

Ethnic and Social Justice in American Government

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Pioneer Valley High School (053847)

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	ESJ GOV	SS2302

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

Course Description

Course overview:

The curriculum for the course will be completed in a semester. The semester will focus on the fundamentals of American government structures and political systems, using issues of social justice to illustrate the real-world application of theory and concepts.

This course is designed to take an in-depth approach to the study of government, exploring the nature of government, government organization, powers, and functions, as well as economic, political, and social principles and their implementation in the American Government over time. Students will learn various political principles of government theory and structure, as well as differing perspectives that support these structures and theories. This course will also include the United States' government and various administrations' involvement in domestic and foreign affairs.

The goal of this learning is for students to become informed, critical citizens that will participate in the governing process and advocate for their beliefs and ideals. This course focuses on individual rights and responsibilities, participation in American democracy, and the effects and influences of particular movements, court cases, and individuals in enacting change in politics, society, and economics. Special attention will be made to instruct students about the contributions and struggles of marginalized groups in America by shifting the curricular lens to highlight those voices that would connect more to the student body and local community.

This course will have a central role in equitably cultivating the qualities that will enable our youth to mature and participate in our society. The chief benefits of civic learning are a vibrant and informed civic life and democracy and a healthy society. High-quality civic learning also helps teach children the skills they need for the 21st-century workplace, such as critical thinking, problem-solving, communication, collaboration, creativity, initiative, and innovation. In addition, civic learning done right engages students by making what they learn at school more relevant to real life. It promotes academic achievement, as well, and prevents some students from dropping out.

The instruction of this course adheres to the California Department of Education's Social Science Framework for Government instruction, 12th grade Common Core Standards, and the FAIR Act. Along with readings from the textbooks, supplemental readings are required within each unit, along with Socratic seminars and a culminating project that analyzes a specific school or community issue using appropriate disciplinary lenses from civics and economics.

Course content:

Government Unit 1: Power, Authority, and Government

Essential Questions- What questions are asked when establishing power? How are those questions answered? By whom? Whose voice is heard and whose voice is ignored?

Unit One will allow students to explore the foundation of the American government through multiple perspectives. Students will use primary source analysis, Socratic Seminar discussion, and analysis of multiple secondary supplemental materials to gain knowledge about American Political systems and policy. Students will be able to comprehend, analyze, examine, compare, and justify differing perspectives, opinions, conflicting policies, and ideologies regarding the formation of American politics. Students will also be able to apply concepts about American politics to historic and contemporary economic policy, social movements, and political agendas. Students will study the structure of government, Constitutional

law, and rights addressed within the Constitution, political theories, as well as the purpose of government. Students examine the concept of power and how it influences politics and shapes government authority. They will develop an analysis of the relationship between power and authority and how this manifests on many levels. Throughout the unit and beyond students will craft a working definition for the purpose and role of government, to be revised and amended as the course progresses and new content is absorbed.

Themes and Material to be covered by students in Unit 1:

What is the purpose of government? What rights and responsibilities go along with this?

- *Identify the actions and abilities of the government and ways in which it regulates the lives of citizens.*
- *Analyze the social contract between the government and its people in order to maintain democracy.*

What Constitutional rights and responsibilities do citizens possess?

- *Describe characteristics and ideals key to a functioning democracy*

How and why did the Framers distribute power in the Constitution?

- *Examine the fundamental governing principles on which the Constitution is based and how those principles are embodied in the document.*
- *Analyze how the Constitution establishes a limited government in which powers are distributed, then checked, among different levels and branches*

How are your rights defined and protected under the Constitution?

- *Examine the Bill of Rights and Supreme Court decisions to illustrate implementation*
- *Discuss the meaning and significance of each right secured by the Bill of Rights*
- *Debate landmark Supreme Court cases to explore when rights are denied or conflict*
- *Evaluate modern issues involving a conflict of rights to determine constitutionality*

Unit Assignment(s):

Sample Assignments:

1. Students produce a multi-media PowerPoint or Prezi presentation comparing original founding ideals about what America would become according to the Constitution and Bill of Rights to a contemporary political or social movement in the United States. Students will use primary source evidence. Students will also make comparisons to 12th Grade English literature by analyzing and using evidence from George Orwell's 1984 or Animal Farm to discuss themes of power.

