



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	AHSD
Course Number:	532
Descriptive Title:	High School Introduction to U.S. Government
Division:	Adult High School Diploma
Department:	Adult High School Diploma
Course Disciplines:	Adult High School Diploma
Catalog Description:	This noncredit high school level course is a survey of the concepts, theories, and functions of the American political system. The basic principles of the United States Constitution and the government of California will be examined. Emphasis will be placed on the formal and informal influences of federalism on national and state governments. Successful completion of this course contributes to progress toward a high school diploma or equivalent. From 1-10 high school credits can be earned in 15-hour modules. Note: This course is open entry/open exit.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	.83 to 8.33
Hours Laboratory (per week):	0
Outside Study Hours:	1.66 to 16.66
Total Course Hours:	15 to 150
Course Units:	0
Grading Method:	Pass/No Pass/SP
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education:	ECC
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	

Term:	
Other:	
Cal-GETC:	
Term:	
Other:	
Student Learning Outcomes:	1. In a multiple-choice test, students will demonstrate knowledge of the basic principles of the United States Constitution including its Articles and Amendments, as well as those for the government of California. 2. In a multiple choice or written essay test, students will demonstrate an understanding of how political parties and interest groups serve as channels for popular participation and compare/contrast the techniques they use to do so. 3. In a written essay or multiple-choice exam, students will demonstrate an understanding of the various roles played by the President and California Governor, the political resources available to them to meet the expectations associated with those roles, and how those resources are limited.
Course Objectives:	1. Explain the founding and development of the U.S. and California Constitution. 2. Critique governing institutions and political processes within the United States and California. 3. Employ introductory political science research methods to contextualize contemporary political issues and operations in the United States and California 4. Assess civil liberties and civil rights of individuals and groups as articulated in the U.S. and California Constitutions and subsequent court decisions. 5. Investigate the role of identity and political ideology in shaping public opinion and public policy in the United States and California. 6. Analyze how to effectively participate in politics at the national, state, county, and/or city levels.
Major Topics:	I. The purpose of government and nature of democratic governance A. Political philosophies that underlie democratic government B. Comparison of representative and direct democracy C. The value of, influences on, and consequences of participation and nonparticipation in democratic government II. The U.S. and California Constitutions as frameworks for government A. Political philosophies of the framers and critics of the U.S. Constitution B. Processes for amending and interpreting the U.S. and California Constitutions III. The theory and practice of federalism in the United States, focusing on California A. The framework and operation of federal, state, and local relations B. Interaction between the federal government and Native American tribes and entities IV. The structure and contemporary operations of federal, state, and local governing institutions in the United States and California including the: A. Executive branch B. Legislative branch C. Judicial branch V. Civil liberties and civil rights of individuals and groups A. Civil liberties and rights as articulated in the U.S. and California Constitutions and federal and state court decisions B. Contemporary and historical interactions between government and marginalized populations within the United States based on factors such as race, ethnicity, sex, gender and gender expression, sexual orientation, class,

	ability status, age, citizenship status, language, religion, and/or other forms of identity VI. Individual and group behaviors within the context of the U.S. and California constitutions, including: A. Elections, campaigns, and voting B. Political parties C. Interest groups D. Social movements VII. Factors that shape politics and policymaking include: A. Political culture B. Political socialization C. Political ideologies D. Public opinion E. Media VIII. Political issues and public policies A. Domestic B. Economic C. Foreign
Total Lecture Hours:	15 to 150
Total Laboratory Hours:	0
Total Hours:	15 to 150
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Create an 8-10 slide presentation focusing on the election process of the president and the nomination of his/her cabinet and advisers. Be sure to include the importance of the primaries, the nomination process, and the Electoral College. On the final 2-3 slides, state and argue your opinion on whether or not the Electoral College system is appropriate in a democracy.
Critical Thinking Assignment 1:	Create a 3–5-page report describing the history, dates, persons involved, and significance of the following documents: Magna-Carta, Mayflower Compact, Declaration of Independence, Articles of Confederation, and the Bill of Rights. Please refer to the grading rubric provided by the instructor for more information on requirements for paragraph length, structure, and supporting evidence.
Critical Thinking Assignment 2:	Write an email to your state senator expressing your concern over a civic or political issue. The issue of concern must be current, and your email should describe the details of the issue. Be sure to include questions you have for your senator, as well as your request for possible actions or resolutions for the issue. The email must be written formally and include an appropriate salutation, closing, and signature. The email should be free of errors in spelling, punctuation and grammar. Please refer to the grading rubric provided for more detail on how your work will be assessed.
Other Evaluation Methods:	Essay Exams, Matching Items, Multiple Choice, Objective Exam, Presentation, Quizzes, Reading Reports, Term or Other Papers, True/False, Written Homework

Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Krutz, G., & Waskiewicz, S. American Government 3e. OpenStax. 2021. Attribution 4.0 International (CC BY 4.0) https://openstax.org/details/books/american-government-3e/
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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course objective under each skill(s). If applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	03/27/2024
Original Board Approval Date:	01/13/2025
Last Reviewed and/or Revised by:	Matt Kline
Date:	03/06/2026
Last Board Approval Date:	05/20/2026
Effective Term:	FA 2026