

SPECIAL/REGULAR MEETING

BOARD OF TRUSTEES

THURSDAY JUNE 19, 2008

ADDENDUM

INFORMATION

# Yosemite Unified School District

50200 Road 427

Oakhurst, CA 93644

(559) 683-8801 FAX (559) 683-4160

## REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY:

“In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact Joanne Pitts at 559/683-8801 ext. 348. Please notify us 48 hours before the Board meeting so that the District may make reasonable arrangements to ensure accessibility to the Board meeting room.”

## **NOTICE OF SPECIAL/REGULAR MEETING BOARD OF TRUSTEES**

**DATE: THURSDAY, JUNE 19, 2008**

**TIME: 6:30 P.M.**

**PLACE: BOARD ROOM**

## **ADDENDUM**

### **8.0 ACTION ITEMS**

- 8.8 Consideration and Action to Adopt/Purchase Social Science Textbook – Government in America, People, Politics and Policy published by Person/Longman
- 8.9 Consideration and Action on Course Outlines – YHS
  - a. A.P. Government & Politics
  - b. Pre-Calculus

June 11, 2008

Dear Honorable Members of the Board,

Respectfully submitted is the textbook adoption of the upcoming 2008/2009 AP United States and Politics course here at Yosemite High School. There were 7 textbooks selected for review, all pre-approved texts by the Advanced Placement (AP) Board.

A committee consisting of parents, students, and Social Science instructors was conducted after school on June 3, 2008. Sixteen participants were present. A survey was created (see attached) and distributed to each member. Each textbook was reviewed using the same criteria.

The textbook that was selected by an overwhelmingly large margin was *Government in America, People, Politics and Policy* published by Pearson/Longman. There was a maximum score of 40 points on each survey, if all categories achieved a score of 5. The above textbook had a mean score of 37.25. The second most popular of the textbooks received a score of 30.0 and the least favorite among the books scored a paltry 17.75. Reviews are attached for your perusal.

Currently, over 50 students have signed up for the course. The purchase order is requesting 60 copies in the event more students sign up for the course over the summer or at the beginning of the next school year. Due to budget constraints, I am not requesting a classroom set at this time. If the current state budget crisis changes, I can always order a class set at a later date.

Thank you for your careful consideration of this textbook and the students and I look forward to a successful year in AP US Government and Politics.

Sincerely,



Deborah N. Brown  
Social Sciences Instructor  
Social Sciences Department Chair

# NEW COURSE PROPOSAL FORM

PLEASE COMPLETE THE FOLLOWING:

PROPOSED COURSE TITLE: AP Government and Politics

DEPARTMENT: Social Science

HIGH SCHOOL REQUIREMENT SATISFIED:      Elective Course      Required Course  
(Circle one)

GRADE LEVEL: 12      LENGTH OF COURSE: Semester      CREDITS: 5.0  
(Semester -Year)

PREREQUISITE: U.S. History or IB History with a B or Senior Government Requirement      Better

REQUIRES TEXTBOOK:  Yes     No    (Circle one)

TEXTBOOK TITLE, IF KNOWN: \_\_\_\_\_

BRIEF COURSE DESCRIPTION: This course includes both the study of general concepts used to interpret U.S. Government & politics & the analysis of political institutions, groups, beliefs & ideas that constitute U.S. Government and politics.

OUTCOME STATEMENT: 1) Important facts, concepts & theories pertaining to U.S. Gov & politics 2) Understand patterns of political processes, various government structures & their political effects. 3) The ability to analyze & interpret basic data, analysis relevant to U.S. Government and politics

ARTICULATION THAT HAS TAKEN PLACE WITH THE DEPARTMENTS THAT WOULD BE AFFECTED BY THE PROPOSED COURSE: This course would not have an impact on any other department outside of Social Sciences.

## Textbook Adoption by Board of Trustees

On \_\_\_\_\_, the Yosemite Unified School District Board of Trustees adopted the following textbook, as per Board Policy 6161.1 and Administrative Regulations 6161.1.

Department: SOCIAL Studies

Class: AP US Government and Politics

School: Yosemite High School

Textbook Title: Government in America, People, Politics & Policy

Textbook Publisher: Pearson Longman Inc.

Copyright Date: 2008

ISBN Number: 978-0-13-134760-1

Cost: \$ 85.97

Anticipated number ordered: 60 Anticipated overall cost: 6,106.40

Committee Members: (Please put name and title for example: teacher, parent, student, etc.)

- Attached are AP recommended textbooks

- Will request exam copy & have committee review

This textbook adoption followed Board policy: Yes \_\_\_\_\_ No \_\_\_\_\_

Other Textbooks Reviewed: Understanding American Government, The Struggle for Democracy, Government by the People, American Government Continuity and Change, Think American Government, We the People, An Introduction to American Politics.

