



Course Description:

This required 12th grade college preparatory class addresses state and national academic standards for American Government/Civics coursework. Topics featured will include: founding philosophies and documents with emphasis on the U.S. Constitution; separation of powers; federalism; civil rights and liberties; civic responsibility; and the American political process highlighting the role of media in today's globally interdependent community. Students will explore how the U.S. Constitution provides a flexible framework for a dynamic democratic form of government. Students will explore and experience how an informed American citizenry exercises civil rights and liberties to participate in the political process thereby securing the blessings of liberty we have enjoyed for nearly two-and-a-half centuries.

Learning Outcomes:

At the completion of American Government, the student will be able to:

- Identify and explain the major individuals and turning points in American History.
- Discuss and evaluate various philosophies that contributed to our nation's founding assemblies, agreements and documents.
- Explore the need for government and survey its various forms by comparing the U.S. with other national governments.
- Compare federal, confederate, and unitary forms of government.
- Trace the emerging expansion of popular sovereignty to our present liberal constitutional government.
- Investigate the arguments set forth by our nation's founders in the Federalist Papers and in the Ratification Debate, and pinpoint evidence of these ideals as expressed in the U.S. Constitution.
- Read the Constitution and explore the powers and parameters established therein for the three branches of our federal government.
- Examine the process of amending our Constitution.
- Become familiar with the classic struggle for power between state and federal government.
- Explore the implications of various landmark cases addressing the issue of state versus federal authority.
- Compare various powers, shared, exclusive and concurrent, of state and federal governments.
- Distinguish between local versus federal jurisdiction of various court cases.
- Consider examples of direct democracy in state and local government.
- Evaluate how different government structures influence human rights and social welfare policies.
- Carefully examine our Bill of Rights and consider measures necessary to secure these rights.
- Explore the topic of minority versus majority rights as evidenced in various court cases and civil rights measures.
- Explain how interpretations of various civil rights issues have changed across different periods of our nation's history.

- Understand the obligation and various forms of civic responsibility.
- Note the relationship between civil rights and responsibilities.
- Analyze the origin, development and role of political parties, considering the distinction between single-party and multi-party systems.
- Analyze trends in voter turnout and the impact of polls, advertising and campaign funding on the electorate.
- Recognize the dynamic process through which public opinion is shaped.
- Consider the various forms of media expression and how these impact public opinion and national policy.
- Discuss the meaning and importance of a free and responsible press.
- Describe circumstances that make societies vulnerable to authoritarian overthrow and the means by which such leaders maintain their power.
- Discuss America 's history of isolationist versus interventionist policy toward other nations.
- Review and apply principles explored throughout course in preparation for final assessment of course learning.

Content Standards:

American Government is written to the content standards adopted by the [California State Board of Education](#) and the [National Council for the Social Studies](#).

Required Text:

Publisher: Pearson Prentice Hall
 Title: Magruder's American Government
 Author(s): McClenaghan
 Year published: 2004
 Student edition text: ISBN 0131816764

Prerequisites:

World History and US History

Course Methodology:

- This is an inquiry-based course. Students will generate knowledge through online readings, synchronous chats, and asynchronous discussions with students and their instructor, interactions with online tutorials, online and hands-on simulations, and virtual classroom chats.
- A semester project developed by each student will be used to demonstrate knowledge and understanding of the material in the course.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through e-mail.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

Unit	Assignments / Activities
1	<p>Text – selections from:</p> <ul style="list-style-type: none"> • Chapter 1 – Principles of Government • Chapter 2 – Origins of American Government • Chapter 22 – Comparative Political Systems • Federalist Papers <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Free trade and human rights • Declaration of Independence <p>Activities:</p> <ul style="list-style-type: none"> • Forms of government • Development of popular sovereignty • Declaration of Independence • Federalist Papers <p>Begin Project</p> <p>Quiz</p>
2	<p>Text – selections from:</p> <ul style="list-style-type: none"> • Chapter 2 - Origins of American Government • Chapter 3 – The Constitution • Chapter 5 – Political Parties • Chapter 9 – Interest Groups • Chapter 11 – Powers of Congress • Chapter 12 – Congress in Action • Chapter 14 – The Presidency in Action • Chapter 18 – The Federal Court System <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Proposed amendments • Tocqueville – Perils and Promise <p>Activities:</p> <ul style="list-style-type: none"> • Amendment process • Article I • Powers of Congress • The Legislative Branch

