

**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

**COURSE DESCRIPTION**

The major purpose of this semester course is to analyze the United States' system of government and the historical background, fundamental concepts and principles that underlie American democracy. The course covers the development of the Constitution, Bill of Rights, and Federalism. It also includes a study of political parties, voting and voting behavior, and elections at the national, state, and local levels. Additional emphasis is placed on the role and the responsibilities of the three branches of government at the national, state, and local levels.

**COURSE OUTLINE**

Each unit of study is based on **Enduring Understandings** which are statements summarizing important ideas and core processes that are central to the course and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area and provide a conceptual foundation for study. In addition, each unit of study has an **Essential Question** which the student should be able to discuss in detail with their teacher at the weekly appointment. This question ties together the major concepts of the unit.

**COURSE OBJECTIVES**

At the end of the course students should be able to:

- understand the forces that impacted the founding of the United States
- demonstrate knowledge of the continuing impact of the Declaration of Independence in the U.S. and worldwide.
- understand the process of creating the U.S. Constitution.
- demonstrate knowledge and understanding of the principles upon which the U.S. government is based.
- know sources of power and authority of the United States government.
- know how the U.S. Constitution seeks to prevent the abuse of power.
- understand tensions that exist between key principles of government in the United States.
- demonstrate understanding of how the different forms of government impact the social, political, and economic aspects of people's lives.
- understand California state and local government structure and political processes.
- understand the scope and limits of rights, the relationship among them, and how they are secured.
- know how citizenship is defined, established, and exercised and how it has changed over time.
- understand how public policy is made, enforced, and interpreted by the legislative, executive, and judicial branches.
- understand the role and influence of political processes and organizations.
- know how constitutional amendments and Supreme Court interpretations of the Constitution have increased the impact of the Constitution on people's lives.
- analyze various methods of civic engagement needed to fulfill responsibilities of a citizen of a republic.

**TEXT AND WEB RESOURCES**

This course utilizes ***Magruder's American Government***, (Pearson Prentice Hall, 2006). A companion website for the textbook may be found by going to [www.coastudent.net](http://www.coastudent.net). Online activities as well as online quizzes may be found here. In addition, various web resources may be incorporated, particularly PBS Learning Media which can be accessed at <http://ca.pbslearningmedia.org>. See your teacher for instructions on how to access these sites.

Your teacher may assign the ***Guided Reading and Review Workbook*** to supplement the textbook. In addition, he/she may use the **Essential Question** as a formal written assignment. You may use the attached guide at the end of this packet to help you with your formal written assignments.

**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

**WEEK #1: FOUNDATIONS OF AMERICAN GOVERNMENT**

**Enduring Understanding:** *The development of the U.S. Government reflected the cultural and political ideologies of its time.*

**Essential Question:** *“How are American beliefs and principles reflected in the Constitution?”*

UNIT 1: FOUNDATIONS OF AMERICAN GOVERNMENT (TOTAL POINTS: 200)						
CHAPTER 1: Principles of American Government (40 points)						
CHAPTER SECTIONS	REVIEWING MAIN IDEAS	10 PTS	CRITICAL THINKING SKILLS	10 PTS	ONLINE ACTIVITIES	20 PTS
Read Chapter 1 Sections 1, 2, and 3 pp. 4-22	Chapter 1 Assessment p. 24 Questions #9-20		Choose ONE Chapter 1 Assessment, p. 25 ○ Question #22 ○ Question #23 ○ Question #24		Go Online Activity p. 10 Chap 1, Sec 1	
CHAPTER 2: Origins of American Government (40 points)						
CHAPTER SECTIONS	REVIEWING MAIN IDEA	10 PTS	CRITICAL THINKING SKILLS	10 PTS	ONLINE ACTIVITIES	20 PTS
Read Chapter 2 Sections 1, 2, 3, 4 and 5 pp. 26-58	Chapter 2 Assessment p. 60 Questions #13-25		Choose ONE Chapter 2 Assessment, p. 61 ○ Question #27 ○ Question #28 ○ Question #29		Go Online Activity p. 58 Chap 2, Sec 5	
CHAPTER 3: The Constitution (40 points)						
CHAPTER SECTIONS	REVIEWING MAIN IDEAS	10 PTS	CRITICAL THINKING SKILLS	10 PTS	ONLINE ACTIVITIES	20 PTS
Read Chapter 3 Sections 1, 2, and 3 pp. 62-83	Chapter 3 Assessment p. 84 Questions #9-23		Choose ONE Chapter 3 Assessment, p. 85 ○ Question #24 ○ Question #26 ○ Question #27		Go Online Activity p. 82 Chap 3, Sec 3	
CHAPTER 4: Federalism (20 points)						
CHAPTER SECTIONS	REVIEWING MAIN IDEAS	10 PTS	CRITICAL THINKING SKILLS	10 PTS	ONLINE ACTIVITIES	0 PTS
Read Chapter 4 Sections 1 and 2 pp. 86-103	Chapter 4 Assessment p. 110 Questions #11-20		Choose ONE Chapter 4 Assessment, p. 111 ○ Question #26 ○ Question #28		No Online Activity	
<b>CHAPTERS 1, 2, 3, AND 4</b>						
<b>TOTAL POINTS EARNED (140 POINTS)</b>						
<b>UNIT 1 TEST: ESSENTIAL QUESTION (60 POINTS)</b>						

