Students will then choose two countries from one of the government types comparing and contrast the two countries and their governments, showing that even though they fall into the same categories each country governs differently.

1. Major Assignment: How has Federalism grown?

Students will participate in a class discussion on Federalism in today's society. Students will give their opinions on how Federalism shows itself in today's America. Students will state their opinions while using researched examples as evidence to back up their position.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Magruder's American Government	Magruder	Pearson Education	California Edition/2006	[empty]	Yes

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
Animal Farm	George Orwell	unknown	unknown	[empty]	Yes
The Jungle	Upton Sinclair	unknown	unknown	[empty]	Yes

Primary Documents

Title	Authors	Date	URL
Federalists Papers	[empty]	[empty]	[empty]
Constitution	[empty]	[empty]	[empty]

Title	Authors	Date	URL
Articles of Confederation	[empty]	[empty]	[empty]
Federalist Papers	[empty]	[empty]	[empty]

Additional Information

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