



American Government

Theme <i>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.</i>	
Strand <i>Civic Involvement</i>	
Topic <i>Civic Involvement</i> Students can engage in societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.	Pacing (UNIT 1) Standards 1-4 6-week introductory unit and ongoing political service learning project throughout semester. 1-week conclusion of service learning at end of course.
Content Statement 1. Opportunities for civic engagement with the structures of government are made possible through political and public policy processes. Learning Targets: <ul style="list-style-type: none"> • I can devise and implement a plan to address a societal problem by engaging either the political process or the public policy process. • I can reflect on the impact of my political service learning experiences in terms of connections between my work, my research, course content, and the nature of government in today’s society. 	Content Elaborations Political processes are related to the acquisition of governmental power and influencing governmental decision-making. Public policy processes are related to the institutional actions and procedures involved with the government carrying out its functions.
Content Vocabulary <ul style="list-style-type: none"> • civic engagement • advocacy 	Academic Vocabulary <ul style="list-style-type: none"> • devise and implement • reflect
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work



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<ul style="list-style-type: none"> • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and reflective writing 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be



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<ul style="list-style-type: none">• Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes	<p>found on the ODE website www.education.ohio.gov</p> <ul style="list-style-type: none">• Resources based on the Universal Design for Learning principles are available at www.cast.org• Preferential seating• Make notes available online using Infinite Campus or other web-based system• One-on-one instruction during common prep time and/or with academic assistant• Review sessions before tests and quizzes and especially before exams• Extended deadlines• Allow corrections on homework and tests; allow re-take of unit tests in full essay form• Modified assignments and tests• IAT referral
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Topic <i>Civic Involvement</i> Students can engage in societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.	Pacing (UNIT 1) Standards 1-4 6-week introductory unit and ongoing political service learning project throughout semester. 1-week conclusion of service learning at end of course.
Content Statement 2. Political parties, interest groups, and the media provide opportunities for civic involvement through various means. Learning Targets: <ul style="list-style-type: none"> • I can identify and describe the characteristics of the various points on the political spectrum: radical (extreme left), liberal (left), conservative (right), and reactionary (extreme right), as well as libertarian and authoritarian/populist ideas. • I can place various economic and social positions, ideas, and issues on the political spectrum. • I can define a political party and explain its functions. • I can describe the historical roots, leaders, traditional issues, and constituency groups of the Democratic and Republican parties. • I can describe my own political ideology, party, and/or belief system and explain why I hold these beliefs. • I can describe the major strategies used by campaigns to motivate voters to support their cause or candidate, including identification of likely voters and methods of reading “persuadables.” • I can describe the role of the media, including the use of emotional words and images in both paid and “earned” media, in shaping public opinion on public policy. 	Content Elaborations Political parties consist of organizations whose members hold similar views on public issues. Political parties seek to determine public policy through winning elections and having their members hold public office. Interest groups consist of organizations whose members hold similar views on public issues. Interest groups seek to influence the making and execution of public policy by engaging in political and public policy processes. Media are various means of mass communication with different audiences. Political parties and interest groups use media to influence the political and public-policy processes.



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<ul style="list-style-type: none"> I can define interest groups and describe their role in influencing the outcome of elections and shaping public policy. I can explain the role and significance of money in the election process and describe the advantages and disadvantages of limiting campaign contributions and expenditures. I can describe different types of public opinion polls and factors that affect their validity and reliability. 	
<p>Content Vocabulary</p> <ul style="list-style-type: none"> political spectrum liberal, conservative, libertarian, populist moderate Republican Party Democratic Party constituency groups/party base interest groups campaign contributions campaign expenditures primary election general election public opinion polls 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> categorize define describe explain identify
<p>Formative Assessments</p> <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs up, thumbs down” by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson 	<p>Summative Assessments</p> <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Observation and participation in political or community service hours Research paper based on service work Advocacy letter written to an elected official related to service work Written and visual expression of personal political beliefs



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<ul style="list-style-type: none"> • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Website: www.opensecrets.org • Website: www.ontheissues.org • Website: www.uselectionatlas.org • Website: www.270towin.org 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker • Students analyze election coverage and events and post online in a class blog
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical or descriptive writing 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be



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found on the ODE website: www.education.ohio.gov

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- Preferential seating
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- Extended deadlines
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Theme <i>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.</i>	
Strand <i>Civic Participation and Skills</i>	
Topic <i>Civic Participation and Skills</i> Democratic government is enhanced when individuals exercise the skills to participate effectively in civic affairs.	Pacing (UNIT 1) Standards 1-4 6-week introductory unit and ongoing political service learning project throughout semester. 1-week conclusion of service learning at end of course.
Content Statement 3. Issues can be analyzed through the critical use of information from public records, surveys, research data, and policy positions of advocacy groups. Learning Targets: <ul style="list-style-type: none"> • I can distinguish between credible and non-credible sources of information. • I can locate relevant public records as part of a research activity. • I can identify the advantages and disadvantages of using different sources of information, including public records, independent research studies, survey and polling data, interest group websites/publications, social media, and various opinion-based information (such as op-ed columns and blogs) for specific research purposes. 	Content Elaborations Researching a civic issue involves determining which sources of information are relevant to the task, identifying the perspective or position of each source, and evaluating the credibility of the sources. Public records can include sources such as county tax records, a report issued by a state agency, or the <i>Congressional Record</i> . Surveys of public opinion could be conducted by students or could come from major polling organizations. Surveys also could consist of data collections pertaining to a public issue (e.g., a survey of waterway contamination resulting from the runoff of snow removal chemicals). Research data comes in many forms and may originate with organizations ranging from universities to research institutes. Research into local issues can be conducted by students. Advocacy groups (interest groups, lobbies) produce literature and maintain websites that outline their positions on public policy issues. Considerations involved with determining the credibility of sources include: <ul style="list-style-type: none"> • The qualifications/reputation of the writer and/or organization