2. At the end of the unit students participate in a response group activity, taking on the role of representatives at a constitutional convention that is charged with creating a stable government and an economic system for a fictitious country that has just achieved independence. Groups must work together to establish a new form of government, create a system of organization for that government, and choose an economic system for their newly independent country. Students suggest government and economic systems based on a new country's various priorities. At the end of the activity students will debrief through a class discussion on how might this constitutional convention be similar to what a country would go through in forming a government and economic system today? How might it be different?

3. Federalism case study: school funding. First students read the summary of the Lopez vs the United States court case and attempt to determine whether the action of the case was the right of the federal government or Constitutionally should have been left to the states. In this particular case, the Supreme Court ruled it should have been left to the states and the

federal government overreached its power. This sets the stage looking at the power of states and local governments and the impact thereof. Special attention is paid to the difference this can create between different groups and communities. The first step in this process is a powerpoint on school funding. Students are to take notes on how schools are funded, as well as how this creates difference, particularly in regards to property taxes. To supplement this study students will listen to the This American Life episode “The Problem We All Live With.” Class discussion to follow, culminating in a written summary and reflection. This set of tasks requires students to thoughtfully and meaningfully understand the differences between state and federal powers and how they manifest in the real world.

Government Unit 2: The Three Branches of Government

Essential Questions: Why does the Constitution both grant power and take it away? What is the most powerful branch of government? Why does it take so long for government to act?

In this unit, students will explore the powers, checks, and interactions of the three branches of government. Students will compare, contrast, and evaluate Constitutional intent versus practice in the modern era. They will consider how the powers of each branch have expanded or contracted over time and the implications thereof. To illustrate the powers and actions of each branch, the course will incorporate real examples of executive, legislative, and judicial action at the national, state, and local levels of government to make the material as impactful as possible to address issues and concerns of the student population.

Themes and materials covered:

What makes an effective legislator?

- Analyze the formal and informal qualifications for members of Congress
- Identify the enumerated powers of the legislative branch and the checks provided by the Constitution to that branch on the other branches of government
- Analyze graphs, tables, diagrams, and political cartoons to understand the responsibilities and challenges of being a legislator

What is the formal law-making process and what other factors can influence the procedure?

- Chart and explain the pathway through committees and houses a bill must make in order to become a law
- Identify other factors that influence the lawmaking process such as lobbying and special interest groups
- Chart and explain the formal and informal amendment process to changing or adding to constitutions
- Practice their persuasive speech and debate skills

What are the formal and informal roles of the President?

- Identify the responsibilities and roles of the modern presidency and the ways in which presidential power has increased over time
- Explain the organization and functions of the executive branch
- Evaluate the current president based on performance in various presidential roles

How is the U.S. judicial system organized to ensure justice?

- Identify the organization and jurisdiction of federal, state, and local courts
- Determine the role that judges play in the court system and describe the ways they are appointed
- Explain the structure, function, and process of the Supreme Court
- State and support an opinion on how effective the U.S. judicial system is in ensuring justice for all

How just is the criminal justice system?

- *Identify the constitutional rights of individuals in the criminal justice system*
- *Explain how an individual's due process rights uphold the principles of limited government and judicial review*
- *Examine systems or structures which act as barriers to due process or justice for all members of society*
- *Analyze whether a defendant was afforded due process in the criminal justice system*

Unit Assignment(s):**Sample Assignments:**

1. In an Experiential Exercise, students “walk through” the National Statuary Hall in the U.S. Capitol to interview historical figures about key legislation that influenced democratic government in the United States. To accomplish this, students will pretend to be statues of historical figures who influenced the development of democratic government in the United States. Pairs will take turns role-playing as the statue/interviewer then switch off so each person does both roles. Students will complete a graphic organizer during the activity which they will use afterward to apply what they learned in the activity by composing journal entries on their lives today have been affected by the legislation discussed.

2. Roles of the President. Using their notes on the eight roles of the President, the students use a series of real-life examples of presidential conduct to properly identify the roles in action. Using careful and thoughtful analysis, students must explain in writing which role they believe the action to be and incorporate a quote justifying their identification. Students then consider the other roles/action available to the president and argue if they believe the President choose the correct course of action or if they felt a different approach would have been more prudent.

