Grades 9-12 Social Studies / History
Government

1. Constitutional Foundations and Principles

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

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.

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.

Summary

In this unit students will be introduced to the significantideas 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. Understandthe 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. Understandthe 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 Responsibility"

The Constitution "Framework for Freedom"

Enduring Understandings

1. Democracy has fundamental foundations designed to allow this form of government to encourage involvement by, of, and through the people.
2. The Constitution is a compilation of new and past philosophies on politics and government.
3. The Constitution establishes the powers of each branch of government, a system of checks and balances, and the concept of federalism.

Content

Purpose of government

Framework of the Constitution

Rights granted in a democracy

Protection of rights

Influences on Constitution

Principles underlying Constitution

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 and synthesize the rights granted to all citizens in the Constitution.
5. Analyze and synthesize the major compromises made to bring about 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

1. How do the fundamental foundations of democracy encourage involvement by, of, and through the people?
2. How have past philosophies, customs, traditions, 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

Looking at Our Government

Diagnostic: Observation

1. Build background knowledge. Have students discuss what they know about the United States government and what its responsibility is to the American people and visa versa. 2.Build background knowledge. Have students discuss what they know about the design and contents of the U.S. Constitution.

Formative: Research Project

Have students write a research paper discussing any of the following proposals offered to the Constitutional Convention: 1. All adult males should be permitted to vote. 2. The Convention should restrict its deliberations to revision of the Articles. 3. The Congress shall consist of a single house. 4. All states should have equal representation in the Congress. 5. National taxes may be levied on the basis of the total population of a state. 6. The right to import and own slaves shall be preserved forever. 7. Congress shall have unrestricted authority over foreign and interstate trade. 8. Congress shall choose the president.

Putting It All Together

Summative: Unit Exam

Students will respond to a test including objective (multiple choice, true or make true, matching, and fill-in questions) and subjective short answer and essay questions addressing the content taught in this unit.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Build background knowledge. Have students discuss what they know about the United States government and what its responsibility is to the American people and visa versa.
2. Reading assignment and class discussion on John Locke, Thomas Jefferson, and Rousseaus The Social Contract."
3. Build background knowledge. Have students discuss what they know about the early attempts at self-government.Lecture and compare different philosophical and ideological thoughts on self-rule.
4. Read and discuss the Magna Carta. Examine in detail through discussion and readings the Declaration of Independence.
5. DEBATING THE BILL OF RIGHTS: Organize the students into two groups. Ask them to pretend they are Constitutional Convention delegates and have them debate the following issue: Resolved: That the United States Constitution should contain a Bill of Rights. Those opposing the inclusion of a Bill of Rights should read The Federalist No. 84.

Resources

* ODE Lesson Plans Link (<http://acteonline.org/content.aspx?id=2808>)

Technology Integration

United Streaming Video Service
Web browsing software
Interactive Whiteboard (SmartBoard or ActiveBoard)
DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

***Suggested resources***

Primary Sources:

- The Declaration of Independence

- The Constitution

- The Bill of Rights

- Letters of Liberty

- The Federalist Papers

DVD: Liberty: *The American Revolution*

Center For Civic Education. Constitutional Democracy: Essential Elements and Indices

http://www.civiced.org/index.php?page=con. stdem

History of U.S. Federalism. http://www.cas.sc.edu/poli/courses/scgov/History\_of\_Federalism.htm

The Federalism Project. The American Enterprise Institute. http://www.federalismproject.org/

See Links.

Resources

* Constitution for the United States of America ([www.constitution.org/constit\_.htm](http://www.constitution.org/constit_.htm))

Grades 9-12 Social Studies / History
Government

2. Civic Participation and Skills

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

Solidarity

The Rights of Children

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.

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 unitstudents will be introduced to the development and differencesof political parties. Students will be encouraged to examine societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels. Students will come to see that our democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.

