

## COURSE OUTLINE COLLEGE PREP US GOVERNMENT

### Course Description:

American Government is a one semester, state-required course in which students apply the knowledge gained in previous years of study to pursue a deeper understanding of our system of government.

### Course Content:

The course is divided into six units:

1. Watergate
2. The Founding Documents
3. The Legislative Branch
4. The Executive Branch
5. The Judicial Branch
6. State and Local Government

### What's to be Graded:

- |                            |                            |
|----------------------------|----------------------------|
| • Four Unit Exams          | 200 points (approximately) |
| • Various Quizzes          | 100 points (approximately) |
| • Homework Assignments     | 100 points (approximately) |
| • Projects & Presentations | 300 points (approximately) |
| • Class Participation      | 100 points (approximately) |
| • Semester Final Exam      | 200 points                 |

**1000 Points Approximately**

### Grading Policy

- 90% - 100% = A  
80% - 89% = B  
70% - 79% = C  
59% - 70% = D

### ESLR's Addressed by Curriculum:

- Civic Responsibility
- Technological Proficiency
- Post Secondary Preparation
- Critical Thinking

### **Critical Standards Addressed by Curriculum:**

- 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.
- 12.2 Student's 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.
- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- 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.

### **Textbook:**

United States Government – Democracy in Action; Glencoe; 2006.

### **Special Features of this Course:**

1. Critical Issues Assignment: You will read and be tested on several current event articles appearing in the Los Angeles Times and/or Time Magazine.
2. Technological Proficiency Assignment: Using your word processing and desktop publication skills, you will create a bill (a proposed law for the state of California).
3. Cooperative Learning Assignment: You will serve as a high school, social science department, faculty member called upon to work with other members of your "department in order to create a lesson plan for a slide show presentation of a topic related to government.
4. Problem Solving Assignment: You will write a letter to a government official offering your advice on how best to solve a particular problem.
5. Written Communication Assignment: You will write one or more in-class essays.
6. Oral Communication assignment: You will serve as either an attorney or a witness for a in-class mock trial competition.
7. Speak with experts in the field of government via speakerphone and guest lecture.
8. Watch various in-class films/videos: (Mr. Smith Goes to Washington; Ruby Bridges; Guns; Dave; Gideon's Trumpet)
9. Extra Credit Assignment:
  - Visit the US 9<sup>th</sup> Circuit Federal Court House in Pasadena
  - Serve as a member of the SMHS Mock Trial team
  - Become a member of the YMCA Youth in Government Program
10. Semester ending, cumulative, final exam.

6/15/09

# ANNUAL PORTFOLIO CHECKLIST

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

Assignment / Score **Current Events** \_\_\_\_\_

**Technological Proficiency** \_\_\_\_\_

**Cooperative Learning** \_\_\_\_\_

**Problem Solving** \_\_\_\_\_

**Written Communication** \_\_\_\_\_

**Oral Communication** \_\_\_\_\_

**Additional Work** \_\_\_\_\_

**Extra Credit** Y N

**Self Evaluation** Y N

\* \* \* \* \*

I, \_\_\_\_\_, understand that I must submit my completed social science portfolio to date to my next social science teacher when requested. Failure to submit a completed portfolio from previous class will result in a 2% grade deduction in the current social science class.

I, \_\_\_\_\_, certify that all the work in this portfolio was completed in accordance with the Academic Ethics Policy of San Marino High School.