<b>UNIT 1: TOTAL (200 POINTS)</b>	
-----------------------------------	--

**TO PREPARE FOR YOUR UNIT TEST:** Review the Essential Question for the unit, located at the top of this page. Be prepared to discuss it orally with your teacher. You may wish to take notes to refer to at your weekly appointment.

**ASSIGNMENTS IF USING THE GUIDED READING AND REVIEW WORKBOOK:**

- Read all the same Chapter Sections as above for each chapter
- Complete all “*Guided Reading and Review*” sections for all chapters (pp. 17-29)
- Complete the self-test (See “*Standards Monitoring Online*”) for all chapters as directed on pp. 25, 61, 85, and 111.

**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

**WEEK #2: POLITICAL BEHAVIOR: GOVERNMENT BY THE PEOPLE**

**Enduring Understanding:** *Political parties provide structure for citizen participation in government.*

**Essential Question:** *“How effective are political parties at facilitating citizen participation in government?”*

<b>UNIT 2: POLITICAL BEHAVIOR: GOVERNMENT BY THE PEOPLE (TOTAL POINTS: 200)</b>						
<b>CHAPTER 5: Political Parties (20 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>0 PTS</b>
Read Chapter 5 Sections 1, 2, and 3 pp. 114-143	Chapter 5 Assessment p. 144 Questions #15-20 Questions #27-29		Chapter 5 Assessment, p. 145 ○ Question #31 ○ Question #33		No Go Online Activity	
<b>CHAPTER 6: Voters and Voter Behavior (40 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>20 PTS</b>
Read Chapter 6 Sections 1, 2, and 3 pp. 146-163	Chapter 6 Assessment p. 174 Questions #15-26		Choose ONE Chapter 6 Assessment, p. 175 ○ Question #31 ○ Question #32 ○ Question #33		Go Online Activity p. 157 Chap 6, Sec 2	
<b>CHAPTER 7: The Electoral Process (40 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>20 PTS</b>
Read Chapter 7 Sections 1, 2, and 3 pp. 176-203	Chapter 7 Assessment p. 204 Questions #11-25		Choose ONE Chapter 7 Assessment p. 205 ○ Question #27 ○ Question #29		Go Online Activity p. 194 Chap 7, Sec 2	
<b>CHAPTER 9: Interest Groups (40 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>20 PTS</b>
Read Chapter 9 Sections 1, 2, and 3 pp. 234-255	Chapter 9 Assessment p. 256 Questions #11-24		Choose ONE Chapter 9 Assessment, p. 257 ○ Question #26 ○ Question #27		Go Online Activity p. 254 Chap 9, Sec 3	
<b>CHAPTERS 5, 6, 7, AND 9 TOTAL POINTS EARNED (140 POINTS)</b>						
<b>UNIT 2 TEST: ESSENTIAL QUESTION (60 POINTS)</b>						

<b>UNIT 2: TOTAL (200 POINTS)</b>	
-----------------------------------	--

**PREPARE FOR YOUR WEEKLY APPOINTMENT:** Be ready to discuss the Essential Question for the unit. This is located at the top of this page. You may want to jot notes down using the note-taking guide provided at the back of this packet.

**ASSIGNMENTS IF USING THE GUIDED READING AND REVIEW WORKBOOK:**

- Read all the same Chapter Sections as above for each chapter
- Complete all “*Guided Reading and Review*” sections for all chapters (pp. 31-42 and pp. 46-48)
- Complete the self-test (See “*Standards Monitoring Online*”) for all chapters as directed on pp. 144, 174, 204, and 256.

