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Principles of American Democracy

Edgenuity, Inc

Submitted: Apr 23, 2017

Decision: May 24, 2017

Submission Feedback

APPROVED

Basic Course Information

Title:	Principles of American Democracy
Transcript abbreviations:	Principles of American Democracy / SS3315
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 learning environment:	Online

Online course self assessment

A. Content (13)	+ 00
B. Instructional Design (11)	+ 00
C. Student Assessment (7)	+ 00
D. Technology (11)	+ 00
E. Course Evaluation and Support (10)	+ 00

Course Description

Course overview:

Providing students with the opportunity to learn about the historical events, philosophers, and topical issues that helped create the democratic foundations of this nation, Principles of American Democracy is an engaging one-semester course that will introduce high school students to the Founding Fathers and expose them to the ideas that shaped the nation. Students will identify important political leaders and trace the development and organization of federal, state, and local government. In addition, students will explain the political process and analyze the United States' role as a global, political, and economic participant. The course specifically targets the philosophies and foundations of the United States government, the organization of the branches of government, government on a state and local level, and civil liberties and laws. Full of timely and interesting content, this course will inspire students to be more informed citizens and equip them to understand how the United States compares economically and politically on a global scale.

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current A-G course criteria and guidelines when completing your course submission form.

The Constitution and the Bill of Rights

This is a course renewal for a course that was originally approved in 2014. We have updated the way the course information is presented in order to fit into the new format of the a-g course management portal, but the course itself has not been changed.

Students will begin this course by analyzing the foundations of American Democracy, specifically, by thoroughly reading and evaluating the historical documents which give structure to democracy. Students will first research the different events and perspectives surrounding the drafting of the Constitution. Students will analyze the perspectives of James Madison and Thomas Jefferson, as they read letters traded between the two founding fathers. Next, students will learn about the principles of the Constitution and explain what the constitution specifies about the role and structure of government. Students will also evaluate the process of amending and ratifying the Constitution. Again, the students will revisit differing perspectives on the Constitution, as they analyze Anti-Federalist objections and Federalist support of ratification. Finally, the students will conclude this unit describing the purpose of each of the ten amendments in the Bill of Rights.

Throughout the course, the student's Course Map, provided through the learning management system, serves as a dynamic and interactive scope and sequence for all course assignments. The Course Map includes course objectives and student learning outcomes, content scope and sequence, and a comprehensive outline of assignments. Students can also access an online digital notebook, or eNotes. They have a full menu of text formatting tools and can return to their notes or print them at any time for review. Additionally, the unique direct instruction video presentations embedded in every lesson throughout the course feature highly qualified, certified instructors presenting instructional content via recorded video. Instructors guide students through concepts and skills with clear and engaging audio and visual supports that include white board demonstrations, bulleted key points, highlighted vocabulary, diagrams and photography. The video tool allows students to pause, go back, and repeat instruction as-needed. They stop at intervals throughout instruction to complete interactive tasks, self-assessing their learning progress and keeping students engaged.

Additionally, students regularly engage in higher-order thinking and discussion in a threaded discussion format. The discussion, which is open only to students in each class, is monitored by the teacher, who can ask questions of the group or of individual students.

Assignment Summary: Guided reading and analysis assignments appear regularly throughout each unit of the course. These assignments help students to practice the steps to fully understand a concept through short readings about various aspects of a topic, with the purpose of guiding students to apply the critical thinking and analysis skills they will need for other assignments and for college and career readiness. Students applying reading strategies, such as word analysis and context clues and complete a variety of comprehension questions that provide immediate feedback to demonstrate understanding.

In the lesson, "Drafting the Constitution", students analyze views about the US Constitution. They read excerpts of letters between two Constitutional Convention delegates: James Madison and Thomas Jefferson. In the letters, the two leaders trade opinions about the Constitution and the convention that produced it. Students analyze quotes from the letters and answer questions to guide them as they read. Finally, they explain what the debate between Madison and Jefferson tell us about the importance of compromise.

Assignment Summary: Information literacy and communication skills are incorporated extensively as an integral part of the curriculum. Additionally, written and oral communication skills are areas of great focus throughout the course. Students are guided to analyze primary and secondary sources and write on a regular basis, including short responses to independent text analysis. Throughout the course, students are guided through the writing process to strengthen writing skills needed for extended writing.