\_\_\_\_\_ Student Signature / Date

\_\_\_\_\_ Parent Signature / Date

## **SELF EVALUATION ASSIGNMENT**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government (Period \_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **N/A**

Assignment Description **ANSWER THE FOLLOWING**

**1. In analyzing my work this year, I think that my greatest strengths are (be sure to include specific reasons for your decision).**

**2. To prepare for my future, the areas in which I need to make the greatest growth are (be sure to include specifics)**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Parent Signature**

\_\_\_\_\_  
**Date**

# **CURRENT EVENTS ASSIGNMENT #1**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Civic Responsibility**

Assignment Description: **Read and be tested on articles appearing in one or more major newspaper and/or magazine publications (i.e., Los Angeles Times, Wall Street Journal, Time Magazine, The Atlantic Monthly, etc).**

My CEA-1A Score: \_\_\_\_\_ **(see rubric below)**

- 4 = Student demonstrates exemplary knowledge of current events related to the US Government.
- 3 = Student demonstrates strong knowledge of current events related to the US Government.
- 2 = Student demonstrates adequate knowledge of current events related to the US Government.
- 1 = Student demonstrates less than adequate knowledge of current events related to the US Government.

My CEA-1B Score: \_\_\_\_\_ **(see rubric below)**

- 50-45 = A Excellent.
- 44-40 = B. Above Average
- 39-35 = C. Average
- 34-40 = D. Below Average

# **TECHNOLOGICAL PROFICIENCY ASSIGNMENT #1**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Technological Proficiency**

Assignment Description: **Create a bill (a proposed law) for a mock California State Legislature**

**For a copy of my bill, see attached.**

**The creation of this bill required me to:**

- **Create, save, and name a document**
- **Use the ruler**
- **Type, edit, and format text and paragraphs**
- **Bold type, center, underline**
- **Set margins**
- **Print**

My TPA-1A Score: \_\_\_\_\_ **(see rubric below)**

4 = Mastery of the word processing skill  
3 = Proficient in the word processing skill  
2 = Some Word Processing skill  
1 = No Word Processing skill

My TPA-1B Score: \_\_\_\_\_ **(see rubric below)**

100-90 = A Excellent.  
89-80 = B. Above Average  
79-70 = C. Average  
69-60 = D. Below Average

## **TECHNOLOGICAL PROFICIENCY ASSIGNMENT #2**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Technological Proficiency**

Assignment Description: **Find out if you're a conservative or a liberal by going online to [typology.people-press.org/typology](http://typology.people-press.org/typology) and completing the survey found there.**

**When done, print out and attach your results to the back of this page.**

My CIA-2A Score: \_\_\_\_\_ **(see rubric below)**

- 4 = Student demonstrates exemplary written communication skills.
- 3 = Student demonstrates strong written communication skills.
- 2 = Student demonstrates adequate written communication skills
- 1 = Student demonstrates less than adequate written communication skills

My CIA-2B Score: \_\_\_\_\_ **(see rubric below)**

- 20-19 = A Excellent.
- 18-17 = B. Above Average
- 16-15 = C. Average
- 15-13 = D. Below Average

## **COOPERATIVE LEARNING ASSIGNMENT #1**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP US Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Cooperative Learning**

Assignment Description **Serve as a high school, social science department, faculty member called upon to work in groups of four or more to create a lesson plan for a slideshow presentation on a topic related to US Government**

**Slideshow presentation must include text and graphics and be designed to last no more than two periods (100 minutes).**

**Slideshow presentation must also include three handouts and a post-presentation multiple-choice (ten question) test.**

**Lesson plan, slideshow, handouts, and post-presentation, multiple-choice test to be completed according to sample provided.**

**For a copy of my lesson plan, slideshow, handouts, and post-presentation, multiple-choice test, see attached.**

My CLA-1A Score: \_\_\_\_\_ **(see rubric below)**

4 = Student demonstrates exemplary cooperation:

3 = Student demonstrates strong cooperation

2 = Student demonstrates adequate cooperation

1 = Student less than adequate cooperation.

My CLA-1B Score: \_\_\_\_\_ **(see rubric below)**

50-45 = A Excellent.