Board Adoption Date: \_\_\_\_\_

**AP US Government Book Selection Committee:**

Thank you for taking time out of your busy day to help select the new AP US Government Text Book for the upcoming 2008/2009 school year. This will be the first time this course has been offered in over a decade here at Yosemite High School. It is important that the right book is selected for the students will rely heavily on it for the year-end AP exam. Please circle the answer (number) that you believe best describes or answers the following questions.

**1. Is the book appealing at first glance?**

|    |          |         |           |           |
|----|----------|---------|-----------|-----------|
| 1  | 2        | 3       | 4         | 5         |
| No | Somewhat | Neutral | Very Nice | Excellent |

**2. Is it easy to read and easy to comprehend?**

|    |          |         |        |           |
|----|----------|---------|--------|-----------|
| 1  | 2        | 3       | 4      | 5         |
| No | Somewhat | Neutral | Mostly | Excellent |

**3. Is the book well organized? (e.g. Are the subtitles clear and easily recognized?)**

|    |          |         |        |           |
|----|----------|---------|--------|-----------|
| 1  | 2        | 3       | 4      | 5         |
| No | Somewhat | Neutral | Mostly | Excellent |

**4. Does the book have the "main" concepts in the margin so the student can find them easily?**

|    |          |         |                    |           |
|----|----------|---------|--------------------|-----------|
| 1  | 2        | 3       | 4                  | 5         |
| No | Somewhat | Neutral | Yes, but not clear | Excellent |

**5. Does the book cover all the topics that AP US Government needs covered (see AP Outline?)**

|    |          |         |        |           |
|----|----------|---------|--------|-----------|
| 1  | 2        | 3       | 4      | 5         |
| No | Somewhat | Neutral | Mostly | Excellent |

**6. As a student, even if you are the adult, would you select this book?**

1            2            3            4            5  
No        Perhaps        Neutral        Most Likely        Absolutely

**7. Does the book include sidebars (Vignettes) that add to the richness of the text?**

1            2            3            4            5  
No        Perhaps        Neutral        Mostly        Absolutely

**8. Does this book include a multitude of pertinent court cases and constitutional information that is easily understandable and accessible? For Example: They are included within or at the end of the chapters. The student does not have to continually retreat to the glossary or index to locate the material.**

1            2            3            4            5  
No        Somewhat        Neutral        Mostly        Absolutely

**9. Social Science Teachers Only: Please answer the following question. If you were asked to teach this course, would you be satisfied with this book if it were selected?**

1            2            3            4            5  
No        Perhaps        Neutral        Most Likely        Absolutely

Thank you for participating in our school survey. Please **circle** your status at YHS.

**Student    Parent    Concerned Community Member    Social Science Teacher**  
**Other Teacher                    YHS Support Staff                    YHS Administrator**

*Please circle the number of the book you just surveyed.*

**1            2            3            4            5            6            7**

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**YOSEMITE HIGH SCHOOL**  
**50200 SCHOOL ROAD - OAKHURST, CA 93644**  
**(559) 683-4667**

COURSE TITLE: A.P. GOVERNMENT & POLITICS  
DEPARTMENT: SOCIAL SCIENCE

REQUIREMENT SATISFIED:

|                |   |                             |
|----------------|---|-----------------------------|
| High School:   | X | Model Curriculum Standards: |
| State College: |   | Frameworks:                 |
| UC Approved:   |   |                             |

GRADE LEVEL: 12      LENGTH OF COURSE: 1 SEMESTER      CREDITS: 5

PREREQUISITE: Successful completion of U.S. History or History of the Americas IB HLI with a “B” or better.

TEXTBOOKS:      Government in America: People, Politics, & Policy  
 AP Edition, by Pearson Education, Inc. 2008  
We the People: The Citizen & the Constitution, Level 3  
 Center for Civic Education, 2009

OTHER MATERIALS:      *The Constitution; Federalist Papers, Supreme Court & State Cases; Current Events; Political Papers and Reviews.*

COURSE DESCRIPTION:

*This course explores the political theory and everyday practice of our government and how the government and the people shape the political climate.*

*This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of political institutions, groups, beliefs, and ideas that constitute U.S. government and politics*

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS:

| <u>Assignment</u>   | <u>Standards</u>  | <u>ESLRS:</u> |
|---|-------------------|---------------|
| <u>Course Content/Objectives:</u>   | <u>Addressed:</u> |               |
| I. <i>Introducing Government in America</i>   | 12.1              | 1-6           |
| a) <i>What is government</i>  |                   |               |
| b) <i>By whom and for whom</i>  |                   |               |
| c) <i>How does government secure natural rights</i>                                   |                   |               |
| d) <i>What are public goods</i>   |                   |               |
| e) <i>What and how does the policymaking system work in America</i>                   |                   |               |
| f) <i>How and what policies directly impact the people</i>                            |                   |               |
| g) <i>What is democracy and the three contemporary theories of American democracy</i> |                   |               |
| h) <i>What is meant by elite and class theory</i>                                     |                   |               |
| i) <i>What are the challenges to democracy and the American political culture</i>     |                   |               |
| j) <i>What type of leadership skills does it take to effectively run a government</i> |                   |               |