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	<ul style="list-style-type: none"> • The circumstances in which the source material was generated • Internal consistency and agreement with other credible sources • Use of supporting evidence and logical conclusions • Evidence of bias or unstated assumptions
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • public records • objective • subjective • credible • bias 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • distinguish • identify
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment



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<ul style="list-style-type: none"> • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	
<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Website: www.opensecrets.org • Website: www.ontheissues.org 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, evaluating sources, producing analytical writing 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines



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| | <ul style="list-style-type: none">• Allow corrections on homework and tests; allow re-take of unit tests in full essay form• Modified assignments and tests• IAT referral |
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Strand <i>Civic Participation and Skills</i>	
Topic <i>Civic Participation and Skills</i> Democratic government is enhanced when individuals exercise the skills to participate effectively in civic affairs.	Pacing (UNIT 1) Standards 1-4 6-week introductory unit and ongoing political service learning project throughout semester. 1-week conclusion of service learning at end of course.
Content Statement 4. <i>The processes of persuasion, compromise, consensus building, and negotiation contribute to the resolution of conflicts and differences.</i> Learning Targets: <ul style="list-style-type: none"> • I can utilize persuasion, compromise, consensus building, and/or negotiation skills to resolve conflict on a public policy issue. • I can respect opposing viewpoints and engage in civil discourse with my classmates. 	Content Elaborations Persuasion is a process of inducing others into accepting a point of view by means of reasoning and argumentation. Compromise is a process of making concessions to settle differences. Consensus building is a process of working toward achieving general agreement within a group. Negotiation is a process of settling differences through a discussion of issues. These processes come into play by varying degrees during activities related to governing.
Content Vocabulary <ul style="list-style-type: none"> • persuasion • compromise • mediation • negotiation • consensus 	Academic Vocabulary <ul style="list-style-type: none"> • compromise • consensus • discuss • negotiate • persuade



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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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<ul style="list-style-type: none"> • Website: www.opensecrets.org • Website: www.ontheissues.org 	<ul style="list-style-type: none"> • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing persuasive writing, speaking and listening to others 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral



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Theme <i>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.</i>	
Strand <i>Basic Principles of the U.S. Constitution</i>	
Topic <i>Basic Principles of the U.S. Constitution</i> 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.	Pacing (UNIT 2) Standards 5-13 6-week unit
Content Statement 5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers, and relationship with the governed. Learning Targets: <ul style="list-style-type: none"> • I can describe and give examples of basic principles which help define the government of the United States including, but not limited to, popular sovereignty, limited government, federalism, separation of powers, and checks and balances. • I can list the weaknesses of the national government under the Articles of Confederation and explain the pressures for a stronger national government. • I can describe the historical background of the Constitutional Convention of 1787, including its original purpose, location, leaders, and delegates. • I can explain how disagreements between large and small states, as evidenced by the Virginia and New Jersey Plans, led to the creation of the “Great Compromise,” noting its major provisions. • I can describe disagreements over slavery, the presidential election process, and individual rights and the compromises on each that resulted from the Constitutional Convention. 	Content Elaborations Basic principles which help define the government of the United States include, but are not limited to, popular sovereignty, limited government, federalism, separation of powers, and checks and balances. Popular sovereignty is the principle that governmental authority is derived from the people. Under this principle, government governs with the consent of the governed. The principle of limited government holds that a government can only exercise the powers granted to it. Government must be conducted according to the rule of law. Federalism is a system of government in which power is divided between a central authority and constituent units. Under the U.S. Constitution, this principle is reflected in the division of powers between the national government and the states. The principle of separation of powers requires a distribution of governmental powers among independent branches. Each of the branches has a specific field of authority and unique set of responsibilities within the operation of the government.



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	<p>Checks and balances constitute a system for controlling government power. Under this principle, the branches of government possess the ability to restrain certain actions of other branches.</p> <p>These principles were introduced in grade eight.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • popular sovereignty • limited government • federalism • branches of government • separation of powers • checks and balances 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • define • describe • explain • identify
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Simulation of Constitutional Convention • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment



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<p>short answer, etc.) at the end of the period</p> <ul style="list-style-type: none"> • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	
<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher's device • Guest speakers • Website: www.uselectionatlas.org • Website: www.270twin.org 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker • Students analyze election coverage and events and post online in a class blog
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Vocabulary acquisition and use 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system



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Strand <i>Basic Principles of the U.S. Constitution</i>	
Topic <i>Basic Principles of the U.S. Constitution</i> 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.	Pacing (UNIT 2) Standards 5-13 6-week unit
Content Statement 6. <i>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.</i> Learning Targets: <ul style="list-style-type: none"> I can differentiate between the arguments of the Federalists and Anti-Federalists in the debate over the ratification of the Constitution, particularly regarding the issue of individual rights, and note how the ratification debate was resolved. 	Content Elaborations When the Constitution of the United States was before the states for ratification, various attempts were made to influence the ratification debates. The proponents of ratification became known as Federalists and the opponents as Anti-Federalists. Both sides prepared essays that outlined their arguments. The Federalist Papers and the Anti-Federalist Papers discussed key principles of government as they related to the circumstances of that time. One key argument during the ratification debate concerned the extent of power that should be held by the national government. Federalists argued that the powers bestowed upon the national government helped to counteract the problems encountered under the Articles of Confederation. State sovereignty would have to give way in favor of the general welfare of the nation. In any case, according to the Federalists, federal power was defined and limited, while the states still held many residual powers. The Anti-Federalists responded that the truly important powers to govern had been delegated to the national government and that the states had little role other than to oversee the selection of federal officials. In addition, argued the Anti-Federalists, the “necessary and proper” and “supremacy” clauses rendered ineffective any limitations on the powers of the national government. Federalists can be said to have won the overall debate on the basic principles



