Grade 12 Social Studies / History  
AP US Government and Politics

Constitutional Underpinnings of the United States

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

3. Know that the one true God, our Creator and Lord, can be known with certainty from His works, by the natural light of human reason (CCC 47).

Targeted Standards

OH Grade 9-12 OH: Social Studies (2012)

HS American Government

Topic: Basic Principles of the U.S. Constitution Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States. Content Statements:

5. As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.

6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.

7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.

8. The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.

11. Four amendments have provided for extensions of suffrage to disenfranchised groups.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Solidarity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

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| In this unit students will be introduced to the significant ideas in early British and colonial documents that led to the Constitution. They will learn about the principles and structure of the constitution as well as the relationship between the federal, state and local governments. |

Unit Goals

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| --- |
| 1. Understand the changing relationships among the branches of the national government, and evaluate applications of the principles of separation of powers and checks and balances for serving the public good and protecting individual rights.  2. Understand the changing relationship among the levels of government in the U.S. federal system, and evaluate applications of the principle of federalism for serving the public good and protecting individual rights.  3. Understand how interpretations of the basic principles found in the U.S. Constitution have changed over time. |

Big Ideas

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| --- |
| Democracy "Freedom and Responsibility"  Federalism  The Constitution as a framework of government  Fiscal Federalism |

Enduring Understandings

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| --- |
| 1, Historical interpretation is influenced by one's perspective.  2. Democratic governments must balance the rights of individuals with the common good.  3, A written constitution sets forth the terms and limits of a government's power. |

Content

|  |
| --- |
| Purpose of Government  Framework of the Constitution  Rights granted in a democracy  Protection of rights  Influences on the Constitution  Principles underlying the Constitution  Federalism |

Skills

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| --- |
| 1. Describe and illustrate the meaning of democracy.  2. Identify and summarize the philosophical foundations of the American political system as outlined in the Declaration of Independence, the U.S. Constitution and the Federalist Papers with emphasis on the basic principles of natural rights.  3. Identify and summarize the major political philosophies underlying American political thought.  4. Analyze the rights granted to all citizens in the Constitution.  5. Analyze the major compromises made to bring about the ratification of the Constitution.  6. Identify the need for a Bill of Rights to be added to the Constitution  7. Compare and contrast the formal amendment process with the informal amendment process.  8. Identify and summarize the relationship between federal, state, and local governments. |

Essential Questions

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| --- |
| 1. How do the fundamental foundations of democracy encourage involvement by, of, and through the people?  2. How have past philosophies, customs, traditions,and practices molded our Constitution?  3. How has the Constitution established the powers of each branch of government, a system of checks and balances, and the concept of federalism? |

Stage 2: Assessment Evidence

Chapter 1 Summary

Formative: Graphic Organizer

Students were
to summarize and organize the major topics of information about the United
States Government and American political culture.

Reading

Formative: Reading Task

Students read
John Locke's Second Treatise of Government and summarized the main ideas.

Reading of the Federalist

Formative: Reading Task

Students read
the Federalist Papers #47, 48, and 51 and answer questions about the readings.

Reading about the Madisonian System

Formative: Homework

Students read
pages 50-67 in the text book about Madison's provisions in the Constitution and
answer the questions provided.

Chapter 1 Test

Summative: Test

Students were
tested on their knowledge of the foundations of American Government

Chapter 2 Outline

Formative: Graphic Organizer

Students
summarize and organize the major topics of Information about the United States
Government.

FRQ about the Amending Process of the Constitution

Summative: Essay

Students
explain the formal and informal methods of amending the US Constitution.

Chapter 3 Outline

Formative: Graphic Organizer

Students
summarize and organize the major topics of information about Federalism.

Federalism FRQ

Summative: Essay

Students answer
a Free Response Question about the Federalist System of the United States
Government.

Reading: Is Federalism the Reason for the Policy Failure in Hurricane Katrina?

Formative: Reading Task

Students read
the essay and answered questions about the role of FEMA during Hurricane
Katrina.

Chapter 2 Test

Summative: Test

Students
answered questions about the principles and structure of the Constitution of
the United States.

Chapter 3 Test

Summative: Test

Students
were tested on their knowledge of the principles of Federalism.

Stage 3: Learning Plan

Learning Experiences

1, Students
discuss what they know about the United States government and how it impacts
their every lives.