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

| <u>Assignment</u>  | <u>Standards</u>  | <u>ESLRS:</u> |
|--|-------------------|---------------|
| <u>Course Content/Objectives:</u>  | <u>Addressed:</u> |               |
| II. The Constitution   | 12.1              | 1-6           |
| a) The origins of the United States Constitution   |                   |               |
| b) Why was there a revolution and what drove us to declare independence                          |                   |               |
| c) What are the similarities of Locke and Jefferson  |                   |               |
| d) Why did Jefferson adopt many of Locke's views and what were their differences                 |                   |               |
| e) Why did the Articles of Confederation work for some and not for others                        |                   |               |
| f) What are the differences and/or similarities of the Madisonian, New Jersey and Virginia plans |                   |               |
| g) How was the compromise met and why did the government we have today get adopted               |                   |               |
| h) Why is Shay's Rebellion so important to American principles                                   |                   |               |
| i) How were equity issues handled at the Constitutional Convention                               |                   |               |
| j) Why were the Federalists Papers so important to American history                              |                   |               |
| k) What does Marbury vs. Madison have to do with judicial interpretation                         |                   |               |
| III. Federalism  | 12.3              | 1-6           |
| a) Why did the Anti-Federalists fear Madison's idea of Federalism                                |                   |               |
| b) What is the price of Federalism   |                   |               |
| c) Why is Federalism so important  |                   |               |
| d) What national powers should be retained by the States and/or the National Government          |                   |               |
| e) What are the advantages and disadvantages of a democracy                                      |                   |               |

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

| <u>Assignment</u>  |  | <u>Standards</u>  | <u>ESLRS:</u> |
|--|--|-------------------|---------------|
| <u>Course Content/Objectives:</u>  |  | <u>Addressed:</u> |               |
| IV. <i>Public Opinion and Political Action</i>   |  | 12.1              | 1-6           |
| a) <i>How do the American people learn about politics</i>  |  |                   |               |
| b) <i>How do we truly measure public opinion</i>   |  |                   |               |
| c) <i>What is an ideology and how do citizens identify them</i>  |  |                   |               |
| d) <i>What is political action and how does the average citizen get involved</i>   |  |                   |               |
| e) <i>How do citizens form political opinion</i>   |  |                   |               |
| f) <i>How do people decide vote</i>  |  |                   |               |
| g) <i>What has the impact of technology done to traditional voting patterns, specifically the internet</i>                   |  |                   |               |
| h) <i>What impact has campaign reform had on American voting</i>   |  |                   |               |
| i) <i>Should we re-evaluate the Electoral College and the role it has played in awarding candidates victories and losses</i> |  |                   |               |
| j) <i>Do polls always give an accurate picture of the end result</i>   |  |                   |               |
| V. <i>Political Parties, Elections and Campaigns</i>   |  | 12.6              | 1-6           |
| a) <i>What is the meaning of party affiliation</i>   |  |                   |               |
| b) <i>From the Grass Roots organizations to the machine in Washington D.C., where did political parties originate</i>        |  |                   |               |
| c) <i>Did the Founding Fathers fear political parties and their impact on the National Government</i>                        |  |                   |               |
| d) <i>What impact has third parties had on the political scene</i>   |  |                   |               |
| e) <i>Has America become polarized by the two main political parties</i>   |  |                   |               |
| f) <i>How do you run for office</i>  |  |                   |               |
| g) <i>How do you organize a campaign</i>   |  |                   |               |
| h) <i>What are political PACS</i>  |  |                   |               |
| i) <i>How does one get nominated for an office</i>   |  |                   |               |

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

| <u>Assignment</u>  |      | <u>Standards</u>  |    | <u>ESLRS:</u>               |
|--|------|-------------------|----|-----------------------------|
| <u>Course Content/Objectives:</u>  |      | <u>Addressed:</u> |    |                             |
| j) Do states have different criteria to get on the ballot  | 12.3 |                   |    | 1-6                         |
| k) How much money does it take to run for President of the United States   |      |                   |    |                             |
| VI. Interest Groups  |      | 12.2              |    | 1-6                         |
| a) What is the role of an interest group   |      |                   |    |                             |
| b) What makes an interest group  |      |                   |    |                             |
| c) Why has there been an explosion of interest groups on the current political scene   |      |                   |    |                             |
| d) How do political interest groups try and shape policy   |      |                   |    |                             |
| e) What types of political interest groups exist and why is it important to understand them  |      |                   |    |                             |
| VII. Public Opinion and the Mass Media today   | 12.8 | 1-6               | a) | What defines the mass media |
| b) What has and continues to be the development of mass politics   |      |                   |    |                             |
| c) Today's market media is consumed in many different venues, what are those and what implications do they have on public opinion. |      |                   |    |                             |
| d) What type of power does the media use in setting political agendas  |      |                   |    |                             |
| e) Why is it important that we understand the mass media and its effects on how we think, behave, and react                        |      |                   |    |                             |
| VIII. The Institutions of National Governance: Congress  | 12.4 | 1-6               |    |                             |
| a) Who are those that represent us in Congress   |      |                   |    |                             |
| b) How does Congress represent the people  |      |                   |    |                             |
| c) Who are the members, where did they come from, and how important is it to be an incumbent                                       |      |                   |    |                             |
| d) How is Congress organized to make policy  |      |                   |    |                             |