3. Socratic Seminar on Bostock vs. Clayton County, Georgia. Students will examine the text of Title VII of the Civil Rights Act of 1964 in order to have a Socratic Seminar discussion on whether or not the language in Title VII protects the LGBTQ community from workplace discrimination based on sex. Students will also look at the Justices consenting and dissenting opinions in the pivotal 6-3 decision. At the end of the seminar, the class will post if they agreed or disagreed with the Supreme Court on the class' LMS discussion board.

Government Unit 3: Political Ideology, Behavior & the Role of the Media in American Public Life

Essential Question- How much should the government be involved in the lives of citizens? What should the balance be between political involvement and privacy?

Unit three will allow students to explore differing political ideology as it has applied to many movements and policies involving rights and freedoms over time. Students will use primary source analysis, Socratic Seminar discussion, and analysis of multiple secondary supplemental materials to gain knowledge about the political spectrum and how far people think the government should be involved in their lives. Ideologies such as Totalitarianism, Libertarianism, Tea Party ideology, Black Lives Matter, and Socialism will be examined.

Students will explore the nature of the two-party system and the implications it presents with divided government in our modern democracy. Benefits and hindrances created by minor parties will add to the students' understanding of the American political structure. Students will also scrutinize the current role of the press in American democracy. This understanding will extend to modern elections with a focus on change over time and will consider trends/patterns for future elections. Special attention will be given to voter trends, patterns, and instances of disenfranchisement.

Themes and material covered in this unit:***How do political parties and interest groups influence political decision making?***

- Track modern political ideologies using the political spectrum
- Analyze the platforms of major and minor parties
- Discuss and debate the role of minor parties in our modern democracy
- Evaluate the significance of interest groups in terms of their goals, methods, and influence on government and public policy
- gerrymandering and disenfranchisement

What impact does the media (4th Estate) have on political opinion?

- Analyze the role of the media in shaping public opinion
- Analyze the influence of media coverage, political advertising, and public opinion polls on elections
- Identify and evaluate the effectiveness of propaganda strategies
- To what extent are the press and the media fulfilling a watchdog role?
- Do media outlets provide enough relevant information about government and politics to allow citizens to vote and participate in a well-informed way?
- How has the Internet revolution impacted journalism, and what are its effects on the coverage of public affairs and current issues?

 Unit Assignment(s):

Sample Assignments:

1. Students will analyze campaign posters, commercials, social media posts, beginning with the 2008 election, to identify the persuasive techniques used in them. During the analysis of each poster and commercial students will attempt to answer the following questions: What is this commercial's message? , What type of commercial (positive, negative, or issue-based) is this? What persuasive technique or techniques are used?, What do you think makes this commercial effective or ineffective? After viewing a class discussion will be held. When all are finished they will use the techniques they learned about to write and produce 30-second campaign commercials for their favorite candidate. As each group performs, students will once again apply what they learned by identifying the techniques used and answer the same questions from the ones created by each group.

2. Poll the class, either on the board or have them respond electronically from their phones to make it anonymous via a poll tool such as *polleverywhere*, recording their responses to the following questions:

- How many of you think the president is doing a good job?
- How many of you think Congress is doing a good job?
- Is your governor an effective leader?

Then have students find survey data done by reputable national polling organizations like FiveThirtyEight or Pew Research:

- How do the survey results compare to our classroom poll?
- Do you agree with the survey results? Why or why not?
- Is there anything that stands out that surprises you?

After the discussion students will apply what they have learned by creating and conducting an opinion survey to evaluate the current president's job performance. In an election year, consider having students instead create and conduct an opinion survey on the strength of the presidential candidates for each of the eight presidential roles or write and submit a letter to the editor supporting one or more candidates.

Government Unit 4: Electoral Process & Civic Engagement In American Democracy

Essential Questions: How do you get elected? Why should I vote? Why are elections significant to the average member of society?

In today's society, individuals participate as citizens by voting, jury service, volunteerism, serving as members of advisory bodies, in military service, in community organizations, and by engagement in the electoral and political process. In this unit, students study the role of political parties, the nomination process for presidential candidates, including the primary system, and the role of polls, campaign advertising and financing, the Electoral College, and methods of direct democracy utilized in California and various states.

Students also learn about how citizens participate in the political process through voting, campaigning, lobbying, filing legal challenges, demonstrating, petitioning, picketing, and running for office. As a practical matter, students should know how to register to vote—both online and by mail—what the requirements are for registration; how to request, fill out, and return an absentee ballot; what to expect on election day; how to find a polling place; and where and how to access and understand the voter information pamphlet and other materials to become an informed voter.