**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

**WEEK #3: THE LEGISLATIVE BRANCH**

**Enduring Understanding:** *The constitutional principle of checks and balances establishes a government of limited powers shared among different branches of government.*

**Essential Question:** *“How are power and authority distributed within the Legislative Branch as well as among the other branches of government?”*

<b>UNIT 3: The Legislative Branch (TOTAL POINTS: 150)</b>						
<b>CHAPTER 10: Congress (20 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>0 PTS</b>
Read Chapter 10 Sections 1, 2, 3, and 4 pp. 258-285	Chapter 10 Assessment p. 286 Questions #11-23		Choose ONE Chapter 10 Assessment, p. 287 ○ Question #25 ○ Question #27		No Go Online Activity	
<b>CHAPTER 11: Powers of Congress (40 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>20 PTS</b>
Read Chapter 11 Sections 1, 2, 3, 4, and 5 pp. 288-315	Chapter 11 Assessment p. 316 Questions #15-31		Choose ONE Chapter 11 Assessment, p. 317 ○ Question #33 ○ Question #34		Go Online Activity p. 300 Chap 11, Sec 2	
<b>CHAPTER 12: Congress in Action (40 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>20 PTS</b>
Read Chapter 12 Sections 1, 2, 3, and 4 pp. 318-347	Chapter 12 Assessment p. 348 Questions #11-23		Choose ONE Chapter 12 Assessment, p. 349 ○ Question #25 ○ Question #26		Go Online Activity p. 346 Chap 12, Sec 4	
<b>CHAPTERS 10, 11, AND 12 TOTAL POINTS EARNED (100 POINTS)</b>						
<b>UNIT 3 TEST: ESSENTIAL QUESTION (50 POINTS)</b>						

<b>UNIT 3: TOTAL (150 POINTS)</b>	
-----------------------------------	--

**PREPARE FOR YOUR WEEKLY APPOINTMENT:** Be ready to discuss the Essential Question for the unit. This is located at the top of this page. You may want to jot notes down using the note-taking guide provided at the back of this packet.

**ASSIGNMENTS IF USING THE GUIDED READING AND REVIEW WORKBOOK:**

- Read all the same Chapter Sections as above for each chapter
- Complete all “*Guided Reading and Review*” sections for all chapters (pp. 49-61)
- Complete the self-test (See “*Standards Monitoring Online*”) for all chapters as directed on pp. 287, 317, and 349.

**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

**WEEK #4: THE EXECUTIVE BRANCH**

**Enduring Understanding:** *The constitutional principle of checks and balances protects the three branches of government.*

**Essential Question:** *“How do the various roles that the President fulfills blur the separation of powers that exist between the three branches of the U.S. government?”*

<b>UNIT 4: THE EXECUTIVE BRANCH (TOTAL POINTS: 150)</b>						
<b>CHAPTER 13: The Presidency (40 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>20 PTS</b>
Read Chapter 13 Sections 1, 2, 3, 4, and 5 pp. 352-385	Chapter 13 Assessment p. 386 Questions #10-22		Choose ONE Chapter 13 Assessment, p. 387 ○ Question #23 ○ Question #24 ○ Question #25		Go Online Activity p. 367 Chap 13, Sec 3	
<b>CHAPTER 14: The Presidency in Action (40 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEA</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>20 PTS</b>
Read Chapter 14 Sections 1, 2, 3, and 4 pp. 388-410	Chapter 14 Assessment p. 410 Questions #11-27		Choose ONE Chapter 14 Assessment, p. 411 ○ Question #29 ○ Question #30 ○ Question #31		Go Online Activity Choose ONE p. 403 ○ Chap 14, Sec 3 OR p. 408 ○ Chap 14, Sec 4	
<b>CHAPTER 15: Government at Work (20 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>0 PTS</b>
Read Chapter 15 Sections 2 and 3 pp. 419-429	Chapter 15 Assessment p. 442 Questions #13-18		Choose ONE Chapter 15 Assessment, p. 443 ○ Question #27 ○ Question #28		No Go Online Activity	
<b>CHAPTERS 13, 14, AND 15 TOTAL POINTS EARNED (100 POINTS)</b>						
<b>UNIT 4 TEST: ESSENTIAL QUESTION (50 POINTS)</b>						

<b>UNIT 4: TOTAL (150 POINTS)</b>	
-----------------------------------	--

**PREPARE FOR YOUR WEEKLY APPOINTMENT:** Be ready to discuss the Essential Question for the unit. This is located at the top of this page. You may want to jot notes down using the note-taking guide provided at the back of this packet.

**ASSIGNMENTS IF USING THE GUIDED READING AND REVIEW WORKBOOK:**

- Read all the same Chapter Sections as above for each chapter
- Complete all “*Guided Reading and Review*” sections for all chapters (pp. 62-73)
- Complete the self-test (See “*Standards Monitoring Online*”) for all chapters as directed on pp. 387, 411, and 443.