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

| <u>Assignment</u>  |      | <u>Standards</u>  | <u>ESLRS:</u> |
|--|------|-------------------|---------------|
| <u>Course Content/Objectives:</u>  |      | <u>Addressed:</u> |               |
| e) <i>How does America's bicameralism differ from those the Founding Fathers brought from Great Britain</i>                        | 12.4 |                   | 1-6           |
| f) <i>How has Congress become polarized</i>  |      |                   |               |
| g) <i>What impact do lobbyists and special interest groups have on members of Congress</i>   |      |                   |               |
| IX. <i>The Institutions of National Governance: Presidency</i>   | 12.4 |                   | 1-6           |
| a) <i>What are the informal and formal powers of the President</i>   |      |                   |               |
| b) <i>What powers have expanded or been reinterpreted since the founding of the Constitution</i>                                   |      |                   |               |
| c) <i>How has the power of the presidency expanded over time</i>   |      |                   |               |
| d) <i>How has the executive office of the President grown over the years</i>   |      |                   |               |
| e) <i>What legislative skills must one have to be President</i>  |      |                   |               |
| f) <i>How does the makeup of Congress expedite or impede the President's agenda</i>  |      |                   |               |
| g) <i>How has the relationship changed in regard to the President and the press</i>  |      |                   |               |
| X. <i>The Institutions of National Governance: Judiciary</i>   | 12.4 |                   | 1-6           |
| a) <i>What is the nature of the Judiciary</i>  |      |                   |               |
| b) <i>What is the structure of the Federal Judicial System</i>   |      |                   |               |
| c) <i>What did the Founding Fathers envision with the creation of the Judiciary</i>  |      |                   |               |
| d) <i>Why are the appointments to the Supreme Court so controversial today</i>   |      |                   |               |
| e) <i>How much does party politics play into the selection of justices</i>   |      |                   |               |
| f) <i>Why is there a continuous debate over what the Justices see their role as today vs. the original intentions of the court</i> |      |                   |               |

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

| <u>Assignment</u>                 |   | <u>Standards</u>  |               |
|-----------------------------------|---|-------------------|---------------|
| <u>Course Content/Objectives:</u> |   | <u>Addressed:</u> | <u>ESLRS:</u> |
| g)                                | <i>Do the courts have an impact on policy</i>   | 12.5              | 1-6           |
| h)                                | <i>Is the U.S. Constitution a living document, or in need of a tune-up</i>                          |                   |               |
| i)                                | <i>What is meant by the “literal and spirit” of the Constitution</i>                                |                   |               |
| XI.                               | <i>The Institutions of National Governance:<br/>The Federal Bureaucracy</i>                         | 12.7              | 1-6           |
| a)                                | <i>How are bureaucracies organized</i>  |                   |               |
| b)                                | <i>How do bureaucracies regulate businesses and individuals and where does this power originate</i> |                   |               |
| c)                                | <i>Who are they and how did they get there</i>  |                   |               |
| d)                                | <i>Who controls the bureaucratic machine in Washington D.C.</i>                                     |                   |               |
| e)                                | <i>What is the Iron Triangle and who are the players</i>  |                   |               |
| XII.                              | <i>Public Policy</i>  |                   |               |
| a)                                | <i>What are some of the policies in place that controls the economy</i>                             | 12.7              | 1-6           |
| b)                                | <i>Why is it important to keep a mindful eye on the international economy</i>                       |                   |               |
| c)                                | <i>Why is it hard to control the economy</i>  |                   |               |
| d)                                | <i>What role(s) do business and voters have on the economy</i>                                      |                   |               |
| e)                                | <i>Who shapes social policy in the U.S.</i>   |                   |               |
| f)                                | <i>Why is there a growing inequality in our society</i>   |                   |               |
| g)                                | <i>Will Social Security be there in 10 years or longer</i>  |                   |               |
| h)                                | <i>Is there a health-care crisis, and, if so, what are we going to do about it</i>                  |                   |               |
| i)                                | <i>Is there a war on terror and how will Americans decide to combat this: at home or abroad</i>     |                   |               |
| j)                                | <i>What is our role and relationship with the United Nations</i>                                    |                   |               |