2. Reading
assignments and class discussions.

Technology Integration

Mypolicilab
Videos and simulations

PowerPoints

Resources

Primary Source
Reading Materials

Annenberg
Learner

Grade 12 Social Studies / History  
AP US Government and Politics

Federal Agencies

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 9-12 OH: Social Studies (2012)

HS American Government

Theme: How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects. Topic: Civic Involvement Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels. Content Statements:

1. Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.

Topic: Public Policy Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action. Content Statements:

21. A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.

22. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

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2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

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| --- |
| Students will learn the function and scope of influence that government agencies have within the framework of the United States Federal Government. |

Unit Goals

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| --- |
| 1. Know that a variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.  2. Understand that individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy. |

Big Ideas

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| --- |
| Government oversight  Public Policy  Foreign Policy |

Enduring Understandings

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| --- |
| 1. The United States government provides public services, redistributes income, regulates the economic activity and promotes economic growth and stability.  2. Individuals and organizations play a role within federal, state, and local governments in helping to determine public policy.  3. Specific strategies to meet defined threats and opportunities and understanding the interplay of agencies in the foreign and domestic arena. |

Content

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| --- |
| The purpose and functions of US government agencies. |

Skills

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| --- |
| 1. Explain the roles that the agencies of the federal government play in the enactment of policy.  2. Outline the relationship between policy processes and linkage institutions.  3. Identify Catholic positions on issues related to policy-making.  4. Analyze and use various sources of information including the internet, and primary and secondary resources.  5. Deliver organized oral presentations with the use of technology. |

Essential Questions

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| --- |
| 1. To what degree do individuals and organizations play a role within federal, state and local governments in helping to determine public policy? |

Stage 2: Assessment Evidence

Agency Report

Summative: Research Project

Students will
research a specific federal government agency and develop a multi-media
presentation which they will deliver to the class.

Stage 3: Learning Plan

Learning Experiences

Research using
a variety of sources.

Presenting an
informative multimedia report to share with the class.

Technology Integration

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| --- |
| Internet  PowerPoint |

Resources

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| --- |
| Text book  Internet sites  Current event sources |

Grade 12 Social Studies / History  
AP US Government and Politics

Political Beliefs and Behaviors

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

Targeted Standards

OH Grade 9-12 OH: Social Studies (2012)

HS American Government

Theme: How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects. Topic: Civic Involvement Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels. Content Statements:

1. Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.

2. Political parties, interest groups and the media provide opportunities for civic involvement through various means.

Topic: Civic Participation and Skills Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs. Content Statements:

3. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

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5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

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| In this unit students will be introduced the development and differences of political parties and the processes through which people learn about politics. Students will be able to define public opinion ad describe how it is measured and discuss its role in shaping public policy and understand the role of money in campaigns and elections. The students will The students will examine the role of the Catholic Church and its principles in U.S. political beliefs. Students will under understand how the Electoral College works and its impact on campaigning and third party candidates. |

Unit Goals

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| --- |
| 1. Identify the functions that political parties perform in American democracy.  2. Explain how political parties are organized in the United States.  3. Describe the party eras in American History and and how and why they realign.  4. Evaluate the two-party system and the impact of third parties in the system.  5. Describe the role of interest groups in American politics.  6. Describe the characteristics of the mass media today.  7. Evaluate the role of media in affecting policy decisions, public opinion and image making in the U.S. political system.  8. Understand the role of money in campaigns, campaign finance reform, and the impact of political action committees.  9. Explain the nomination process and the role of the national party convention.  10. Discuss the role of campaign organizations and the importance of the media in campaigns.  11. Identify the factors that influence a citizen's decision to vote or not to vote. |

Big Ideas

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| Liberal, Moderates and Conservatives  The Electoral process  Political Parties  Campaign Finance  Voting Behavior  The media  Interest Groups |

Enduring Understandings

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| --- |
| 1. Opportunities for civic engagement with the structures of government are made possible through political and public processes.  2. Political parties, interest groups and the media provide opportunities for civic involvement through various means.  3. The United States is basically a two party system and people select their party affiliation based on many factors.  5. Democracy requires an informed public that participates in decision-making. |

Content

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| The differences of the two major political parties  Party affiliation  Voter restrictions and legislation  Nominating methods  Shaping of public opinion |

Skills

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| 1. Analyze and synthesize the development of the two party system and its effect on the American political system.  2. Identify and summarize the Constitutional restrictions states have on establishing voter qualifications.  3. Analyze and synthesize the significant factors in the choosing of a persons political party.  4. Describe the causes that led to Congress passing campaign financing laws and its effect on the voting process.  5. Identify and summarize the challenges of evaluating public opinion polls. |

Essential Questions

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| --- |
| 1. In what ways can I be engaged in political and public processes made possible through the structure of our government?  2. How do the political parties, interest groups and the media provide opportunities for civic involvement through various means?  3. Why is it important that the United States is basically a two party system and people select their party affiliation based on many factors? |

Stage 2: Assessment Evidence

Media Assignment

Formative: Comparative Study

Students will
compare and contrast the political slant given to news stories on network
television and in print.

