

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
AGRICULTURAL GOVERNMENT

Course Number	5224
Department	History/Social Science
Length of Course	Two (2) semesters/One (1) year
Grade Level	12
Credit	5 units per semester/10 total credits - government
Pre-requisites	Complete 2 years of agriculture course work, concentrator status in agriculture career pathway, member of Future Farmers of America and/or teacher approval
Repeatable	Not repeatable for credit
UC/CSU	Meets "a" history/social science requirement
Board Approved	April 17, 2008

Description of Course - This course prepares students with an understanding of the institutions of American government. Students will compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government within the context of the field of agriculture. An emphasis is placed on analyzing the relationship among federal, state, and local governments with particular attention paid to important historical documents such as the *Federalist Papers*. This course also requires the completion of a student project (Supervised Occupational Experience Project -- SOEP) and participation in leadership activities through FFA as described in the state guidelines of all agriculture programs. This course is aligned to the California Content Standards in History-Social Science and the California Standards for Agriculture Education.

Rationale for Course - America's agriculture industry is the mainstay of the United States. An understanding of the American political process and its influence on agriculture and the individual will strengthen the students understanding of the constitution and our forms of government. This course represents the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibility of citizenship. This course differs from the "regular" government course in that it offers content in an agriculture setting allowing the school agriculture lab to become an integral part of the course.

Standard 1 - History of United States Agriculture

- 1.1 Objective: Learn about the role that agriculture and agriculture policy has played in the history of the United States and its impact on the development of American culture both nationally and internationally.
 - 1.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the history and importance of the agricultural sector in the United States.

Standard 2 - Students explain the fundamental principals and moral values of American democracy as expressed in the United States Constitution and other essential documents of citizenship.

2.1 Objective: Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.

2.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the influences that led to the development of the American form of government with an emphasis on Greek democracy, Roman republicanism, the democratization of England, and the enlightenment philosophers.

2.2 Objective: Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.

2.2.1 Performance Indicator: Students will be able to demonstrate an understanding of how Alexis de Tocqueville saw America.

2.3 Objective: Explain how the United States 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 discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."

2.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the nature of civil rights with an emphasis on the Constitution trying to be middle ground between individual liberty and the good of the general public.

2.4 Objective: 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*.

2.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the fears of the founding fathers of the natural desires for people to try and gain more and more power for themselves and thusly created limits on individual power within the government.

2.5 Objective: 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.

2.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the nature of shared power and control in the government.

2.6 Objective: Understand that the Bill of Rights limits the powers of the federal government and state governments.

2.6.1 Performance Indicator: Students will be able to demonstrate an understanding of how the Bill of Rights ensures personal freedoms and limits the powers of government.

2.7 Objective: Understand and describe taxation and the tax system in relation to agribusiness.

2.7.1 Performance Indicator: Students will be able to demonstrate an understanding of how taxes positively and negatively impact agribusiness.

2.8 Objective: Understand and describe the major points of law as applied to agriculture business.

2.8.1 Performance Indicator: Students will be able to demonstrate an understanding of the environmental, business and other applicable laws and how they impact agribusiness.

Standard 3 - Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

3.1 Objective: Discuss 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, and privacy).

3.1.1 Performance Indicator: Students will be able to demonstrate an understanding of what rights we have under the Bill of Rights with an emphasis on why they were deemed necessary, how we got them, and how their definitions have changed.

3.2 Objective: Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; the right to choose one's work; the right to join or not join labor unions; and copyright and patent).

- 3.2.1 Performance Indicator: Students will be able to demonstrate an understanding of personal economic rights under a free market economy and how they have changed over the years.
- 3.3 Objective: Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
 - 3.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the obligations of citizenship.
- 3.4 Objective: Understand the obligations of civic-mindedness including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
 - 3.4.1 Performance Indicator: Students will be able to demonstrate an understanding of what makes a good citizen.
- 3.5 Objective: Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
 - 3.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the rights and obligation dichotomy with an emphasis that you cannot have one without the other.
- 3.6 Objective: Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).
 - 3.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the two ways of becoming a citizen, birth and naturalization.

Standard 4 - 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 that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

- 4.1 Objective: Explain how civil society provides opportunities for individuals to associate social, cultural, religious, economic, and political purposes.
 - 4.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the nature of civil rights with an emphasis on the right assembly.

- 4.2 Objective: Explain 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.
 - 4.2.1 Performance Indicator: Students will be able to demonstrate an understanding of how citizens can influence governmental decisions.
- 4.3 Objective: Discuss the historical role of religion and religious diversity.
 - 4.3.1 Performance Indicator: Students will be able to demonstrate an understanding of how we as a nation have always been a religious plurality and have always been concerned by the nation being dominated by one religion.
- 4.4 Objective: Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.
 - 4.4.1 Performance Indicator: Students will be able to demonstrate an understanding of communism, fascism, socialism, capitalism, and democracy with an emphasis on the relationship between the government and its citizens.