**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

**WEEK #5: THE JUDICIAL BRANCH**

**Enduring Understanding:** *The Constitution of the United States is a living document that helps define the roles and responsibilities of the government.*

**Essential Question:** *“Why can the Constitution be called a “living document”?”*

<b>UNIT 5: THE JUDICIAL BRANCH (TOTAL POINTS: 200)</b>						
<b>CHAPTER 18: The Federal Court System (50 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>30 PTS</b>
Read Chapter 18 Sections 1, 2, 3, and 4 pp. 504-526	Chapter 18 Assessment p. 528 Questions #13-29		Choose ONE Chapter 18 Assessment, p. 529 ○ Question #30 ○ Question #31 ○ Question #32		Go Online Activity p. 511 Chap 18, Sec 1	
<b>CHAPTER 19: Civil Liberties: First Amendment Freedoms (20 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>0 PTS</b>
Read Chapter 19 Sections 1, 2, 3, and 4 pp. 532-558	Chapter 19 Assessment p. 560 Questions #13-23		Choose ONE Chapter 19 Assessment, p. 561 ○ Question #25 ○ Question #26		No Go Online Activity	
<b>CHAPTER 20: Civil Liberties: Protecting Individual Rights (50 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>30 PTS</b>
Read Chapter 20 Sections 1, 2, 3, and 4 pp. 564-588	Chapter 20 Assessment p. 590 Questions #10-25		Choose ONE Chapter 20 Assessment, p. 591 ○ Question #27 ○ Question #28 ○ Question #30		Go Online Activity p. 583 Chap 20, Sec 3	
<b>CHAPTER 21: Civil Rights: Equal Justice Under Law (20 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>0 PTS</b>
Read Chapter 21 Sections 1, 2, 3, and 4 pp. 592-619	Chapter 21 Assessment p. 620 Questions #11-26		Choose ONE Chapter 21 Assessment, p. 621 ○ Question #28 ○ Question #29 ○ Question #30		No Go Online Activity	
<b>CHAPTERS 18, 19, 20, AND 21 TOTAL POINTS EARNED (140 POINTS)</b>						
<b>UNIT 5 TEST: ESSENTIAL QUESTION (60 POINTS)</b>						

<b>UNIT 5: TOTAL (200 POINTS)</b>	
-----------------------------------	--

**PREPARE FOR YOUR WEEKLY APPOINTMENT:** Be ready to discuss the Essential Question for the unit. This is located at the top of this page. You may want to jot notes down using the note-taking guide provided at the back of this packet.

**ASSIGNMENTS IF USING THE GUIDED READING AND REVIEW WORKBOOK:**

- Read all the same Chapter Sections as above for each chapter
- Complete all “Guided Reading and Review” sections for all chapters (pp. 83-98)
- Complete the self-test (See “Standards Monitoring Online”) for all chapters as directed on pp. 529, 561, 591, and 621.

**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

**WEEK #6: PARTICIPATING IN CALIFORNIA STATE AND LOCAL GOVERNMENT (UNIT 7)**

**Enduring Understanding:** *Different levels of government each have their own responsibility and form a unified government.*

**Essential Question:** *“How do state governments support a federal government?”*

<b>UNIT 7: PARTICIPATING IN CALIFORNIA STATE AND LOCAL GOVERNMENT (TOTAL POINTS: 150)</b>						
<b>CHAPTER 24: Governing the State of California (50 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>30 PTS</b>
Read Chapter 24 Sections 1, 2, 3, 4, and 5 pp. 682-712	Chapter 24 Assessment p. 714 Questions #15-28		Choose ONE Chapter 24 Assessment, p. 715 ○ Question #30 ○ Question #31 ○ Question #32		Go Online Activity p. 705 Chap 24, Sec 4	
<b>CHAPTER 25: California Local Government and Finance (50 points)</b>						
<b>CHAPTER SECTIONS</b>	<b>REVIEWING MAIN IDEAS</b>	<b>10 PTS</b>	<b>CRITICAL THINKING SKILLS</b>	<b>10 PTS</b>	<b>ONLINE ACTIVITIES</b>	<b>30 PTS</b>
Read Chapter 25 Sections 1, 2, 3, and 4 pp. 718-744	Chapter 25 Assessment p. 746 Questions #13-28		Choose ONE Chapter 25 Assessment, p. 747 ○ Question #29 ○ Question #31		Go Online Activity p. 723 Chap 25, Sec 1	
<b>CHAPTERS 24 AND 25 TOTAL POINTS EARNED (100 POINTS)</b>						
<b>UNIT 7 TEST: ESSENTIAL QUESTION (50 POINTS)</b>						

<b>UNIT 7: TOTAL (150 POINTS)</b>	
-----------------------------------	--

**PREPARE FOR YOUR WEEKLY APPOINTMENT:** Be ready to discuss the Essential Question for the unit. This is located at the top of this page. You may want to jot notes down using the note-taking guide provided at the back of this packet.