Unit Goals

1. Understand the importance of civic engagement with the structures of government which are made possible through political and public policy processes.
2. Understand that 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.
3. Know that the 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.
4. Understandthe limitations and the opportunities that result from decisions made in the past including the Electoral College.
5. Understand how the processes of various participatory skills such as persuasion, negotiation and compromise contribute to the resolution of conflicts and differences.

Big Ideas

"We're Having a Party" ~ Democrats vs. Republicans

"From Left to Right" ~ Liberals, Moderates, and Conservatives

"Pick a Winner" ~ The Electoral Process

"Rock the Vote" ~ Social and psychological factors influencing voter behavior

"The Spin Factor" ~ Media bias

Civic Participation and Skills

Enduring Understandings

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.
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 United States is basically a two party system and people select their party affiliation based on many factors.
5. There is a process for the selection of candidates and thatthe democratic principle of free elections makes our democracy work.

Content

The differences of the two major political parties

Party affiliation

Voter restrictions and legislation

Nominating methods

Shaping of public opinion

Resolution of conflicts and differences

Skills

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. Select an example of how constitutional government in the United States has changed the meaning and application of any one of the basic principles which help define the government of the United States and summarize the nature of the change.
4. Identify a civic issue and explain how persuasion, compromise, consensus building, and/or negotiation were used to resolve the opposing positions on the issue.
5. Explain in context one of the basic principles which help define the government of the United States.
6. Analyze and synthesize the significant factors in the choosing of a persons political party.
7. Describe the causes that led to congresspassing campaign financing laws and its effects on the voting process.
8. Identify and summarize the challenges of evaluating public opinion polls.
9. Devise and implement a plan to address a societal problem by engaging either the political process or the public policy process.
10. Select a political party or interest group to address a civic issue, identify a type of media as a means of communication, then defend the viability of the choices made in an effort to achieve a successful result in resolving the civic issue.
11. Prepare a collection of documents pertaining to a civic issue that contains examples from at least two distinct information types (public records, surveys, research data or policy positions of advocacy groups), explain how each source is relevant, describe the perspective or position of each source and evaluate the credibility of each source.

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. To what degree can issues be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups?
4. Why is it important that the United States is basically a two party system and people select their party affiliation based on many factors?
5. To what degree does the process for the selection of candidates and the democratic principle of free elections make our democracy work?
6. How has constitutional government in the United States changed over time?

Stage 2: Assessment Evidence

Analyzing the Media

Formative: Comparative Study

Have students view political advertisements (print or other media) from groups with different perspectives along the political spectrum and compare the advertisements on the basis of 1. media techniques employed (e.g., card stacking, plain folk, testimonial) 2. the type of message (e.g., logical argument, ad hominem attack, positive image).

Looking at Presidential Elections

Formative: Research Project

Research and compare data of the past ten election outcomes in regards to various voter groups and draw conclusions as to party support.

Place of Interest Groups

Formative: Reflective Writing

Following a Socratic Seminar in which they have discussed the following statement: Interest groups consist of organizations whose members hold similar views on public issues and which seek to influence the making and execution of public policy by engaging in political and public policy processes, students will write a reflective paper.

Credibility

Formative: Report

Working in cooperative groups, have students collect selections of information and opinion from various sources pertaining to a current issue. Have them determine the relevance each selection has to the issue and evaluate the credibility of each selection using a rubric. Have each group prepare a report summarizing their work.

Words of Jefferson

Summative: Essay

Students will write an essay on Thomas Jefferson's idea of the educated electorate.