	<p>Continue Project</p> <p>Quiz</p>
3	<p>Text – selections from:</p> <ul style="list-style-type: none"> • Chapter 9 – Interest Groups • Chapter 11 – Powers of Congress • Chapter 14 – The Presidency in Action • Chapter 18 – The Federal Court System • Chapter 19 – Civil Liberties: First Amendment Freedoms <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Interest groups • Executive orders <p>Activities:</p> <ul style="list-style-type: none"> • Presidential Profiles • Presidential Roles • Executive Power • The Supreme Court <p>Continue Project</p> <p>Quiz</p>
4	<p>Text – selections from:</p> <ul style="list-style-type: none"> • Chapter 2 – Origins of American Government • Chapter 3 – The Constitution • Chapter 4 - Federalism • Chapter 19 – Civil Liberties: Protecting Individual Rights <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Free press • Interstate relations <p>Activities:</p> <ul style="list-style-type: none"> • Ratification of the Constitution • Taxation • Federalism and States’ Rights • Direct democracy <p>Continue Project</p> <p>Midterm – Covers Units 1-4</p>

5

Lecture

Text – selections from:

- Chapter 2 – Origins of American Government
- Chapter 19 – Civil Liberties: Protecting Individual Rights
- Chapter 21 – Civil Rights: Equal Justice Under the Law
- Chapter 23 – Comparative Economic Systems

Discussion Topics:

- Religious tolerance
- Flag burning and free speech

Activities:

- Civil disobedience
- Naturalization
- Bill of Rights, Plessy v. Ferguson and Brown v. Board of Education
- Comparative economic systems

Continue Project

Quiz

6

Lecture

Text – selections from:

- Chapter 5 – Political Parties
- Chapter 6 – Voters and Voter Behavior
- Chapter 7 – The Electoral Process
- Chapter 8 – Mass Media and Public Opinion
- Chapter 13 – The Presidency

Discussion Topics:

- Minorities and the Presidency
- Editorials

Activities:

- Voter turnout
- Online voting
- Campaign finance reform
- Electoral College

Continue Project

Quiz

7	<p>Lecture</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Preserving freedom • Propaganda <p>Activities:</p> <ul style="list-style-type: none"> • Absence of freedom and despotic leaders • Writing a legal opinion • Presidential campaigns and TV commercials • Journalistic ethics <p>Continue Project</p>
8	<p>Discussion Topics:</p> <ul style="list-style-type: none"> • The Little Rock Nine • Embedded reporters during war time <p>Activities:</p> <ul style="list-style-type: none"> • The election system • Governmental control • Supremacy Clause and the 10th Amendment <p>Submit Project</p> <p>Final Exam – Covers Units 1-8</p>

Assessment:

Type of Assessment	Points
Assignments	5 points each
Discussion Forums	5 points each
Quizzes	10 points each
Exploration Project	45 points
Midterm Exam (Unit 4)	55 points
Final Exam (Unit 8)	65 points

Grading Scale:

Letter Grade	Percentage Earned
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%

F	59% and lower
---	---------------

Student's Role and Responsibilities in this Course

Expectations:

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication:

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via email and electronic discussion boards. Therefore, students should plan on checking email at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

Technical Support is offered through Spectrum Pacific Learning Company (SPLC). Should a student need any technical assistance, he/she is to email the Help Desk as soon as possible at helpdesk@myonlinellogin.com or call 1-877-533-4733. SPLC will help resolve technical problems and walk through the solution with students. If a problem persists for more than 48 hours, the student must also notify the teacher and NUVHS.

Time Required For This Course:

To complete this course in eight weeks, students should plan to allocate at least 12-15 hours a week on assigned readings, assignments, discussions (asynchronous and synchronous), quizzes, and exams. It is highly recommended that students organize themselves around the course schedule.

NUVHS wishes every student great success in their online class. Please contact us at 1.866.366.8847 if any questions arise.

NUVHS Expected Schoolwide Learning Results (ESLRs):

It is anticipated that NUVHS students will be:

Engaged Learners

1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance

their overall academic potential

3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

1. Effectively analyze and articulate sound opinions on a variety of complex concepts
2. Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

Global Citizens

1. Appreciate the value of diversity
 2. Understand the range of local and international issues facing today's global community
 3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century
-