**ASSIGNMENTS IF USING THE GUIDED READING AND REVIEW WORKBOOK:**

- Read all the same Chapter Sections as above for each chapter
- Complete all “*Guided Reading and Review*” sections for all chapters (pp. 106-114)
- Complete the self-test (See “*Standards Monitoring Online*”) for all chapters as directed on pp. 715, and 747.

**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

**WEEK #7: SUMMATIVE ASSESSMENT: PROJECT BASED LEARNING (PBL)/SERVICE LEARNING**

This week you will begin your summative assessment. This project is intended to help you learn how to express your opinions, how to decide which level of government and which agency is most appropriate for dealing with the problem you identify, and how to influence policy decisions at that level of government. You will begin the following tasks and complete them in Week 8.

1. **Identify a problem to study.** You will begin by identifying a problem in your community that you think is important and determine which level of government is most directly responsible for dealing with the problem.
2. **Selecting a problem to study.** You will conduct an interest survey either using an online source (i.e.-Survey Monkey) or in-person to determine which problems your community most identifies with.
3. **Gather information and examine solutions.** When you have decided upon the problem you want to study, you will need to gather and evaluate information about the problem from a variety of sources. You will examine public policies that now are being used by your government. You will also examine policies suggested by other people.
4. **Develop your own public policy.** Next, you will develop a public policy that you think your government should adopt.
5. **Develop an action plan.** Finally, you will develop a plan of action to show how you might influence the appropriate government or governmental agency to adopt your proposed public policy.

<b>SUMMATIVE ASSESSMENT FOR PRINCIPLES OF AMERICAN DEMOCRACY PROJECT BASED LEARNING (PBL)/SERVICE LEARNING</b>				
<b>Process Steps</b>	<b>Points</b>	<b>Activity Description</b>	<b>Timeline</b>	<b>Product</b>
1. Identifying Problems to be Dealt with by Public Policy	50	In this step the student will identify a number of problems in their community or state that they think should be dealt with primarily by government or by government and civil society acting cooperatively. <b>Turn in your worksheets.</b>	Week 7	<b>Graphic Organizer</b> (See Attached)
2. Selecting a Problem or Problems to Study	50	In this step the student will discuss the problems they have researched. When there is enough information to select a single problem for further study, they will conduct in-depth research into the problem selected. <b>Report your results in either a chart, graph, or text form.</b>	Week 7	<b>Interview Results</b> (See Attached)
3. Gathering Information on the Problem you will Study	300	In this step the student will conduct additional research on the problem they are studying. They should use a variety of resources, including media sources, printed material, the Internet, and individuals with special knowledge related to the problem. <b>Turn in your notes-see attached form.</b>	Week 7	<b>Research Notes</b> (See attached)
<b>WEEK 7: POINTS EARNED (400 Possible)</b>				