Pulling It All Together

Summative: Unit Exam

Students will respond to a series of objective (multiple choice, true or make true, matching, and fill-in questions) and subjective short answer and essay questions addressing the content studied in this unit.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Divide students into two groups. Allow the first group to engage in a discussion of how to resolve a contentious issue. Have students in the second group label individual index cards with the words "persuasion," "compromise," "consensus building," and "negotiation." Have the members of the second group serve as observers of the first group's discussion. As the dynamics of the discussion proceed, have members of the second group hold up one of the four index cards containing the word(s) representing what process they see taking place in the first group's discussion at that time.
2. Cite examples from current events that illustrate applications of the basic principles which help define the government of the United States.
3. In a Socratic Seminar setting, have students discuss the following statement: *Interest groups consist of organizations whose members hold similar views on public issues and which seek to influence the making and execution of public policy by engaging in political and public policy processes.*
4. Have students review the amendments to the U.S. Constitution and (as applicable) group the amendments based on the five principles which help define the government of the United States.
5. Direct students to collect and analyze selections of information and opinion from various sources pertaining to a current issue.
6. Obtain a recent Gallup Poll and the results on a current issue. Have students take the survey and then compare classroom results to national results. Conduct a debriefing exercise to offer explanations for similarities and disparities in the results.
7. Working in cooperative groups, have students collect selections of information and opinion from various sources pertaining to a current issue. Have them determine the relevance each selection has to the issue and evaluate the credibility of each selection using a rubric. Have each group prepare a report summarizing their work.

**Instructional resources**

Examples of the framers' original intentions as well as changes changes to the meaning and application of the basic principles defining the government of the United States can be found in conjunction with:

1. Popular sovereignty Federalist No. 39; Amend. XIV (definition of citizenship) and suffrage amendments; Baker v. Carr and Reynolds v. Sims; political parties; election procedures
2. Limited government Federalist No. 44; Amendments I and XI; Kelo v. City of New London, Connecticut
3. Federalism Federalist No. 45: Amend. X; Gibbons v. Ogden and McCulloch v. Maryland;
4. Force Bill (1833); use of federal grants and interstate compacts
5. Separation of powers Federalist No. 47; Myers v. United States, Buckley v. Valeo and Immigration and Naturalization Service v. Chadha; legislative oversight
6. Checks and Balances ~ Federalist No. 51; War Powers Act of 1973; impoundment

Resources

* Project Citizen (<http://www.oclre.org/PC/>)

Technology Integration

United Streaming Video Service
Web browsing software
Interactive Whiteboard (SmartBoard or ActiveBoard)
DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

***Suggested resources***

Supreme Court case Nixon v. Shrink, Missouri Government PAC 2000

Political essays on voting electorate by Thomas Jefferson

Writings of political ideologies of Andrew Jackson

American Government Video: *Odd-One Out : Third Parties in a Two-Party System*

PBS American Experience. A Shifting Political Landscape. 2008. http://www.pbs.org/wgbh/amex/lincolns/politics/es\_shift.html

Democratic National Committee. http://www.democrats.org/index.html

Republican National Committee. http://www.rnc.org/

Constitution Party. http://www.constitutionparty.com/

Green Party. http://www.gp.org/index.php

Libertarian Party. http://www.lp.org/

Grades 9-12 Social Studies / History
Government

3. Three Branches of Government

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

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.

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

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

Summary

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

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. Knowthe responsibilities of the branches of the United States government and explain why they are necessary.

Big Ideas

"The Voice of the People" ~ Legislative Branch

"The Big Kahuna" ~ Executive Branch

" 9 Angry Men and Women" ~ The Supreme Court"

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 notonly the Presidency, butnumerous 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

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

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 themany 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

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 notonly 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

Checks and Balances

Formative: Reflective Writing

Short Response: 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?

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.

Looking at Our Government

Formative: Technology Project

Working in cooperative groups, students will create an electronic presentation depicting each of the three branches as they are discussed in the media under various guises (e.g., executive branch-presidency, the administration, executive agencies, the White House, etc.; legislative branch-Congress, the House and the Senate, legislature, etc.; judicial branch-Supreme Court, federal courts, the judiciary, appellate courts, etc.). Groups will share their presentation with the class.

Our Governmental Structure

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.

Know Your Supreme Court Justice

Formative: Written Assessment

SELECTING A SUPREME COURT JUSTICE 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?

Looking at the Issues

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.

Interactions of the Three Branches of Government

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.