In the lesson "Principles and the Preamble", students write at least two paragraphs that explain one of the Constitution's fundamental principles. They choose a principle, define it in their own words, give an example of it in action, and explain how it supports the idea in the preamble. The lesson guides them through the writing process to develop a topic sentence, create an outline, and complete an organized product.

Within reading assignments throughout the course, a text mark-up toolset helps students of all reading levels engage with grade-level text. Because students can access the tools they need for any activity, students can adapt the level of scaffolding for content that they find more challenging or less challenging. These tools include:

- **Read-aloud:** Students can hear any section of text read aloud.
- **Translation:** Students can have on-screen text translated into their home languages. Supported languages include Arabic, Armenian, Chinese, French, German, Haitian Creole, Hindi, Italian, Japanese, Korean, Filipino, Polish, Portuguese, Russian, Spanish, Thai, and Vietnamese.
- **Word Look-up:** Students can look up any word on the page. They can read the definitions themselves or hear the definitions read aloud.
- **Highlighters:** Students are encouraged to highlight on-screen text as they read. Highlighting tools allow students to highlight in up to four different colors. Once students are finished reading, they can collect all their highlighted text by color and insert it into their notes or into any other document.
- **Digital Sticky Notes:** Students use digital sticky notes to annotate text as they read. These notes allow students to capture thoughts, insights, and questions for later use.

Assignment Summary: In the lesson, “Principles and the Preamble”, students review the purpose of writing a topic sentence and an outline. Students use these writing preparation strategies to produce a 1-3 page document which defines a specific principle in the Constitution and how the principle is supported in the preamble.

Assignment Summary: In the lesson, “The Bill of Rights”, students analyze letters exchanged between Thomas Jefferson and James Madison, and using what the students learned in the lesson, students explain how the debate over the Bill of Rights influenced the rights that were included in the ten amendments. Students are provided with comprehension check questions, which guide the students in analyzing the letters. Students produce short writing which demonstrates comprehension of short answer skills, as well as comprehension of the Bill of Rights debate.

The Constitution and the Bill of Rights: Principles in Historical Context

In this unit, students will begin to address the philosophical foundation for American democracy. Students will analyze ancient principles from the Athenian democracy and the Roman republic. Next students will describe the goals of the Enlightenment, and identify Enlightenment ideas that created a new understanding of the role of government and the rights of citizens. Students will read excerpts of Tocqueville and evaluate the political and social characteristics which he found to be uniquely American. Students will then examine the government before and after the Civil War, and students will analyze how this period of time reformed the government. Finally, students will explain the development of initiatives, referendums, and recalls as methods to increase citizen involvement.

Assignment Summary: Throughout the course, students are required to express their knowledge and skills in short, focused writing assignments. These include short-answer prompts presented to assess comprehension of lesson content or supplemental reading. To complete these assignments, students are expected to write a response of at least one or two paragraphs. Students must support their conclusions with relevant examples and evidence. Instructional activities guide students through the writing process as they prepare develop the skills they will apply to longer assignments in the course. Short answer responses in varying lengths are included in every lesson.

In the lesson “The Origins of Democracy”, students answer questions about how ancient principles have influenced American democracy and compare these democracies with our own. First, they analyze democracy in ancient Greek society and compare Athenian democracy with American Democracy. They analyze a quote by Pericles to determine the main idea and make comparisons between Athens and Greek city-states. Then they compare American and Roman democracy and consider religious principles that are reflected in American government. Finally, students construct a short written response to provide at least three examples of government structures and principles that are based on ancient ideas.

Assignment Summary: In the lesson, “The Enlightenment”, students will analyze the works of Thomas Hobbes and John Locke, and explain the key differences in the views of Hobbes and Locke on the social contract. Students will be guided through a series of comprehension check questions. As they complete the assignment, they will produce a short answer which identifies the central points of each person’s argument. The students will strengthen their writing skills, as well as, analyze a historical philosophy from two different perspectives.

Assignment Summary: Throughout the course, students investigate challenging and complex texts at grade level, including excerpts from essays and legal documents. Each reading assignment utilizes the CloseReader™, which enables students to interact with a text while using robust tools, including text mark-up tools, language support, word look-up, embedded comprehension questions, and audio and text commentary to scaffold challenging texts. Students can highlight text, insert sticky notes, and take notes as they read, to apply the skills they are developing through the lesson. Each unit of the course contains extended reading assignments.