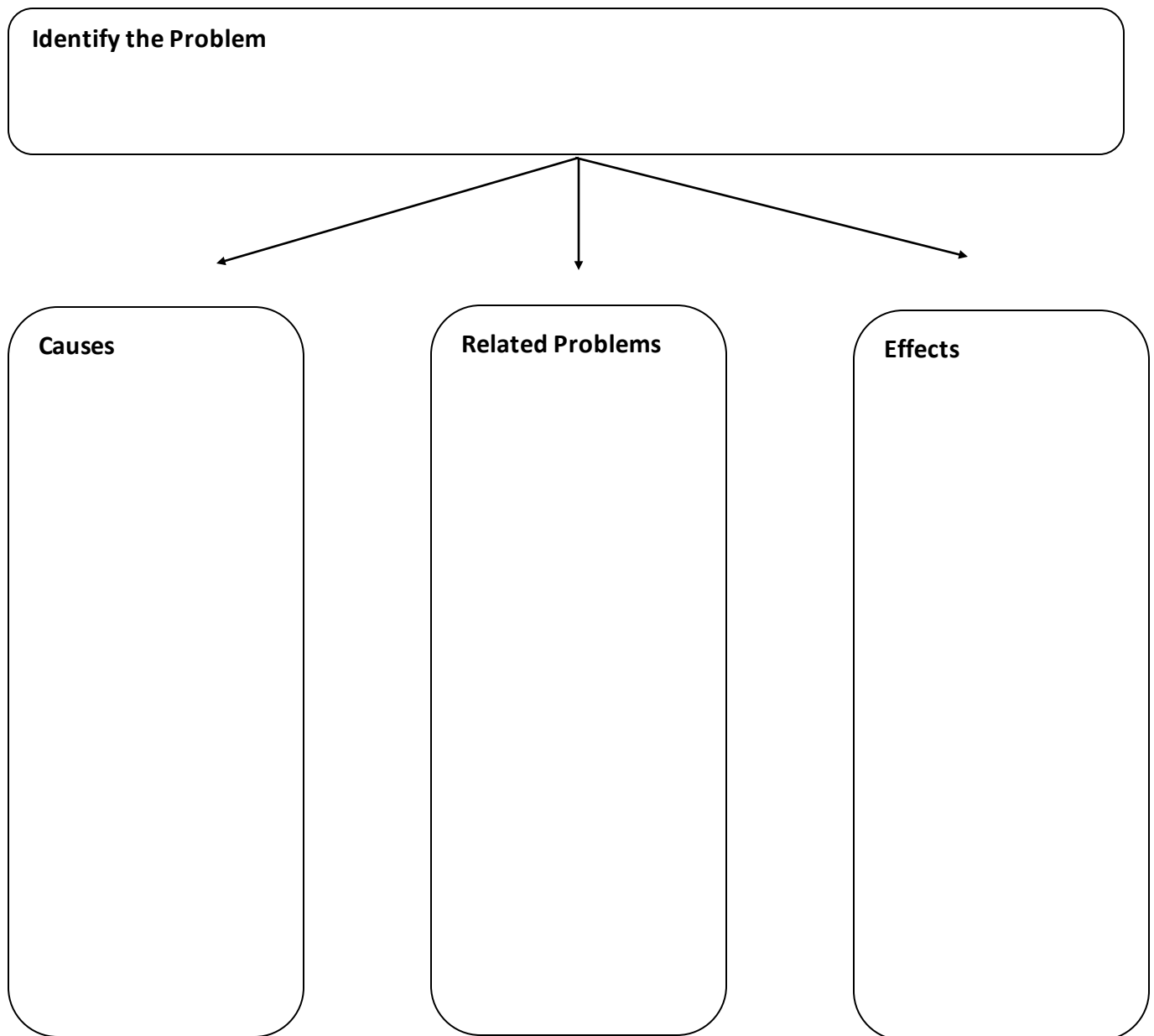


**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

**GRAPHIC ORGANIZER FOR PROCESS STEP #1: IDENTIFYING PROBLEMS**

**In Step 1, you are to identify a problem to study.** You will begin by identifying a problem in your community that you think is important and determine which level of government is most directly responsible for dealing with the problem. For assistance with topics/problems, you may go to the LAUSD website for Service Learning at: [http://notebook.lausd.net/portal/page?\\_pageid=33,179449&\\_dad=ptl&\\_schema=PTL\\_EP](http://notebook.lausd.net/portal/page?_pageid=33,179449&_dad=ptl&_schema=PTL_EP).

A public policy problem that is too complex can be difficult to address with a single policy proposal. To prevent this from happening, you should narrow the problem. Using this sheet will enable you to analyze the policy problem you have decided to undertake. You need to decide the causes of the problem, the effects it has on other people, and the components of the problem.



**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

**INTERVIEW ORGAINZER FOR PROCESS STEP #2: SELECTING A PROBLEM TO STUDY**

**In Step 2, you will discuss the problems you have researched.** When there is enough information to select a single problem for further study, you will conduct in-depth research into the problem selected. The first part of this process is to conduct an interview. You may do this using an online survey such as “Survey Monkey” or an in-person survey.

Good surveys can be difficult to write. Follow these steps to improve your chances of yielding useful information.

1. Set a main goal that you want the survey to accomplish. What is the main thing you want to know?
2. Write five questions that directly relate to your main goal. Each question should be brief, clear, and unbiased (it should not lead participants to choose one answer over another).
3. Create responses that participants can choose from for each of your questions. Think about how you will tabulate your results into a presentable form as you create your questions and responses. Responses should be multiple choice or rating scale. Some common rating scales are “disagree-agree,” “never-always,” “poor-excellent,” etc. If using a numeric scale, higher numbers should represent a more positive or agreeing answer. For each question, include a response option of “don’t know,” “not sure,” “don’t care,” “prefer not to answer,” or another way for participants to opt out of the question. Add a “comments” section.
4. Proofread your survey, and then test it by giving it to a few people. As your test group takes the survey, make notes on any questions that were confusing and on response options that were not adequate for the participants’ true opinions to be explained. Talk to your test group when they complete the survey, and make notes on improvements you need to make.
5. Edit your survey based on the test groups’ experiences. Write a final draft.
6. Conduct your survey.
7. Tabulate your results.
8. Present your results in chart, graph, or text form. Use this information in your final portfolio **“Explain the Problem”**.