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	<p>of government with the ratification of the Constitution of the United States. Anti-Federalists did achieve some success with the limitations on government embraced by the Bill of Rights.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • necessary and proper clause • supremacy clause • 10th Amendment • Federalists • Antifederalists • ratification • state sovereignty • Bill of Rights 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • differentiate
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment



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<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Vocabulary acquisition and use 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams



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Topic <i>Basic Principles of the U.S. Constitution</i> 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.	Pacing (UNIT 2) Standards 5-13 6-week unit
Content Statement 7. <i>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.</i> Learning Targets: <ul style="list-style-type: none"> • I can describe the process for formally amending the Constitution and note the number of times it has been amended. • I can describe ways the meaning of the Constitution has changed through legislation, executive actions, court cases, and informal practices. 	Content Elaborations The operations of government in the United States take place within a framework provided by the U.S. Constitution. However, the U.S. Constitution has been amended, interpreted, supplemented, and implemented in a variety of ways. The alternative processes for formally amending the U.S. Constitution are outlined in Article V of the document. Constitutional amendments have added to, modified, replaced, and/or made inoperable provisions of the original document and previous amendments. The U.S. Supreme Court, in deciding cases brought before it, has frequently interpreted provisions of the U.S. Constitution to clarify and extend their meaning. With its power of judicial review, the Supreme Court has also declared actions of the political branches and of the states to be unconstitutional. The U.S. Congress, in enacting legislation, has provided details which build upon the framework of the Constitution. For example, civil rights acts and voting rights acts have provided specific directions in furtherance of constitutional principles. Informal practices also have changed how constitutional government has been implemented in the United States. These practices are related to provisions in



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	<p>the Constitution but venture into areas not specifically addressed in the Constitution. For example, legislative oversight of the executive branch grew in part out of Congress' need for information to help draft new legislation.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • amendment • strict and loose interpretation • judicial review • executive actions • legislation 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • describe
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment



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<ul style="list-style-type: none"> • Quiz (graded but not recorded) • SLO pre-assessment 	
<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Video: Ken Burns <i>The Congress</i> 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Vocabulary acquisition and use 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests



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Content Statement 8. <i>The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.</i> Learning Targets: <ul style="list-style-type: none"> I can explain the historical context for the inclusion of the Bill of Rights in the U.S. Constitution. 	Content Elaborations A key argument during the course of the debate over the ratification of the U.S. Constitution concerned the need for a bill of rights. Federalists pointed to protections included in the original document, but Anti-Federalists argued that those protections were inadequate. To secure sufficient votes in the state ratifying conventions, Federalists pledged to offer a bill of rights once the new government was established. Massachusetts and Virginia, in accord with Anti-Federalist sentiments, went so far as to propose amendments to the Constitution, including amendments to protect the rights of citizens. The amendments which were ratified in 1791 and became known as the Bill of Rights addressed protections for individual rights (Amendments 1-9). These amendments reflect the principle of limited government. The 10th Amendment also addressed the principle of limited government as well as federalism.
Content Vocabulary	Academic Vocabulary <ul style="list-style-type: none"> explain
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended



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<p>covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge)</p> <ul style="list-style-type: none"> • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>response; all tests should include many types of items)</p> <ul style="list-style-type: none"> • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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Content Statement 9. The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War. Learning Targets: <ul style="list-style-type: none"> • I can summarize how the 13th through the 15th Amendments addressed the aftermath of slavery and the Civil War. 	Content Elaborations The conflict over slavery was a primary cause of the American Civil War. As the war came to a close, plans to “reconstruct” the rebellious states were instituted. The 13th Amendment, which abolished slavery, was not part of President Lincoln’s original plan to readmit former Confederate states to Congress. Ratification of the 13th Amendment became a requirement under President Johnson’s Reconstruction plan. Once Southern state efforts to curtail the rights of freedmen became known, two further amendments were proposed. Ratification of these amendments became a requirement under the congressional plan of Reconstruction. The 14th Amendment defined what persons were citizens of the United States and offered protection from state infringements on citizens’ rights. It also revised the means for determining representation in the House of Representatives and included punishments for former Confederates and their states. The 15th Amendment extended the right to vote to citizens regardless of race, color, or previous condition of servitude.
Content Vocabulary <ul style="list-style-type: none"> • slavery • reconstruction 	Academic Vocabulary <ul style="list-style-type: none"> • summarize



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<ul style="list-style-type: none"> • abolition • confederate 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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<p>keepvid.com or through iTunes and played directly from the teacher's device</p> <ul style="list-style-type: none"> • Guest speakers 	<p>to learn content more in-depth</p> <ul style="list-style-type: none"> • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Vocabulary acquisition and use 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral



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Topic <i>Basic Principles of the U.S. Constitution</i> 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.	Pacing (UNIT 2) Standards 5-13 6-week unit
Content Statement 10. Amendments 16 through 19 responded to calls for reform during the Progressive Era. Learning Targets: <ul style="list-style-type: none"> I can summarize how the 16th through the 19th Amendments addressed the calls for reform during the Progressive Era. 	Content Elaborations The Progressive Era was a time of political, economic, and social reform in response to problems which emerged throughout the United States in the late 1800s. Progressive reforms began at the local level and gradually spread to the national level, including four constitutional amendments. These amendments addressed issues related to taxation, representation in Congress, alcohol use, and suffrage. Concerns over the usage of tariffs by the federal government and distribution of wealth in the country had been raised by the Populist Party. Progressives took up the call for reform and the 16th Amendment was passed to allow for a federal income tax. Critics of state politics viewed political party bosses and business leaders as having too much influence on state legislatures and their selection of senators. Amendment 17 provides for the direct election of senators by the people. Proponents of prohibition had for decades linked alcohol use to problems such as poverty and the destruction of family life. Efforts to ban the use of alcoholic beverages led to passage of the 18th Amendment. Another longstanding reform effort was focused on obtaining the right to vote



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	<p>for women. The 19th Amendment ended the denial of suffrage based upon the sex of a citizen.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • populism • Progressive Era • income tax • tariffs • direct election of senators • suffrage • prohibition 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • summarize
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment



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<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Website: www.uselectionatlas.org • Website: www.270towin.org 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
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Topic <i>Basic Principles of the U.S. Constitution</i> 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.	Pacing (UNIT 2) Standards 5-13 6-week unit
Content Statement 11. Four amendments have provided for extensions of suffrage to disenfranchised groups. Learning Targets: <ul style="list-style-type: none"> I can describe changes in voting through American history, current voting qualifications and procedures, and the struggles of disenfranchised groups in history to win the right to vote. 	Content Elaborations A recurring theme in amending the Constitution of the United States has been the extension of voting rights to more citizens. Over time, the fundamental democratic practice of voting has been made possible for different groups of people. Amendment 15 prohibits the denial of suffrage to people because of race, color, or previous condition of servitude. Amendment 19 prohibits the denial of suffrage on account of sex. Poll taxes disenfranchised the poor and were also used as Jim Crow legislation to deny the right to vote to African Americans. Amendment 24 prohibits the use of poll taxes in federal elections. Finally, as a result of many young men being drafted to fight in the Vietnam War but not being able to vote, Amendment 26 extends the right to vote to citizens who are 18 years of age or older.
Content Vocabulary <ul style="list-style-type: none"> poll tax disenfranchisement 	Academic Vocabulary <ul style="list-style-type: none"> describe



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<ul style="list-style-type: none"> • Jim Crow laws • Vietnam • draft 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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Content Statement 12. Five amendments have altered provisions for presidential election, terms, and succession to address changing historical circumstances. Learning Targets: <ul style="list-style-type: none"> I can explain the historical circumstances surrounding the adoption of constitutional amendments pertaining to presidential election, terms, and succession. 	Content Elaborations Constitutional provisions related to the executive branch of the federal government have been frequent subjects for amendment. The amendments have responded to events impacting presidential elections, terms, and succession. Amendment 12 altered the procedures of the Electoral College. The change allowed separate balloting for president and vice president to avoid a tie in electoral votes, as happened in the election of 1800. The main provisions of Amendment 20 shortened the time between elections and when presidents and members of Congress take office. These changes reflected the improvements in transportation which allowed for easier travel to Washington and also reflected the desire to avoid “lame duck” periods in the transition from one administration or session to another. Amendment 22 imposed a two-term limit on presidential terms. This amendment was passed following the four-term presidency of Franklin Roosevelt to institutionalize the two-term tradition established by George Washington. Amendment 23 provided electors for the District of Columbia. The Electoral



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	<p>College was originally based upon electors representing states. As the population of the District of Columbia grew, it was decided that the residents there deserved to have the opportunity to vote for electors in presidential elections.</p> <p>Presidential succession and disability were addressed by Amendment 25. Lyndon B. Johnson, who had a history of heart problems, took office following the assassination of John F. Kennedy. As with other presidential successions, this left the office of the vice president vacant. The 25th Amendment clarified that a successor to the presidency was designated as President of the United States and included provisions for filling the office of Vice President. It also outlined procedures to be used in case of presidential disability.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> ● electoral college ● succession ● lame duck ● presidential disability 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● explain
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● United States Government: Our Democracy ● Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) ● “Thumbs up, thumbs down” by students to indicate their sense of understanding ● Pose questions to individual students ongoing during course of lesson ● Whole class discussion of lesson with maximum participation; monitor for student understanding ● Seek quick individual student responses on white boards 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) ● Analytical essays ● Document-based essays ● Research-based essays (group or individual) ● Oral presentations (group or individual) ● Class debates ● Class Socratic discussions ● SLO post-assessment



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<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Video: History Channel’s <i>The Presidents</i> • Website: www.uselectionatlas.org • Website: www.270towin.org 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Vocabulary acquisition and use 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating



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- Make notes available online using Infinite Campus or other web-based system
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- Review sessions before tests and quizzes and especially before exams
- Extended deadlines
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- Modified assignments and tests
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American Government