Themes and materials covered in this unit:

The Electoral Process

- *What are the requirements for voting?*
- *Who gets elected, and who does not?*
- *What impact do polls, political parties, and PACs have upon elections?*
- *Analyze party identification and voter behavior in the United States*
- *How do I vote on election day?*
- *How can I get involved in a campaign?*
- *Identify ways in which voting rights in the United States have expanded over time. In what ways are these rights still limited or difficult to access for marginalized groups in America?*

Ways for students to be civically engaged

- *Students can also analyze proposed initiatives, controversial issues surrounding campaign financing, voter identification laws, redistricting, and negative campaign ads.*
- *Evaluate message and rhetoric of political debates*
- *Community Service projects with nonprofit organizations*
- *take part in the Secretary of State's Poll Worker program*
- *serve as campaign volunteers during an election.*
- *To learn more about how the election process affects them and their education, students might be encouraged to study a school board race, candidate positions on education, or a local school bond or parcel tax campaign.*

Unit Assignment(s):

Voter Turnout Analysis. Using data from the Census Bureau, students create a bar graph of voter turnout rates for various groups. The breakdown refers to gender, race, region, age, income, etc. Once the graph is created students analyze the data to brainstorm trends, patterns, and hypothesize possible reasons for low voter turnout.

Choosing one target demographic, the students will craft their own “get out the vote” campaign to try and encourage that particular group to engage in the democratic process. Incorporating the major ideals and issues which might be relevant to their target group (i.e. the over 65 bracket would be very interested in Social Security), students must generate a

meaningful and thoughtful appeal to a voting group, demonstrating their thorough understanding of the powerful role each citizen plays in a democracy. Students have choice in the final product, as it must appeal to their demographic. Utilizing SnapChat versus the newspaper would target two very different audiences.

This task requires students to synthesize information learned over the unit such as voting trends, party platforms, propaganda strategies, and reasons why many voters are disaffected.

Government Unit 5: Rights and Responsibilities of Citizens

Essential Questions- When in American history have minority voices been mitigated? How can the government protect the voice of the minority from the opinions of the majority? What acts of civil disobedience produced positive effects? What methods have successfully brought about lasting political change?

Unit Five will allow students to examine the background, motives, and evolution of various civil rights movements in American history and make comparisons to contemporary American issues involving civil rights. Students will engage in analysis of historical documents and critiques of current events involving civil rights. Issues of race will be explored through the lenses of Supreme Court case influence, multi-media portrayal, and policy regarding equality for all citizens. Influential individuals will be studied in depth. Students will also distinguish between the motives of different government administrations in the treatment of civil rights issues.

Themes and materials that may be covered:

How are your rights defined and protected under the Constitution?

- *Examine the rights and responsibilities of citizenship*
- *Examine the Bill of Rights and Supreme Court decisions to illustrate implementation*
- *Discuss the meaning and significance of each right secured by the Bill of Rights*
- *Debate landmark Supreme Court cases to explore when rights are denied or conflict*

Evaluate modern issues involving a conflict of rights to determine constitutionality:

Racial and Ethnic Minority Rights- *students focus on the history of the African American civil rights movement and other social justice movements in the thirty-five years after World War II and on the broader social and political transformations that they inspired. One emphasis in this unit is on the application of the Constitution and the Bill of Rights in modern times in such a way that African American efforts to make the Fourteenth and Fifteenth Amendments a reality for themselves and others minority groups. A review of earlier content helps students grasp the enormous barriers ethnic and racial minorities have to overcome in their struggle for their rights as citizens.*

- *The Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Elementary and Secondary Education Act of 1965 indicated the federal government's commitment to provide for the rights of full citizenship to people of all races, ethnicities, religious groups, and sexes.*
- *police violence, prison industrial complex, Black Lives Matter movement*
- *affirmative action*
- *considerations of racial or gender restrictions on the right to marry*
- *inequality and inequity in education*

- *continued effects of segregation and Jim Crow laws across American society today*

Women's Rights- *Students will explore the political and social progress of women's rights movements over time, as well as contemporary issues regarding women's rights within the American government and economy.*