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

| <u>Assignment</u>   |      | <u>Standards</u>  | <u>ESLRS:</u> |
|---|------|-------------------|---------------|
| <u>Course Content/Objectives:</u>   |      | <u>Addressed:</u> |               |
| XIII. <i>Civil Rights and Civil Liberties</i>   | 12.2 | 1-6               |               |
| a) <i>The Bill of Rights, today, then and now</i>   |      |                   |               |
| b) <i>What constitutes freedom of speech, religion, expression, and assembly</i>  |      |                   |               |
| c) <i>How have those rights been interpreted and/or changed depending on public policy</i>  |      |                   |               |
| d) <i>What court cases have been used to test these rights and what has been the outcome</i>  |      |                   |               |
| e) <i>What impact has the war on terror had on these rights</i>   |      |                   |               |
| f) <i>What role has the Supreme Court has on constitutional rights</i>  |      |                   |               |
| g) <i>How did the Civil Rights Act of 1964 forever change the political climate of the United States</i>                                    |      |                   |               |
| h) <i>Has America achieved a colorblind society</i>   |      |                   |               |
| i) <i>How has the gay and lesbian communities lobbied for more equity and equality in our society</i>                                       |      |                   |               |
| j) <i>How are demographic trends and immigration changing the conversation of race, affirmative action and equal opportunity in America</i> |      |                   |               |

DISTRICT/STATE CONTENT STANDARDS ADDRESSED:

**Principles of American Democracy (Grade 12):**

- 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 in terms of:*
- 1.1 *The influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Nicolo Machiavelli, and William Blackstone on the development of American government.*

- 1.2 *The character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.*
  - 1.3 *How the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights, and how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence, stated as "self-evident Truths".*
  - 1.4 *How the Founders' realistic view of human nature led directly to a constitutional system that limited the power of the governors and the governed as articulated in The Federalist.*
  - 1.5 *The systems of separated and shared powers; the role of organized interests (The Federalist Number 10); checks and balances (The Federalist Number 51); the importance of an independent judiciary (The Federalist Number 78); enumerated powers; rule of law; federalism; and civilian control of the military.*
  - 1.6 *The Bill of Rights as a document limiting the power of the federal government and state governments.*
- 12.2 *Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among the, and how they are secured, in terms of:*
- 2.1 *The meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).*
  - 2.2 *How economic rights are secured and what their importance is to the individual and to society (e.g., right to acquire, use, transfer, and dispose of property; right to choose one's work; join or not join labor unions; copyright and patent).*
  - 2.3 *The legal obligations of obeying the law, serving as a juror, and paying taxes.*
  - 2.4 *The obligation of civic-mindedness including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.*
  - 2.5 *The reciprocity between rights and obligations, i.e., why enjoyment of one's rights entails respect for the rights of others.*
  - 2.6 *How one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).*
- 12.3 *Students evaluate, take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations not part of government), their interdependence and meaning and importance of a free society in terms of:*
- 3.1 *How civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.*

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COURSE INFORMATION

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- 3.2 *How civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.*
- 3.3 *The historical role of religion and religious diversity.*
- 3.4 *Comparisons between the relationship of government and civil society in constitutional democracies and the relationship of government and civil society in authoritarian and totalitarian regimes.*
- 12.4 *Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution in terms of:*
- 4.1 *Article I of the U.S. Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of Representatives and Senators, election to office, the role of the House and Senate in impeachment proceedings, the role of the Vice President, the enumerated legislative powers, and the process by which a bill becomes law.*
- 4.2 *The process through which the U.S. Constitution is amended.*
- 4.3 *The student's current representatives in the legislative branch of the national government.*
- 4.4 *Article II of the U.S. Constitution as it relates to the executive branch including eligibility for office and length of term, election to and removal from office, the Oath of office, and the enumerated executive powers.*
- 4.5 *Article III of the U.S. Constitution as it relates to judicial power including the length of terms of judges and the jurisdiction of the Supreme Court.*
- 4.6 *The selection and confirmation of Supreme Court judges.*
- 12.5 *Students summarize landmark U.S. Supreme Court interpretations of the U.S. Constitution and its amendments in terms of:*
- 5.1 *The changing interpretations of the Bill of Rights over time, including the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment, and the due process and equal protection of the law clauses of the 14<sup>th</sup> Amendment.*
- 5.2 *Judicial activism and judicial restraint and the effects of each policy over the decades (e.g., Warren vs. Rehnquist Courts).*
- 5.3 *The effect of the interpretations of the U.S. Constitution, including Marbury vs. Madison, McCulloch vs. Maryland, and U.S. vs. Nixon, with emphasis on the arguments espoused by each side in these cases.*
- 5.4 *The controversies that have resulted over changing interpretations of civil rights, including Plessy vs. Ferguson, Brown vs. Board of Education, Miranda vs. Arizona, Regents of the University of California vs. Bakke, Adarand Contractors, Inc. vs. Pena, and United States vs. Virginia (VMI).*