Putting It All Together

Summative: Report

USING C-SPAN The Cable-Satellite Public Affairs Network, available on most community cable systems throughout the country, can be used in a variety of ways. It can be especially helpful in giving students a better picture of congressional procedures. Reading or being told in a lecture about those procedures is good, but seeing them as they occur is invaluable. Assign students to observe floor and or committee action and report on the procedures used, the style of leadership, the identity of those presiding and speaking, and the general demeanor of those taking part in the action.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Working in cooperative groups, have students create an electronic presentation depicting each of the three branches as they are discussed in the media under various guises (e.g., executive branch-presidency, the administration, executive agencies, the White House, etc.; legislative branch- Congress, the House and the Senate, legislature, etc.; judicial branch-Supreme Court, federal courts, the judiciary, appellate courts, etc.). Groups will share their presentation with the class.
2. Have students prepare a graphic organizer (chart, diagram, photo display) to represent the powers and responsibilities of the three branches of government.
3. Have students 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.
4. In a Socratic Seminar setting, have students discuss the political processes which are addressing a current issue and choose a method to illustrate the interaction between at least two branches of government (e.g., the president delivering a stump speech to raise public demands for congressional action).
5. Working in pairs, have students create a political cartoon, a photo with caption, or a diagram to show the interactions among the branches of government
6. Working in pairs, have students outline how George Washington shaped the presidency simply by being the first to hold the office.
7. Have students read Article II of the Constitution and compile a list of the presidents constitutional powers.

Resources

* The U.S. Government's Official Web Portal (<http://www.usa.gov/Agencies/federal.shtml>)

Technology Integration

United Streaming Video Service
Web browsing software
Interactive Whiteboard (SmartBoard or ActiveBoard)
DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

***Suggested resources***

The Hill. http://thehill.com/

Library of Congress THOMAS Legislative Database.

http://thomas.loc.gov/

The American President. Mini-series on PBS. http://www.pbs.org/wnet/amerpres/

The Presidents Cabinet. http://www.whitehouse.gov/government/cabinet.html

The White House. http://www.whitehouse.gov/

The United States Supreme Court.http://www.supremecourtus.gov/ and http://www.pbs.org/

Findlaw.com. http://www.findlaw.com/casecode/supreme.html

Grades 9-12 Social Studies / History
Government

4. Role of the People: Rights and Liberties

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

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

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.

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.

Summary

In this unit students will be made aware of the significance of the Bill of Rights in regards to protecting individual freedoms. The students will learn how the government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.

Unit Goals

1. Understandthe 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.
2. Understandthe 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. Knowhow individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.

Big Ideas

"From my Cold Dead Hands" ~ Protected Freedoms

"You're not the boss of me" ~ Rights of the Individual v. Majority rights

"I got Rights too" ~ Due process

"It ain'teasy being green" ~ Equality before the law

Enduring Understandings

1. In the United States, people have rights which protect them from undue governmental interference.
2. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.
3. Historically, the United States has struggled with majority rule and the extension of minority rights and as a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.

Content

Bill of rights

Individual v. majority rights

Guarantee of due process

Equality under the law

Landmark 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. Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.
3. Identify and summarize the concepts found in the Establishment Clause and the Free Exercise Clause.
4. Describe and illustrate the importance of the different Constitutional amendments.
5. Describe and illustrate the rights held by American citizens which protect their ability to participate in the political process (e.g., speech, press, assembly, petition, suffrage, hold public office).
6. Analyze and synthesize due process and its role in protecting the rights of individuals related to due process provisions in the Constitution.
7. Identify an issue related to the denial of civil rights to a particular minority group and explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to that group of people.

Essential Questions

1. To what degree do people of the United States have rights which protect them from undue governmental 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 extension 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

Civil Liberties

Formative: Report

Students will interview either a police officer, criminal defense attorney, social worker, or a judge in the community to get reactions to these questions: 1. What standard procedures do police follow in making arrests and interrogating prisoners? 2. How are prisoners informed of their rights? 3. Are restrictions on police procedures imposed by the courts a serious handicap in law enforcement? 4. Are the basic rights outlined in this chapter frequently violated in practice? 5. What relationships exist among poverty, racial discrimination, unemployment, and crime? 6. How should the government attempt to deal with incorrigible students before they become criminals? 7. What kinds of procedures seem to work best in rehabilitating juveniles? First offenders? Repeaters? Under what circumstances should juveniles be tried as adults? 8. Is the family environment a major cause of criminal behavior? Copyright

Civil Rights

Formative: Response Journal

Following the Socratic Seminar, students will write a reflection journal addressing the civil rights movement of the 1950s and 1960s. Have them consider the resulting achievements and the impact of those achievements on current civic life.

Examining Issues

Formative: Report

Working in cooperative groups, students will examine instances of the use of rights to engage in political and public policy processes (such as political campaigns and efforts to influence the legislative process). Groups can also examine contemporary issues which impact the exercise of rights (such as instances of "hate speech" and the impact or reapportionment legislative districts). Groups will prepare a report to be shared with the class.

Civil Rights Act of 1964

Formative: Reflective Writing

Students will prepare a writing piece reflecting on the passage of the Civil Rights Act of 1964 that helped open access to more elements of American society and provide more opportunities to minorities.

Putting It All Together

Summative: Technology Project

Working in pairs, students will prepare an electronic presentation on how the laws passed in the 1960s by the Congress (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965), executive acts (e.g., integration of the military, affirmative action programs), as well as Supreme Court decisions (e.g., Brown v. Board of Education, Regents of the University of California v. Bakke) helped to enforce the rights addressed by the 14th and 15th Amendments.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. In cooperative groups, have students examine instances of the use of rights to engage in political and public policy processes (such as political campaigns and efforts to influence the legislative process). Groups can also examine contemporary issues which impact the exercise of rights (such as instances of "hate speech" and the impact or reapportionment legislative districts).
2. In a Socratic Seminar setting, have students discuss the civil rights movement of the 1950's and 1960's. Have them consider the resulting achievements and the impact of those achievements on current civic life.
3. In small groups, have students discuss how the passage of the Civil Rights Act of 1964 helped open access to more elements of American society and provide more opportunities to minorities.
4. Working in pairs, have students prepare an electronic presentation on how the laws passed in the 1960s by the Congress (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965), executive acts (e.g., integration of the military, affirmative action programs), as well as Supreme Court decisions (e.g., Brown v. Board of Education, Regents of the University of California v. Bakke) helped to enforce the rights addressed by the 14th and 15th Amendments.

Resources

* Center for Civic Education (<http://www.civiced.org/>)

Technology Integration

United Streaming Video Service
Web browsing software
Interactive Whiteboard (SmartBoard or ActiveBoard)
DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

***Suggested resources***

American Civil Liberties Union. http://www.aclu.org/

Tinker Vs. Des Moinse

Films *Scottsboro Boys* and the *Great Debaters*

National Right to Life Committee. http://www.nrlc.org/

U.S. Commission on Civil Rights. http://www.usccr.gov/

U.S. Equal Employment Opportunity Commission.

See Links.
http://www.eeoc.gov/

Resources

* Bill of Rights (<http://topics.law.cornell.edu/constitution/billofrights>)

Grades 9-12 Social Studies / History
Government

5. Policy Making

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

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.

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

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

Summary

Making and implementing public policy is a core function of the government, involving a complex set of actors, processes, and often producing mixed results. Who gets what, when, and how? Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action. The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.

Unit Goals

1. Understand how the federal government uses spending and tax policy to maintain economic stability and foster economic growth.
2. Recognize that the Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.
3. Understand how the United States government provides public services, redistributes income, regulates economic activity and promotes economic growth and stability.
4. Understand the role of fiscal and regulatory policies in a mixed economy.
5. 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.
6. 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

"Can you spare a dime?" ~ Economic Policy

"You're in Good Hands" ~ Social Policy

"This aggression will not stand" ~ Foreign Defense Policy

Enduring Understandings

1. The United States government provides public services, redistributes income, regulates economic activity and promotes economic growth and stability.
2. The federal government uses spending and tax policy to maintain economic stability and foster economic growth.
3. The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.
4. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.
5. Medicare, Medicaid, and Social Security are examples of critical social issues facing federal government today.
6. Specific strategies to meet defined threats and opportunities and understanding the interplay of agencies in the foreign and defense policy.

Content

Tools the federal government has in managing the economy

The two most important measures of economic performance

The types of social policy in the U.S.

Strategies used by the Federal government in foreign defense policy

Contemporary foreign policy and defense issues

The role of lobbying and special interest groups

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 the government.
3. Describe and illustrate ways the federal government uses spending and tax (fiscal) policy to effect changes in the nation's economic conditions.conditions.
4. Identify and summarize the applications of government regulation and determine a cost and benefit of each application.
5. Analyze and synthesize a public policy issue in terms of collaboration or conflict among the level(s) of government involved and the branches of government involved.
6. Describe and illustrate an issue related to domestic or foreign policy in the United States (e.g., human rights, intervention in conflicts between other countries, or health care).
7. 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.
8. Identify and summarize a current public policy issue and arguments relative to the issue.
9. Take different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch (agency) of the government.
10. Analyze and synthesize how the Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.

Essential Questions

1. How does the United States redistribute income, regulate economic activity and promote economic growth and stability?
2. How does the federal government use spending and tax policy to maintain economic stability and foster economic growth?
3. In what ways does the Federal Reserve System use monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy?
4. To what degree do individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy?
5. Why are social programs like Medicare, Medicaid, and Social Security facing an uncertain future?
6. To what extent is the United States able to respond to foreign threats without the use of military force?

Stage 2: Assessment Evidence

What Do We Know?

Diagnostic: Observation

Students will respond to the question: What are the three most pressing issues confronting the nation? with a K-W-L chart.

A Typical Day...

Formative: Graphic Organizer

Students will do walk through a typical day, and identify all of the possible ways in which government is involved. Then create a web from each suggestion that lays out the relevant agency, congressional committee, and an interest group that might be involved in each particular policy area.

Spending Your Money

Formative: Technology Project

Working in cooperative groups, students will research the ten-year fiscal outlay history of three policy areas, such as defense, education, and Medicare. How much government money has been spent in each of these areas? What do they think are reasons for changes in spending in each of these areas? Have changes such as a new president, political shifts in majority party control of Congress, and recessions had significant effects on spending? Be prepared to share their findings in an electronic presentation.

Grading Our President

Formative: Report

Students will choose one of the policy areas emphasized during the Obama campaign and analyze how that policy question is being addressed by the new administration. Ask students to find the relevant agency and congressional committee, and look for new legislative proposals and budgetary outlays related to that policy question. Ask them to determine if factors such as recession, budget deficits, or political opposition are having an impact on how this policy is developing.

U.S. Debt Pattern

Formative: Research Project

Working in cooperative groups and using a current Statistical Abstract of the United States, students will produce a report on debt patterns in the United States.

Military Power

Formative: Research Project

Using the best current information, students will analyze the comparative military strength of the United States and possible rivals (say, Russia, China, North Korea, Iran ) and present a report to the class.