44-40 = B. Above Average

39-35 = C. Average

34-40 = D. Below Average

# **PROBLEM SOLVING ASSIGNMENT #1**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Critical Thinking**

Assignment Description: **Identify some local, state, or federal issue. Then come up with an idea as to how to solve that problem. Then write a no more than one page letter to a government official in which you offer up your solution to the problem.**

**For a copy of my letter, see attached.**

My PSA-1A Score: \_\_\_\_\_ **(see rubric below)**

4 = The student demonstrates exemplary problem solving skills:

- Correctly identifies all important aspects of the issue, problem, or event.
- Accurately interprets relevant evidence, statistics, graphs, or questions.
- When applicable, identifies and thoughtfully analyzes all major arguments pro and con or alternative points of view.
- Draws warranted conclusions and explains assumptions and reasons

3 = The student demonstrates strong problem solving skills

- Correctly identifies all important aspects of the issue, problem, or event
- Draws warranted conclusions and explains assumptions and reasons
- Accurately interprets at least some of the relevant evidence, statistics, graphs, or questions
- Thoughtfully analyzes at least some of the major arguments pro and con or alternative points of views.

2 = The student demonstrates adequate problem solving skills:

1 = The student demonstrates less than adequate problem solving skills:

My PSA-1B Score: \_\_\_\_\_ **(see rubric below)**

20-18 = A. Excellent.

17-16 = B. Above Average

15-14 = C. Average

13-12 = D. Below Average

## WRITTEN COMMUNICATION ASSIGNMENT

Name: \_\_\_\_\_

Course: **CP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Post Secondary Preparation**

Assignment Description: **Twenty Minute In Class Essay**

**For a copy of my essay(s), see attached.**

My Average Score: \_\_\_\_\_

My WCA-1A Score: \_\_\_\_\_ **(see rubric below)**

- 4 = Student demonstrates exemplary written communication skills.
- 3 = Student demonstrates strong written communication skills.
- 2 = Student demonstrates adequate written communication skills
- 1 = Student demonstrates less than adequate written communication skills

My WCA-1B Score: \_\_\_\_\_ **(see rubric below)**

- 50-45 = A Excellent.
- 44-40 = B. Above Average
- 39-35 = C. Average
- 34-40 = D. Below Average

## **ORAL COMMUNICATION ASSIGNMENT #1**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Varied**

Assignment Description: **Serve as either an attorney or a witness for a in-class mock trial (not to be confused with your being a member of the SMHS Mock Trial team, something for which you have to try out for)**

**Create well worded Q&A's based on the materials/instruction provided.**

**For a copy of my mock trial Q&A's, see attached.**

**Students to be scored by a panel of parent-scoring-judges**

My OCA-1A Score: \_\_\_\_\_

- 4 = Student demonstrates exemplary oral communication skills.
- 3 = Student demonstrates strong oral communication skills.
- 2 = Student demonstrates adequate oral communication skills
- 1 = Student demonstrates less than adequate oral communication skills

My OCA-1B Score: \_\_\_\_\_ **(see rubric below)**

- 50-45 = A Excellent.
- 44-40 = B. Above Average
- 39-35 = C. Average
- 34-40 = D. Below Average

## **ADDITIONAL WORK ASSIGNMENT**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Varied**

Assignment Description: **Take notes when called for.**

**For a copy of my notes, see attached**

My AWA-1A Score: \_\_\_\_\_ **(see rubric below)**

- 4 = Student demonstrates exemplary note taking abilities.
- 3 = Student demonstrates strong note taking abilities.
- 2 = Student demonstrates adequate note taking abilities.
- 1 = Student demonstrates less than adequate note taking abilities.

My AWA-1B Score: \_\_\_\_\_ **(see rubric below)**

- 50-45 = A Excellent.
- 44-40 = B. Above Average
- 39-35 = C. Average
- 34-40 = D. Below Average

## **EXTRA CREDIT ASSIGNMENT #1**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Varied**

Assignment Description: **Take a close look at both your finished CP Government Binder and at the sample provided. Then answer the following:**

**To what extent did your finished work match the sample provided?**

**The better the match, the higher the number of extra credit points earned.**

**Ten points possible.**

My Score: \_\_\_\_\_

## **EXTRA CREDIT ASSIGNMENT #2**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Cooperative Learning**

Assignment Description: **Look back at both your finished Cooperative Learning Assignment #1 (the powerpoint presentation) and at the sample provided. Then answer the following:**