In the lesson “The Emancipation Proclamation”, students read from “Letter from Mother of a Northern Black Soldier to the President.” Students do a close reading of selections from a letter to President Lincoln written by Hannah Johnson, the mother of an African American Union soldier. As they read, students review teacher’s notes that provide important background information and they answer check-in questions to guide comprehension and analysis. After reading, the interactive comprehension questions guide students back to passages from the reading to help them recall and further analyze the material.

Assignment Summary: In the lesson, “Turning Points”, students will read excerpts from the “Gettysburg Address” and answer comprehension check questions. After the student completes the comprehension check, students will produce short answers explaining what Lincoln believed the Civil War was being fought to accomplish. By answering the comprehension check questions, students should be able to apply what they’ve learned in the assignment to their short answer.

The Courts and the Governmental Process: Procedures and the First Amendment

In this unit, students will begin to learn about the structure and powers of the judicial branch which was created by Article III of the Constitution. Students will explore, analyze, and make connections between several Supreme Court cases. Students will rigorously evaluate how these cases affected the powers of the federal government and expanded the idea of federal supremacy. Students will transition to learning and understanding the basics of the legal process as well as the organization of the federal and state court systems. Finally, the students will conclude the unit analyzing how the First Amendment shaped the relationship between religion and government, and how the First Amendment protected and limited the freedom of expression.

Assignment Summary: In the lesson, “Article III: The Courts”, students will view several assignment videos which analyze the structure and role of the judicial branch using excerpts from Article III and parts of *Federalist No.78*. Students will be guided through a series of comprehension check questions which will measure how well the student understands the material. Finally, students will be asked to produce a short answer which examines why the judicial independences are so important under our system of government.

Assignment Summary: In the lesson, “The Supreme Court and the Role of Government”, students will be introduced to a different court case *Boerne v. Flores*, which they will analyze and compare to landmark court case, *Marbury v. Madison*. Students will be asked to focus on three main points: the facts of the case, the ruling by the Court, and the reasons for the ruling. After the students have completed their analysis they will produce a short writing assignment which connects *Boerne v. Flores* with *Marbury v. Madison*.

Assignment Summary: In the lesson, “The Judicial Branch”, students will be provided with an online game which will help students assign cases to courts with the proper jurisdiction, as well as appeal cases to courts at higher levels. Before students play the game they will answer a series of comprehension check questions, which will allow students the ability to demonstrate understanding of how the federal and state courts systems interact. As students play the game they will be required to respond to several scenarios within the United States courts systems, demonstrating whether the scenario is for the federal court or state court. After students have chosen state or federal, students will then choose the specific court for the scenario, and if the virtual person loses their cases students will guide the virtual person through the appeals process.

Assignment Summary: In the lesson “Your Rights: Freedom of Religion”, students practice analyzing cases about freedom of religion. First they learn about two Supreme Court cases involving freedom of religion dealing with holiday displays on government property. Students read about each case and decision, answering question to guide thinking as they read. Finally, they test the skills and knowledge they learn to interpret the Supreme Court’s rulings through higher level questions.

The Courts and the Governmental Process: Beyond the First Amendment

In the previous unit, students focused on how the court system and process was developed, as well as a focus on the First Amendment; in this unit students move beyond the First Amendment and will begin to focus on a few of the other amendments. The students will start by learning how the rights of the accused are protected and limited by the Fourth and Fifth Amendments. Students will specifically analyze the Supreme Court decision in *Yarborough v. Alvarado*. Students will spend time evaluating other rights protected and limited by the Sixth, Eighth, and Ninth Amendments. Students will advance to studying how the Fourteenth Amendment led to a new interpretation of the Bill of Rights. Finally, students will analyze the different Amendments which extend voting rights to more Americans throughout history.

Assignment Summary: In the lesson, “The Fourteenth Amendment”, students will explore the changing interpretation of the Fourteenth Amendment. Students will be provided with directions on how to access resources which will help them find information about Supreme Court rulings. Students will then examine two separate cases where the Supreme Court would decide whether to incorporate and apply the Bill of Rights to the states. After students examine these cases, they will explain how these two cases changed the Supreme Court’s approach to selective incorporation.