12.6 *Students evaluate issues regarding campaigns for national , state, and local elective office in terms of:*

- 6.1 *The origin, development, and role of political parties noting those occasional periods in which there was only one major party or were more than two major parties.*
- 6.2 *The history of the presidential candidate nomination process and increasing importance of primaries in general elections.*
- 6.3 *The role of polls, campaign advertising and the controversies over campaign funding.*
- 6.4 *The means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).*
- 6.5 *The features of direct democracy in numerous states such as the process of referendums and recall elections.*
- 6.6 *Trends in voter turnout, the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the right of minorities, and the function of the Electoral College.*

12.7 *Students analyze and compare the powers and procedures of the national, state, tribal, and local governments in terms of:*

- 7.1 *How conflicts between levels of government and branches of government are resolved.*
- 7.2 *The major responsibilities and sources of revenue for state and local governments.*
- 7.3 *Reserved powers and concurrent powers of state governments.*
- 7.4 *The 9<sup>th</sup> and 10<sup>th</sup> Amendments and interpretations of the extent of the federal government's power.*
- 7.5 *How public policy is formed, including the setting of the public agenda and how it is carried out through regulations and executive orders.*
- 7.6 *The process of lawmaking at each of the three levels of government, including the role of lobbying and the media.*
- 7.7 *The organization and jurisdiction of federal, state, and local (e.g. California) courts, and the interrelationships between the federal, state and local courts.*
- 7.8 *The scope of presidential power and decision-making through the examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.*

- 12.8 *Students evaluate, take and defend positions on the influence of the media on American political life in terms of:*
- 8.1 *The meaning and importance of a free and responsible press.*
  - 8.2 *The role of electronic, broadcast, print media, and the Internet as means of communication in American politics.*
  - 8.3 *How public officials use the media to communicate with the citizenry and to shape public opinion.*
- 12.9 *Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances and obstacles in terms of:*
- 9.1 *How the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies and human rights practices.*
  - 9.2 *The various ways power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).*
  - 9.3 *The advantages and disadvantages of federal, confederal, and unitary systems of government.*
  - 9.4 *The consequences of conditions that gave rise to tyrannies during certain periods applied to at least two countries (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).*
  - 9.5 *The forms of illegitimate power that 20<sup>th</sup> century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.*
  - 9.6 *The ideologies, causes, stages, and outcomes of major Mexican, Central and South American revolutions of the 19<sup>th</sup> and 20<sup>th</sup> centuries.*
  - 9.7 *The ideologies that give rise to communism, methods to maintain control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the role of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).*
  - 9.8 *The successes of relatively new democracies in Africa, Asia and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained or failed to sustain them.*
- 12.10 *Students formulate questions about and defend their analyses of tensions within the U.S. constitutional democracy and the importance of maintaining a balance between these concepts (e.g., 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 right to a fair trial, the relationship of religion and government.*

OUTCOMES:

*Students will demonstrate knowledge of important facts, concepts and theories pertaining to U.S. government and politics; understand patterns of political processes, various government structures and their political effects; have the ability to analyze and interpret basic data analysis relevant to U.S. government and politics.*

INSTRUCTIONAL STRATEGIES:

*This course will be utilizing a multiplicity of learning modalities such as, but not limited to, Socratic seminar, conversational lecture, round tables, videos, debate, cooperative learning, simulations, timelines, Internet research, class participation, hands-on and real life learning experiences, Podcasts and other interactive forms of learning.*

ASSESSMENT:

*Grades are figured on a cumulative number of point. Tests, quizzes, homework, project-based assignments will be equally weighed. Analytical free-response questions, such as those used on in the AP test, will be administered throughout the course on a bi-weekly basis.*

*NOTE: THIS COURSE ALTERNATES WITH ECONOMICS AT SEMESTER.*

**YOSEMITE HIGH SCHOOL**  
**50200 ROAD 427 - OAKHURST, CA 93644**  
**(559)683-4667**

COURSE TITLE: PRE-CALCULUS  
DEPARTMENT: MATHEMATICS

| <u>REQUIREMENT SATISFIED:</u> |   |                             |   |
|-------------------------------|---|-----------------------------|---|
| High School:                  | X | Model Curriculum Standards: | X |
| State College:                | X | Frameworks:                 | X |
| UC Approved:                  | X |                             |   |

GRADE LEVEL: 9-12                      LENGTH OF COURSE: 1 YEAR                      CREDITS: 10

PREREQUISITE: Successful completion of Algebra 2/Trig or Math Analysis, and teacher recommendation.