Chapter 9: Campaigns and Voting Behavior

Summative: Test

Students are
tested on the role of campaigns, political parties, the media on voting
behavior.

Interest Group Project

Formative: Research Project

Students will
research an interest group in the areas of policy and legislation they support
and what parts of government they seek to influence. This research will be
presented to the class.

V.O. Key- Public Opinion and American Democracy

Formative: Reading Task

Students will
read the selection by V.O. Key and summarize the article.

Public Opinion FRQ

Summative: Essay

Students answer
a Free Response Question about the role of public opinion in the political
process.

Stage 3: Learning Plan

Learning Experiences

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| 1. Cite examples from current events that illustrate applications of political process in action.  2. Students will collect and analyze selections of information and opinion from various sources pertaining to a current issue.  3. Students will take a survey and/or opinion poll on several sites including Pew Research and the Gallup Poll sites. |

Technology Integration

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| --- |
| Mypoliclab videos and simulations  PowerPoints  On-line polls |

Resources

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| Primary Source Reading Material  Annenberg Learner |

Grade 12 Social Studies / History  
AP US Government and Politics

Three Branches of Government

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

Targeted Standards

OH Grade 9-12 OH: Social Studies (2012)

HS American Government

Topic: Civic Participation and Skills Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs. Content Statements:

4. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.

Topic: Basic Principles of the U.S. Constitution Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States. Content Statements:

5. As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.

7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.

12. Five amendments have altered provisions for presidential election, terms, and succession to address changing historical circumstances.

Topic: Structure and Functions of the Federal Government Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws. Content Statements:

14. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.

15. The political process creates a dynamic interaction among the three branches of government in addressing current issues.

Topic: Public Policy Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action. Content Statements:

21. A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

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5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

Summary

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| --- |
| The legislative branch is the arm of the national government that makes the nation's laws. The executive branch is far more than a single person; it also includes the office of the vice president and other executive offices. Headed by the Supreme Court, the judicial branch maintains the separation of powers by ruling on constitutional issues. The three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws. |

Unit Goals

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| --- |
| 1. Understand how law and public policy are created and    implemented by three branches of government and that each functions with    its own set of powers and responsibilities. 2. Understand that the political process creates a    dynamic interaction among the three branches of government in addressing    current issues. 3. Know the responsibilities of the branches of the    United States government and explain why they are necessary. |

Big Ideas

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| --- |
| Congressional Process  incumbents  Judicial Review  Roles of President  Bureaucracy  Pork barreling  Gerrymandering |

Enduring Understandings

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| --- |
| 1. Law and public policy are created and implemented by    three branches of government with each functioning with its own set of    powers and responsibilities. 2. The political process creates a dynamic interaction    among the three branches of government in addressing current issues. 3. The Executive Branch consists of not only the    Presidency, but numerous departments and agencies. 4. The Constitutional powers of the president give him    national security, legislative, administrative and judicial powers. 5. Judicial Review enables the Supreme Court to decide    whether laws are Constitutional or not. 6. The principle of checks and balances works to insure    that one branch of government does not become too powerful. |

Content

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| ***Students will know***    Jobs of Representatives and Senators  Structure of Congress  Party, constituency, and ideology play a role in policy making  Powers of the Presidency  Landmark cases  Checks and balance |

Skills

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| ***Students will be able to***   1. Compare and contrast the powers and responsibilities    of each branch of government as they pertain to law and public policy. 2. Use historical or contemporary examples of    interactions among two or three branches of the federal government to    analyze the political dynamics involved. 3. Identify and summarize how the interaction among the    three branches of government is impacted by factors such as: - Interest group involvement (e.g., proposing legislation, advocating    rules, and filing briefs. - Political party control of the executive and legislative branches. - Amount of public interest and nature of media coverage/commentary. - Informal relationships among the members of each branch. 4. Identify and summarize how the U.S. Constitution    establishes roles for each of the three branches of government related    to law and public policy and assigns each branch special powers and    responsibilities. 5. Describe and illustrate how the organization of    Congress makes passing legislation difficult. 6. Identify and summarize the different roles and jobs    of Senators and Representatives. 7. Develop a graphic model showing the many roles    and responsibilities of the president. 8. Identify and summarize important landmark cases in    the history of the United States Supreme Court. 9. Analyze and synthesize the interactions of the three    branches of government. |