- *What motivations might the government and the economic market have in limiting the opportunities of a specific group?*
- *Glass ceiling*
- *How have women's rights and roles changed historically?*
- *What steps can be taken toward equality?*
- *social movements to outlaw or restrict abortion*
- *Title IX of the 1972 Educational Amendments, which mandated equal funding for women and men in educational institutions.*
- *#metoo movement*

LBGTQ Rights- *Twentieth-century persecution of sexual and gender minorities and the related growth of the LGBT civil rights movement*

- *The medicalization of homosexuality and gender diversity as pathological and the subsequent struggle against this perspective*
- *Systematic attempts to eliminate gay men and lesbians from the military and the establishment of a regime of dishonorable discharge that denied many veterans their rights to benefits*
- *The Lavender Scare targeting gay men and lesbians, which developed in conjunction with the postwar Red Scare and exceeded its impact in both time and scope*
- *Homophile, gay liberation, and contemporary LGBT movements as part of the story of civil rights activism in the United States*
- *Anti-gay activism as part of the rise of the New Right*
- *AIDS as a medical, political, and social issue in U.S. history*
- *Court cases about same-sex sexuality and gender diversity demonstrating changes in policies and public opinion over time*

Unit Assignment(s):

Sample Assignments:

1. Have students apply what they have learned about the criminal justice system by writing a letter to the editor of a local newspaper taking a position on this question: *From doing the crime to doing time: How just is our criminal justice system?*

The letter must contain:

- the name and address of the newspaper.
- a clear position statement.
- at least three arguments that incorporate examples, court cases, quotations, or statistics from the reading.
- references to two constitutional articles or amendments.
- a strong conclusion that reiterates your position statement.

2. Through a structured group project, students will create, write, and produce a Newscast video outlining a specific civil rights issue such as police brutality, education, job equality, social norms, and political activism. Students will focus on one state, city, or region to explore the role of propaganda and media pertaining to the issue they have chosen. Students will include a biography "interview" of an influential individual within that movement.

3. A research-based project analyzing a specific movement or topic regarding current inequality for women, recent political advancement for women, or a new law or court decision regarding women specifically in the United States. Literary Criticism will be used to analyze a primary source document using a Feminist perspective.

4. Bill of Rights Skits- Students will be in groups of 5 or 6 and will create short skits that would convey the rights garnered or denied by the amendments in the Bill of Rights. Students in other groups would have to decide which amendment the performing group was doing when they finish the skit. At the end of all the performances and review of notes for each amendment, a quiz would be taken that has 20 real-world examples where students would have to recognize which amendment was being used in the example and decide if the situation is constitutional or unconstitutional.

Government Unit 6: Federalism

Essential Questions- Why are powers divided among different levels of government? What level of government is the most important to me—local, state, tribal, or federal? What level of government is the most powerful—local, state, tribal, or federal?

Students will compare government involvement and structure at the Federal, State, and Local levels, and the concept of State autonomy. Students will analyze State and Federal law and their effects on local economies and populations. In this unit, students analyze the principles of federalism. They will identify key provisions of the U.S. Constitution that established the federal system including enumerated powers, Article I restrictions on states' powers, and the Ninth and Tenth Amendments. Students should understand that local governments are established by the states, and tribal governments are recognized by constitutional provisions and federal law.

Students will also identify typical responsibilities of state government, including education, infrastructure such as roads and bridges, criminal and civil law, and regulation of business. The state also oversees and regulates local governments and the services provided such as fire and police protection, sanitation, local public schools, public transportation, housing, and zoning and land use. Lastly, students will grapple with what happens when there is overlapping jurisdiction? Matters such as education, health care, transportation, and housing often have multiple government agencies regulating and funding them.

Themes and materials that may be covered:

How is public policy made at these various levels?

- *How do regulatory departments and agencies function?*
- *How do state and local regulatory agencies differ from those at the federal level?*
- *What happens when there are overlapping or contradictory jurisdictions and enforcement of laws?*

Temperance vs. Prohibition: Should certain social behaviors be mandated by the government?