TEXTBOOKS: *Advanced Mathematical Concepts, Gordon et. al., Merrill*

**Pre-Calculus with Trigonometry, Foerster, Addison-Wesley (supplement)**

COURSE DESCRIPTION:

Students in Pre-calculus will prepare for the Calculus. They will study set theory, logic, trigonometry, probability, statistics, vectors, matrix theory, pre-calculus. The course also includes a written project, normally statistical in nature, which shows the student's ability to apply their knowledge of mathematics to the analysis of a realistic problem, and communicate their methods and conclusions clearly, completely, and concisely. The course will teach study skills and work habits appropriate to an honors level course, and will be taught at a pace and depth which will help prepare the students to be successful in the Calculus and/or other following courses.

Pre-calculus draws from six different areas within the California Mathematics Academic Content Standards: Math Analysis (MA), Linear Analysis (LA), Probability and Statistics (PS), Calculus (C), Trigonometry (T), and Advanced Placement Probability and Statistics (APPS).

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING

RESULTS:

| <u>Chapter/Assignment</u> | <u>Standards</u>   |   |
|---------------------------|--|---|
| <u>Text</u>               | <u>Course Content/Objective</u>  | <u>Addressed*</u> <u>ESLRs</u>          |
| 5.4                       | Trigonometry: right triangle problems,   | 23,26,28                      1,2,3,4,6 |
| 5.7                       | Law of Sines, Law of Cosines, graphing   | 23,27,28                                |
| 5.8                       | sine and cosine.   | 23,27,28                                |
| 6.4                       |  | 23,24,25                                |
| 6.5                       |  | 23,24,25                                |
| 6.6                       |  | 23,24,25                                |
| Sets #1                   | Set Theory: Use Venn diagrams to   | 1,2,3,4,6                               |
| Sets #2                   | solve problems involving the<br>cardinality of overlapping sets,<br>identify regions in a Venn diagram<br>corresponding to expressions using<br>union, intersections, and/or<br>complements of sets. |   |

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

| <u>Chapter/Assignment Text</u> | <u>Course Content/Objective</u>   | <u>Standards Addressed*</u> | <u>ESLRs</u> |
|--------------------------------|---|-----------------------------|--------------|
| Logic #1                       | Logic: Use symbolic logic to express  |                             | 1,2,3,4,6    |
| Logic #2                       | complex logical statements using the operators and, or, not, implies, and use truth tables to identify equivalent statements, tautologies, and contradiction. Be able to recognize and form the converse, inverse, and contrapositive, and know which are equivalent. |                             |              |
| 2.1                            | Matrix: add, subtract, multiply, and  |                             | 1,2,3,4,6    |
| 2.2                            | divide matrices, use a calculator to  |                             |              |
| WS 2                           | solve a system of linear equations,   | 4,5                         |              |
| 2.3                            | maximize a two-variable linear  | 6,7,8                       |              |
| 2.4                            | function over a polygonal region.   | 6,7,8                       |              |
| 2.5                            |   |                             |              |
| 2.6                            |   |                             |              |
| 13.1                           | Probability Theory: permutation,  |                             | 1,2,3,4,6    |
| 13.2                           | combinations, repetitive and  |                             |              |
| 13.3                           | circular permutations, probability,   | 12                          |              |
| 13.4                           | odds, compound, conditional, and  | 10,12                       |              |
| 13.5                           | binomial probability  | 10,11,12                    |              |
| 13.6                           |   |                             |              |
| 14.1                           | Statistics: frequency tables, mean,   | 14,16                       | 1,2,3,4,6    |
| 14.2                           | median, mode, variability, normal   | 13,14                       |              |
| 14.3                           | distribution, confidence intervals,   | 13,14,15                    |              |
| 14.4                           | scatter plots, linear regression and  | 13,15,20                    |              |
| 14.5                           | correlation coefficient.  | 16,18,19                    |              |
|                                |   |                             | 21           |
| X <sup>2</sup> #1,#2           |   |                             |              |
| t-test                         |   |                             |              |
| 8.1                            | Vectors: geometric vectors, algebraic   | 1                           | 1,2,3,4,6    |
| 8.2                            | vectors, 3-D vectors, dot product, cross  | 1                           |              |
| 8.3                            | product, applications to physics and  |                             |              |
| 8.4                            | navigation  |                             | 9            |
| 8.5                            |   |                             | 9            |
| 3.1                            | Polynomial and Rational Functions:  | 2                           | 1,2,3,4,6    |
| 4.1                            | polynomial functions and roots,   | 2                           |              |
| 4.3                            | synthetic division, graphing rational   | 2                           |              |
| 4.5                            | equations   |                             | 2            |
| 3.7                            |   |                             | 2,3          |
| Worksheet 4                    |   |                             | 2            |
| 17.1                           | Pre-calculus: limits, definition of   | 29, 30, 31                  | 1,2,3,4,6    |
| Worksheet                      | derivative, polynomial derivative,  |                             |              |
| 3.6                            | product and quotient rule, max/min by   |                             |              |
| 3.7                            | derivative, continuity  |                             |              |