**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

**NOTE TAKING ORGAINZER FOR PROCESS STEP #3: GATHERING INFORMATION**

**Use a separate sheet of paper to answer these questions for each publication or website.**

- 1) List the title, author, date of publication, and publisher or URL address of the website you used in your research.
- 2) What position does the publication or website take regarding the problem?
- 3) According to the publication or website, what policy, if any, does government now have to deal with the problem?
- 4) If a policy does exist, provide any information it includes on the following questions.
  - a) What are the advantages of the policy?
  - b) What are the disadvantages of the policy?
  - c) How might the policy be improved
  - d) Does it need to be replaced? Why?
  - e) What disagreements about the policy, if any, exist?
- 5) If a policy does not exist and the publication or website presents a proposed policy, record any information on the following questions.
  - a) What are the advantages of the proposed policy?
  - b) What are the disadvantages of the proposed policy?
  - c) What disagreements might there be to the proposed policy?
- 6) Summarize the most important information you were able to obtain from this publication or website.
- 7) Does the publication or website suggest other sources of information? If so, what are they?

**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

**WEEK #8: SUMMATIVE ASSESSMENT: PROJECT BASED LEARNING (PBL)/SERVICE LEARNING**

This week you will continue working on your summative assessment. This project is intended to help you learn how to express your opinions, how to decide which level of government and which agency is most appropriate for dealing with the problem you identify, and how to influence policy decisions at that level of government. You will complete any tasks not finished from Week 7 as well as the following tasks that are charted in Week 8.

1. **Identify a problem to study.** You will begin by identifying a problem in your community that you think is important and determine which level of government is most directly responsible for dealing with the problem.
2. **Selecting a problem to study.** You will conduct an interest survey either using an online source (i.e.-Survey Monkey) or in-person to determine which problems your community most identifies with.
3. **Gather information and examine solutions.** When you have decided upon the problem you want to study, you will need to gather and evaluate information about the problem from a variety of sources. You will examine public policies that now are being used by your government. You will also examine policies suggested by other people.
4. **Develop your own public policy.** Next, you will develop a public policy that you think your government should adopt.
5. **Develop an action plan.** Finally, you will develop a plan of action to show how you might influence the appropriate government or governmental agency to adopt your proposed public policy.

<b>SUMMATIVE ASSESSMENT FOR PRINCIPLES OF AMERICAN DEMOCRACY PROJECT BASED LEARNING (PBL)/SERVICE LEARNING</b>				
<b>Process Steps</b>	<b>Points</b>	<b>Activity Description</b>	<b>Timeline</b>	<b>Product</b>
4. Organizing the Information You Have Gathered	200	The student should organize the information recorded and present it to the teacher for review. Information should be organized into 4 main areas: <b>Explaining the Problem; Examining Alternative Policies to Deal With the Problem; Proposing a Public Policy to Deal With the Problem; and an Action Plan.</b>	Week 8	<b>Summary</b> (See Attached)
5. Presenting Your Portfolio	300	When the portfolio is completed, the student should present their work to you. You should: <b>inform the audience of the importance of the problem identified; explain and evaluate alternative policies, highlighting the advantages and disadvantages; make a case for your policy.</b>	Week 8	<b>Oral Presentation</b>
6. Reflecting on Your Experience	50	The student should reflect upon why citizen participation is important to democracy. You should discuss the importance of participation and how people can participate.	Week 8	<b>Paragraph</b>
<b>WEEK 8: POINTS EARNED (550 Possible)</b>				
<b>TOTAL POINTS: WEEK 7 and WEEK 8 (950 Possible)</b>				

**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

**ORGAINZER FOR PROCESS STEP #4: SUMMARIZING INFORMATION**

**EXPLAINING THE PROBLEM:**

This section should provide a detailed explanation of the issue or problem chosen and why you selected it. A one-to-two-page written summary should include a clear description of the issue or problem and what you learned about it. Relevant graphs, photos, illustrations or charts should be included. You should cite all sources you used.

The written summary should include the following information:

- A clear statement of the nature of the issue or problem you chose to research
- The degree of seriousness and scope of the issue or problem
- The levels of government or the government agencies that have responsibility for handling the issue or problem
- An indication of individuals or groups that might share responsibility for dealing with the issue or problem
- An indication of disagreements about the issue or problem in the community
- If a policy exists to deal with the problem, is it adequate? Why or why not?

**EXAMINING ALTERNATIVE POLICIES TO DEAL WITH THE PROBLEM:**

This section should provide a detailed explanation and evaluation of two or three alternative public policy proposals from various groups or individuals. If an existing policy is in place, it should be included with an explanation of effectiveness. You should cite all sources used.

You should include a one-page written summary for each alternative public policy presented. Each summary should include the following information:

- An explanation of the current public policy, if one exists, and an evaluation of its effectiveness (advantages and disadvantages)
- A detailed explanation of each alternative public policy solution and its strengths and weaknesses (advantages and disadvantages) with supporting data
- Identification of the source of each proposed public policy (e.g., individual citizens, special interest groups, legislature, or city council)

**PROPOSING A PUBLIC POLICY TO DEAL WITH THE PROBLEM:**

This section should clearly explain a specific public policy proposal to address the issue or problem and the reasons that you are proposing it. You may choose to support an existing policy, modify an existing policy, create a new policy, or support one of the alternative policies you described earlier.

You should have a one-to-two-page written summary that includes the following:

- An explanation of the public policy you are proposing and a justification of how that public policy will best deal with the issue or problem
- The advantages and disadvantages of the public policy supported with current data, including identification of individuals or groups that may be affected by the policy and a description of its possible impact
- A statement of rationale that also identifies the appropriate branch of government or governmental agency that would be responsible for implementing the proposed public policy

**DEVELOPING AN ACTION PLAN:**

This section should provide a detailed description of the process necessary to get the proposed public policy adopted and implemented by the appropriate governmental branch or agency. The plan should include steps for developing community support for the proposed policy. There should also be a detailed plan for overall implementation of the proposed public policy. The following information should be included in the written summary:

- A clear explanation of how you would seek to gain support from governmental officials for the proposed public policy
- A clear explanation of how you would seek to gain support from special interest groups, community groups, businesses, or influential individuals for the proposed public policy and action plan
- Identification of influential individuals, businesses, special interest groups, or governmental agencies that might oppose the proposed public policy and action plan and an explanation of their opposition
- An explanation of steps to be taken to implement the action plan and the plan's benefits
- When possible, the action plan should include estimated costs and a timeline for implementation

**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

**GRAPHIC ORGANIZER FOR ESSENTIAL QUESTION**

<b>Historical Context:</b>		
<b>Thesis: (Incorporate the Essential Question)</b>		
<b>Main Idea</b>	Topic Sentence	
	Supporting Evidence	
	Supporting Evidence	
	Analysis	
	Concluding Sentence	
<b>Main Idea</b>	Topic Sentence	
	Supporting Evidence	
	Supporting Evidence	
	Analysis	
	Concluding Sentence	
<b>Main Idea</b>	Topic Sentence	
	Supporting Evidence	
	Supporting Evidence	
	Analysis	
	Concluding Sentence	
<b>Restate Thesis</b>		
<b>Review Main Points</b>		
<b>Final Thoughts</b>		

**City of Angeles School**  
*Independent Study-Los Angeles Unified School District*  
**INSTRUCTIONAL GUIDE-PRINCIPLES OF AMERICAN DEMOCRACY**

<b>CUMULATIVE POINTS FOR COURSE: <i>PRINCIPLES OF AMERICAN DEMOCRACY</i></b>			
<b>UNIT OF STUDY</b>	<b>POSSIBLE POINTS</b>	<b>POINTS EARNED</b>	<b>PERCENT/GRADE</b>
<b>WEEK 1</b> <b>Unit 1: Foundations</b>	200		
<b>WEEK 2</b> <b>Unit 2: Political Behavior</b>	200		
<b>WEEK 3</b> <b>Unit 3: Legislative Branch</b>	150		
<b>WEEK 4</b> <b>Unit 4: Executive Branch</b>	150		
<b>WEEK 5</b> <b>Unit 5: Judicial Branch</b>	200		
<b>WEEK 6</b> <b>Unit 7: Participating in State and Local Government</b>	150		
<b>WEEK 7</b> <b>Summative Assessment PBL/Service Learning Part 1</b>	400		
<b>WEEK 8</b> <b>Summative Assessment PBL/Service Learning Part 2</b>	550		
<b>TOTAL POINTS</b>	<b>2000</b>		

<b>FINAL GRADE</b>	<b>DATE RECORDED</b>