Essential Questions

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| --- |
| 1. How are laws and public policies created and    implemented by three branches of government and how does each function    with its own set of powers and responsibilities? 2. In what ways does the political process create a    dynamic interaction among the three branches of government in addressing    current issues? 3. Why does the Executive Branch consist of    not only the Presidency, but also numerous departments and    agencies? 4. How do the Constitutional powers of the president    give him national security, legislative, administrative and judicial    powers? 5. To what degree does judicial review enable the    Supreme Court to decide whether laws are Constitutional or not? 6. How does the principle of Checks and Balances work to    insure that one branch of government does not become to powerful? |

Stage 2: Assessment Evidence

Reflective Writing

Formative: SAQ (short answer question) Essay

What are the merits and
drawbacks of having a bicameral legislature? Does the current system of checks
and balances make Congress unacceptably cumbersome, or is this just a price we
pay for our system of checks and balances?

Graphic Organizer

Formative: Graphic Organizer

Create a chart that
lists the original process for selecting a president in one column, and the
changes to that process set out in the 12th Amendment in the second column.

Graphic Organizer

Formative: Graphic Organizer

Students will prepare
a graphic organizer (chart, diagram, photo display) to represent the powers and
responsibilities of the three branches of government.

Selecting a Supreme Court Justice

Formative: Writing Assignment

Students will write a paper on the following subject: You are the
president of the United States. A vacancy has just occurred on the Supreme
Court, and you must fill it. 1. What criteria will you use in searching for an
appointee? 2. Whom will you consult? 3. What role should the following groups
have in the appointment process: the American Bar Association, the FBI, the
U.S. Senate, your own party?

Research Project

Formative: Research Project

Students will prepare
a research paper on one of the following: an impeachment proceeding, a
presidential veto, or a law that has been overturned by the Supreme Court. Have
students describe how each of these actions helped to maintain a balance of
power in the U.S. government.

Posters

Formative: Posters

Working in pairs,
students will create a political cartoon, a photo with caption, or a diagram to
show the interactions among the branches of government.

Stage 3: Learning Plan

Learning Experiences

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| --- |
| ***Suggested activities***  1. Students prepare a graphic organizer (chart, diagram, photo display) to represent the powers and responsibilities of the three branches of government  2. students create a political cartoon, a photo with caption, or a diagram to show the interactions among the branches of government  3. Students find news articles representing the various roles of the President |

Technology Integration

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| --- |
| PowerPoint Computers  Personal Devices MyPolicilab |

Resources

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| --- |
| DVD The West Wing  News Articles |

Grade 12 Social Studies / History  
AP US Government and Politics

Civil Liberties and Civil Rights

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 9-12 OH: Social Studies (2012)

HS American Government

Topic: Basic Principles of the U.S. Constitution Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States. Content Statements:

5. As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.

7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.

8. The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.

9. The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.

10. Amendments 16 through 19 responded to calls for reform during the Progressive Era.

Catholic Identity

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Catholic Social Justice Teachings

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5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

Summary

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| --- |
| In this unit, students will become aware of the significance of the Bill of Rights in regards to protecting individual freedoms. The students will learnhow the government of the United States protects the freedoms of its people through legislation and Supreme Court decisions. |

Unit Goals

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| --- |
| 1. Understand the philosophical foundations of the American political system with empasis on the basic principles of natural rights.  2. Know how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good. |

Big Ideas

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| --- |
| Bill of Rights  Amendments to the Constitution  Civil Rights  Individual v majority rights  Landmark cases |

Enduring Understandings

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| --- |
| 1. Democratic governments must balance the rights of individuals with the common good.  2, A written constitution sets forth the terms and limits of a government's power. |

Content

|  |
| --- |
| Bill of Rights  Individual v. majority rights  Guarantee of due process  Equality under the law  Landmark Cases |