DISTRICT/STATE CONTENT STANDARDS ADDRESSED:

1. *(ma 1) Students are familiar with and can apply polar coordinates and vectors in the plane. In particular, they can translate between polar and rectangular coordinates and can interpret polar coordinates and vectors graphically.*
2. *(ma 6) Students find the roots and poles of a rational function and can graph the function and locate its asymptotes.*
3. *(ma ) Students are familiar with the notion of limit of a sequence and the limit of a function as the independent variable approaches a number or infinity. They determine whether certain sequences converge or diverge.*
4. *(la 4) Students perform addition on matrices and vectors.*
5. *(la 5) Students perform matrix multiplication and multiply vector by matrices and by scalars.*
6. *(la 6) Students demonstrate and understand that linear systems are inconsistent (have no solutions), have exactly one solution, or have infinitely many solutions.*
7. *(la 9) Students demonstrate an understanding of the notion of the inverse of a matrix and can apply that concept to solve systems of linear equations.*
8. *(la 11) Students know that a square matrix is invertible if and only if its determinant is non-zero. They can compute the inverse to 2x2 and 3x3 matrices using row reduction methods or Cramer's rule.*
9. *(la 12) Students compute the scalar (dot) product of two vectors in n-space and know that perpendicular vectors have zero dot product.*
10. *(ps 1) Students know the definition of the notion of independent event and can use the rules for addition, multiplication, and complementation to solve for probabilities of particular events in finite spaces.*
11. *(ps 2) Students know the definition of conditional probability and use it to solve for probabilities in finite sample spaces.*
12. *(ps 3) Students demonstrate an understanding of the notion of discrete random variables by using them to solve for the probabilities of outcomes such as the probability of the occurrence of five heads in 14 coin tosses.*
13. *(ps 5) Students determine the mean and the standard deviation of a normally distributed random variable.*
14. *(ps 6) Students know the definition of mean, median, and mode of a distribution and can compute each in particular situations.*
15. *(ps 7) Students compute the variance and standard deviation of a distribution of data.*
16. *(ps 8) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard lane and bar graph, stem-and-leaf displays, scatter plots, and box-and-whisker plots.*
17. *(apps 13) Students know what the correlation coefficient of two variables means and are familiar with the coefficient's properties.*

18. (apps 16) Students know basic facts concerning the relation between the mean and the standard deviation of a sampling population and the mean and standard deviation of the population distribution.
19. (apps 17) Students determine confidence intervals for a simple random sample from a normal distribution of data and determine the sample size required for a desired margin of error.
20. (apps 18) Students determine the  $P$ -value for a statistic for a simple random sample from a normal distribution.
21. (apps 19) Students are familiar with the chi-squared distribution and the chi-squared test and understand their uses.
22. (c 1) Students demonstrate knowledge of both the formal definition and the graphical interpretation of limit of values of functions. This knowledge includes one-sided limits, infinite limits, and limits at infinity. Students know the definition of convergence and divergence of a function as the domain variable approaches either a number or infinity.
23. (t 1) Students understand the notion of angle and how to measure it, in both degrees and radians.
24. (t 2) Students know the definition of sine and cosine as  $y$ -and  $x$ -coordinates of points on the unit circle and are familiar with the graphs of the sine and cosine functions.
25. (t 4) Students graph functions of the form  $f(t) = A \sin(Bt + C)$  or  $f(t) = A \cos(Bt + C)$  and interpret  $A$ ,  $B$ , and  $C$  in terms of amplitude, frequency, period, and phase shift.
26. (t 12) Students use trigonometry to determine unknown sides or angles in a right triangle.
27. (t 13) Students know the law of sines and the law of cosines and apply those laws to solve problem.
28. (t 19) Students are adept at using trigonometry in a variety of applications and word problems
29. (c 2) Students demonstrate knowledge of both the formal definition and the graphical interpretation of continuity of a function.
30. (c 4) Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability.
31. (c 11) Students use differentiation to solve related rate problem in a variety of pure and applied contexts.

OUTCOMES:

Students will be prepared to take AP Calculus.

INSTRUCTIONAL STRATEGIES:

Direct instruction  
Group work  
Individual instruction  
Peer tutoring

*ASSESSMENT:*

*Teacher prepared tests and quizzes*

*Department-wide benchmark assessments including unit, mid-term, and final exams*

*Review of student work samples including class work and homework.*

*Student demonstrations*

*Other informal assessments*

*1/96*

*Revised 12/96; 4/98; 8/03; 1/04; 6/08*