**To what extent did your groups finished work match the sample provided?**

**The better the match, the higher the number of extra credit points earned.**

**Twenty points possible.**

My Score: \_\_\_\_\_

## **EXTRA CREDIT ASSIGNMENT #3**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Varied**

Assignment Description: **Visit each of the sites listed below.**

- **The US Ninth Circuit Court of Appeals (Pasadena)**
- **Pasadena Small Claims Court**

**When at the US Ninth Circuit, go inside and see Courtroom #1, #2, and #3.**

**At the Pasadena Small Claims Court be sure to go only when there is a Small Claims Hearing taking place.**

**Then on a separate sheet of paper, answer the following**

- 1. When did you go (date)?**
- 2. With whom did you go?**
- 3. How long were you there (hours)?**
- 4. What specifically did you see?**
- 5. What specifically did you hear?**

**Then include a picture of yourself at each of the two sites. All pictures to be taken outside – no pictures allowed inside.**

**Thirty points possible.**

My Score: \_\_\_\_\_

## **EXTRA CREDIT ASSIGNMENT #4**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Varied**

Assignment Description: **Serve as a member of the SMHS Mock Trial Team**

**Pretrial Attorney (50 points possible)**

**Trial Attorney (50 points possible)**

**Witness (30 points possible)**

**Bailiff (20 points possible)**

**Court Clerk (20 points possible)**

**Courtroom Artist (20 points possible)**

**Teacher Assistance (20 points possible)**

My Score: \_\_\_\_\_

## **EXTRA CREDIT ASSIGNMENT #5**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Varied**

Assignment Description: **Visit each of the sites listed below:**

- **The Nixon Library**
- **The Reagan Library**

**Then on a separate sheet of paper, answer the following**

- 1. When did you go (date) there?**
- 2. With whom did you go there?**
- 3. How long were you there?**
- 4. What specifically did you see there?**
- 5. What specifically did you hear there?**

**Then include a picture of yourself at each of the two sites. All pictures to be taken inside – thus verifying admittance**

**Thirty points possible.**

My Score: \_\_\_\_\_

## **EXTRA CREDIT ASSIGNMENT #6**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Varied**

Assignment Description: **Become a member of the San Marino/South Pasadena Youth in Government Program (through Bob 1):**

**Forty points possible.**

My Score: \_\_\_\_\_

## **EXTRA CREDIT ASSIGNMENT #7**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Varied**

Assignment Description: **Become a member of the SMHS Government in Action Club and work towards passage of this high school's first ever "initiative measure."**

**This initiative measure, entitled the Homework Holiday Initiative, seeks to amend this state's Education Code to read:**

**37220.1. (a) Any homework assigned prior to a holiday shall not be due on a school day immediately following the holiday.**

**37220.1. (b) (1) As used in this section, "homework" includes, but is not necessarily limited to, studying for tests, preparing for projects and presentations, completing reading assignments, working on mathematical problems, memorizing spelling words, and completing worksheets.**

**37220.1. (b) (2) As used in this section, "holiday" means days specified in Section 37220, spring break, and winter.**

**Fifty points possible.**

My Score: \_\_\_\_\_

## **EXTRA CREDIT ASSIGNMENT #8**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Varied**

Assignment Description: **Volunteer for any of the following:**

- **Pollworker**
- **Campaign worker (local, state, or federal Election)**
- **Government Office Intern (office of a lawyer, elected or appointed government official)**

**Ten points for every ten hours of work (up to fifty points).**

My Score: \_\_\_\_\_

## **EXTRA CREDIT ASSIGNMENT #9**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **CP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Varied**

Assignment Description: **Attend a round of the California State Mock Trial Competition.**

**Competition held downtown in the Criminal Courts building.**

**Ten points possible for all rounds but the Final Round**

**Twenty points possible if you attend the Final Round (LA County)**

My Score: \_\_\_\_\_