Skills

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| --- |
| 1. Analyze and synthesize the historical background of civil rights and liberties that led to the incorporation of a Bill of Rights.  2. Identify and summarize the concepts found in the Establishment Clause and the Free Exercise Clause.  3. Describe and illustrate the importance of the different Constitutional amendments.  4. Describe and illustrate the rights held by American citizens which protect their ability to participate in the political process.  5. Analyze and synthesize due process and it's role in protecting the rights of individuals related to due process provisions in the Constitution. |

Essential Questions

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| --- |
| 1. To what degree do people of the United States have rights which protect them from undue government interference?  2. How do our rights as citizens carry responsibilities which help define how we use our rights and which require respect for the rights of others?  3. How has the United States struggled with majority rule and the extensions of minority rights and as a result of this struggle, how has the government increasingly extended civil rights to marginalized groups and broadened opportunities for participation? |

Stage 2: Assessment Evidence

/constitutional Convention and Bill of Rights

Formative: Reading Task

Students will
read a brief history of the debate surrounding the ratification of the
Constitution and the addition of the Bill of Rights and write a summary of the
events and their impact on civil liberties.

Organizational Flow Chart

Formative: Graphic Organizer

Students will
investigate court cases and legislation and assess their impact in terms of
Civil Rights, Civil Liberties, Voting Rights, and Social Welfare.

FRQ

Formative: Written Assessment

Students will
answer a Free Response Question about the role of government in our civil
liberties.

Unit Test

Summative: Test

Students will answer a multiple choice test about civil liberties and civil rights.

Stage 3: Learning Plan

Learning Experiences

Students will
examine and summarize landmark court cases on index cards.

Direct
Instruction

MyPolicilab

Technology Integration

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| Power Point  MyPolicilab  Computers |

Resources

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| MyPolicilab  Internet cites |

Grade 12 Social Studies / History  
AP US Government and Politics

Policy Making

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

Targeted Standards

OH Grade 9-12 OH: Social Studies (2012)

HS American Government

Theme: How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects. Topic: Civic Involvement Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels. Content Statements:

2. Political parties, interest groups and the media provide opportunities for civic involvement through various means.

Topic: Civic Participation and Skills Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs. Content Statements:

3. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.

4. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.

Topic: Public Policy Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action. Content Statements:

22. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

Summary

The making and
implementing of public policy is a core function of the government involving a
complex set of actors, among which are special interest groups. These groups
exert a great deal of influence over the decision making process in determining
how the government directs its political and economic resources.

Unit Goals

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| Understand that individuals and organizations play a role within federal, state, and local government in determining policy choices. |

Big Ideas

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| Lobbyist  Interest groups  public interest lobby  PACs  Iron Triangles |

Enduring Understandings

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| 1. History is a "story" and who tells the story affects how it is presented.  2. Historical interpretation is influenced by one's perspective.  3. Democratic governments must balance the rights of individuals with the  common good. |

Content

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| The role of lobbying and special interest groups  The types of social policy in the United States  Contemporary foreign policy and defense issues  Tool the federal government has in managing the economy |

Skills

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| 1. Analyze and synthesize the actions of the U.S. government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good.  2. Identify and summarize the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of government.  3. Explain how individuals and groups, both governmental and non-governmental, influence domestic and foreign policy and evaluate how these actions reflect characteristics of American democracy. |

Essential Questions

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| 1. How does the federal government use spending and tax policy to maintain economic stability and foster economic growth?  2. To what degree do individuals and organizations play a role within federal, state and local governments in helping to determine public policy? |

Stage 2: Assessment Evidence

Government in Every Day Life

Formative: Graphic Organizer

Students will
identify all of the possible ways in which government is involved in their
lives during a typical day. Then create a web from three examples that lays out
the relevant agency, committee, and interest group(s) that might be involved in
each example.

Interest Group Project

Formative: Research Project

Students will
research an interest group to determine the policy issues they are involved
with, the methods they use to pursue their interests, and recent legislation
they have been involved in.

More Than Money

Formative: Reading Task

Students read
the selection "More than Money" and answer questions about the
reading. Students will the participate in a discussion about the ideas
presented in the reading.

Unit Test

Summative: Test

Students will
respond to a multiple choice test addressing the content taught in the unit.

Stage 3: Learning Plan

Learning Experiences

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| Direct instruction  Reflecting on ideas presented in the readings.  Research interest groups and identify their position on policy issues, the methods they use to pursue their interests, and the recent impact on US regulations and legislation. |

Technology Integration

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| Power Point  Computers/ Personal Devices  Annenberg Learner Video Series |

Resources

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| Text Book  Interest Group Website  Cabinet Department Website |