- *What are the most universal and influential values that govern social behavior?*
- *How are American values different from other cultures?*
- *Students evaluate different evidence and perspectives regarding minority views and contributions to American values and the policies that support or deny these values.*
- *Analyze government influence on social behavior through law and policy, historically and in contemporary instances (Ex: vaping, e-cigarettes, driving ages, medicinal marijuana use, gun ownership, etc.) Various administrations' platforms regarding social behaviors will be examined and compared. The influence of media and government administration in the enacting of and reaction to policy by the public will also be emphasized.*

Unit Assignment(s):

Sample Assignments:

1. Students will plan, construct, and describe a 3-Dimensional creation that serves as a metaphor for an American value that is promoted through government policy. Students will use persuasive reasoning by taking a positive or negative approach in presenting the American value to the class. To demonstrate depth of knowledge on this American value, students will also write an analysis of the value in a 5 paragraph essay. This essay will show how the value is infused throughout modern American culture, law, and recent social or political movements.
2. Students will watch local news coverage video on the Supreme Court's decision in *McGirt v. Oklahoma* (2020). After ruling that about half of the land in Oklahoma is within a Native American reservation, students will have to work together and decide should past convictions be overturned or be upheld. A number of criminal defendants who have been convicted in the past will now have grounds to challenge their convictions, arguing that the state never had jurisdiction to try them. Students will conduct a philosophical wall collaborative debate to deliberate through the issue and explore the magnitude of this case for Native American rights.

Government Unit 7: The United States and the World

Essential Questions: How should the United States conduct foreign policy? How effectively do international organizations respond to global issues?

Students will conclude the first half of the course by looking at how American Democracy affects the World. This unit begins with a review of the major political and economic systems encountered by students during their previous years' studies: feudalism, mercantilism, socialism, fascism, communism, capitalism, monarchy, and parliamentary and constitutional liberal democracies in order to understand the historical context for both democratic and autocratic systems. Students can study the philosophies of these systems and the ways in which they influence economic policies, social welfare policies, and human rights practices through contemporary issues from the perspective of marginalized groups.

Finally, students should understand the range of actors beyond the nation-state that influence today's world including nongovernmental organizations, multinational corporations, and international and regional alliances, economic bodies, and associations. Contemporary problems such as the environment, economics, immigration, and terrorism crossing state borders demand a different kind of national and international community than the world of the twentieth century. Teachers may conduct case studies in which students deliberate on issues that might impact America's vision of civil society via foreign relations through topics such as globalization, international and internal migrations, environmental change, or technological innovation.

Possible Case Studies to Explore:

Wealth Distribution & Globalization

Essential Question- *How should wealth be distributed in society? What are the consequences of uneven wealth distribution? What is the connection between wealth and social class in Western cultures?*

This case study will allow students to research and apply ideas about wealth distribution and economic policy within American government and society. Students will discuss taxation and the involvement of government in individual economic decision. Students will analyze the role of labor and unions historically in American economics. The ideology of Egalitarianism will be explored. Students will examine the influence of United States policy on unemployment, poverty,

and the middle class. Students will use evidence to argue their opinion about government involvement in matters regarding economic wealth distribution and labor and how it has positively or negatively impacted the economic opportunities for ethnic and racial minorities in the United States.

Environmentalism/Pandemics

Essential Question- *To what extent should the government be tasked with preserving natural resources and environments? How can naturalist philosophies be used to influence individuals, nations, and global society? Should the U.S be involved in multi-national climate agreements like the Paris Climate Accords? To what extent should the government be involved in preventing and containing pandemics?*

This case study allows students to see the influence and effects of historical environmental movements, as well as effects of industrialization on the environment. Students will be able to make connections between environmental movements and economic consequences. Students will evaluate the significance of labels of environmentalist, conservationist, greenie, tree hugger, etc. Environmental policy of the United States will be compared to that of foreign countries. The concept of global warming will be explored and students will examine legislation that seeks to counter-balance this phenomenon. Students will examine the roles of international organizations (NAFTA, UN, etc.) and domestic organizations (Sierra Club, PETA, etc.) on policy regarding environmentalism. A focus will also be on contemporary issues like the EPA and regulations, Green New Deal, Paris Climate Agreement, and the shift to move to renewable sources of energy. Pandemic response and preparation would also be an issue to tie in as more and more humans come in contact with wild animals as habitats are destroyed to make room for human encroachment. Should the U.S. be a member of W.H.O. and should the government create a Pandemic response team?