Putting It All Together

Summative: Unit Exam

Students will respond to a test including objective (multiple choice, true or make true, matching, and fill-in questions) and subjective short answer and essay questions addressing the content taught in this unit.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Have students walk through a typical day, and identify all of the possible ways in which government is involved. Then create a web from each suggestion that lays out the relevant agency, congressional committee, and an interest group that might be involved in each particular policy area.
2. Working in cooperative groups, have students research the ten-year fiscal outlay history of three policy areas, such as defense, education, and Medicare. How much government money has been spent in each of these areas? What do they think are reasons for changes in spending in each of these areas? Have changes such as a new president, political shifts in majority party control of Congress, and recessions had significant effects on spending? Be prepared to share their findings in an electronic presentation.
3. Working in cooperative groups and using a current Statistical Abstract of the United States, produce a report on debt patterns in the United States. Take 1960, 1970, 1980, 1990, and 2000 as your base points, and enter these figures in billions:
a. Gross National Product (GNP) or Gross Domestic Product (GDP)
b. National debt
c. State-local debt
d. Farm mortgage debt
e. Corporate debt
f. Consumer debt
4. Which spending unit has shown the greatest percentage increase? The lowest? What do indebtedness trends indicate about the relative role of the national and state-local governments today? Does the rise in indebtedness show weakness or strength? How does the total corporate debt compare with the national debt?
5. Have students, using the best current information, analyze the comparative military strength of the United States and possible rivals (say, Russia, China, North Korea, Iran ) and present a report to the class. Examine such things as:
A. Personnel
1. Active military personnel in all services
2. Reserves
3. Potential recruiting pool of eligible draftees
4. Allied support forces
B. Weaponry
1. Naval ships, submarines
2. Fighter airplanes, bombers
3. Tanks
4. Intercontinental ballistic missiles
5. Multiple Independently Targetable Reentry Vehicles
6. Cruise missiles
7. Star Wars
C. Natural Resources
D. Civilian Defense
6. Have students research historical examples of government spending or tax policy, such as
- Works Progress Administration (WPA)
- GI Bill
- George W. Bush administrations tax cuts
7. Students will prepare a report describing how effective each of the following was in supporting and stimulating the economy.
- WPA ~ enhancing infrastructure
- GI Bill ~ educating groups of young people; enabling new homeowners
- Bush tax cuts ~ increasing consumer spending
8. Have students work collaboratively to identify a public policy issue, identify the appropriate level of government to address the issue, the appropriate agencies involved, and identify appropriate local, state and/or federal officials to contact about the issue. Present their findings to the class.
9. In a Socratic Seminar setting, have students select one of the tools used by the Federal Reserve and then discuss the reasoning behind the use of the tool in a given set of economic conditions, how the particular use of the tool impacts the actions of banks, and the intended result for the particular use of the tool.

Resources

* Congressional Quarterly (<http://corporate.cq.com/wmspage.cfm?parm1=12>)

Technology Integration

United Streaming Video Service
Web browsing software
Interactive Whiteboard (SmartBoard or ActiveBoard)
DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

***Suggested resources***

Association for Public Policy Analysis and Management. http://www.appam.org/home.asp

Policy Studies Organization. http://www.ipsonet.org/

U.S. National Debt Clock. http://www.brillig.com/debt\_clock/

Federal Reserve. http://www.federalreserve.gov/

Center for Defense Information. http://www.cdi.org/

Department of Defense. http://www.defenselink.mil/

Department of State. http://www.state.gov/

See Links.

Resources

* GI Bill ([www.gibill.va.gov/](http://www.gibill.va.gov/))

Grades 9-12 Social Studies / History
Government

6. Ohio's State and Local Government

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

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.

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

Summary

In this unit, students will learn how the State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.

Unit Goals

1. Understand how the Ohio Constitution complements the federal structure of government in the United States.
2. Recognize that individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

Big Ideas

"Power to the People" ~ State and municipal Legislatures

"The Governator" ~ State and municipal leadership

"The Judges Chamber" ~ State and municipal court systems

Enduring Understandings

1. The Ohio Constitution complements the federal structure of government in the United States.
2. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.
3. State courts mirror the national court system.
4. The governor of the state shares his or her powers with other elected officials.
5. Individuals and organizations are influential in creating public policy in the state.

Content

State legislatures' law making powers

governor and mayor serve as the chief executive

state court system

Constitutional law

Statutory law

Administrative law

Common law

Role of individuals and organizations in determining public policy

Skills

1. Analyze and synthesize how the Ohio Constitution complements the federal structure of government in the United States and compare the structures, powers and relationships between both levels of government as defined in the Constitution of Ohio and the Constitution of the United States.
2. Describe and illustrate the changing relationship among the levels of government in the U.S. federal system, as it relates to state and local governments.
3. Identify and summarize the primary responsibilities of state legislatures.
4. Identify and summarize the responsibilities and powers of the governor of Ohio.
5. Outline the structure of a state court system.
6. Identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities.

Essential Questions

1. In what ways does the Ohio Constitution complement the federal structure of government in the United States?
2. To what degree do individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities?
3. In what ways do our state courts mirror the national court system?
4. To what extent do the governor's share their powers with other elected officials?
5. To what extent can individuals and organizations exert influence in creating public policy in the state?

Stage 2: Assessment Evidence

Knowing Ohio Constitution

Formative: Report

Students will research: How old is the present constitution? How many times has it been amended? How long is it? What attempts have been made to write a new constitution? Were they successful? Why or why not? What do you regard as the major defects of the current constitution?

Community Participation

Formative: Reflective Writing

Students will participate in local community activities and reflect on the experience.

Attending the Meeting

Formative: Class Discussion

Students will attend meetings of local government and, based on a set of guiding questions, report on proceedings to the entire class. Have the class discuss the issues addressed in the meeting reports.

Who is Responsible?

Formative: Technology Project

Working in cooperative groups, students will prepare an electronic presentation on the statutory duties in your state for the lieutenant governor, or the attorney general, secretary of state, or other elected executive official. Have them compare the power and prestige of the office in your state with that of the national counterpart (if there is one).

Comparing Budgets

Formative: Comparative Study

Students will obtain a copy of the governors most recent state of the state speech, or its functional equivalent, and have them write a report on the contents of the speech. For instance, is it a compelling speech? Was it short on specifics? Was it no-nonsense or was it full of flowery language and lofty ideals?

Knowing Your Ohio Supreme Court

Formative: Report

Students will report on the qualifications, terms, salaries, and number of justices on the Ohio supreme court and intermediate court of appeals.

Putting It All Together

Summative: Unit Exam

Students will respond to a test including objective (multiple choice, true or make true, matching, and fill-in questions) and subjective short answer and essay questions addressing the content taught in this unit.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. To the extent possible, have students get engaged in activities in which they can assist government in addressing problems and become active in civic endeavors.
2. Have students participate in local community activities and reflect on the experience.
3. Have the students participate in mock governmental activities to demonstrate different roles of township government, school district governance, etc.
4. Have students attend meetings of local government and, based on a set guiding questions, report on proceedings to the entire class. Have the class discuss the issues addressed in the meeting reports.
5. Have students examine how a local political entity functions, how a citizen can affect change through this entity, and take an issue and research a possible resolution through this entity.Get a copy of the ballot from the last general election and, in a Socratic Seminar setting, have the students discuss the issues on the ballot.
6. Get a copy of the ballot from the last general election and, in a Socratic Seminar setting, have students discuss the issues on the
7. Working in cooperative groups, have students prepare an electronic presentation on the statutory duties in your state for the lieutenant governor, or the attorney general, secretary of state, or other elected executive official. Have them compare the power and prestige of the office in your state with that of the national counterpart (if there is one).
8. Have the students get a copy of the governors most recent state of the state speech, or its functional equivalent, and have them write a report on the contents of the speech. For instance, is it a compelling speech? Was it short on specifics? Was it no-nonsense or was it full of flowery language and lofty ideals?
9. Have students report on the qualifications, terms, salaries, and number of justices on the Ohio supreme court and intermediate court of appeals.

Resources

* State of Ohio Web site - 1 ([http://ohio.gov/,](http://ohio.gov/%2C))

Technology Integration

United Streaming Video Service
Web browsing software
Interactive Whiteboard (SmartBoard or ActiveBoard)
DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

***Suggested resources***

See Links.

Resources

* Ohio Constitution ([www.legislature.state.oh.us/constitution.cfm](http://www.legislature.state.oh.us/constitution.cfm))