

**REDLANDS UNIFIED SCHOOL DISTRICT
HIGH SCHOOL COURSE APPROVAL REQUEST FORM
GRADES 9-12**

THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:

School Submitting Information

School: RUSD High Schools Department: Special Services
(course offerings will be made available for all schools)

Contact Information

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Course Information

Course Title: Government Dynamic Transcript Name (15 Max): GOVD

Length of course: One Semester Amount of Units: 5
(one semester, two semesters, or one-year course)

Area of Credit: Social Science
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

Teacher Requirements

Credential Required: Education Specialist Additional Training: CLAD

Department Review Date: 4-5-24 Dept. Signature: Britta Davidson

Site Administrator Signature: Patti Bushnell

THIS SECTION IS RESERVED FOR DISTRICT USE:

Assigned Reviewer Section

Reviewed by: Julie Swan Date reviewed: 04/08/24

☒ District section of this form is appropriately completed

☒ All required attachments are affixed and appropriate

☒ Site signatures current and appropriate

Recommendation: ☒ Approve ☐ Do Not Approve Signature: Julie Swan

Course Approval Curriculum Committee

Approved by: Unanimous Decision Date approved: 04/17/24

Date approval/disapproval notification letter sent: 04/19/24

Signature: [Signature]

Board Submission Date: May 7, 2024 Board Approved Date: _____

Redlands Unified School District Course of Study
High School Course Description for Government Dynamic

Course Title: Government	Curricular Area: History/Social Science
Course Number:	Length: One semester
Grade Level(s): 12	Prerequisites: Eligible to participate in the California Alternate Assessment (CAA)
Meets a UC a-g Requirement: No	Meets NCAA Requirement: No
Meets High School Graduation Requirement for: History/Social Science	

Course Outline

Government Dynamic is a required one-semester course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31. It is a course a study of the institutions of the American government.

The course focuses on the executive, judicial and legislative branches of the federal government, the election process, and political parties. There is an emphasis on the concepts of constitutionalism, representative democracy, separation of powers, checks and balances, and federalism.

Alignment (Connection to Common Core)

This course is aligned to the 2016 Standards and the California History/ Social Science Framework for History/Social Science. *California does not currently have extended standards for social studies.*

Examples of Assessments Appropriate for the Course:

Formative and summative assessments include, but are not limited to, quickwrites, essays, quizzes, tests, exit tickets, discussions, Philosophical Chairs, and Socratic Seminars.

Instructional Materials

Required Textbook(s)

1. Unique Learning Systems

Novels and Other Readings

- 1.

Supplemental Materials

- 1.

Suggested Video/DVDs//Films

- 1.

Web Sites

- 1.

Software/Applications

Exit Criteria (Assessments):

ULS Checkpoints: 3-5 units semester 1 and 3-5 units semester 2

Proficiency = a pass grade = an overall average score of 60% or higher on all combined units post test checkpoints and/or demonstrates proficiency in completing coursework assignments.

Development Team

This Course of Study was developed/revised in March 2024 by Britta Davidson(Coordinator IV, Special Education) and Lisa Perry (Teacher on Assignment).

Redlands Unified School District Course of Study

High School Course Description for **Government Dynamic**

Support for English Language Learners:

- English Language Development Connectors will be integrated into Lesson Design, Implementation, and Assessment. *The ELD Connectors represent the highest level of expected performance in English language proficiency (ELP) for English learners with the most significant cognitive disabilities at a given grade or grade span.*
- There will be a language objective.
- Instruction will be differentiated for Emerging, Expanding, and Bridging linguistic ability.
- Teaching will be intentional (Purpose will be clear and coherent, goals will be determined collaboratively in response to assessed student needs)
- A variety of models of instruction will be employed, including but not limited to: Inquiry-Based Learning, Collaborative Learning, and Direct Instruction.
- Culturally and Linguistically Responsive Pedagogy will be implemented
- Students will be provided multiple means of acquiring skills and knowledge, multiple means of expressing their understandings, and multiple means of engaging with the content.
- A variety of grouping strategies will be employed to maximize student learning.
- Linguistic Scaffolding (planned and just-in-time) will be provided to allow learners to successfully access the learning.
- Students' primary language will be leveraged as a resource in a student's acquisition of English and content.
- Collaborative literacy tasks, including but not limited to, whole and small group discussions, will be utilized to amplify content and language understanding.

SAMPLE COURSE CONTENT AND ACTIVITIES

Unit 2: The Constitution	
Guiding Questions: <ul style="list-style-type: none">● How and why does the Constitution both grant power and limit it?● What is the relative power of each branch of government?	
Content Standards	Sample Activity
12.4. 2. Explain the process through which the Constitution can be amended.	Demonstrate understanding that the constitution can be amended Demonstrate understanding of the three branches of government and their role and responsibilities.
12.5. 2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).	

High School Course Description for **Government Dynamic**

12.1

4. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.

5. Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of Law, federalism, and civilian control of the military.

6. Understand that the Bill of Rights limits the powers of the federal government and state governments.