Assignment Summary: Your Rights: Trials and Punishments

In this assignment students analyze the Sixth and Eighth Amendments and apply them to scenarios based on a precedent. After reviewing each amendment, students analyze the cases of *Gideon v. Wainwright* and *Furman v. Georgia*. They apply what they learned to write about what should be considered in each of the following cases by responding to the prompts:

- A woman is accused of a crime. She says that she was nowhere near the scene of the crime. Her friends who were with her are afraid that they will be accused as well, so they refuse to appear in court as witnesses.

How can the woman's counsel use the Sixth Amendment's witness clause to support her case?

- A boy, age twelve, had friends who convinced him to carry a gun to a robbery. No one was injured in the robbery, and the boy never used the weapon. However, the boy was caught and charged with a crime. At trial, a judge sentences the boy to life in prison.

How can the boy's counsel use the Eighth Amendment to support his case?

Assignment Summary: Case Study

Throughout the course, case study lessons enable students to apply what they have learned over a period of a unit to a real-world situation, while carrying out the role of a government official. Each lesson presents a guided process where the students reflect on prior knowledge, conduct research or read about a topic, and analyze information to complete an extended writing assignment. The following is an example of an extended writing assignment found in a case study lesson in this unit:

- **The Stolen Valor Act:** After a detailed study of Supreme Court cases and their precedents, students prepare a two page legal opinion as a Supreme Court Justice and explain the decision they made. They receive a student guide for writing a Supreme Court opinion that includes the assignment prompt and the proper steps for preparing, evaluating, and revising the opinion, along with an argumentative rubric to help them understand how they should organize their ideas and use effective sentence fluency, voice, and language conventions to make a clear point.

Our Government Today: The Legislative and Executive Branches

In this unit students take a look at the legislative and executive branches of government. They begin by examining how the legislative branch is structured according to Article I of the Constitution. They evaluate how the House of Representatives and the Senate serve American citizens as they learn about the structure of each and the role of representatives and senators. Students explore Article II of the Constitution as they learn about the structure of the executive branch and analyze the president's constitutional powers and duties to learn why the Constitution limits executive powers. Finally, students describe the various groups within the federal bureaucracy and the origins and development of the executive departments, including the presidential cabinet. Students tie what they have learned together at the end of the unit to write an informative essay about a federal agency within the American government. They are guided through the steps of researching, drafting, and revising to strengthen research and writing skills.

Assignment Summary: In the lesson, "Article I: Congress", students will recall what they've learned in the lesson and apply it while creating a legislative body that will help make important decisions at their school. Students will answer several questions regarding the structure of the legislative branch, which will help them in the process of designing their own legislature for their school. Students will produce a short writing

assignment which will explain how their legislature will be organized and how the legislators will be chosen. Students will also spend time explaining how their legislature separates powers and creates checks and balances.

Assignment Summary: In the lesson “The Senate”, students answer several questions about Senate committees, and then they choose a Senate committee to research. They begin by reviewing senate committee types, power, and how they are run by using the U.S. Senate website. They respond to specific question about the information they find on the website. Finally, students research the committee they chose and write a one-paragraph summary about the role and responsibilities of the committee they chose.

Assignment Summary: In the lesson, “Article II: The Presidency”, students will read and analyze several presidential schedules. The students will use the schedules to answer questions about the responsibilities and duties of the president. Students will complete the assignment by identifying one example of the president using constitutional powers and explaining how his power is limited.

Assignment Summary: In the lesson, “Writing Workshop: Researching an Agency”, students will be guided through a series of prewriting activities which will help students research and organize ideas about federal agencies to prepare to write an essay. Students will use these activities to draft a rough and final draft of an informative essay, answering the prompt:

“Federal agencies were created to oversee specific areas or aspects of the government's responsibility to its citizens. Federal agencies also do specific jobs that the government has promised to perform. As the role of government and the needs of people and society have changed, new agencies have been established.

You will choose one federal agency to discuss in an informative essay. You should do outside research and write an essay on the structure of the agency and its function.”

Throughout the course students complete extended essays in the eWriting environment, which is designed to scaffold students through the writing process from pre-writing to the final draft. Students may also access the rubric and checklist. A research tab allows students to gather information about their topic.

Our Government Today: Getting Involved

Students will spend this unit examining the different aspects of the American government, and the ways which citizens can participate in each aspect. Students will first study what it means to be a citizen and the responsibilities of citizens. Students will then begin to analyze the role of political parties in the American democracy. After students learn about the purpose of political parties, students will examine the role of campaigns and elections in the political process, as well as ways citizens can participate in elections. Students will continue studying the election process as they analyze data explaining why voting is an important form of participating in government. Students will also describe the purpose and influence of interest groups and public action committees. Students will draw connections between the media and political campaigns. Finally, students will participate in a project debating certain aspects of voter ID laws.

Assignment Summary: In the lesson, “A Citizen’s Responsibilities”, students will consider issues within their community and create a claim that identifies a solution for a specific issue. Students will connect this concept to the lesson by discussing how the solution fulfills the responsibilities of citizenship. The purpose of this assignment is to encourage students to consider the issues which affect them and reflect and produce writing on methods they think would help alleviate the issues.

Assignment Summary: In the lesson “A Citizen's Responsibilities”, students apply their understanding of their responsibilities as citizens by choosing an issue in their communities that they feel strongly about and formulating a plan for improvement. First, they explore what it means to perform civic duties and display model citizenship to brainstorm ideas for the issues they will choose. Once they have chosen an issue, they create a claim that summarizes why the issue is important to the community, and then they describe the solution in a well-constructed paragraph. Finally, they reflect on how the solution will affect the neighborhood and explain how the solution helps them fulfill their responsibilities as a citizen.

Assignment Summary: In the lesson, “The Media and Politics”, students will examine the role of the media in communicating political messages, news, and perspectives about candidates and politicians. Students will view the Presidential debate of 1960 and analyze both candidates and how they were portrayed by the media. Finally, students will view a speech by President Barack Obama and then they will analyze why politicians choose to use online videos to effectively convey a message. From this assignment, students will have a greater understanding of the role of the media in politics, connecting speeches from 1960 to the present.

Assignment Summary: In the lesson “Interest Groups and Lobbying”, students read excerpts from a speech about lobbyists. For example, students read an excerpt from a 1987 speech Robert Byrd gave about the history of lobbying in the United States. As they read, students review teacher’s notes that provide important background information and they answer check-in questions to guide comprehension and analysis. After reading, the interactive comprehension questions guide students back to passages from the reading to answer questions and they use graphs that represent what they read to draw conclusions.

Federalism: State and Local Government

In this unit, students will examine the role and purpose of federalism; as well differentiate between the types of state and federal powers. Students will study how powers are divided between federal and state governments. Students will then study how state governments are organized to meet the needs of citizens. Students will apply what they’ve learned to their assignment as they explore the state government of Maine. Next, students will describe the structure, function and roles of local governments. Finally, students will examine the debate on education policy and complete a project applying what they’ve learned about government and education.

Assignment Summary: Case Study: Proposing Education Policy Solutions

After research and consideration, students write a two page opening statement for a presidential candidate. They receive a student guide for writing the opening statement that includes the assignment prompt and the proper steps for writing, evaluating, and revising the statement, along with an argumentative rubric to help them understand how they should organize their ideas and use effective sentence fluency, voice, and language conventions to make a clear point.

Comparative Governments: Communism in the World

In this unit students evaluate economic theories with a focus on socialism and communism as they explore communist governments from across the globe. Students identify the characteristics of capitalism and socialism and also explain Karl Marx's idea of communism. Students review the history of communism and its effects in the Soviet Union and China. They take a look at Russia under the tsars and the causes and the effects of the Russian Revolution, and the changes that occurred with Russia resulting in becoming first Communist government. Students analyze how the Soviet Union changed under Joseph Stalin and they explore how Communists took control of the government of China. Students learn about the revolutions of 1989 and evaluate how they transformed Eastern Europe as they analyze the causes of the fall of communism and finally explain the effects of new reforms in China.

Assignment Summary: In the lesson “Modernization in China”, students read excerpts from the memoir of Ji-li Jiang, titled Red Scarf Girl, in which she describes how the Cultural Revolution affected her community. As students read, they review teacher’s notes that provide important cultural information, and they answer check-in questions to guide comprehension and analysis. After reading, they answer questions that guide them to better understand and draw conclusions about the cultural context of the historical event.

Comparative Governments: Democracy and Dictatorship

In this unit, students identify various forms of governments around the world to understand how much governments differ. Students take an in-depth look at some of the most famous dictators of Italy, Spain, Japan, and Germany. Then they evaluate the changes that resulted from independence in Asia. Finally, they analyze and compare changes and challenges that took place in Latin America and Africa as a result of government reform, democracy, and race.

Assignment Summary: In the lesson, “Types of Governments”, students will examine and research the government of one country and make comparisons with the government of the U.S. Students will be provided with research resources to help them answer questions about the following topics:

- which type of government it has
- the parts of its government
- how power is distributed
- who governs
- the people’s role in the government

Assignment Summary: In the lesson, “Challenges of Independence in Asia”, after learning about the independence of many former colonies in Southeast Asia, students analyze primary and secondary sources about decolonization in Southeast Asia. They begin by analyzing a chart of population changes in Southeast Asia between 1950 and 1975. Then they reflect on a quote by Aung San Suu Kyi to identify a common problem of the region. Next, students analyze a pie graph of ethnic groups among the population of Indonesia, read from the Filipino Proclamation of Independence, and analyze a graph about the gross national product of the Philippines. As students read and analyze charts and graphs they answer questions that help guide the thought process to better analyze the information presented. Finally, students use their analysis of the information and to explain why former colonies often experienced difficulties when they achieved independence.

Assignment Summary: In the lesson “Latin American Reform”, students read a series of passages and quotes about the revolution in Cuba to compare the U.S. point of view and the Cuban point of view on the Revolution. As student read they are presented with background information and questions to guide analysis to enable them to make the comparison.

Assignment Summary: In the lesson “Authoritarianism, Fascism, and Dictators”, students read Mussolini's speech about the invasion of Ethiopia. After learning how Benito Mussolini transformed Italy into a fascist state with a priority to increase Italy's territory to create an empire, students read the transcript of a radio address in which he justifies his actions in Ethiopia. As students read, they review teacher's notes that provide important cultural information, and they answer check-in questions to guide comprehension and analysis. After reading, students analyze passages from the reading to better understand Mussolini's argument and attempt to inspire patriotism in his people.

Contemporary Issues in the World Today

In this unit, students will spend time researching and analyzing issues and policies which have a global effect. Students will begin by studying fiscal policy within a government. Students will identify the purpose of taxation and its relation to public policy, as well as analyze the government's main sources of expenditure. Students will then analyze regulatory policy and how regulation influences the economy and benefits citizens. Next, students will examine how environmental issues impacted Americans in recent decades. Students will focus, specifically, on the air pollution, water pollution, and natural resource conservation. Students will then shift gears and learn about how foreign policy is created and implemented. Students will explore the White House Website to gain an understanding of contemporary policy. Then students will analyze how the United States national security policy affects other nations. Finally students will complete the unit, and course, analyzing how the demographic change has made an impact on the modern United States.

Assignment Summary: In the lesson, “Fiscal Policy”, students will be provided with an interactive federal budget. Students will imagine they are the president's economic adviser, advising the president on ways to cut the federal budget while maintaining his campaign promises and helping his bid for reelection. After students have written a proposal for budget changes, students will then be challenged to analyze the consequence of the decisions they made. Students will complete the assignment by describing the impact of the three largest cuts and how these cuts impact the economy and the president's reelection chances.

Assignment Summary: In the lesson “Foreign Policy”, students explore the White House website to better understand foreign policy with Syria. First students read the Guiding Principles to identify the main goals of US foreign policy, the principles that the United States supports, and several accomplishments of the president's foreign policy approaches. Then students watch President Obama announce a humanitarian aid package for Syria to analyze how humanitarian relief can support Syria and U.S. foreign policy. Finally, students write a short response to describe how the United States is taking a multilateral approach to foreign policy in Syria.

Assignment Summary: In the lesson “National Security Policy”, students In this assignment, students analyze documents that describe major national security policies. After students are guided through the reading of several short proposals created by leaders in the executive branch, they reflect on cause and effect in foreign policy and the event most directly contributed to the United States becoming a member of NATO. Finally, they examine some of the language used in foreign policy and evaluate how U.S. foreign policy toward Europe has changed since NATO was formed.

Course Materials

Primary Documents

Title	Authors	Date	URL
Fair Representation for Citizens	Edmund Randolph	1787	[empty]
Federalist, No. 85	Alexander Hamilton	1788	[empty]
Letter to Thomas Jefferson	James Madison	1787	[empty]
Letter to James Madison	Thomas Jefferson	1787	[empty]
The U.S. Constitution	[empty]	1787	[empty]
Federalist PapersFederalist No.9	Alexander Hamilton	1787	[empty]
Federalist No. 51	James Madison	1787	[empty]
AntiFederalist Papers	"A Farmer"	1788	[empty]
AntiFederalist Papers No. 47	Samuel Bryan	[empty]	[empty]
The Declaration of Independence	[empty]	1776	[empty]
The Leviathan	Thomas Hobbes	1660	[empty]
Second Treatise of Government	John Locke	1690	[empty]

Title	Authors	Date	URL
The Spirit of the Laws	Baron de Montesquieu	1748	[empty]
First Inaugural Address	Abraham Lincoln	1861	[empty]
Letter from Mother of a Northern Black Soldier to the President	Hannah Johnson	1863	[empty]
Gettysburg Address	Abraham Lincoln	1863	[empty]
Boerne v. Flores	Opinion of the Supreme Court	1997	[empty]
Lemon v. Kurtzman	Opinion of the Supreme Court	1971	[empty]
District v. Doe	Opinion of the Supreme Court	2000	[empty]
Lynch v. Donnelly	Opinion of the Supreme Court	1984	[empty]
County of Allegheny v. ACLU	Opinion of the Supreme Court	1989	[empty]
New York Times v. United States	Opinion of the Supreme Court	1971	[empty]
Texas v. Johnson	Opinion of the Supreme Court	1988	[empty]
Miranda v. Arizona	Opinion of the Supreme Court	1966	[empty]
Lobbyists	Senator Robert C. Byrd	1987	[empty]
Yarborough v. Alvarado	Opinion of the Supreme Court	2004	[empty]
Gideon v. Wainwright	Opinion of the Supreme Court	1963	[empty]
Griswold v. Connecticut	Opinion of the Supreme Court	1965	[empty]

Title	Authors	Date	URL
Roe v. Wade	Opinion of the Supreme Court	1973	[empty]
Excerpt from Mao's Philosophy	Mao Zedong	1934	[empty]
Palko v. Connecticut	Opinion of the Supreme Court	1937	[empty]
The Fall of the Berlin Wall	Helmut Kohl	1989	[empty]
Duncan v. Louisiana	Opinion of the Supreme Court	1968	[empty]
Plessy v. Ferguson	Opinion of the Supreme Court	1896	[empty]
National Security Policy Speech	US Secretary of State Dean Acheson	1949	[empty]
Brown v. Board of Education	Opinion of the Supreme Court	1954	[empty]
Letter to President Truman	Clark Clifford	1948	[empty]
Regents v. Bakke	Opinion of the Supreme Court	1978	[empty]

Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Edgenuity Student Support for Textbased Assignments: Literacy Scaffolds and Supports	Edgenuity Inc.	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource
President Barack Obama's State of the Union Address	[empty]	[empty]	[empty]	2012	[empty]	Video
Video Footage of Debate between Kennedy and Nixon	[empty]	[empty]	[empty]	1960	[empty]	Video

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
President Obama's Weekly Address: Ending the War in Afghanistan and Rebuilding America	[empty]	[empty]	[empty]	[empty]	[empty]	Video
Edgenuity Collaboration Corner	Edgenuity Inc.	[empty]	[empty]	[empty]	[empty]	Teacher-Led Online Discussion Forum
Edgenuity CloseReader Interactive Reading Environment	Edgenuity Inc.	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource
Edgenuity eWriter Tool	Edgenuity Inc.	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource
Edgenuity eNotes	Edgenuity Inc.	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource
Edgenuity Instructional Videos	Edgenuity inc.	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource
Edgenuity Course Map	Edgenuity Inc.	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource

Other

Title	Authors	Date	Course material type	Website
Leviticus 19:15	[empty]	[empty]	The Bible	[empty]
Defense, National Security, and the Changing Cabinet	[empty]	[empty]	Informational Text	[empty]

Additional Information

Lynette McVay
Program Director/Coordinator

Course Author:

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