Theme <i>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.</i>	
Strand <i>Basic Principles of the U.S. Constitution</i>	
Topic <i>Basic Principles of the U.S. Constitution</i> 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.	Pacing (UNIT 2) Standards 5-13 6-week unit
Content Statement 13. Amendments 11, 21, and 27 have addressed unique historical circumstances. Learning Targets: <ul style="list-style-type: none"> I can describe the unique circumstances surrounding the adoption of Amendments 11, 21, and 27. 	Content Elaborations Three amendments to the United States Constitution have come about due to particularly unique circumstances. One amendment addresses judicial power and another repeals a previous amendment. The most recent amendment took more than 200 years to be ratified. The 11th Amendment was proposed in 1794, one year after the Supreme Court ruled in <i>Chisholm v. Georgia</i> (1793) that a lawsuit involving a state being sued by a citizen from another state could be heard in a federal court. Concerns over the extent of federal power led to the passage of this amendment, which limits the jurisdiction of the federal courts in cases of this type. The amendment repeals a portion of Article III, section 2, clause 1 of the Constitution. Congress enacted the Volstead Act to implement the provisions of the 18th Amendment. Difficulties in enforcing the law led to widespread disregard for Prohibition and increased criminal activities during the 1920s. A successful 1932 Democratic Party campaign against Prohibition led to the proposal and ratification of the 21st Amendment, which repealed the 18th Amendment. Originally proposed in 1789 to limit conflicts of interest among members of Congress in determining their own compensation, the 27th Amendment was



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	<p>not ratified with the 10 amendments known today as the Bill of Rights. Popular opposition to congressional pay raises in the 1980s renewed interest in the amendment, and it was ratified in 1992.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> congressional pay raise 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> describe
<p>Formative Assessments</p> <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs up, thumbs down” by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor for student understanding Seek quick individual student responses on white boards Seek quick choral responses from the whole group of students “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period Exit slip: responses to prompts at the end of the period Written homework tasks based upon learning targets with option to make corrections based on feedback Quiz (graded but not recorded) SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays Research-based essays (group or individual) Oral presentations (group or individual) Class debates Class Socratic discussions SLO post-assessment
	<p>Enrichment Strategies</p>



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<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Website: www.oyez.org 	<ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Vocabulary acquisition and use 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral



YOUNGSTOWN CITY SCHOOLS



American Government

Theme <i>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.</i>	
Strand <i>Structure and Functions of the Federal Government</i>	
Topic <i>Structure and Functions of the Federal Government</i> 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.	Pacing (UNIT 3) Standards 14-15 12-week unit
Content Statement 14. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities. Learning Targets: <ul style="list-style-type: none"> • I can explain the basic role of each branch of government (legislative, executive, and judicial) in shaping public policy and how political forces influence them. • I can compare and contrast the U.S. House of Representatives and the Senate in terms of each of the following: basic purpose, purpose of the bi-cameral legislation, size (number of members), basis of representation for each state, qualifications of the representatives in each house, terms of office, method of election (originally and current), and unique powers. • I can identify and give an example of each of the following kinds of powers as defined by the Constitution: delegated national powers (expressed, implied, and inherent), powers reserved to states, denied powers, and shared (concurrent) powers. • I can give specific examples of expressed legislative powers of Congress related to money, commerce, military and foreign policy, and other legislative powers contained in Article 1, Section 8 of the Constitution. • I can explain how Congress has increased its power over time through 	Content Elaborations Laws are rules recognized as binding and enforced by a government. Public policy consists of institutional actions and procedures pursued by a government in carrying out its functions. The U.S. Constitution establishes roles for each of the three branches of government related to law and public policy. It assigns each branch special powers and responsibilities. Laws are made by the legislative branch. Laws are enforced by the executive branch. Laws are interpreted by the judicial branch as it resolves disputes under the laws. The actions and procedures of all three branches establish public policy. These include: <ul style="list-style-type: none"> • Legislative – conducting oversight investigations, instituting impeachment proceedings, ratifying treaties, passing resolutions • Executive – making rules and regulations, proposing the federal budget, recognizing foreign nations, issuing executive orders • Judicial – issuing writs of certiorari, establishing judicial procedures, sentencing offenders, accepting amicus curiae briefs



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<p>the use of the “necessary and proper” (elastic) clause in conjunction with the expressed powers.</p> <ul style="list-style-type: none"> • I can identify at least four examples of power denied to Congress by the Constitution. • I can outline the steps by which a bill becomes a law including any differences between the House and the Senate. • I can identify the following Constitutional requirements of the Presidency including the method of election and qualifications for holding office. • I can identify and explain each of the constitutional powers of the President as laid out in Article 2 of the Constitution. • I can identify and explain the formal and informal roles of the President. • I can describe the role of the Supreme Court and the federal court system in interpreting law. 	
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • legislative • executive • judicial • treaty • executive order • executive agreement 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • compare and contrast • explain • identify • outline
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Simulation of Congress • Analytical essays • Document-based essays



American Government

<ul style="list-style-type: none"> • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Video: Ken Burns <i>The Congress</i> • Video: History Channel’s <i>The Presidents</i> • Website: www.opensecrets.org • Website: www.ontheissues.org • Website: www.oyez.org 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p>	<p>Intervention Strategies</p>



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| <ul style="list-style-type: none">• ELA: Vocabulary acquisition and use | <ul style="list-style-type: none">• Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov• Resources based on the Universal Design for Learning principles are available at www.cast.org• Preferential seating• Make notes available online using Infinite Campus or other web-based system• One-on-one instruction during common prep time and/or with academic assistant• Review sessions before tests and quizzes and especially before exams• Extended deadlines• Allow corrections on homework and tests; allow re-take of unit tests in full essay form• Modified assignments and tests• IAT referral |
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American Government