Anti-War/Counter-Terrorism

Essential Question- *What political and economic issues divide a nation and why? How is social consciousness raised when opposition to policy is seen? What is the responsibility of the government to address opposition? How do individual countries combat terrorist organizations that do not recognize international norms or boundaries?*

This case study will allow students to examine anti-war protests and movements through a lens of social awareness. Ideologies of Communism, Militarism, and Imperialism will be explored. Historical and contemporary reactions of citizens to various wars, conflicts, or foreign involvements will be explored. The funding and involvement of military branches in domestic and foreign conflicts will be discussed and evaluated. Lastly, students will explore the effectiveness of America's war on terror and debate the challenges to combat non-state terrorist organizations and adhere to international humanitarian law? Themes of propaganda, censorship, and civil liberties will be apparent throughout reading materials and classroom discussion. The roles, powers, and limitations of the Executive branch will be discussed. Students will be able to evaluate legitimacy of government for the United States, as well as foreign nations. human rights violations

Human Rights/Immigration

Essential Question- *What are fundamental human rights that are widely recognized throughout the world community?*

Through this case study, students can examine international efforts to protect human rights (e.g., the Universal Declaration of Human Rights, jurisdiction of the World Court and International Criminal Court) and current relevant issues such as protection of civilian populations during wartime, oppression of minority groups, and forced removal or genocide. Students can read and analyze the 1948 Universal Declaration of Human Rights and compare it to the 1776 Bill of Rights, noting similarities and differences for additional discussion (e.g., group rights versus individual rights). After analyzing these rights students will evaluate if these rights are being honored or violated by looking at issues around the use of torture and how the U.S. enforces its immigration and immigration policies.

Unit Assignment(s):

Sample Assignments:

1. After reading the "Power, Politics, and You" section, students will look at the pros and cons of globalization. They will share their opinions by creating a human spectrum in the room ranging from "Strongly Agree" to "Strongly Disagree." Read each of the following statements aloud then have volunteers arrange themselves along the spectrum according to their personal beliefs. Then hold a brief discussion in which each student (or choose a few if time is limited) defends his or her placement. Repeat the process with new volunteers for each statement.
 - Globalization is turning the world into a consumer colony of the United States.
 - Globalization will give us new ways not only to appreciate other cultures but also to look at our own culture with fresh wonder and surprise.
 - Globalization is an unstoppable force.

 2. Students can do an interactive one-pager on the following prompt: Should the U.S. government ban Tik Tok? Due to the fact it is a Chinese company whose authoritarian government could demand access to the personal data and facial recognition it has collected from users is Tik Tok a national security risk? Hold a class discussion sharing their group's response to the prompt?

 3. Students will plan, organize and produce a political campaign that will include the creation of a campaign slogan, speech, and bumper sticker which embodies the message of a contemporary social or political movement or political platform regarding wealth distribution in America. (Ex: Medicare for all, trickle-down economics, wealth taxes, abolishing payroll taxes or inheritance tax)

 4. Students can adopt an environmental cause, researching its origins, goals, and recent current events, and contribute to the cause through volunteerism, documenting their experience; or students can research and defend the deregulation of a specific environmental dispute or issue, using evidence-based inquiry and debate.

 5. Students can conduct a philosophical wall on: Should torture be used on people or is it a violation of human rights? Students need to grapple with and decide if there are any instances where they would consent to the use of torture or do they agree it should be completely abolished.
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Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Government Alive! Power, Politics, and You	Brent Goff(senior writer), Melissa Biegert, David Fasulo, and Linda Scher (Contributing Writers)	The Teacher's Curriculum Institute	2009	[empty]	Yes

Title	Author	Publisher	Edition	Website	Primary
Magruder's American Government	William A. McClenaghan	Prentice Hall	2006	https://www.savvas.com/index.cfm?locator=PS2y61	Yes

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
Civics	Sandra Day O'Connor	iCivics	https://www.icivics.org/
Stanford History Education Group	Joel Breakstone, Darby Kerr, Mark Smith, Sam Wineburg	Stanford University	https://sheg.stanford.edu/
USA.gov	Eric Brewer & U.S. General Services Administration's Technology Transformation Service	United States Government	https://www.usa.gov/
Voter's Edge California	League of Women Voters	League of Women Voters & Maplight	https://votersedge.org/en/ca
UCLA History-Geography Project	Daniel Diaz, Cindy Mata	UCLA and other UC History Project Sites	https://centerx.gseis.ucla.edu/history-geography/

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