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

|  |
| --- |
| 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

|  |
| --- |
| 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

|  |
| --- |
| Democracy
"Freedom and Responsibility"FederalismThe
Constitution as a framework of governmentFiscal
Federalism |

Enduring Understandings

|  |
| --- |
| 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
GovernmentFramework of
the ConstitutionRights
granted in a democracyProtection of
rightsInfluences on
the Constitution Principles
underlying the ConstitutionFederalism |

Skills

|  |
| --- |
| 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 Constitution7. 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

|  |
| --- |
| 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

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.

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

|  |
| --- |
| Government
oversightPublic PolicyForeign
Policy |

Enduring Understandings

|  |
| --- |
| 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

|  |
| --- |
| 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

|  |
| --- |
| 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

|  |
| --- |
| InternetPowerPoint |

Resources

|  |
| --- |
| Text bookInternet
sitesCurrent 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

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.

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

|  |
| --- |
| 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 ConservativesThe Electoral
processPolitical
PartiesCampaign
FinanceVoting
BehaviorThe mediaInterest
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

|  |
| --- |
| The
differences of the two major political partiesParty
affiliationVoter
restrictions and legislationNominating
methodsShaping 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

|  |
| --- |
| 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

|  |
| --- |
| Mypoliclab
videos and simulations PowerPointsOn-line polls |

Resources

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| --- |
| Primary
Source Reading MaterialAnnenberg
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

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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

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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
ProcessincumbentsJudicial
ReviewRoles of
PresidentBureaucracyPork
barrelingGerrymandering |

Enduring Understandings

|  |
| --- |
| 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 SenatorsStructure of
CongressParty,
constituency, and ideology play a role in policy makingPowers of the
PresidencyLandmark
casesChecks 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 government2. students
create a political cartoon, a photo with caption, or a diagram to show the
interactions among the branches of government3. Students
find news articles representing the various roles of the President |

Technology Integration

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| --- |
| PowerPointComputersPersonal
DevicesMyPolicilab |

Resources

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| --- |
| DVD The West
WingNews 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

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

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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

|  |
| --- |
| 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

|  |
| --- |
| Bill of
RightsAmendments to
the ConstitutionCivil RightsIndividual v
majority rightsLandmark cases |

Enduring Understandings

|  |
| --- |
| 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
RightsIndividual v.
majority rightsGuarantee of
due processEquality
under the lawLandmark
Cases |

Skills

|  |
| --- |
| 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

|  |
| --- |
| 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

|  |
| --- |
| Power PointMyPolicilabComputers |

Resources

|  |
| --- |
| MyPolicilabInternet
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

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

Big Ideas

|  |
| --- |
| LobbyistInterest
groupspublic
interest lobbyPACsIron
Triangles |

Enduring Understandings

|  |
| --- |
| 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

|  |
| --- |
| The role of
lobbying and special interest groupsThe types of
social policy in the United StatesContemporary
foreign policy and defense issuesTool the
federal government has in managing the economy |

Skills

|  |
| --- |
| 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

|  |
| --- |
| 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

|  |
| --- |
| Direct
instructionReflecting 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

|  |
| --- |
| Power PointComputers/
Personal DevicesAnnenberg
Learner Video Series |

Resources

|  |
| --- |
| Text BookInterest
Group WebsiteCabinet
Department Website |