Theme <i>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.</i>	
Strand <i>Structure and Functions of the Federal Government</i>	
Topic <i>Structure and Functions of the Federal Government</i> 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.	Pacing (UNIT 3) Standards 14-15 12-week unit
Content Statement 15. The political process creates a dynamic interaction among the three branches of government in addressing current issues. Learning Targets: <ul style="list-style-type: none"> • I can explain the significance of checks and balances and give examples of how each branch checks the power of the other branches. • I can describe the influence of interest groups, political parties, and media on the way that the branches of government check one another. 	Content Elaborations Current issues are addressed by all three branches of the government as they make public policy. The interactions among the branches range from instances where they work in concert to instances involving the exercise of checks and balances. In this context, the political process becomes one of the branches exercising their powers to influence public policy. The U.S. Constitution addresses the interaction among the branches of government with a system of checks and balances. Checks and balances include: <ul style="list-style-type: none"> • Legislative on executive – veto override, impeachment of civil officers, Senate approval of appointments and treaties, raise and govern military forces • Legislative on judicial – creation of lower courts, determination of appellate jurisdiction of the Supreme Court, impeachment of judges • Executive on legislative – convene either or both houses of Congress, veto legislation • Executive on judicial – appoint judges, issue pardons and reprieves • Judicial on legislative – Chief Justice of the Supreme Court presides over impeachment trials for the president, interpret and apply laws • Judicial on executive – judges not subject to removal by president, interpret and apply laws



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	<p>The interaction among the three branches of government is impacted by factors such as:</p> <ul style="list-style-type: none"> • Interest group involvement (e.g., proposing legislation, advocating rules, 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
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • veto • veto override • impeachment • advise and consent • pardons • reprieves • appellate jurisdiction 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • describe • explain
<p>Formative Assessments</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment



American Government

<ul style="list-style-type: none"> • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	
<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Video: Ken Burns <i>The Congress</i> • Video: History Channel’s <i>The Presidents</i> • Website: www.opensecrets.org • Website: www.ontheissues.org • Website: www.oyez.org 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Vocabulary acquisition and use 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org



American Government

- Preferential seating
- Make notes available online using Infinite Campus or other web-based system
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American Government

Theme <i>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.</i>	
Strand <i>Role of the People</i>	
Topic <i>Role of the People</i> The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.	Pacing (UNIT 4) Standards 16-17 4-week unit
Content Statement 16. In the United States, people have rights that protect them from undue government interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others. Learning Targets: <ul style="list-style-type: none"> • I can describe the nature of rights as they relate to the relationship between people and the government. • I can identify and explain the significance of the subject of each amendment and enumerated right included in the Bill of Rights. • I can describe the significance of rights pertaining to participation in the political process—speech, press, assembly, petition, suffrage, and holding of public office. • I can describe how citizen rights are balanced by citizen responsibilities and also by the rights of others and the common good. 	Content Elaborations People in the United States have claims to protection from government intrusion in certain aspects of their lives. These claims are called rights. During the American Revolution, various state bills of rights were drafted. The original U.S. Constitution outlined many rights held by the people (see Article I, sections 9 and 10; Article III, section 2; Article IV, section 2). The federal Bill of Rights not only enumerates many rights, but other unstated rights are alluded to under the Ninth Amendment. The U.S. Supreme Court, in its interpretation of the 14th Amendment’s due-process clause, has instituted the doctrine of incorporation, meaning that most of the guarantees in the Bill of Rights also apply to state and local governments. Many of the rights held by American citizens protect the ability to participate in the political process (e.g., speech, press, assembly, petition, suffrage, hold public office). There are general responsibilities of citizenship (e.g., respecting the rule of law, paying taxes and fees, accepting responsibility for one’s actions). There also are responsibilities associated with the exercise of particular rights. Examples include: <ul style="list-style-type: none"> • Entitlement to privileges and immunities – respecting the rights of others • Right of free speech – engaging in civil discourse • Right to bear arms – receiving firearms training



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	<ul style="list-style-type: none"> • Right to jury trial – serving on juries • Right to vote – becoming informed on public issues <p>Citizenship also entails service to the nation which guarantees the rights of the people. This may include military service, community service, and serving in public office.</p> <p>Individual rights are relative, not absolute. The exercise of rights must be balanced by the rights of others and by the common good.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • speech • press • assembly • petition • due process • search and seizure • probable cause • double jeopardy • jury trial • counsel • cruel and unusual punishment • un enumerated rights 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • describe • explain • identify
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays



American Government

<p>understanding</p> <ul style="list-style-type: none"> • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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American Government

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American Government

Theme <i>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.</i>	
Strand <i>Role of the People</i>	
Topic <i>Role of the People</i> The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.	Pacing (UNIT 4) Standards 16-17 4-week unit
Content Statement 17. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation. Learning Targets: <ul style="list-style-type: none"> I can 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. 	Content Elaborations The U.S. Constitution guarantees rights to the people of the United States. Historically, despite those guarantees, certain groups of people have not been able to fully exercise their rights. Over time, the U.S. government has taken actions to ensure the free exercise of rights by all people and to protect their ability to participate in the processes of governing. For instance, the ratification of the 19th Amendment guaranteed suffrage to all women, and the ratification of the 24th Amendment eliminated the failure to pay taxes as a reason to deny participation in voting for federal officeholders. The executive branch used National Guard troops to help integrate schools and used the Department of Justice to bring charges against violators of open housing legislation. The legislative branch enacted a series of civil rights acts and voting rights acts in the second half of the 20th century. The U.S. Supreme Court, through the process of incorporation, has used the due process clause of the 14th Amendment to apply most of the federal Bill of Rights to the states.
Content Vocabulary	Academic Vocabulary