Standard 5 - Students analyze the unique roles and responsibilities of the three branches of government as established by the United States Constitution.

- 5.1 Objective: Discuss Article I of the Constitution as it relates to the legislative branch including eligibility for office and lengths of terms of representatives and senators; election to office; the roles 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 a law.
 - 5.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the legislative branch including eligibility, terms, and elections.
 - 5.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the legislative branch's powers including impeachment and the passage of a bill into a law.
- 5.2 Objective: Explain the process through which the Constitution can be amended.
 - 5.2.1 Performance Indicator: Students will be able to demonstrate an understanding of how the Constitution can be and has been amended.

5.3 Objective: Identify their current representatives in the legislative branch of the national government.

5.3.1 Performance Indicator: Students will be able to demonstrate an understanding of who represents their area in the various local, state, and federal governments.

5.4 Objective: Discuss Article II of the 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.

5.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the executive branch with an emphasis on its role, power and limits.

5.5 Objective: Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.

5.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the Supreme Court with an emphasis on how the court works, what judicial review is, why it is important, and how it is used.

5.6 Objective: Explain the processes of selection and confirmation of Supreme Court justices.

5.6.1 Performance Indicator: Students will be able to demonstrate an understanding of how the justices of the Supreme Court are selected and confirmed.

Standard 6 - Students summarize landmark United States Supreme Court interpretations of the Constitution and its amendments.

6.1 Objective: Understand the changing interpretations of the Bill of Rights over time including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment, the due process, and equal-protection-of-the-law clauses of the Fourteenth Amendment.

6.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the Bill of Rights with an emphasis on the basic freedoms, due process, the equal-protection clause, and how the interpretations of the Bill of Rights has changed over time.

6.2 Objective: Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).

- 6.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the differences between Supreme Courts with an emphasis on activist courts versus judicial restraint.
- 6.3 Objective: Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon* with emphasis on the arguments espoused by each side in these cases.
 - 6.3.1 Performance Indicator: Students will be able to demonstrate an understanding of how the Supreme Court interprets the Constitution with an emphasis on explicit cases, the arguments espoused on both sides, and the changing interpretations of the Constitution.
- 6.4 Objective: Explain the controversies that have resulted over hanging interpretations of civil rights including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Peña*, and *United States v. Virginia (VMI)*.
 - 6.4.1 Performance Indicator: Students will be able to demonstrate an understanding of how civil rights interpretation has changed over the years.

Standard 7 - Students evaluate issues regarding campaigns for national, state, and local elective offices.

- 7.1 Objective: Analyze 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.
 - 7.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the formation of the party system and the changing parties within the two party system.
- 7.2 Objective: Discuss the history of the nomination process for Presidential candidates and the increasing importance of primaries in general elections.
 - 7.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the Presidential election process with an emphasis on the role of campaigning and of the primaries.
- 7.3 Objective: Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
 - 7.3.1 Performance Indicator: Students will be able to demonstrate an understanding of contemporary issues within the electoral cycle.

7.4 Objective: Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, and running for political office).

7.4.1 Performance Indicator: Students will be able to demonstrate an understanding of how citizens can affect the electoral process.

7.5 Objective: Discuss the features of direct democracy in numerous states (e.g., the process of referendums, and recall elections).

7.5.1 Performance Indicator: Students will be able to demonstrate an understanding of direct and indirect democracy with an emphasis on direct democracy within the state.

7.6 Objective: Analyze trends in voter turnout the causes and effects of reapportionment and redistricting with special attention to spatial districting and the rights of minorities, and the function of the Electoral College.

7.6.1 Performance Indicator: Students will be able to demonstrate an understanding of modern elections with an emphasis on gerrymandering, redistricting, minority voters, voter apathy, and the need for and lack of need for the Electoral College.

Standard 8 - Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

8.1 Objective: Explain how conflicts between levels of government and branches of government are resolved.

8.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the hierarchy of governmental power.

8.2 Objective: Identify the major responsibilities and sources of revenue for state and local governments.

8.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the various revenue streams for local and state governments.

8.3 Objective: Discuss reserved powers and concurrent powers of state governments.

8.3.1 Performance Indicator: Students will be able to demonstrate an understanding of governmental power with an emphasis on reserved and concurrent powers.

8.4 Objective: Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.

8.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the Bill of Rights with an emphasis on the ninth and tenth amendments.

8.5 Objective: Explain how public policy is formed including the setting of the public agenda and implementation of it through regulations and executive orders.

8.5.1 Performance Indicator: Students will be able to demonstrate an understanding of public policy with an emphasis on how agendas are formulated and the Presidential powers that enforce policy.

8.6 Objective: Compare the processes of lawmaking at each of the three levels of government including the role of lobbying and the media.

8.6.1 Performance Indicator: Students will be able to demonstrate an understanding of how laws are created at each level of government including the role of special interest groups and the media.

8.7 Objective: Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.

8.7.1 Performance Indicator: Students will be able to demonstrate an understanding of the judicial branch, from local courts up to and including the Supreme Court.

8.8 Objective: Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

8.8.1 Performance Indicator: Students will be able to demonstrate an understanding of how Presidential power has increased with an emphasis on the crisis that influenced the power changes.

Standard 9 - Students evaluate, take, and defend positions on the influence of the media on American political life.

9.1 Objective: Discuss the meaning and importance of a free and responsible press.

9.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the value and need for an impartial and reliable media.

9.2 Objective: Describe the roles of broadcast, print, and electronic media including the Internet as means of communication in American politics.

9.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the role of the various media avenues in swaying, changing, and the forming of public opinions on politics and politicians.

9.3 Objective: Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

9.3.1 Performance Indicator: Students will be able to demonstrate an understanding of how political leaders/pundits try to use the media to sway minds to their way of seeing and/or thinking to increase their own power.

Standard 10 - Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

10.1 Objective: Explain 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.

10.1.1 Performance Indicator: Students will be able to demonstrate an understanding of each political system and how it is tied to economic, social welfare, and human rights policies such as: feudalism, mercantilism, socialism, fascism, monarchy, parliamentary democracy, and constitutional democracy.

10.2 Objective: Compare the various ways in which 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, and Margaret Thatcher).

10.2.1 Performance Indicator: Students will be able to demonstrate an understanding of parliamentary democracy, how power is shared, and the role of charismatic leaders in redefining power.

10.3 Objective: Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.

10.3.1 Performance Indicator: Students will be able to demonstrate an understanding of federal, confederal, and unitary systems with an emphasis on the strengths and weaknesses of each.

10.4 Objective: Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, and Cambodia).

- 10.4.1 Performance Indicator: Students will be able to demonstrate an understanding of dictatorships conditions that led to the dictatorships, and consequences of the dictatorships.
- 10.5 Objective: Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
- 10.5.1 Performance Indicator: Students will be able to demonstrate an understanding of dictatorships, with an emphasis on how dictators keep their power.
- 10.6 Objective: Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
- 10.6.1 Performance Indicator: Students will be able to demonstrate an understanding of major Latin American revolutions of the nineteenth and twentieth centuries with an emphasis on ideologies, causes, stages, and outcomes.
- 10.7 Objective: Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, and Vaclav Havel).
- 10.7.1 Performance Indicator: Students will be able to demonstrate an understanding of Russian Communism with an emphasis on its rise, means of keeping control, movements, and leaders attempting to overthrow Russian domination.
- 10.8 Objective: Identify 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.
- 10.8.1 Performance Indicator: Students will be able to demonstrate an understanding of democracies in the third world with an emphasis on ideologies, leaders, social conditions, their rise, and their fall.

Standard 11 - Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

- 11.1 Objective: Analyze and discuss current domestic and international issues in the context of United States agriculture policy.

11.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the ever evolving democracy and the various polarizing causes with their attendant tensions, such as rural/urban issues , public good/individual rights, liberty/equality/civic obligations, state/federal power, civil disobedience/rule of law, press/fair trial, and religion/government.

Standard 12 - Governmental Agencies for Agriculture

- 12.1 Objective: List five government agencies which influence and affect agriculture production in both the United States and California.

12.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the governmental agencies that deal with agriculture, with an emphasis on their influence and how they affect agricultural production.

- 12.2 Objective: Describe the citizen and group interaction with governmental agencies including the involvement of the Farm Bureau and Grange.

12.2.1 Performance Indicator: Students will be able to demonstrate an understanding of citizens and groups of farmers (including the Farm Bureau and the Grange) are able to affect government policies and decisions.

- 12.3 Objective: Evaluate United States agriculture policy and the United States Farm Bill.

12.3.1 Performance Indicator: Students will be able to demonstrate an understanding of United States agricultural policy and the farm bill with an emphasis on the effectiveness of each in having a vital agricultural economy in the United States.

- 12.4 Objective: Explain the affect of governmental organizations (USDA, FDA, etc.) on agriculture and agribusiness.

12.4.1 Performance Indicator: Students will be able to demonstrate an understanding of what effect (positive and negative) governmental organizations have on agriculture as a whole and individual farmers both large and small.

Standard 13 - Student Leadership Activities

13.1 Objective: Be involved in an agriculture project as a “hands-on” application of classroom knowledge.

13.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the standards of the agricultural government class as expressed by an agricultural project approved by the teacher.

13.2 Objective: Participate in leadership development activities through FFA as an integral part of this course.

13.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the standards of the agricultural government class as expressed by activities through the auspices of FFA that show leadership qualities.