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<ul style="list-style-type: none"> majority rule minority rights discrimination institutional racism incorporation due process clause 	<ul style="list-style-type: none"> explain identify
<p>Formative Assessments</p> <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs up, thumbs down” by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor for student understanding Seek quick individual student responses on white boards Seek quick choral responses from the whole group of students “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period Exit slip: responses to prompts at the end of the period Written homework tasks based upon learning targets with option to make corrections based on feedback Quiz (graded but not recorded) SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays Research-based essays (group or individual) Oral presentations (group or individual) Class debates Class Socratic discussions SLO post-assessment
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American Government

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<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Vocabulary acquisition and use 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral



YOUNGSTOWN CITY SCHOOLS



American Government

Theme <i>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.</i>	
Strand <i>Ohio's State and Local Governments</i>	
Topic <i>Ohio's State and Local Governments</i> The State of Ohio acts within the framework of the U.S. Constitution and extends the powers and functions to local governments.	Pacing (UNIT 5) Standards 18-20 2-week unit
Content Statement 18. The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio. Learning Targets: <ul style="list-style-type: none"> I can provide examples of how the 1851 Ohio Constitution addressed difficulties in governing Ohio at that time. 	Content Elaborations Under Ohio's original constitution, the General Assembly was the preeminent branch of the government. Key judicial and executive officers, other than the governor, were appointed by the legislature and were not elected by the people of Ohio. The governor, although an elected official, had few specific powers. The Supreme Court, which was required to meet once each year in every county, found it difficult to meet its obligations. In addition the state was burdened with a significant amount of debt. The Constitution of 1851 provided that major executive officials and all judges were to be elected by popular vote. While the powers of the governor were not significantly increased, legislative powers to enact retroactive laws were prohibited and all laws of a general nature were required to be uniform throughout the state. District courts were added to the court system to reduce the burdens upon the Supreme Court. The new constitution instituted debt limitations, banned poll taxes, and required that tax funds be used only for their stated purpose.
Content Vocabulary <ul style="list-style-type: none"> public debt thorough and efficient system of common schools 	Academic Vocabulary
Formative Assessments	Summative Assessments



American Government

<ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson



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	<ul style="list-style-type: none"> • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Vocabulary acquisition and use 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral



American Government

Theme <i>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.</i>	
Strand <i>Ohio's State and Local Governments</i>	
Topic <i>Ohio's State and Local Governments</i> The State of Ohio acts within the framework of the U.S. Constitution and extends the powers and functions to local governments.	Pacing (Unit 5) Standards 18-20 2-week unit
Content Statement <i>19. As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.</i> Learning Targets: <ul style="list-style-type: none"> • I can determine 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. • I can compare and contrast the structure of Ohio's government with the federal government. 	Content Elaborations The government of the State of Ohio fits within the federal structure of government. The Ohio Constitution must be consistent with the basic principles outlined in the U.S. Constitution (Article VI). The Ohio Constitution outlines the powers and functions of state government and provides the context for local government in the state.
Content Vocabulary <ul style="list-style-type: none"> • governor • General Assembly • Ohio Supreme Court • term limits • judicial elections 	Academic Vocabulary <ul style="list-style-type: none"> • compare and contrast • determine
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items)



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<p>or the upcoming lesson (to assess prior knowledge)</p> <ul style="list-style-type: none"> • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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Integrations

- ELA: Vocabulary acquisition and use

Intervention Strategies

- Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov
- Resources based on the Universal Design for Learning principles are available at www.cast.org
- Preferential seating
- Make notes available online using Infinite Campus or other web-based system
- One-on-one instruction during common prep time and/or with academic assistant
- Review sessions before tests and quizzes and especially before exams
- Extended deadlines
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American Government

Theme <i>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.</i>	
Strand <i>Ohio's State and Local Governments</i>	
Topic <i>Ohio's State and Local Governments</i> The State of Ohio acts within the framework of the U.S. Constitution and extends the powers and functions to local governments.	Pacing (UNIT 6) Standards 18-20 2-week unit
Content Statement 20. 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. Learning Targets: <ul style="list-style-type: none"> • I can identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities. 	Content Elaborations Ohioans can assist government in addressing problems affecting the state and local communities. Involvement at the state level can range from paying taxes to serving in the National Guard, running for state office, voting, and signing petitions to place issues on the ballot. Involvement at the local level can range from organizing civic activities to attending meetings of local boards and commissions, joining community watch groups, and serving in a volunteer fire department.
Content Vocabulary	Academic Vocabulary <ul style="list-style-type: none"> • explain • identify
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • "Thumbs up, thumbs down" by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates



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<p>for student understanding</p> <ul style="list-style-type: none"> • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Vocabulary acquisition and use 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are



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	<p>available at www.cast.org</p> <ul style="list-style-type: none">• Preferential seating• Make notes available online using Infinite Campus or other web-based system• One-on-one instruction during common prep time and/or with academic assistant• Review sessions before tests and quizzes and especially before exams• Extended deadlines• Allow corrections on homework and tests; allow re-take of unit tests in full essay form• Modified assignments and tests• IAT referral
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American Government

Theme <i>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.</i>	
Strand <i>Public Policy</i>	
Topic <i>Public Policy</i> Federal, state, and local governments address problems and issues by making decisions, creating laws, enforcing regulations, and taking action.	Pacing (UNIT 7) Standards 21-24 4-week unit
Content Statement 21. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs. Learning Targets: <ul style="list-style-type: none"> I can analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved. 	Content Elaborations Public policy issues are matters of discussion and debate related to the functions of government. They frequently revolve around problems the government is attempting to address and the projected consequences of public policy decisions. Examples of public policy at different levels of government by different branches of government include: <ul style="list-style-type: none"> Federal Executive – the Department of State, which advises the president on foreign policy and directs activities of embassies in foreign countries Federal Legislative – the Congressional Budget Office, which provides analyses of economic and budgetary data State Legislative – the Ohio Legislative Service Commission, which assists in drafting legislation State Judicial – the Ohio Courts of Common Pleas, which apply sentencing guidelines for convicted felons Local Legislative/Executive – County commissions, which determine and grant tax abatements <p>The complexity of public policy issues may involve multiple levels and branches of government. These levels and branches may engage in collaboration or conflict as they attempt to address public policy issues (e.g., 2010 Federal</p>



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	Race-to-the-Top education grants, the cleanup of the 2010 BP oil spill in the Gulf of Mexico, Arizona’s planned enforcement of immigration laws in 2010).
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • federalism • grants 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
	<p>Enrichment Strategies</p>



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<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Video: Ken Burns’ <i>The Congress</i> • Website: www.opensecrets.org • Website: www.ontheissues.org 	<ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Vocabulary acquisition and use 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral



YOUNGSTOWN CITY SCHOOLS



American Government

Theme <i>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.</i>	
Strand <i>Public Policy</i>	
Topic <i>Public Policy</i> Federal, state, and local governments address problems and issues by making decisions, creating laws, enforcing regulations, and taking action.	Pacing (UNIT 7) Standards 21-24 4-week unit
Content Statement 22. Individuals and organizations play a role within federal, state, and local governments in helping to determine public (domestic and foreign) policy. Learning Targets: <ul style="list-style-type: none"> I can 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. 	Content Elaborations Individuals and organizations engage government officials on public policy using several methods. Individuals and organizations can: <ul style="list-style-type: none"> Campaign for candidates who will support their positions once in office Provide information to executive branch officials on the impacts of potential rules and regulations Lobby members of a legislature Provide testimony before legislative committees Prepare briefs to present during judicial proceedings Offer comments during public meetings Conduct letter-writing campaigns Hold public demonstrations Individuals and organizations must know the proper level and branch of government to engage at the various stages of making public policy.
Content Vocabulary <ul style="list-style-type: none"> lobby advocacy 	Academic Vocabulary <ul style="list-style-type: none"> determine
Formative Assessments	Summative Assessments



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<ul style="list-style-type: none"> • Website: www.opensecrets.org • Website: www.ontheissues.org 	<ul style="list-style-type: none"> • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Produce written or spoken arguments and listen to others' arguments 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral



American Government

Theme <i>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.</i>	
Strand <i>Government and the Economy</i>	
Topic <i>Government and the Economy</i> 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.	Pacing (UNIT 7) Standards 21-24 4-week unit
Content Statement 23. <i>The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.</i> Learning Targets: <ul style="list-style-type: none"> • I can explain how the federal government uses spending and tax (fiscal) policy to effect changes in the nation’s economic conditions. • I can describe applications of government regulation and determine a cost and benefit of each application. 	Content Elaborations Fiscal policies fall into two broad categories: expansionary policies (involving increased government spending and reduced taxes) to increase the level of aggregate demand and contractionary policies (involving decreased government spending and increased taxes) to decrease the level of aggregate demand. There are difficulties in using fiscal policy to maintain economic stability and foster economic growth. Much government spending is fixed (e.g., entitlement programs), so only a small portion of the federal government’s budget is discretionary. Predicting the impact of spending and taxing is difficult as is predicting future economic performance. Government spending and taxing does not produce immediate results and economic conditions may change; thus, expansionary policies could result in inflation and contractionary policies could result in recession. Coordinating federal spending and taxing with monetary policy and with state policies is difficult and may be contradictory. Fiscal policy is subject to political pressures; in the past, expansionary policies have tended to be popular and contractionary policies have tended to be unpopular. The imposition of government regulations may foster economic benefits such



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	<p>as prohibiting unfair business practices and providing consumer protections. Government regulations may carry costs such as reduced corporate profits and slower economic growth.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • fiscal policy • discretionary spending • expansionary policy • contractionary policy • Keynesian economics • supply-side economics • taxation 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • describe • explain
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment



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<ul style="list-style-type: none"> • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	
<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Vocabulary acquisition and use 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines



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American Government

Theme <i>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.</i>	
Strand <i>Government and the Economy</i>	
Topic <i>Government and the Economy</i> 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.	Pacing (UNIT 7) Standards 21-24 4-week unit
Content Statement 24. <i>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.</i> Learning Targets: <ul style="list-style-type: none"> I can explain 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. 	Content Elaborations Monetary tools employed by the Federal Reserve System to regulate the nation's money supply include: <ul style="list-style-type: none"> Open market operations (purchase and sale of government securities) Adjusting the discount rate (interest rate on loans the Fed makes to financial institutions) Adjusting the reserve requirement (required reserve ratio – the fraction of deposits that banks must keep on reserve and not use to make loans) <p>Purchasing government securities, reducing the discount rate, and reducing the reserve requirement all serve to increase the money supply, decrease interest rates, encourage consumer and business spending, and foster economic expansion.</p> <p>Selling government securities, increasing the discount rate, and increasing the reserve requirement all serve to reduce the money supply, increase interest rates, depress consumer and business spending, and foster economic contraction.</p>
Content Vocabulary <ul style="list-style-type: none"> interest rates 	Academic Vocabulary <ul style="list-style-type: none"> explain



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<ul style="list-style-type: none"> • monetary policy • reserve requirements • discount rate • government securities • monetary supply 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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American Government

<p>Resources</p> <ul style="list-style-type: none"> • United States Government: Our Democracy • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher's device • Guest speakers 	<ul style="list-style-type: none"> • complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Vocabulary acquisition and use 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral