



# **Social Studies**

## **American Government**

**2020-2021**

**Aligned with Ohio's Learning Standards  
for Social Studies (2018)**

**Department of Academic Services  
Office of Teaching and Learning  
Curriculum Division**

**COLUMBUS CITY SCHOOLS**

## Curriculum Map

### Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



### Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



### Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

## Year-at-a-Glance

### Semester X

|                         |  |  |
|-------------------------|--|--|
| <b>Grading Period 1</b> | <b>Unit 1. Participating in Government</b> <span style="float: right;"><b>6 weeks</b></span>   | <b>Unit 2. Foundations of American Government</b> <span style="float: right;"><b>3 weeks</b></span>                              |
|                         | 1.1 Public Policy and Civic Involvement - Learning Targets 1, 18-19<br>1.2 Political Parties, Interest Groups and the Media - Learning Target 2<br>1.3 Civic Participation and Skills - Learning Targets 3-4 | 2.1 Basic Principles of the U.S. Constitution - Learning Target 5  |
| <b>Grading Period 2</b> | <b>Unit 2. Foundations of American Government (cont.)</b> <span style="float: right;"><b>3 weeks</b></span>  | <b>Unit 3. Structure and Functions of American Government</b> <span style="float: right;"><b>6 weeks</b></span>                  |
|                         | 2.2 Federalists and Antifederalists - Learning Target 6<br>2.3 The Bill of Rights - Learning Target 8  | 3.1 Three Branches of Government - Learning Targets 12, 13, 18<br>3.2 Ohio's State and Local Government - Learning Targets 16-17 |

### Semester Y

|                         |  |   |
|-------------------------|--|---|
| <b>Grading Period 3</b> | <b>Unit 4. Changing Constitutional Government</b> <span style="float: right;"><b>6 weeks</b></span>  | <b>Unit 5. Government and the Economy</b> <span style="float: right;"><b>3 weeks</b></span>   |
|                         | 4.1 Rights and Responsibilities - Learning Targets 8, 14<br>4.2 Evolution of the Constitution - Learning Targets 7, 10-11<br>4.3 Civil Rights - Learning Targets 9, 10, 15 | 5.1 Fiscal Policy - Learning Target 20<br>5.2 Monetary Policy - Learning Targets 21   |
| <b>Grading Period 4</b> | <b>State Test Review</b> <span style="float: right;"><b>3 weeks</b></span>   | <b>Unit 6. Financial Literacy</b> <span style="float: right;"><b>6 weeks</b></span>   |
|                         | Review for Ohio's State Test   | 6.1 Financial Responsibility and Decision-Making - Financial Literacy Learning Targets 1-5<br>6.2 Saving and Investing - Financial Literacy Learning Targets 6-7; 9; 16<br>6.3 Credit and Debt - Financial Literacy Learning Targets 19-21<br>6.4 Informed Consumer and Risk Management - Financial Literacy Learning Targets 11, 13; 24-25; 27 |

## Scope and Sequence

|                         |  | <b>Unit I. Participating in Government</b>  |   | <b>6 weeks</b>   |
|-------------------------|--|---|---|--|
| <b>Grading Period I</b> | <b>Lesson</b>  | <b>Standards / Learning Targets</b>   | <b>Big Ideas / Essential Questions</b>  | <b>Strategies/Activities</b>   |
|                         | 1.1 Public Policy and Civic Involvement              | <p><a href="#">1. Devise and implement a plan to address a problem by engaging either the political process or the public policy process.</a></p> <p><a href="#">18. Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.</a></p> <p><a href="#">19. Defend different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch/agency of the government.</a></p> | <p><b>Change</b></p> <ul style="list-style-type: none"> <li>How can we be involved in the change process?</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>What does it mean to have a democracy?</li> <li>Why does democracy need education?</li> <li>Does government work for the people?</li> </ul> | <ul style="list-style-type: none"> <li>Class discussion: Why is government a required course?</li> <li>Brainstorm the knowledge, skills, dispositions, and actions of effective citizens</li> <li>Research news articles to find examples of public policy</li> <li>Brainstorm causes and effects of social problems and identify public policy solutions</li> </ul> |
|                         | 1.2 Political Parties, Interest Groups and the Media | <p><a href="#">2. Select a political party or interest group to address a civic issue, identify a type of media as a means of communication, then defend the viability of the choices made in an effort to achieve a successful result in resolving the civic issue.</a></p>  | <p><b>Change</b></p> <ul style="list-style-type: none"> <li>How can we be involved in the change process?</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>What does it mean to have a democracy?</li> </ul>   | <ul style="list-style-type: none"> <li>Political typology quiz</li> <li>One Big Party? reading and activities (iCivics)</li> <li>Match public policies with interest groups</li> <li>Match news headlines with the newspaper's agenda</li> </ul>   |
|                         | 1.3 Civic Participation and Skills                   | <p><a href="#">3. Identify the factors that determine the credibility of a source and evaluate the credibility of a given source.</a></p> <p><a href="#">4. Explain how persuasion, compromise, consensus building, and negotiation help the democratic process and achieve agreement and settle differences in governing.</a></p>  | <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>How do we know what to believe?</li> <li>What do we do when sources disagree?</li> <li>Should we question everything?</li> <li>How do we make a strong argument?</li> </ul>   | <ul style="list-style-type: none"> <li>Evaluate the credibility of online resources</li> <li>Use fact checking websites to monitor the accuracy of a current news story</li> </ul>   |

| Unit 2. Foundations of American Government <span style="float: right;">6 weeks</span> |   |   |   |  |
|---|---|---|---|--|
| Lesson  | Standards / Learning Targets                  | Big Ideas / Essential Questions   | Strategies/Activities   |  |
| Grading Periods 1 and 2   | 2.1 Basic Principles of the U.S. Constitution | <a href="#">5. Explain in context one of the basic principles which help define the government of the United States.</a>                | <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>What does it mean to have a democracy?</li> <li>Who has the right to self-government?</li> <li>Does government work for the people?</li> </ul>   | <ul style="list-style-type: none"> <li>Basic principles government graphic organizer/chart and vocabulary concept maps</li> <li>Close reading of historical documents to identify basic principles</li> <li>Basic principles in current news sources</li> </ul>  |
|   | 2.2 Federalists and Antifederalists           | <a href="#">6. Identify Federalist and Anti-Federalist viewpoints using excerpts from the Federalist and/or Anti-Federalist Papers.</a> | <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>What does it mean to have a democracy?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>What makes a government legitimate?</li> </ul>  | <ul style="list-style-type: none"> <li>Federalist and Anti-Federalist graphic organizer</li> <li>Categorize quotes as Federalist or Anti-Federalist</li> <li>Federalist and Anti-Federalist primary source analysis</li> <li>Compare contemporary viewpoints about national and state power to Federalists and Anti-Federalists</li> </ul> |
|   | 2.3 The Bill of Rights                        | <a href="#">8. Apply the protections of the Bill of Rights in a given scenario.</a>   | <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>How should governments balance majority rule with minority rights?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>How does the Constitution establish justice?</li> <li>Are laws applied fairly?</li> </ul> | <ul style="list-style-type: none"> <li>Bill of rights graphic organizer</li> <li>Close reading of Federalist and Anti-Federalist writings on the Bill of Rights</li> <li>Locate news stories related to the Bill of Rights and determine which protections apply</li> </ul>  |

| Unit 3. Structure and Functions of American Government |                                       |  |   |
|--|---------------------------------------|--|---|
|  |                                       |  | 6 weeks   |
| Grading Period 2                                       | Lesson                                | Standards / Learning Targets   | Big Ideas / Essential Questions   |
|  | 3.1 Three Branches of Government      | <p><a href="#">12. Compare the powers and responsibilities of each branch of government as they pertain to law and public policy.</a></p> <p><a href="#">13. Use examples of checks and balances among two or three branches of the federal government to illustrate dynamic interactions.</a></p> <p><a href="#">18. Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.</a></p> | <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Does government work for the people?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>How is power attained and maintained?</li> </ul>  |
|  | 3.2 Ohio's State and Local Government | <p><a href="#">16. Compare the Ohio and U.S. Constitutions.</a></p> <p><a href="#">17. Identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities.</a></p>   | <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>What does it mean to have a democracy?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>What makes a government legitimate?</li> </ul> <p><b>Change</b></p> <ul style="list-style-type: none"> <li>How can we be involved in the change process?</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>How do we make a strong argument?</li> </ul>  |
|  |                                       |  | <ul style="list-style-type: none"> <li>Examine a current public policy and determine how all three branches were involved</li> <li>Graphic organizer on roles of the executive, legislative and judicial branches of government</li> <li>Checks and Balances graphic organizer</li> <li>Congress in a Flash reading and activities (iCivics)</li> <li>Match responsibilities of the president with the correct power or duty found in the Constitution.</li> <li>Judicial Branch in a Flash reading and activities (iCivics)</li> </ul> |
|  |                                       |  | <ul style="list-style-type: none"> <li>Ohio and U.S. Constitution Venn diagram</li> <li>Ohio and U.S. Constitution card sort</li> <li>Three column chart on roles of the executive, legislative and judicial branches of Ohio government</li> <li>Chart of political participation, public service, and solving problems at the state and local levels</li> <li>Attend local government meeting and report to the class</li> </ul>  |

|                  |                                   | Unit 4. Changing Constitutional Government  |  | 6 weeks   |
|------------------|-----------------------------------|---|--|---|
|                  | Lesson                            | Standards / Learning Targets  | Big Ideas / Essential Questions  | Strategies/Activities   |
| Grading Period 3 | 4.1 Rights and Responsibilities   | <p><a href="#">8. Apply the protections of the Bill of Rights in a given scenario.</a></p> <p><a href="#">14. Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.</a></p>  | <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>How does the Constitution establish justice?</li> <li>What happens when justice is denied?</li> </ul>   | <ul style="list-style-type: none"> <li>Supreme Court case analysis on Bill of Rights protections</li> <li>Timeline or multimedia presentation on interpretations of an amendment</li> <li>Graphic organizer - match rights with civic responsibilities</li> </ul>   |
|                  | 4.2 Evolution of the Constitution | <p><a href="#">7. Select an example of how constitutional government in the United States has changed the meaning and application of any one of the basic principles which help define the government of the United States and explain the nature of the change.</a></p> <p><a href="#">10. Explain how amendments have extended voting rights to disenfranchised groups.</a></p> <p><a href="#">11. Describe how constitutional amendments have changed the structure and function of the federal government with regard to the Electoral College and the U.S. Presidency.</a></p> | <p><b>Change</b></p> <ul style="list-style-type: none"> <li>What are the causes and effects of historical events and patterns?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>How does the Constitution establish justice?</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>What does it mean to have a democracy?</li> <li>Who has the right to self-government?</li> </ul> | <ul style="list-style-type: none"> <li>Read and discuss historical court cases on the rights in the Constitution</li> <li>Evolution of the Constitution timeline</li> <li>Judicial Review class discussion</li> <li>Constitutional amendments graphic organizer</li> <li>Class discussion on voter suppression efforts today</li> <li>Suffrage movements research</li> <li>Electoral College video ad or essay</li> <li>Electoral College class debate</li> </ul> |

| Unit 4. Changing Constitutional Government |   | 6 weeks (continued)   |  |
|--|---|---|--|
| Lesson                                     | Standards / Learning Targets  | Big Ideas / Essential Questions   | Strategies/Activities  |
| Grading Period 3<br><br>4.3 Civil Rights   | <p><a href="#">9a. Analyze how the Reconstruction Amendments attempted to address African American inequality through the new constitutional protections.</a></p> <p><a href="#">9b. Explain the continued struggles faced by African Americans despite the passage of these amendments.</a></p> <p><a href="#">10. Explain how amendments have extended voting rights to disenfranchised groups.</a></p> <p><a href="#">15. 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.</a></p> | <p><b>Change</b></p> <ul style="list-style-type: none"> <li>• What makes a movement or revolution successful?</li> <li>• How can we be involved in the change process?</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• What does it mean to have a democracy?</li> <li>• Who has the right to self-government?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>• What happens when justice is denied?</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>• How have diverse groups struggled for equality?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>• Why is it important to speak truth to power?</li> </ul> | <ul style="list-style-type: none"> <li>• Reconstruction amendments close reading and analysis</li> <li>• Reconstruction Amendments graphic organizer</li> <li>• Jim Laws photographs and primary source analysis</li> <li>• Reconstruction amendment research on ongoing issues related to the amendment</li> <li>• Civil rights movement achievements and impact</li> </ul> |



|                  |  | Unit 5. Government and the Economy |  | 3 weeks  |  |
|------------------|--|------------------------------------|--|--|--|
|                  |  | Lesson                             | Standards / Learning Targets   | Big Ideas / Essential Questions  | Strategies/Activities  |
| Grading Period 3 |  | 5.1 Fiscal Policy                  | <a href="#">20. Explain how the federal government uses fiscal policy to affect changes in the nation's economic conditions.</a>                             | <b>Democracy</b> <ul style="list-style-type: none"> <li>Does government work for the people?</li> </ul> <b>Power</b> <ul style="list-style-type: none"> <li>What makes a government legitimate?</li> </ul> | <ul style="list-style-type: none"> <li>Fiscal policy graphic organizer - benefits and costs</li> <li>Historical examples of fiscal policy research</li> </ul>  |
|                  |  | 5.2 Monetary Policy                | <a href="#">21. Explain how the Federal Reserve System uses monetary policy to regulate the nation's money supply and encourage or slow economic growth.</a> | <b>Democracy</b> <ul style="list-style-type: none"> <li>Does government work for the people?</li> </ul> <b>Power</b> <ul style="list-style-type: none"> <li>What makes a government legitimate?</li> </ul> | <ul style="list-style-type: none"> <li>Federal Reserve and the money supply flowchart or diagram</li> <li>Tools of the Federal Reserve discussion</li> <li>Identify monetary policies in current news sources</li> </ul> |

**State Test Review 3 weeks**

|                  |  | Unit 6. Financial Literacy  |  | 6 weeks  |
|------------------|--|---|--|--|
| Grading Period 4 | Lesson   | Standards / Learning Targets  | Big Ideas / Essential Questions  | Strategies/Activities  |
|                  | 6.1 Financial Responsibility and Decision-Making | <a href="#">Financial Literacy Learning Targets 1-5</a><br><a href="#">Demonstrate financial responsibility by managing money, using lifelong decision-making strategies, and enhancing employability and income.</a> | <b>Financial Responsibility and Decision-Making</b> <ul style="list-style-type: none"> <li>How can we make sound financial decisions?</li> </ul>             | <ul style="list-style-type: none"> <li>Establish short-term and long-term personal finance goals</li> <li>Determine positive and negative consequences of alternatives</li> <li>Brainstorm and create a graphic organizer on competencies for the workplace</li> </ul> |
|                  | 6.2 Saving and Investing                         | <a href="#">Financial Literacy Learning Targets 6-7; 9; 16</a><br><a href="#">Demonstrate financial responsibility by budgeting, saving, and investing.</a>   | <b>Saving and Investing</b> <ul style="list-style-type: none"> <li>How can we make sound saving and investing decisions?</li> </ul>                          | <ul style="list-style-type: none"> <li>Create a personal budget</li> <li>Track and evaluate sample spending habits and expenses</li> <li>Fill out a sample W-4, 1040 federal tax form, and state and local tax forms</li> </ul>  |
|                  | 6.3 Credit and Debt                              | <a href="#">Financial Literacy Learning Targets 19-21</a><br><a href="#">Demonstrate financial responsibility by effectively balancing credit and debt.</a>   | <b>Credit and Debt</b> <ul style="list-style-type: none"> <li>How can we make sound credit and debt decisions?</li> </ul>                                    | <ul style="list-style-type: none"> <li>Compare loan terms from a bank and payday lender</li> <li>Develop a debt repayment plan for a sample scenario</li> <li>Read and interpret a sample credit report</li> </ul>   |
|                  | 6.4 Informed Consumer and Risk Management        | <a href="#">Financial Literacy Learning Targets 11, 13; 24-25; 27</a><br><a href="#">Demonstrate financial responsibility by making informed consumer decisions and managing risk.</a>                                | <b>Informed Consumer and Risk Management</b> <ul style="list-style-type: none"> <li>How can we make sound consumer and risk management decisions?</li> </ul> | <ul style="list-style-type: none"> <li>Compare terms of consumer lending statements from two financial institutions</li> <li>Compare sample warranties and extended warranties</li> <li>Research costs for various insurance products</li> </ul>                       |

## Curriculum and Instruction Guide

### Unit I. Participating in Government

#### Unpacked Standards / Clear Learning Targets

|  |  |   |
|--|--|---|
| <p><b>Learning Target I. Devise and implement a plan to address a societal problem by engaging either the political process or the public policy process.</b></p> <p><i>Content Statement I. Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.</i></p> | <p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Engaging in the political process or public policy process</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Evaluating public policy issues and decisions</li> </ul>  | <p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>– devise</li> <li>– implement</li> </ul> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>– political process</li> <li>– public policy</li> <li>– societal problem</li> </ul> |
| <p><b>Ultimate Learning Target</b><br/><b>Type: Product</b></p>  | <p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>– The student can devise and implement a plan to address a societal problem by engaging either the political process or the public policy process.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can define and explain the political process.</li> <li>– The student can define and explain the public policy process.</li> <li>– The student can cite the steps in devising a plan to address societal problems through the political process.</li> <li>– The student can cite the steps in devising a plan to address societal problems through the public policy process.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can differentiate between the political process and the public policy process.</li> </ul> |   |
| <p><b>8.GO.20 (Prior Grade Standard)</b></p> <p>Active participation in social and civic groups can lead to the attainment of individual and public goals.</p>   | <p><b>(Future Grade Standard)</b></p> <p>N/A</p>   |   |

**Content Elaborations**

A variety of opportunities exist at the local, state, and national levels for students to engage with issues that appeal to them.

As students look for opportunities for civic engagement, they will identify issues, and then research, debate, and propose appropriate solutions. As part of this process, students will devise action plans, and examine the possible consequences of each proposed solution, weighing the costs and benefits of each approach.

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.

**Instructional Strategies**

Begin this course by conducting a class discussion: Why is government a required course? Ask students to discuss ways in which they might use their learning from this course to become active citizens.

Have the class brainstorm a list of the knowledge, skills, dispositions (attitudes), and actions that reflect effective citizenship. Ask students to draw from their history classes to give examples of individuals and actions that reflect these characteristics.

View or attend meetings of local, state, and national government. Identify current issues of public policy debate.

Invite a guest speaker from an advocacy group to discuss how they use political processes to influence public policy.

**Sample Assessments and Performance Tasks**

Develop a civic action project to address a public policy issue or problem utilizing the following steps:

1. Identify a problem to study
2. Conduct research/gather information
3. Examine possible solutions
4. Develop your own public policy
5. Develop an action plan
6. Evaluate the project

**Instructional Resources**

[Civic Action Project](#) (Constitutional Rights Foundation) - project-based learning curriculum for civics and government classes. See lessons 1-4

[Local Solutions Civic Action Plan](#) (iCivics) - lesson-based civic action project broken down into 9 steps.

[Civic Action Project](#) (C3 Teachers) - This inquiry leads students through an investigation of how they can make an impact on their community.

[What Drives You to the Polls?](#) (C3 Teachers) - This inquiry leads students through an investigation of policy voting, i.e. aligning their own beliefs with policies of political parties and candidates.

[Am I Going to Vote?](#) (C3 Teachers) - This inquiry leads students through an investigation of youth voting practices.

[Values and Public Policy](#) (Choices Program) - Students identify and prioritize values they hold, engage in constructive civic dialogue, and analyze how values inform perspectives on public policy.

[Franklin County Board of Elections](#) - Register to vote in Franklin County

## Unpacked Learning Standards / Clear Learning Targets

**Learning Target 18. Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.**

*Content Statement 18. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.*

**Essential Understanding**

- How public policy is made at various levels and branch of government

**Extended Understanding**

- Contemporary debates on public policy issues

**Academic Vocabulary Tier 3**

- public policy issue

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.

**Underpinning Knowledge Learning Targets:**

- The student can define public policy issues.
- The student can give examples of public policy in the federal executive branch.
- The student can give examples of public policy in the federal legislative branch.
- The student can give examples of public policy in the state legislative branch.
- The student can give examples of public policy in the state judicial branch.
- The student can give examples of public policy in the local legislative and executive branches.

**Underpinning Reasoning Learning Targets:**

- The student can explain why branches and levels of government may engage in collaboration and conflict as they attempt to address public policy issues.

**8.GO.22 (Prior Grade Standard)**

The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.

**(Future Grade Standard)**

N/A

**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 different levels and different branches of government addressing public policy issues includes:

- 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; and
- local legislative/executive – county commissions, which determine and grant tax abatements.

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.

**Instructional Strategies**

Create a graphic organizer to show examples of different levels and branches of government addressing public policy issues.

Use news sources to locate public policy issues in which multiple levels and branches and/or levels of government are involved. Use different color highlighters to show the multiple branches and levels. Explain how the levels and branches are engaging in collaboration or conflict.

Research the roles and functions of a particular federal or state agency. Describe the origins of the agency and how its role has evolved over time.

**Sample Assessments and Performance Tasks**

Which federal agency would be involved in addressing this situation?

Which level and branch of government provides analysis of this data?

Select two issues that would be addressed by the branches of state government.

What role does the executive branch at the federal level play in making foreign policy decisions?

What is the role of the Congressional Budget Office?

How does the state judicial branch of government shape public policy?

What actions can local governments take to establish public policy?

Research a current public policy issue that involves collaboration and/or conflict among levels and branches and government. What are the main sources of conflict between the branches and levels? How are the conflicts being resolved?

**Instructional Resources**

[Policymaking in the Three Branches of Government](#) (CAP Constitutional Rights Foundation) - This lesson introduces students to executive, legislative, and judicial policymaking and to policy evaluation. First, students discuss how policy can be made by each of the branches.

[Introduction to the public policy process](#) (Khan Academy) - video lesson on the stages of making policy in the United States

[Economics and Public Policy](#) (Constitutional Rights Foundation) - This lesson introduces students to the link between economics and public policy

[Modern Democracy in America](#) (CommonLit) - Text collection on topics such as how a bill becomes a law and the role of American presidents

[League of Women Voters of Ohio](#) - This website includes information about current public policy issues and advocacy.



## Unpacked Learning Standards / Clear Learning Targets

**Learning Target 19. Defend 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 Statement 19. Individuals and organizations play a role within federal, state, and local governments in helping to determine public (domestic and foreign) policy.*

**Essential Understanding**

- Determining the best approach for addressing public policy issues

**Extended Understanding**

- Contemporary debates on public policy issues

**Academic Vocabulary Tier 3**

- public policy issue

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can defend different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch/agency of the government.

**Underpinning Knowledge Learning Targets:**

- The student can describe methods by which individuals and organizations provide input on public policy issues at the federal level of government.
- The student can describe methods by which individuals and organizations provide input on public policy issues at the state level of government.
- The student can describe methods by which individuals and organizations provide input on public policy issues at the local level of government.

**Underpinning Reasoning Learning Targets:**

- The student can connect an action with the appropriate level and branch of government to address the issue.

**8.GO.22 (Prior Grade Standard)**

The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.

**(Future Grade Standard)**

N/A

**Content Elaborations**

Individuals and organizations engage government officials on public policy using several methods. Individuals and organizations can:

- 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;
- propose laws to legislators;
- prepare briefs to present during judicial proceedings;
- offer comments during public meetings;
- conduct letter-writing campaigns; and
- 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

**Instructional Strategies**

Have students work collaboratively to identify a public policy issue, identify the appropriate level of government to address the issue, the appropriate agencies involved, and identify appropriate local, state and/or federal officials to contact about the issue.

**Career Connection:** As students select a public policy issue to analyze, they will reflect on how the policy impacts them and their community (e.g., access to services or benefits, safety and security, rights or responsibilities). Students will describe how their future career might be impacted by the policy (e.g., social and civic responsibility, lobbying, regulations, taxes). Then, they will navigate the agency's website to identify employment opportunities and required minimum qualifications.

**Sample Assessments and Performance Tasks**

Develop a public policy proposal to address a current issue or problem.

List two methods by which individuals or organizations may provide input on public policy issues at the federal, state, and local levels.

Match each civic action below with the appropriate level and branch of government to address the issue.

Which methods would be effective in helping to influence public policy on the following issue \_\_\_\_\_?

**Instructional Resources**

[Policymaking in the Three Branches of Government](#) (CAP Constitutional Rights Foundation) - This lesson introduces students to executive, legislative, and judicial policymaking and to policy evaluation. First, students discuss how policy can be made by each of the branches.

[Introduction to the public policy process](#) (Khan Academy) - video lesson on the stages of making policy in the United States

[League of Women Voters of Ohio](#) - This website includes information about current public policy issues and advocacy.

## Unpacked Standards / Clear Learning Targets

**Learning Target 2. Select a political party or interest group to address a civic issue, identify a type of media as a means of communication, then defend the viability of the choices made in an effort to achieve a successful result in resolving the civic issue.**

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

**Essential Understanding**

- Resolving civic issues through political parties, interest groups and media communications

**Extended Understanding**

- Evaluating alternative choices for addressing civic issues

**Academic Vocabulary**

**Tier 2**

- viability

**Tier 3**

- political party
- interest group
- media
- civic issue

**Ultimate Learning Target  
Type: Reasoning**

**Broad Learning Target:**

- The student can select a political party or interest group to address a civic issue, identify a type of media as a means of communication, then defend the viability of the choices made in an effort to achieve a successful result in resolving the civic issue.

**Underpinning Knowledge Learning Targets:**

- The student can describe the role of political parties in influencing public policy.
- The student can describe the role of interest groups in influencing public policy.
- The student can describe the role of the media in making public policy.

**Underpinning Reasoning Learning Targets:**

- The student can determine which political parties or interest groups address specific civic issues.
- The student can determine which means of communication are most effective for addressing specific civic issues.
- The student can evaluate the viability of various choices in resolving a civic issue.

**8.GO.2I (Prior Grade Standard)**

Informed citizens understand how media and communication technology influence public opinion.

**(Future Grade Standard)**

N/A

**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

**Instructional Strategies**

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

Have students research the platform of a political party (including third parties) and/or interest groups and create a multimedia presentation or poster.

**Sample Assessments and Performance Tasks**

Take on the role of political campaign workers and develop strategies to attract young people to participate in an election campaign.

Create a campaign commercial for a political candidate.

How do political parties seek to influence public policy making?

What strategies do interest groups use to influence the political and public policy making processes?

What is the role of the media in making and executing politics and public policy?

**Instructional Resources**

[Political Typology Quiz](#) (Pew Research Center) - political spectrum survey

[One Big Party](#) (iCivics) - Students learn about the role of political parties in the United States and the influence parties have in our political system, including the role of third parties.

[Interest Groups](#) (iCivics) - This lesson uses the battle over school lunch ingredients to illustrate how interest groups and lobbying affect public policy.

[The Role of the Media](#) (iCivics) - Students examine the types and roles of the media by taking on the role of newsmaker and agenda setter

[Do Any Political Parties Represent Me?](#) (C3 Teachers) - This inquiry leads students through an investigation of political issues and political parties.

[Is the Internet Good for Democracy?](#) (C3 Teachers) - This inquiry leads students through an examination of modern day United States and global politics by investigating the Internet's role in either helping or hampering democratic processes.

## Unpacked Standards / Clear Learning Targets

|  |   |   |
|--|---|---|
| <p><b>Learning Target 3. Identify the factors that determine the credibility of a source and evaluate the credibility of a given source.</b></p> <p><i>Content Statement 3. Issues can be analyzed through the critical use of credible sources.</i></p> | <p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Analysis of issues through public records, surveys, research data and policy positions of advocacy groups.</li> </ul>   | <p><b><u>Academic Vocabulary Tier 3</u></b></p> <ul style="list-style-type: none"> <li>- public records</li> <li>- public opinion</li> <li>- research data</li> <li>- credibility</li> <li>- advocacy groups</li> </ul> |
| <p><b>Ultimate Learning Target Type: Reasoning</b></p>   | <p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can Identify the factors that determine the credibility of a source and evaluate the credibility of a given source.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe the steps involved in researching a civic issue.</li> <li>- The student can list the considerations involved with determining the credibility of sources.</li> <li>- The student can identify the qualifications/reputation of the writer and/or organization of a source.</li> <li>- The student can describe the circumstances in which a source was generated.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can determine which sources of information are relevant to a particular civic issue.</li> <li>- The student can evaluate internal consistency and agreement with other credible sources.</li> <li>- The student can evaluate supporting evidence and logical conclusions in sources.</li> <li>- The student can evaluate bias or unstated assumptions in sources.</li> <li>- The student can evaluate the credibility of sources on a civic issue.</li> </ul> |   |
| <p><b>10.HI.1 (Prior Grade Standard)</b></p> <p>The use of primary and secondary sources of information includes an examination of the credibility of each source.</p>   | <p><b>(Future Grade Standard)</b></p> <p>N/A</p>  |   |

**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. Considerations involved with determining the credibility of sources and/or media outlets include:

- the qualifications/reputation of the writer and/or organization;
- the circumstances in which the source material was generated;
- internal consistency and agreement with other credible sources;
- use of supporting evidence and logical conclusions; and
- evidence of bias or unstated assumptions.

**Instructional Strategies**

Direct students to collect selections of information and opinion from various sources pertaining to a current issue. Have students work in small groups to determine the relevance each selection has to the issue and evaluate the credibility of each selection using a rubric (based on the list from content elaborations). Allow each group to select one member to report the group's finding to the entire class.

Obtain a recent Gallup Poll and its results on a current issue. Have students take the survey and then compare classroom results to national results. Conduct a debriefing exercise to offer explanations for similarities and disparities in the results.

Assign each student to collect selections of information and opinion from various sources pertaining to a current issue. Have students determine the relevance each selection has to the issue and evaluate the credibility of each selection using a rubric (based on the list from content elaborations). Have each student prepare a report summarizing his or her work.



**Sample Assessments and Performance Tasks**

Which source would be most relevant to the author's claim?

What two sources lack credibility due to potential bias?

How does the author's experience as a state legislator enhance the credibility of his argument?

What perspective is provided in the source below?

What considerations are used to determine the credibility of sources? Check all the correct answers.

What evidence could be used to support or oppose the following position \_\_\_\_\_?

Categorize the perspectives below by moving the boxes to the correct column on the chart.

Read the source below. Evaluate the credibility of the source and cite a reason why the source would or would not be considered credible.

If you wanted more information on the civic issue of \_\_\_\_\_, which sources below would provide relevant information? Move the boxes to the chart.

**Instructional Resources**

[FactCheck.org](#) (Annenberg Public Policy Center) - Monitors the factual accuracy of what is said by major U.S. political players in the form of TV ads, debates, speeches, interviews and news releases

[Civic Online Reasoning](#) (Stanford History Education Group) - The COR curriculum provides free lessons and assessments that help you teach students to evaluate online information that affects them, their communities, and the world.

[Can Polls Be Trusted?](#) (C3 Teachers) - This inquiry leads students through an investigation of whether polling can be trusted.

[Checkology](#) (News Literacy Project) - Checkology provides lessons and video tutorials in five modules: filtering news and information, exercising civic freedoms, navigating today's information landscape, and how to know what to believe.

[How to Choose Your News](#) (Ted Ed) - How do we choose which news to consume?

[Research 4 Success: Select the Best](#) (INFOhio) - Video tutorials on selecting quality information for research.

## Unpacked Standards / Clear Learning Targets

**Learning Target 4. Explain how persuasion, compromise, consensus building, and negotiation help the democratic process and achieve agreement and settle differences in governing.**

*Content Statement 4. Explain how persuasion, compromise, consensus building, and negotiation help the democratic process and achieve agreement and settle differences in governing.*

**Essential Understanding**

- How processes of persuasion, compromise, consensus building, and negotiation can resolve conflicts and differences

**Academic Vocabulary Tier 3**

- persuasion
- compromise
- consensus
- negotiation

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can explain how persuasion, compromise, consensus building, and negotiation help the democratic process and achieve agreement and settle differences in governing.

**Underpinning Knowledge Learning Targets:**

- The student can describe the process of persuasion.
- The student can describe the process of compromise.
- The student can describe the process of negotiation.

**Underpinning Reasoning Learning Targets:**

- The student can categorize methods of conflict resolution based on descriptions of conflict settings.
- The student can use persuasion to resolve a civic issue.
- The student can use compromise to resolve a civic issue.
- The student can use consensus building to resolve a civic issue.
- The student can use negotiation to resolve a civic issue.

**4.GO.16 (Prior Grade Standard)**

Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.

**(Future Grade Standard)**

N/A

**Content Elaborations**

The focus of this standard is on the group dynamics and interpersonal skills involved in decision making. This complements the focus of other content statements on the formal procedures and institutions of governing. The democratic process depends on these skills for effective functioning. These skills are studied and assessed within a real-world context as a collective, interdependent group as opposed to isolated techniques. For example, negotiation may involve persuasion and lead to compromise.

While these skills are presented in the abstract here, students examine them in the context of the rest of the course. No specialized or technical understanding of these terms is required; common definitions are sufficient for examining the contributions these skills make to the democratic process.

**Instructional Strategies**

Divide students into two groups. Allow the first group to engage in a discussion of how to resolve a contentious issue. Have students in the second group label individual note cards with the words Persuasion, Compromise, Consensus Building and Negotiation. Have the members of the second group serve as observers of the first group's discussion. As the dynamics of the discussion proceed, have individual members of the second group hold up one of the four index cards containing the word or words representing what process they see taking place in the first group's discussion at that time.

**Sample Assessments and Performance Tasks**

What action taken by the Senate leader is an example of consensus building?

Select two scenarios that demonstrate the process of compromise.

In which section of the speech does the president attempt to persuade those who disagree with him?

Read each situation below. Identify the method used to influence legislators in the passage of a bill in each situation. Move each method into the correct blank box.

Explain why persuasion, compromise, consensus building or negotiation was necessary in each conflict or situation below.

As you complete your civic action project, identify reasons why persuasion, compromise, consensus building or negotiation will be necessary to carry out your policy proposal.

**Instructional Resources**

[Constitution through Compromise](#) (U.S. History.org) - article on the compromises reached at the Constitutional Convention.

[The Game of Persuasion](#) (Scholastic) - In this lesson, they learn how to develop and present persuasive arguments to the class.

## Unit 2. Foundations of American Government

### Unpacked Standards / Clear Learning Targets

|   |  |   |
|---|--|---|
| <p><b>Learning Target 5. Explain in context one of the basic principles that help define the government of the United States.</b></p> <p><i>Contents 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.</i></p> | <p><b>Essential Understanding</b></p> <ul style="list-style-type: none"> <li>- Basic principles of the U.S. Constitution</li> </ul> <p><b>Extended Understanding</b></p> <ul style="list-style-type: none"> <li>- Current disagreements over the meaning of the basic principles of the U.S. Constitution</li> </ul>   | <p><b>Academic Vocabulary Tier 3</b></p> <ul style="list-style-type: none"> <li>- popular sovereignty</li> <li>- limited government</li> <li>- federalism</li> <li>- separation of powers</li> <li>- checks and balances</li> </ul> |
| <p><b>Ultimate Learning Target Type: Reasoning</b></p>  | <p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- The student can explain in context one of the basic principles that help define the government of the United States.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can explain the principle of popular sovereignty.</li> <li>- The student can explain the principle of limited government.</li> <li>- The student can explain the principle of federalism.</li> <li>- The student can explain the principle of separation of powers.</li> <li>- The student can explain the principle of checks and balances.</li> </ul> <p><b>Underpinning Skills Target:</b></p> <ul style="list-style-type: none"> <li>- The student can identify a basic principle of the Constitution in a given context or narrative.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can analyze how the principles of the Constitution affect the structure of government.</li> <li>- The student can analyze how the principles of the Constitution affect the relationship between government and the governed.</li> </ul> |   |
| <p><b>10.HI.6 (Prior Grade Standard)</b><br/>The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.</p>   | <p><b>(Future Grade Standard)</b><br/>N/A</p>  |   |

**Content Elaborations**

Basic principles which help define the government of the United States include:

- 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, the 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 in which power is divided between a national and state governments. 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.

Checks and balances constitute a system for controlling government power. Under this principle, each branch of government possesses the ability to restrain certain actions of the other branches.

**Instructional Strategies**

Create a chart/graphic organizer to show the basic principles of government. Use vocabulary concept maps to unpack each principle. Concept maps can include descriptions, examples, non-examples, and non-linguistic representations/symbols.

Close read excerpts from historical documents of the founding era to identify evidence of the basic principles of government.

Research and cite examples from current news sources that illustrate applications of the basic principles that help define the government of the United States.

**Sample Assessments and Performance Tasks**

Which basic principle of American government is illustrated through the president's decision in this scenario?

Select two amendment excerpts that expanded the principle of popular sovereignty.

Select the boxes to distinguish between provisions of the U.S. Constitution that describe checks and balances and provisions that describe federalism.

Read the passage below. Determine which basic principles of the U.S. Constitution are applicable to the case.

The basic principles of the U.S. Constitution are listed in the boxes below. Select a principle and complete the diagram to show how that principle affects the structure of government.

How does federalism shape the structure of the U.S. government?

In the article below, explain how separation of powers and checks and balances influenced the relationship between government and citizens.

**Instructional Resources**

[Constitutional Principles](#) (iCivics) - This lesson lets students look at the Constitution from the perspective of its foundational principles.

[Did the Constitution Establish a Just Government?](#) (C3 Teachers) - The goal of this inquiry is for students to gain an informed, critical perspective on the United States Constitution as it stood at the conclusion of the Constitutional Convention of 1787.

[Tracing Democratic Ideas](#) (National Geographic) - Students analyze excerpts from historical documents, including the Mayflower Compact, The General Fundamentals, The Declaration of Independence, and the U.S. Constitution, to identify evidence of democratic ideas.

[Teaching Six Big Ideas in the Constitution](#) (National Archives) - Students analyze the text of the Constitution, examine primary sources to identify their relationship to its central ideas, and debate the core constitutional principles as they relate to today's political issues.

[Who Has the Power?](#) (C3Teachers) - This inquiry leads students through an investigation of the perennial power struggle between federal and state governments to legislate.

**Federalist Papers**

- Popular sovereignty: [Federalist 39](#)
- Limited government: [Federalist 44](#)
- Separation powers and checks and balances: [Federalist No. 47](#); [Federalist No. 51](#)
- Federalism: [Federalist No. 45](#)

## Unpacked Standards / Clear Learning Targets

**Learning Target 6. Identify Federalist and Anti-Federalist viewpoints using excerpts from the Federalist and/or Anti-Federalist Papers.**

*Content Statement 6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States and led to the adoption of the Bill of Rights.*

**Essential Understanding**

- Federalist and Anti-Federalist arguments for and against the Constitution

**Extended Understanding**

- Current disagreements over the meaning of the balance of state and national power

**Academic Vocabulary**

**Tier 3**

- Federalist Papers
- Anti-Federalist Papers

**Ultimate Learning Target**  
**Type: Skill**

**Broad Learning Target:**

- The student can cite arguments from the Federalist Papers and/or the Anti-Federalist Papers that supported their position on the issue of how well the Constitution upheld the principle of limited government.

**Underpinning Knowledge Learning Targets:**

- The student can summarize the position of the Federalists on the extent of national government power.
- The student can summarize the position of the Anti-Federalists on the extent of national government power.
- The student can explain how the overall principles of the Constitution reflect the Federalists' arguments.
- The student can explain how the Bill of Rights reflects the Anti-Federalists' arguments.

**Underpinning Skills Learning Targets:**

- The student can read and interpret passages from the Federalist Papers.
- The student can read and interpret passages from the Anti-Federalist Papers.

**Underpinning Reasoning Learning Targets:**

- The student can compare the perspectives of Federalist and Anti-Federalists on the principle of limited government.
- The student can connect a Federalist or Anti-Federalist argument with a specific provision of the Constitution.

**10.HI.7 (Prior Grade Standard)**

The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

**(Future Grade Standard)**

N/A



**Content Elaborations**

The supporters of the ratification of the Constitution became known as Federalists and the opponents as Anti-Federalists. The Federalist Papers and the Anti-Federalist Papers discussed key principles of government as they related to the circumstances of that time.

Federalists argued:

- for Constitutional ratification;
- for the supremacy of the national government;
- for more powers to be given to the national government to address weaknesses of the Articles of Confederation (e.g., no power to tax and no national executive or judicial branches); and
- for the "necessary and proper" and "supremacy" clauses.

Anti-Federalist argued:

- against Constitutional ratification;
- for supremacy of the state governments;
- for the need of a national bill of rights to protect citizens from the powers of national government; and
- against the "necessary and proper" and "supremacy" clauses.

The Constitution was ratified and the Anti-Federalists achieved success with the limitations on government by the adoption of the Bill of Rights.

**Instructional Strategies**

Use graphic organizers (column chart, buckets, etc) to compare arguments of the Federalist and Anti-Federalists.

Using notecards or a digital tool, categorize quotes from historical figures as Federalist or Anti-Federalist arguments.

Have students read excerpts from the *Federalist Papers*, No. 44, "Restrictions on the Authority of the Several States," and No. 45, "The Alleged Danger from the Powers of the Union to the State Governments Considered" as well as excerpts from the Anti-Federalist Papers, "A Consolidated Government is Tyranny" and "Federalist Power Will Ultimately Subvert State Authority." Conduct small-group discussions followed by a large-group discussion on the relative merits of the arguments set forth. Have students consider which side in this debate they support given present-day circumstances.

Use contemporary news sources to compare current views national and state power and compare these viewpoints to the Federalists and Anti-Federalists.

**Sample Assessments and Performance Tasks**

Select the boxes to distinguish between Federalist and Anti-Federalist quotations.

What would be an Anti-Federalist counterargument to Madison's main point in the excerpt?

Which statement articulates an argument made by Federalists during the ratification debates?

Use your knowledge of Federalists and Antifederalists to identify which group held each of the positions below.

Read the excerpt below. Determine whether the argument reflects a Federalist or Antifederalist view of the Constitution. Explain the reasoning for your answer.

What argument did the Antifederalists use to support limited government?

Describe one idea expressed in the Federalist Papers related to limited government, and then describe one counterargument in the Anti-Federalist Papers.

**Instructional Resources**

[The Federalist Papers: Primary Documents in American History](#) (Library of Congress) - full text of Federalist Papers

[Essential Antifederalist Timeline of the Ratification of the Constitution](#) (Teaching American History) - text of selected Anti-federalist writings, organized chronologically.

[The Anti-Federalists and their important role during the Ratification fight](#) (National Constitution Center) - essay on the role and influence of the Anti-Federalists

[Federalists vs. Antifederalists](#) (Reading Like a Historian) - Students read Federalist and Anti-Federalist positions from the New York State Convention to explore the different sides of the debate and to understand who stood on each side.

[The Federalist Debate](#) (iCivics) - This lesson looks at the debate, and eventual compromise, between the Federalists and Anti-Federalists that occurred around the creation of the U.S. Constitution.

[If Men Were Angels: Teaching the Constitution With the Federalist Papers](#) (Constitutional Rights Foundation) - Students research a Federalist or Anti-Federalist and role-play this person in a classroom debate on the adoption of the Constitution.

## Unpacked Standards / Clear Learning Targets

|  |   |  |
|--|---|--|
| <p><b>Learning Target 8. Apply the protections of the Bill of Rights in a given scenario.</b></p> <p><i>Content Statement 8. The Bill of Rights was drafted to ensure the protection of civil liberties of the people and place limits on the federal government</i></p>   | <p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- How the Bill of Rights protects liberties and limits federal government power</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- The extension of the meaning of the Bill of Rights through Supreme Court decisions</li> </ul>   | <p><b><u>Academic Vocabulary Tier 3</u></b></p> <ul style="list-style-type: none"> <li>- Bill of Rights</li> <li>- amendments</li> <li>- limited government</li> <li>- federalism</li> </ul> |
| <p><b>Ultimate Learning Target Type: Reasoning</b></p>   | <p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can relate one of the arguments over the need for a bill of rights to the wording of one of the first 10 Amendments to the Constitution of the United States.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can summarize the key debate over the ratification of the Constitution.</li> <li>- The student can cite examples of limited government in the Bill of Rights.</li> <li>- The student can explain how the first nine amendments protect individual rights.</li> <li>- The student can explain how the 10<sup>th</sup> Amendment addressed limited government and federalism.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can compare the arguments of Federalists and Anti-Federalists on adding individual freedoms to the Constitution.</li> <li>- The student can draw connections between amendments in the Bill of Rights and arguments over the principle of limited government.</li> </ul> |  |
| <p><b>10.HI.7 (Prior Grade Standard)</b></p> <p>The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power</p> | <p><b>(Future Grade Standard)</b></p> <p><b>N/A</b></p>   |  |

**Content Elaborations**

The protection of civil liberties and limits on the federal government found in the Bill of Rights include, but are not limited to:

- freedoms guaranteed by the First Amendment: religion, assembly, press, petition, speech;
- the right to bear arms;
- no unreasonable search and seizure, no warrants without probable cause;
- no self-incrimination, protection against double jeopardy;
- right to speedy and public trial by an impartial jury, right to be informed of the charges, the right to confront one's accuser(s), the right to counsel;
- no cruel or unusual punishment; and,
- any power not given to the federal government is given to the states or the people.

**Instructional Strategies**

Create a graphic organizer to show the civil liberties and limits on the federal government found in the Bill of Rights.

Have students close read excerpts from the [Federalist Papers, No. 84](#), "Certain General and Miscellaneous Objections to the Constitution Considered and Answered," and the Anti-Federalist Papers, "[On the Lack of a Bill of Rights.](#)" Conduct small-group discussions followed by a large-group discussion on the relative merits of the arguments set forth. Have students consider which side in this debate they support given present-day circumstances.

Analyze Madison's and Webster's arguments against the need for a Bill of Rights and have students decide if our government would be different without those guarantees.

Read Supreme Court case studies to apply the Bill of rights to specific scenarios. Have students read summaries of the arguments and discuss how they think the Supreme Court should rule.

Locate news stories related to the Bill of Rights and determine which protections apply.

**Sample Assessments and Performance Tasks**

Select the three scenarios where freedoms guaranteed by the First Amendment have been violated.

Which limitation on the federal government's power was violated by the lower court's action?

Which protection found in the Bill of Rights allows the state government to take the described action?

Which choice below reflects an example of limited government found in the Bill of Rights?

How is limited government addressed in the Bill of Rights?

How does the \_\_\_\_\_ Amendment reflect Anti-Federalist arguments for limited government?

Connect each amendment in the Bill of Rights below with the arguments in the early 1790s over the principle of limited government. Move the boxes to the correct blank boxes.

Explain four liberties protected by the Bill of Rights.

Read the scenario below. Explain which provisions of the Bill of Rights apply to the situation.

**Instructional Resources**

[The Bill of Rights: Debating the Amendments](#) (Library of Congress) - This lesson engages students in analyzing the Bill of Rights as a primary source, developing persuasive arguments, and gaining insight into the process by which the Bill of Rights was developed.

[Interactive Constitution](#) (National Constitution Center) - Full text of the U.S. Constitution with amendments, plus commentary and interpretations

[Preserving the Bill of Rights](#) (Bill of Rights Institute) - Lessons on Constitutional principles using primary sources and Supreme Court cases

[Landmark Cases](#) (Street Law/The Supreme Court Historical Society) - resources and activities to support teaching of landmark Supreme Court cases

[A 3-Minute Guide to the Bill of Rights](#) (TedEd) - Video lesson with questions on the Bill of Rights

[The Bill of Rights](#) (CommonLit) - Primary source with adaptive features (read-aloud, highlighter, translation) and assessment questions

[Why the Bill of Rights Matters to You](#) (Annenberg Classroom) - Lesson using primary sources, the Bill of Rights and Supreme Court cases in conjunction with the game "That's Your Right" and the Annenberg Guide to the Constitution

## Unit 3. Structure and Functions of American Government

### Unpacked Standards / Clear Learning Targets

|   |  |  |
|---|--|--|
| <p><b>Learning Target 12. Compare the powers and responsibilities of each branch of government as they pertain to law and public policy.</b></p> <p><i>Content Statement 12. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.</i></p> | <p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Powers and Responsibilities of each branch of government</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Current public policy issues within the branches of government</li> </ul>   | <p><b><u>Academic Vocabulary Tier 3</u></b></p> <ul style="list-style-type: none"> <li>– public policy</li> <li>– legislative branch</li> <li>– executive branch</li> <li>– judicial branch</li> </ul> |
| <p><b>Ultimate Learning Target Type: Reasoning</b></p>  | <p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>– The student can compare the powers and responsibilities of each branch of government as they pertain to law and public policy.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can define and explain public policy.</li> <li>– The student can explain the role of the legislative branch.</li> <li>– The student can describe the actions and procedures of the legislative branch that establish public policy.</li> <li>– The student can explain the role of the executive branch.</li> <li>– The student can describe the actions and procedures of the executive branch that establish public policy.</li> <li>– The student can explain the role of the judicial branch.</li> <li>– The student can describe the actions and procedures of the judicial branch that establish public policy.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can categorize powers and responsibilities according to the branch of government that holds them.</li> </ul> |  |
| <p><b>8.GO.22 (Prior Grade Standard)</b></p> <p>The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.</p>  | <p><b>(Future Grade Standard)</b></p> <p>N/A</p>   |  |

**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. Each of the three branches of government has a role related to law and the creation of public policy.

**Legislative Branch:**

- makes laws;
- declares war; and
- imposes taxes.

**Executive Branch:**

- enforces the law;
- issues executive orders; and
- appoints and receives ambassadors.

**Judicial Branch:**

- interprets the law;
- hears cases with original jurisdiction; and
- hears appeals from lower courts

**Instructional Strategies**

Have students prepare a graphic organizer (e.g., chart, diagram, photo display) to represent the powers and responsibilities of the three branches of government.

Using notecards or a digital tool, have students categorize various roles related to public policy with the correct branches of government.

Use news sources to examine current public policy issues and determine how the three branches of government are involved.

Have students recognize each of the three branches as they are discussed in the media under various titles (e.g., executive branch – presidency, the administration, executive agencies, the White House; legislative branch – Congress, House of Representatives, Senate, legislature; judicial branch – Supreme Court, federal courts, the judiciary, appellate courts).

**Sample Assessments and Performance Tasks**

What power belongs to the judicial branch of the federal government?

Select the boxes to associate each branch of government to its respective powers.

Which branch of government enforces the law?

What action can the president take to change public policy?

Which branch of government has the power to \_\_\_\_\_?

Complete the graphic organizer below by identifying which branches have the responsibilities listed.

Which is a power of the legislative branch of government?

How does the executive branch establish public policy?

Which is an example of public policy established by the judicial branch?

**Instructional Resources**

[Policymaking in the Three Branches of Government](#) (CAP Constitutional Rights Foundation) - This lesson introduces students to executive, legislative, and judicial policymaking and to policy evaluation. First, students discuss how policy can be made by each of the branches.

[Congress in a Flash](#) (iCivics) - This lesson is designed to cover the basics in a single class period. Students learn what Congress is, what the Constitution says about the legislative branch, and how a bill becomes law.

[For the President, All in a Day's Work](#) (iCivics) - Students learn the primary responsibilities of the president and how those duties connect to the powers the Constitution grants to the Executive Branch.

[Judicial Branch in a Flash](#) (iCivics) - In this lesson, students learn the basics of our judicial system, including the functions of the trial court, the Court of Appeals, and the Supreme Court.



## Unpacked Standards / Clear Learning Targets

**Learning Target 13. Use examples of checks and balances among two or three branches of the federal government to illustrate dynamic interactions.**

*Content Statement 13. The political process creates a dynamic interaction among the three branches of government in addressing current issues.*

**Essential Understanding**

- Political dynamics in the interaction between branches

**Extended Understanding**

- Current public policy issues within the branches of government

**Academic Vocabulary Tier 3**

- checks and balances
- political dynamics
- veto override
- appellate jurisdiction
- impeachment

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can use historical or contemporary examples of interactions among two or three branches of the federal government to analyze the political dynamics involved.

**Underpinning Knowledge Learning Targets:**

- The student can explain the purpose of checks and balances.
- The student can give examples of legislative checks on the executive branch.
- The student can give examples of legislative checks on the judicial branch.
- The student can give examples of executive checks on the legislative branch.
- The student can give examples of executive checks on the judicial branch.
- The student can give examples of judicial checks on the legislative branch.
- The student can give examples of judicial checks on the executive branch.

**Underpinning Reasoning Learning Targets:**

- The student can explain how interest groups impact the interaction among the three branches.
- The student can explain how political parties impact the interaction among the three branches.
- The student can explain how public interest and media coverage impact the interaction among the three branches.
- The student can explain how informal relationships among members of each branch impact the interaction among the three branches.

**8.GO.22 (Prior Grade Standard)**

The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.

**(Future Grade Standard)**

N/A

**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 together in concert to instances involving the exercise of checks and balances. Examples include:

- legislative branch checking the executive: overrides vetoes, impeaches and removes civil officers, approves appointments and treaties;
- legislative branch checking the judicial: impeaches and removes federal judges, proposes constitutional amendments;
- executive branch checking the legislative: vetoes legislation;
- executive branch checking the judicial: nominates federal judges, grants pardons and reprieves;
- judicial branch checking the legislative: reviews and interprets the laws, declares acts unconstitutional; and
- judicial branch checking the executive: reviews and interprets the laws, federal judges not subject to removal by president, declares executive acts unconstitutional.

The interaction among the three branches of government is impacted by the following:

- 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; and
- informal relationships among the members of each branch.

**Instructional Strategies**

Create a graphite organizer or diagram to show checks and balances and interactions among the branches of government.

Have students research an impeachment proceeding, a presidential veto, or a law that has been overturned by the Supreme Court. Have students describe how each of these actions helped maintain a balance of power in the U.S. government.

Have students research the political processes involved in a current issue and choose a method to illustrate the interaction between at least two branches of government (e.g., the president delivering a stump speech to raise public demands for congressional action).

**Sample Assessments and Performance Tasks**

Which is an example of Congress checking the president?

Select two ways the judicial branch can check other branches of government.

Select the boxes to distinguish between judicial branch checks on presidential

power and legislative branch checks on presidential power. What is one example of a check of the legislative branch by the judicial branch of government?

How does single-party control of the legislative branch influence the interactions between the legislative and executive branch?

The chart below shows examples of checks and balances in the U.S. government. Complete the chart by labeling each box with legislative, executive, or judicial branch.

**Instructional Resources**

[Balancing Three Branches at Once: Our System of Checks and Balances](#) (EDSITEment) - Using primary sources, students can see clear demonstrations of how one branch of our government can check another.

[What You Need to Know about Checks and Balances](#) (Scholastic Upfront) - article on the history and evolution of checks and balances and application in current government

[Separation of Powers and Checks and Balances](#) (Khan Academy) - video lesson covering separation of power, checks and balances, and Federalist 51.

[Senate Checks on Presidential Appointments](#) (Khan Academy) - video lesson on checks on the presidency

## Unpacked Learning Standards / Clear Learning Targets

**Learning Target 18. Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.**

*Content Statement 18. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.*

**Essential Understanding**

- How public policy is made at various levels and branch of government

**Extended Understanding**

- Contemporary debates on public policy issues

**Academic Vocabulary Tier 3**

- public policy issue

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.

**Underpinning Knowledge Learning Targets:**

- The student can define public policy issues.
- The student can give examples of public policy in the federal executive branch.
- The student can give examples of public policy in the federal legislative branch.
- The student can give examples of public policy in the state legislative branch.
- The student can give examples of public policy in the state judicial branch.
- The student can give examples of public policy in the local legislative and executive branches.

**Underpinning Reasoning Learning Targets:**

- The student can explain why branches and levels of government may engage in collaboration and conflict as they attempt to address public policy issues.

**8.GO.22 (Prior Grade Standard)**

The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.

**(Future Grade Standard)**

N/A

**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 different levels and different branches of government addressing public policy issues includes:

- 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; and
- local legislative/executive – county commissions, which determine and grant tax abatements.

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.

**Instructional Strategies**

Create a graphic organizer to show examples of different levels and branches of government addressing public policy issues.

Use news sources to locate public policy issues in which multiple levels and branches and/or levels of government are involved. Use different color highlighters to show the multiple branches and levels. Explain how the levels and branches are engaging in collaboration or conflict.

Research the roles and functions of a particular federal or state agency. Describe the origins of the agency and how its role has evolved over time.

**Sample Assessments and Performance Tasks**

Which federal agency would be involved in addressing this situation?

Which level and branch of government provides analysis of this data?

Select two issues that would be addressed by the branches of state government.

What role does the executive branch at the federal level play in making foreign policy decisions?

What is the role of the Congressional Budget Office?

How does the state judicial branch of government shape public policy?

What actions can local governments take to establish public policy?

Research a current public policy issue that involves collaboration and/or conflict among levels and branches and government. What are the main sources of conflict between the branches and levels? How are the conflicts being resolved?

**Instructional Resources**

[Policymaking in the Three Branches of Government](#) (CAP Constitutional Rights Foundation) - This lesson introduces students to executive, legislative, and judicial policymaking and to policy evaluation. First, students discuss how policy can be made by each of the branches.

[Why is the Affordable Care Act So Controversial?](#) (C3 Teachers) - This annotated inquiry leads students through an investigation of a public policy debate by studying the Affordable Care Act (ACA)

[Introduction to the public policy process](#) (Khan Academy) - video lesson on the stages of making policy in the United States

[Economics and Public Policy](#) (Constitutional Rights Foundation) - This lesson introduces students to the link between economics and public policy

[Modern Democracy in America](#) (CommonLit) - Text collection on topics such as how a bill becomes a law and the role of American presidents

[League of Women Voters of Ohio](#) - This website includes information about current public policy issues and advocacy.

## Unpacked Standards / Clear Learning Targets

|  |   |  |
|--|---|--|
| <p><b>Learning Target 16. Compare the Ohio and U.S. Constitutions.</b></p> <p><i>Content Statement 16. As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.</i></p> | <p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Similarities and differences between Ohio and U.S. Constitutions</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Contemporary debates over state vs. federal power</li> </ul>   | <p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>- Ohio Constitution</li> <li>- U.S. Constitution</li> </ul> |
| <p><b>Ultimate Learning Target</b><br/> <b>Type: Reasoning</b></p>   | <p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can compare the Ohio and U.S. Constitutions.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain similarities between the Ohio and U.S. Constitutions.</li> <li>- The student can explain differences between the Ohio and U.S. Constitutions.</li> <li>- The student can describe how the 1851 Ohio Constitution made several changes to improve governing.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can categorize provisions as Ohio or U.S. Constitution provisions.</li> </ul> |  |
| <p><b>4.GO.19 (Prior Grade Standard)</b></p> <p>A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</p>   | <p><b>(Future Grade Standard)</b></p> <p>N/A</p>  |  |

**Content Elaborations**

Similarities between the Ohio and U.S. Constitutions:

- separation of powers into three branches (executive, judicial, legislative);
- checks and balances;
- limited government;
- bill of rights;
- popular sovereignty; and
- elections.

Differences between the Ohio and U.S. Constitutions:

Ohio Constitution

- Citizens can directly vote on laws through initiative and referendum.
- Judges are elected.
- Legislators are term limited.

U.S. Constitution

- Legislators vote on laws for citizens.
- Judges are appointed.
- Legislators do not have term limits.

In 1851 a new Ohio Constitution was written which made several changes to improve governing including:

- Major executive officials and all judges were to be elected.
- District courts were added.
- Debt limitations were instituted.

**Instructional Strategies**

Create a graphic organizer such as a Venn diagram to compare similarities and differences between the Ohio and U.S. Constitutions.

Use notecards or a digital tool to categorize features as Ohio Constitution or U.S. Constitution features.

Conduct a class discussion on some of the differences between Ohio and the U.S. Constitution. Have students take a position on whether there should be term limits in the state and national legislatures, whether judges should be elected or appointed, and whether citizens should be able to vote directly on laws.



**Sample Assessments and Performance Tasks**

List two powers that are denied by the U.S. Constitution to Ohio's state government, but are exercised at the federal level.

Describe four similarities between the Ohio Constitution and U.S. Constitution.

Describe four differences between the Ohio Constitution and U.S. Constitution.

Determine whether each feature below is true of the Ohio Constitution or U.S. Constitution. Move the boxes to the correct blanks on the chart.

According to the Ohio and U.S. Constitutions, which responsibility is held by both the state of Ohio and the federal government?

Which choice shows one change made by the 1851 Ohio Constitution that affected how the state was governed?

**Instructional Resources**

[Ohio Constitution](#) (Ohio Attorney General) - video lesson introducing the origins and evolution of the Ohio Constitutions.

[Ohio Government in Action C3 Inquiries Curriculum](#) (Ohio Center for Law-Related Education) - This curriculum contains 5 C3 Inquiries designed to deepen students' understanding of the state and local government standards. Are State Governments Necessary? Do Citizens Matter? Should the Federal Government Set Public Policy? Does Representative Democracy End at the Ballot Box?

[Ohio Constitutional Convention of 1802](#) (Ohio History Central) - encyclopedia article on the constitutional convention and resulting [Ohio Constitution](#).

[Ohio Constitution of 1851](#) (Ohio History Central) - encyclopedia article on Ohio's 1851 constitution

[Constitution of the State of Ohio](#) (Ohio General Assembly) - complete text of the Ohio Constitution

[History of Ohio's Constitution](#) (iCivics) - Students will explore the two Ohio Constitutions and identify the differences and explain why some elements underwent significant change.

[Comparing Constitutions: Ohio](#) (iCivics) - What's the difference between Ohio's state constitution and the U.S. Constitution? And how are these constitutions similar? This lesson helps students learn the answer by letting them get hands-on with side-by-side excerpts from both constitutions.

## Unpacked Standards / Clear Learning Targets

**Learning Target 17. Identify and explain roles that Ohio’s citizens can play in helping state and local government address problems facing their communities.**

*Content Statement 17. 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.*

**Essential Understanding**

- Roles of Ohio citizens at the state and local levels

**Extended Understanding**

- Determining the best course of action to address a state or local problem

**Academic Vocabulary**

- Tier 3**
- civic engagement

**Ultimate Learning Target**  
**Type: Knowledge**

**Broad Learning Target:**

- The student can identify and explain roles that Ohio’s citizens can play in helping state and local government address problems facing their communities.

**Underpinning Knowledge Learning Targets:**

- The student can identify roles for civic engagement available to Ohio’s citizens at the state level.
- The student can identify roles for civic engagement available to Ohio’s citizens at the local level.

**Underpinning Reasoning Learning Targets:**

- The student can connect the role an Ohio citizen could play to a specific state or local problem.
- The student can categorize courses of action open to Ohio citizens according to state or local venues.

**4.GO.15 (Prior Grade Standard)**

Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.

**(Future Grade Standard)**

N/A

**Content Elaborations**

Ohioans can assist the 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 running for local office, attending meetings of local boards and commissions, joining community watch groups, and serving in a volunteer fire department.

**Instructional Strategies**

By examining how Ohioans can assist the government in addressing problems, opportunities are opened for students to engage in activities related to civic involvement identified earlier in the coursework.

Students can participate in mock governmental activities to demonstrate different roles of township government, school district governance, etc.

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

Examine how a local political entity functions, how a citizen can affect change through this entity, and have students take an issue and research a possible resolution through this entity.

**Sample Assessments and Performance Tasks**

What is an example of a citizen assisting his or her local government?

How can a citizen participate in government at the state level?

Select two examples of citizens volunteering at the local level. Which is an example of how a citizen can become involved in addressing problems that impact the entire state of Ohio?

How could a citizen work within his or her community to help local government address a community issue?

Categorize each course of action as state or local actions. Move the state or local boxes into the blank boxes next to each action.

**Instructional Resources**

[Policymaking at the Local Level](#) (CAP Constitutional Rights Foundation) - In this two-day lesson, students examine an instance of policymaking at a school board, one of the most common institutions at the local level.

[Persuading Policymakers](#) (CAP Constitutional Rights Foundation) - In this lesson, students learn about public hearings and how students can make effective presentations at these hearings.

[Putting an Issue on the Ballot](#) (Ohio Secretary of State) - outlines the procedure for referendum, initiated constitutional amendment, and initiated statute in the state of Ohio

[Franklin County Board of Commissioners](#) - Public meeting agendas and meeting speaker request information

[Columbus City Council](#) - How to attend, view, or participate in city council meetings

[Columbus Board of Education](#) - agendas, meeting notices, procedures for addressing the board

## Unit 4. Changing Constitutional Government

### Unpacked Standards / Clear Learning Targets

**Learning Target 8. Apply the protections of the Bill of Rights in a given scenario.**

*Content Statement 8. The Bill of Rights was drafted to ensure the protection of civil liberties of the people and place limits on the federal government*

**Essential Understanding**

- How the Bill of Rights protects liberties and limits federal government power

**Extended Understanding**

- The extension of the meaning of the Bill of Rights through Supreme Court decisions

**Academic Vocabulary Tier 3**

- Bill of Rights
- amendments
- limited government
- federalism

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can relate one of the arguments over the need for a bill of rights to the wording of one of the first 10 Amendments to the Constitution of the United States.

**Underpinning Knowledge Learning Targets:**

- The student can summarize the key debate over the ratification of the Constitution.
- The student can cite examples of limited government in the Bill of Rights.
- The student can explain how the first nine amendments protect individual rights.
- The student can explain how the 10<sup>th</sup> Amendment addressed limited government and federalism.

**Underpinning Reasoning Learning Targets:**

- The student can compare the arguments of Federalists and Anti-Federalists on adding individual freedoms to the Constitution.
- The student can draw connections between amendments in the Bill of Rights and arguments over the principle of limited government.

**10.HI.7 (Prior Grade Standard)**

The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

**(Future Grade Standard)**

**N/A**

**Content Elaborations**

The protection of civil liberties and limits on the federal government found in the Bill of Rights include, but are not limited to:

- freedoms guaranteed by the First Amendment: religion, assembly, press, petition, speech;
- the right to bear arms;
- no unreasonable search and seizure, no warrants without probable cause;
- no self-incrimination, protection against double jeopardy;
- right to speedy and public trial by an impartial jury, right to be informed of the charges, the right to confront one's accuser(s), the right to counsel;
- no cruel or unusual punishment; and,
- any power not given to the federal government is given to the states or the people.

**Instructional Strategies**

Use Supreme Court case studies to analyze the application of the protections of the Bill of Rights in history and contemporary society.

Create a timeline or multimedia presentation showing how interpretations of a particular amendment have evolved over time.

Use news sources to examine recent issues or cases related to the Bill of Rights. Identify the specific rights involved and how courts have interpreted these rights.

**Sample Assessments and Performance Tasks**

Select the three scenarios where freedoms guaranteed by the First Amendment have been violated.

Which limitation on the federal government's power was violated by the lower court's action?

Which protection found in the Bill of Rights allows the state government to take the described action?

Which choice below reflects an example of limited government found in the Bill of Rights?

How is limited government addressed in the Bill of Rights?

Explain four liberties protected by the Bill of Rights.

Read the scenario below. Explain which provisions of the Bill of Rights apply to the situation.

Read the information below about a Supreme Court decision. How did this ruling apply the Bill of Rights?

**Instructional Resources**

[Bill of Rights in Action Archives](#) (Constitutional Rights Foundation) - Analyze the evolution of the constitution through amendments and Supreme Court decisions. Each lesson includes a background reading and student activities.

[Interactive Constitution with Amendments](#) (National Constitution Center) - Complete text of the U.S. Constitution and amendments with interpretive commentary

[Our Rights](#) (Annenberg Classroom) - This book uses historical case studies to explore the rights in the Constitution. Supreme Court cases are used to demonstrate how a right received its modern interpretation, how the right applies today, and how courts and other interpreters seek to balance this right with important societal concerns such as public safety.

[Are Students Protected by the First Amendment](#) (C3 Teachers) - This inquiry leads students through an investigation of students' rights and the First Amendment to the United States Constitution.

## Unpacked Standards / Clear Learning Targets

**Learning Target 14. Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.**

*Content Statement 14. In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.*

**Essential Understanding**

- Relationship between civic responsibilities and rights of citizens

**Extended Understanding**

- How failure to fulfill a civic responsibility can lead to the denial of a right

**Academic Vocabulary Tier 3**

- civic responsibility
- due process
- incorporation
- political process
- privileges and immunities

**Ultimate Learning Target**  
**Type: Reasoning**

**Broad Learning Target:**

- The student can explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.

**Underpinning Knowledge Learning Targets:**

- The student can list citizens' rights granted in the Constitution and Bill of Rights.
- The student can explain the due process clause of the 14<sup>th</sup> Amendment.
- The student can explain how incorporation expands the Bill of Rights to state and local governments.
- The student can describe the rights of Americans that protect the ability to participate in the political process.
- The student can describe the responsibilities of citizenship.

**Underpinning Reasoning Learning Targets:**

- The student can connect responsibilities of citizenships with particular rights.
- The student can explain how failure to fulfill a civic responsibility can lead to the denial of a right of citizenship.
- The student can explain why individual rights are relative, not absolute.

**8.GO.23 (Prior Grade Standard)**

The U.S. Constitution protects citizens' rights by limiting the powers of government.

**(Future Grade Standard)**

N/A



**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. The federal Bill of Rights not only enumerates many rights, but alludes to other unstated rights.

Many of the rights held by American citizens protect the ability to participate in the political process, such as speech, press, assembly, petition, suffrage, and hold public office. 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.

There are general responsibilities of citizenship. They include respecting the rule of law, paying taxes and fees, and accepting responsibility for one's actions. There also are responsibilities associated with the exercise of particular rights. Examples include:

- right of free speech – engaging in civil discourse;
- right to bear arms – receiving firearms training;
- right to jury trial – serving on juries; and
- right to vote – registering to vote and being informed on public issues.

Citizenship also includes service to the nation which guarantees the rights of the people. This may include military service, community service and serving in public office. Individual rights are relative, not absolute. The exercise of rights must be balanced by the rights of others and by the common good.

**Instructional Strategies**

Create a graphic organizer showing how specific responsibilities are associated with the exercise of particular rights.

Examine instances of the use of rights to engage in political and public policy processes (e.g., political campaigns, efforts to influence the legislative process). Students also can examine contemporary issues which impact the exercise of rights (e.g., instances of "hate speech," the impact of reapportionment on legislative districts).

**Sample Assessments and Performance Tasks**

Complete the diagram below to show the relationship between civic responsibilities and rights of citizenship.

Explain the phrase “individual rights are relative, not absolute.” Give an example to support your explanation.

Read the scenario below. Highlight the text referring to rights and explain which rights need to be balanced.

Explain how a fulfillment or failure to fulfill a civic responsibility affects the exercise of a stated right.

**Instructional Resources**

[The Meaning of the Fourteenth Amendment](#) (PBS) - In this lesson, students analyze and compare important Supreme Court decisions involving the Fourteenth Amendment and civil rights.

[Fourteenth Amendment: Due Process, Equal Protection, and Discrimination](#) (Annenberg Classroom) - Handouts and videos related to the protections of the 14th Amendment

[Selective Incorporation](#) (Khan Academy) - video lesson on the judicial doctrine of selective incorporation and how it uses the due process clause as its justification

[What Responsibilities Accompany Our Rights?](#) (Teaching Tolerance) - This lesson looks at an important question students will face as citizens: What responsibilities accompany our basic rights?

[Do I Have a Right?](#) (iCivics) - In this interactive game, students run their own firm of lawyers specializing in constitutional law.

## Unpacked Standards / Clear Learning Targets

**Learning Target 7. Select an example of how constitutional government in the United States has changed the meaning and application of any one of the basic principles that help define the government of the United States and summarize the nature of the change.**

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

**Essential Understanding**

- How constitutional government has changed the meaning and application of the basic principles of government

**Extended Understanding**

- Evaluating the current debate over “original intent” and “living constitution” in constitutional interpretation

**Academic Vocabulary**

**Tier 3**

- amendment
- judicial review
- informal practices

**Ultimate Learning Target Type: Knowledge**

**Broad Learning Target:**

- The student can select an example of how constitutional government in the United States has changed the meaning and application of any one of the basic principles that help define the government of the United States and summarize the nature of the change.

**Underpinning Knowledge Learning Targets:**

- The student can describe the ways that constitutional government in the United States can be changed.
- The student can summarize how constitutional amendments have changed the original document and previous amendments.
- The student can explain how judicial review has interpreted provisions of the Constitution to clarify and extend their meaning.
- The student can give examples of acts of Congress that have expanded constitutional principles.
- The student can give examples of how informal practices have changed the implementation of constitutional government.

**Underpinning Reasoning Learning Targets:**

- The student can analyze how specific changes altered or changed the meaning or application of constitutional government.

**(Prior Grade Standard)**

N/A

**(Future Grade Standard)**

N/A

**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, and implemented in a variety of ways.

The processes for formally amending the U.S. Constitution are outlined in the document. Constitutional amendments have added to, modified, replaced and/or voided 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 branches and of the states to be unconstitutional. The U.S. Congress, in creating 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 to promote constitutional principles.

Informal practices also have changed how constitutional government has been implemented in the United States. These practices are related to provisions in 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.

**Instructional Strategies**

Create a multimedia timeline showing the evolution of constitutional government in the U.S. through amendments, Supreme Court decisions, and congressional legislation. For each entry, identify the background and impact of the change.

Conduct a class discussion on the power of judicial review. What authority does the Supreme Court have to declare law unconstitutional? Does judicial review make the Supreme Court too powerful? What checks limit the power of the Supreme Court?

Use notecards or a digital tool, match up a series of changes in constitutional government with the means by which the change came about (amendment, judicial review, congressional legislation, informal practices).

**Sample Assessments and Performance Tasks**

Which congressional action represents an informal practice not specifically prescribed by the Constitution?

Select two Supreme Court rulings that clarified the meaning of this amendment.

Which of the amendments shown voided the main provision of an earlier amendment?

What are two ways that constitutional government in the United States can be changed?

Which is an example of Congress using legislation to build upon the framework of the Constitution?

The boxes below show specific changes to the U.S. Constitution. For each change, cite the basic principle of the U.S. Constitution that was altered and how its meaning or application changed as result.

Read the excerpt below from a Supreme Court decision. How did this case change the application of one of the basic principles of the U.S. Constitution?

**Instructional Resources**

[Changing the Constitution](#) (iCivics) - Students will analyze examples of each type of constitutional change (amendments, Supreme Court decisions, legislation, and other practices) to determine their impacts on our constitutional government.

[Judicial Review](#) (iCivics) - This lesson explores the case that established the power the Supreme Court has today.

[John Marshall, Marbury v. Madison, and Judicial Review](#) (EDSITEment!) - This lesson is designed to help students understand Marshall's strategy in issuing his decision, the significance of the concept of judicial review, and the lasting significance of this watershed case.

[Marbury v. Madison](#) (Khan Academy) - video lesson on the *Marbury v. Madison* case and the principle of judicial review

[Article V of the Constitution](#) (Khan Academy) - video lesson on Article V, which establishes the amendment process

## Unpacked Standards / Clear Learning Targets

|  |   |  |
|--|---|--|
| <p><b>Learning Target 10. Explain how amendments have extended voting rights to disenfranchised groups.</b></p> <p><i>Content Statement 10. Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups</i></p> | <p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- How Constitutional amendments extended suffrage</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Evaluating ongoing debates over voter suppression efforts</li> </ul>  | <p><b><u>Academic Vocabulary Tier 3</u></b></p> <ul style="list-style-type: none"> <li>- amendment</li> <li>- disenfranchised</li> <li>- suffrage</li> </ul> |
| <p><b>Ultimate Learning Target Type: Knowledge</b></p>   | <p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain how amendments have extended voting rights to disenfranchised groups.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe the impact of poll taxes.</li> <li>- The student can explain how amendments expanded the right to vote based on race.</li> <li>- The student can explain how amendments expanded the right to vote based on gender.</li> <li>- The student can explain how amendments expanded the right to vote based on age.</li> </ul> |  |
| <p><b>10.HI.13 (Prior Grade Standard)</b></p> <p>The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.</p>   | <p><b>(Future Grade Standard)</b></p> <p>N/A</p>  |  |

**Content Elaborations**

Some amendments prohibited the denial of voting rights based on the following:

- race, color, or previous condition of servitude;
- age (18-20-year olds); and
- gender.

Poll taxes also limited voting rights for poor people although they were originally designed to keep African Americans from voting.

**Instructional Strategies**

Research a movement that led to amendments prohibiting the denial of voting rights for a particular group. What strategies were used to advocate for change? What arguments were used against the movement? What was the impact of the amendment?

Conduct a class discussion on issues related to voter suppression today. Issues for discussion include voter identification laws, reducing poll locations, and unregistering voters who have not participated in recent elections. Compare these actions with strategies such as poll taxes in limiting voting rights.

**Sample Assessments and Performance Tasks**

Select three groups of people who were given the right to vote through the passage of a constitutional amendment.

Why were poll taxes implemented?

How did the passage of this amendment provide for civil rights for a disenfranchised group?

Explain how amendments to the Constitution expanded suffrage to various groups.

Read the text of the amendment below. Which group's voting rights were guaranteed under this amendment?

**Instructional Resources**

[Voting Rights](#) (iCivics) - This lesson explores the evolution of voting rights through an interactive PowerPoint presentation highlighting landmark changes.

[Right to Vote Not Denied by Race](#) (Interactive Constitution) - text of the 15th amendment with interpretive commentary

[Women's Right to Vote](#) (Interactive Constitution) - text of the 19th amendment with interpretive commentary

[Abolition of Poll Taxes](#) (Interactive Constitution) - text of the 24th amendment with interpretive commentary

[Right to Vote at Age 18](#) (Interactive Constitution) - text of the 26th amendment with interpretive commentary



## Unpacked Standards / Clear Learning Targets

**Learning Target II. Describe how constitutional amendments have changed the structure and function of the federal government with regard to the Electoral College and the U.S. Presidency.**

*Content Statement II. Constitutional amendments have altered provisions for the structure and functions of the federal government.*

**Essential Understanding**

- How constitutional amendments have changed the Presidency

**Extended Understanding**

- Evaluating ongoing debates over the electoral college and Presidential power

**Academic Vocabulary Tier 3**

- Electoral College

**Ultimate Learning Target Type: Knowledge**

**Broad Learning Target:**

- The student can describe how constitutional amendments have changed the structure and function of the federal government with regard to the Electoral College and the U.S. Presidency.

**Underpinning Knowledge Learning Targets:**

- The student can explain the process of electing a president through the electoral college.
- The student can explain how constitutional amendments have changed the electoral college.
- The student can explain constitutional amendments related to the presidency have changed the functioning of government.

**(Prior Grade Standard)**

N/A

**(Future Grade Standard)**

N/A

**Content Elaborations**

The Framers of the Constitution created a method of presidential selection that reflected the nation's federal system of government. The president would be chosen based on electoral votes from the states. A candidate is required to win a majority of the total number of electoral votes in order to secure the presidency. Electoral votes are determined based upon the number of each state's representatives and senators.

Some amendments have altered the procedures of the Electoral College:

- Separate balloting for president and vice president was established to avoid a tie in electoral votes.
- The District of Columbia was granted electoral votes.

Other amendments have altered the functioning of government:

- Presidential term limits.
- Presidential succession and disability

**Instructional Strategies**

Create a graphic organizer to show how constitutional amendments have changed the Electoral College and U.S. Presidency.

Use electoral college maps from American history to show how power has shifted to different states and regions of the country over time. Discuss the pros and cons of these shifts.

Create a video ad or write an essay on whether or not the Electoral College should be eliminated through constitutional amendment. Present arguments and reasoning from different perspectives on the topic.

Conduct a class debate on the following prompt: Resolved: The Electoral College should be replaced with a nationwide popular vote.

**Sample Assessments and Performance Tasks**

Which restriction on the presidency was instituted through the passage of a constitutional amendment?

Select two amendment excerpts that describe changes to the procedures of the Electoral College.

Which statement reflects the process of electing a president, as established by the Electoral College?

How does the current procedure of the Electoral College differ from the original method?

Describe two ways that Constitutional amendments have altered the functioning of the government in relation to the presidency.

**Instructional Resources**

[Election of President and Vice President](#) (Interactive Constitution) - text and interpretive commentary on the 12th Amendment

[Two-Term Limit on Presidency](#) (Interactive Constitution) - text and interpretive commentary on the 22nd Amendment

[Presidential Vote for D.C.](#) (Interactive Constitution) - text and interpretive commentary on the 23rd Amendment

[Presidential Disability and Succession](#) (Interactive Constitution) - text and interpretive commentary on the 25th Amendment

[The Electoral Process](#) (iCivics) - Students will learn the distinctions between the popular vote and the Electoral College, and exercise their critical reasoning skills to analyze the differences between the presidential and congressional elections.

[Historical Presidential Election Map Timeline](#) (270 to Win) - historical electoral college maps

## Unpacked Standards / Clear Learning Targets

|   |   |   |
|---|---|---|
| <p><b>Learning Target 9a. Analyze how the Reconstruction Amendments attempted to address African American inequality through the new constitutional protections.</b></p> <p><b>Learning Target 9b. Explain the continued struggles faced by African Americans despite the passage of these amendments.</b></p> <p><i>Content Statement 9. The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.</i></p> | <p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– How the Reconstruction Amendments attempted to address African American inequality</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Continued struggles for equality for African Americans</li> </ul>  | <p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>– Reconstruction Amendments</li> <li>– inequality</li> </ul> |
| <p><b>Ultimate Learning Target</b><br/> <b>Type: Knowledge</b></p>  | <p><b><u>Broad Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can analyze how the Reconstruction Amendments attempted to address African American inequality through the new constitutional protections.</li> <li>– The student can explain the continued struggles faced by African Americans despite the passage of these amendments.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can explain the historical context that led to the ratification of the 13<sup>th</sup> Amendment.</li> <li>– The student can discuss the provisions of the 13<sup>th</sup> Amendment.</li> <li>– The student can explain the historical context that led to the ratification of the 14<sup>th</sup> Amendment.</li> <li>– The student can discuss the provisions of the 14<sup>th</sup> Amendment.</li> <li>– The student can explain the historical context that led to the ratification of the 15<sup>th</sup> Amendment.</li> <li>– The student can discuss the provisions of the 15<sup>th</sup> Amendment.</li> <li>– The student can explain how the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments were part of Reconstruction.</li> </ul> |   |
| <p><b>10.HI.12 (Prior Grade Standard)</b></p> <p>Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.</p>   | <p><b>(Future Grade Standard)</b></p> <p>N/A</p>  |   |

**Content Elaborations**

The new constitutional protections extended under the Reconstruction Amendments include:

- abolishing slavery;
- defining and extending citizenship to all persons born or naturalized in the U.S.;
- prohibiting the states from denying due process and equal protection of the law to all persons; and
- preventing the denial of voting rights based on race, color, or previous condition of servitude.

These amendments were originally designed to protect African Americans. However, they did not result in immediate equality. Jim Crow laws were enacted to enforce racial segregation until the mid-20th century.

Application of these protections have been extended to other groups.

**Instructional Strategies**

Create a graphic organizer showing the provisions of the Reconstruction Amendments.

Close read and analyze the original text of the Reconstruction Amendments.

Use photographs and primary sources (excerpts of laws) of Jim Crow era segregation to have students analyze the ways in which racial segregation was enforced until the mid-20th century.

Research one of the Reconstruction amendments to identify ongoing issues related to the amendment, how its meaning has evolved, and how protections have been extended to other groups.

**Sample Assessments and Performance Tasks**

- How did the Reconstruction Amendments change the criteria for citizenship in the United States?
- What is one reason that the Reconstruction Amendments failed to result in immediate equality for African Americans?
- What action was taken by state governments in the South to deny the rights guaranteed to African Americans by this amendment?
- After the Civil War, how did the federal government attempt to accomplish the goal of establishing freedoms for former slaves?
- What Reconstruction era conditions was the 14th Amendment designed to correct?
- Read the historical scenario below. Which Reconstruction era amendment was designed to address this situation?
- What rights were provided as a result of the ratification of the 15th Amendment?
- How did the 14th Amendment help to promote equality for former enslaved persons?

**Instructional Resources**

- [Helping to Move On? An Analysis of the Reconstruction Amendments](#) (Center for History Education) - In this lesson students will read and scrutinize the Thirteenth, Fourteenth, and Fifteenth Amendments to decide if the amendments had political, economic, and/or social implications in the newly reunited country.
- [Abolition of Slavery](#) (Interactive Constitution) - text and interpretive commentary on the 13th Amendment
- [Citizenship Rights, Equal Protection, Apportionment, Civil War Debt](#) (Interactive Constitution) - text and interpretive commentary on the 14th Amendment
- [Right to Vote Not Denied by Race](#) (Interactive Constitution) - text and interpretive commentary on the 15th Amendment
- [The Reconstruction Amendments](#) (PBS) - In this interactive lesson, students will understand and explain the key provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution

## Unpacked Standards / Clear Learning Targets

**Learning Target 15. 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 Statement 15. 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.*

**Essential Understanding**

- How each branch of government has extended civil rights

**Extended Understanding**

- Ongoing civil rights issues today

**Academic Vocabulary**

**Tier 2**

- minority groups
- denial

**Tier 3**

- incorporation
- civil rights

**Ultimate Learning Target  
Type: Knowledge**

**Broad Learning Target:**

- The student 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.

**Underpinning Knowledge Learning Targets:**

- The student can give examples of rights that have been denied to minority groups in U.S. history.
- The student can explain how the 19<sup>th</sup> Amendment addressed the denial of rights to women.
- The student can explain how the 24<sup>th</sup> Amendment addressed the denial of rights of African Americans.
- The student can give examples of the executive branch using its powers to extend civil rights to minority groups.
- The student can give examples of the legislative branch using its powers to extend civil rights to minority groups.
- The student can explain how the Supreme Court used incorporation and due process to apply the Bill of Rights to the states.

**10.HI.27 (Prior Grade Standard)**

Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

**(Future Grade Standard)**

N/A

**Content Elaborations**

The U.S. Constitution guarantees rights to the people of the United States. Historically, despite those guarantees, various groups of people have been denied the ability to fully exercise their rights. Over time, the U.S. government has responded to public pressure to take action to ensure the free exercise of rights by all people and to protect their ability to participate in the processes of governing.

For example, constitutional amendments guaranteed suffrage to women and eliminated poll taxes as a means of restricting African Americans from voting. The executive branch used troops to help integrate schools and brought charges against violators of open housing legislation. The legislative branch enacted a series of civil rights acts and voting rights acts. The U.S. Supreme Court, through the process of incorporation, has used the due process and equal protection clauses in the 14th Amendment to apply most of the federal Bill of Rights to the states.

**Instructional Strategies**

Research the civil rights movement of the 1950s and 1960s. Have students consider the resulting achievements and their impact on current civic life. Have students discuss how the passage of the Civil Rights Act of 1964 helped open access to more elements of American society and provide more opportunities to minorities.

Discuss how the laws passed in the 1960s by the Congress (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965), executive acts (e.g., integration of the military, affirmative action programs) and Supreme Court decisions (e.g., *Brown v. Board of Education*, *Regents of the University of California v. Bakke*) helped enforce the rights addressed by the 14th and 15th Amendments.



**Sample Assessments and Performance Tasks**

Select two ways the U.S. government has extended civil rights to marginalized groups.

How has the Supreme Court used the 14th Amendment to strengthen the application of the Bill of Rights?

Which example demonstrates how Congress can strengthen voting rights?

What issue was addressed by the 19th Amendment?

Complete the diagram below to show how the federal government addressed the denial of rights to each group. Move the boxes to the correct blank next to each group.

Explain how the passage of the 26th Amendment continued the change toward greater participation in government.

The U.S. Constitution is a living document that changes over time. Identify two amendments that have expanded suffrage and explain which group gained suffrage rights as a result of each amendment.

**Instructional Resources**

[Was Hard to Fight to Get Vote](#) (CommonLit) - Article on women's suffrage movement and the 19th amendment

[The Road to Civil Rights](#) (iCivics) - Students will learn about means of non-violent protest, opposition to the movement, and identify how it took all three branches of the federal government to effect change.

[Voting Rights](#) (iCivics) - This lesson explores the evolution of voting rights in the United States through an interactive PowerPoint presentation highlighting landmark changes.

[Choices in Little Rock](#) (Facing History) - Unit that focuses on efforts to desegregate Central High School in Little Rock, Arkansas in 1957. Part 3, Lesson 2 focuses on the decisions of the executive branch. Part 4, Lesson 1 focuses on the role of the judicial branch.

[What Makes a Movement Successful?](#) (C3 Teachers) - This inquiry leads students through an investigation of the LGBTQ+ movement, primarily driven by the history of the movement through various accounts and perspectives.

## Unit 5. Government and the Economy

### Unpacked Standards / Clear Learning Targets

**Learning Target 20. Explain how the federal government uses fiscal policy to affect changes in the nation’s economic conditions.**

*Content Statement 20. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.*

**Essential Understanding**

- How the federal government uses fiscal and regulatory policy

**Extended Understanding**

- Evaluating economic policy decisions by the government

**Academic Vocabulary**

**Tier 3**

- fiscal policy
- expansionary policies
- contractionary policies
- aggregate demand
- inflation

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can explain how the federal government uses spending and tax (fiscal) policy to effect changes in the nation’s economic conditions.
- The student can examine applications of government regulation and determine a cost and benefit of each application.

**Underpinning Knowledge Learning Targets:**

- The student can describe expansionary and contractionary policies.
- The student can explain fixed spending programs in the federal budget.
- The student can explain discretionary spending programs in the federal budget.
- The student can cite economic benefits of government regulation.
- The student can cite economic costs of government regulation.

**Underpinning Reasoning Learning Targets:**

- The student can analyze the difficulties of using fiscal policy to maintain economic stability.
- The student can analyze potential effects of expansionary policies.
- The student can analyze potential effects of contractionary policies.
- The student can categorize costs or benefits of a government regulatory policy.

**8.EC.26 (Prior Grade Standard)**

Governments can impact markets by means of spending, regulations, taxes and trade barriers.

**(Future Grade Standard)**

N/A

**Content Elaborations**

Fiscal policy is government decision-making about taxing and spending in an attempt to regulate the American economy. In theory, fiscal policy falls into two broad categories:

- increased government spending and/or reduced taxes to encourage economic growth; and
- decreased government spending and/or increased taxes to slow economic growth.

The imposition of government regulations may foster economic benefits such as prohibiting unfair business practices and providing consumer protections. Government regulations may carry costs such as reduced corporate profits and slower economic growth.

**Instructional Strategies**

Create a graphic organizer that shows fiscal policy categories and the economics benefits and costs of various policies.

Research historical examples of government spending or tax policy, such as the Works Progress Administration (WPA), the GI Bill and the George W. Bush administration's tax cuts. A follow-up report should describe how effective each example was in supporting and stimulating the economy. Examples include the: WPA and how well it enhanced infrastructure; GI Bill and how well it educated groups of young people and enabled new homeowners; and Bush tax cuts and how well they increased consumer spending.

**Sample Assessments and Performance Tasks**

How can the federal government encourage economic growth?

Which government action will reduce the pace of economic growth?

Select two effects of increased government regulation.

Why would a legislature decide to increase taxes and decrease government spending?

What makes it difficult to reduce federal government spending?

Which change in taxes and expenditures would likely cause inflation?

Which change in taxes and expenditures would likely increase consumer spending.

Categorize each government action as either spending or taxing methods of influencing the nation's economic conditions. Move the actions to the correct blank boxes.

Give two economic benefits and two economic costs of government regulations of the economy.

**Instructional Resources**

[Fiscal Ship Game](#) - interactive game to challenges players to the budget on a sustainable course

[Fiscal and Monetary Policy Infographic](#) - downloadable infographic from the Federal Reserve Bank of Atlanta

[Fiscal Policy Video and Quiz](#) (EconEd) - This video teaches the concept of Fiscal Policy. Fiscal policy refers to how government taxing and spending policy can be used to influence the macroeconomy.

[Monetary and Fiscal Policy](#) (Khan Academy) - This video lesson introduces basic mechanics of monetary and fiscal policy.

[How Should the President Foster Economic Opportunity?](#) (C3 Teachers) - The goal of this inquiry is to help students understand the central debate about the government's role in fostering economic opportunity over the past half century.

## Unpacked Standards / Clear Learning Targets

**Learning Target 21. Explain how the Federal Reserve System uses monetary policy to regulate the nation’s money supply and encourage or slow economic growth.**

*Content Statement 21. The Federal Reserve System uses monetary tools to regulate the nation’s money supply and moderate the effects of expansion and contraction in the economy.*

**Essential Understanding**

- How monetary policy is used to regulate the economy

**Extended Understanding**

- Evaluating monetary policy decisions

**Academic Vocabulary Tier 3**

- monetary policy
- Federal Reserve System
- open market operations
- discount rate
- government securities

**Ultimate Learning Target  
Type: Reasoning**

**Broad Learning Target:**

- The student 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.

**Underpinning Knowledge Learning Targets:**

- The student can explain open market operations.
- The student can explain the discount rate.
- The student can explain the reserve requirement.
- The student can explain government securities.

**Underpinning Reasoning Learning Targets:**

- The student can explain the relationship between purchasing government securities, reducing the discount rate, reducing the reserve requirement and economic expansion.
- The student can explain the relationship between selling government securities, increasing the discount rate, increasing the reserve requirement and economic contraction.

**10.HI.19 (Prior Grade Standard)**

The Great Depression was caused, in part, by the federal government’s monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.

**(Future Grade Standard)**

N/A

**Content Elaborations**

Monetary policy involves the Federal Reserve System making decisions about the nation's money supply.

To encourage economic growth, the Federal Reserve System can:

- reduce the amount of money that banks must have on reserve and not use to make loans;
- buy bonds; and
- take action that results in lower interest rates.

To slow economic growth the Federal Reserve System can:

- increase the amount of money that banks must have on reserve and not use to make loans;
- sell bonds; and
- take action that results in higher interest rates.

**Instructional Strategies**

Create a flowchart or diagram to show how the Federal Reserve makes decisions about the nation's money supply.

Select one of the tools used by the Federal Reserve and then discuss the reasoning behind the use of the tool in a given set of economic conditions, how the particular use of the tool impacts the actions of banks, and the intended result for the particular use of the tool.

Use news sources to examine current policies of the Federal Reserve. Identify the monetary tools and the intended outcome of the policies. Compare the policies to previous Fed actions and evaluate the policies.

**Sample Assessments and Performance Tasks**

How can the Federal Reserve System encourage economic growth?

Select the boxes to distinguish between steps the Federal Reserve System can take to encourage economic growth and steps it can take to slow economic growth.

What would be an effect of the Federal Reserve System's decision to buy more bonds?

List the tools available to the Federal Reserve for regulating the money supply and moderating economic conditions.

Complete the diagram below to show the anticipated effects of the use of Federal Reserve tools on the expansion or contraction of the economy.

Identify whether either effect below is the result of increasing or decreasing the discount rate.

Identify which policies the Federal Reserve uses to stimulate economic growth and which policies it uses to slow economic growth. Move the boxes to the correct blanks.

**Instructional Resources**

[Federal Reserve Education](#) - collection of teaching tools and lessons on the Federal Reserve

[The Federal Reserve and You](#) (Federal Reserve Bank of Philadelphia) - video with lesson plans on the Federal Reserve and monetary policy

[What is Monetary Policy](#) (World 101) - video lesson on how central banks use policy to influence the amount of money in the economy

[The Fed Explains Monetary Policy](#) (Federal Reserve Bank of Atlanta) - video lesson explaining the role of the Fed and monetary policy

[Monetary Policy Tools](#) (Khan Academy) - video lesson on use of the money supply to affect key macroeconomic variables, such as the real GDP

## Unit 6. Financial Literacy

### Unpacked Standards / Clear Learning Targets

|   |   |  |
|---|---|--|
| <p><b>Financial Literacy Learning Targets. Read, analyze, manage and communicate about personal financial conditions that affect one's material well-being.</b></p> <p><i>Financial Literacy is defined as the ability to read, analyze, manage and communicate about personal financial conditions that affect one's material well-being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond completely to life events that affect everyday financial decisions, including events in the general economy.</i></p> | <p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- How to make sound financial literacy</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Evaluating long term impact of various financial decisions</li> </ul>  | <p><b><u>Academic Vocabulary Tier 3</u></b></p> <ul style="list-style-type: none"> <li>- Saving</li> <li>- Investing</li> <li>- Credit</li> <li>- Debt</li> <li>- Risk management</li> </ul> |
| <p><b>Ultimate Learning Target</b><br/><b>Type: Skill</b></p>   | <p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can read, analyze, manage, and communicate about personal financial conditions that affect one's material well-being.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate financial responsibility by managing money, using lifelong decision-making strategies, and enhancing employability and income.</li> <li>- The student can demonstrate financial responsibility by budgeting, saving, and investing.</li> <li>- The student can demonstrate financial responsibility by effectively balancing credit and debt.</li> <li>- The student can demonstrate financial responsibility by making informed consumer decisions and managing risk.</li> </ul> |  |
| <p><b>Middle Grades Financial Literacy Standards (Prior Grade Standard)</b><br/>Financial Literacy is defined as the ability to read, analyze, manage and communicate about personal financial conditions that affect one's material well-being.</p>  | <p><b>(Future Grade Standard)</b><br/>N/A</p>   |  |



**Content Elaborations**

1. Financial responsibility entails being accountable for managing money to satisfy one's current and future economic choices.
2. Financial responsibility involves life-long decision-making strategies which include consideration of alternatives and consequences.
3. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.
4. Income sources include job earnings and benefits, entrepreneurship, saving and investment earnings, government payments, grants, inheritances, etc. Workers can experience dramatic income dips and spikes from month to month.
5. Taxes, retirement, insurance, employment benefits, and both voluntary and involuntary deductions impact take home pay.
6. Financial responsibility includes the development of a spending and savings plan (personal budget).
7. Financial institutions offer a variety of products and services to address financial responsibility.
9. Planning for and paying local, state and federal taxes is a financial responsibility.
11. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.
12. Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.
13. Part of being an informed consumer is knowing how to utilize financial services and risk management tools, as well as comparing consumer lending terms and conditions and reading financial statements.
16. Using key investing principles one can achieve the goal of increasing net worth.
19. Credit is a contractual agreement in which a borrower receives something of value now and agrees to repay to the lender at some later date.
20. Debt is an obligation owed by one party to a second party.
21. Effectively balancing credit and debt helps one achieve some short and long-term goals.
24. A risk management plan can protect consumers from the potential loss of personal and/or business assets or income.
25. Safeguards exist that help protect one's identity.
27. A comprehensive insurance plan (health, life, disability, auto, homeowners, renters, liability, etc.) serves as a safeguard against potential loss.

**Instructional Strategies**

Have students establish short-term and long-term personal finance goals.

Use a graphic organizer, such as a decision-tree, to determine positive and negative consequences of alternative financial choices.

Brainstorm and create a graphic organizer on competencies for the workplace.

Create a personal budget based on a sample income for an individual and family.

Track and evaluate sample spending habits and expenses.

Fill out a sample W-4, 1040 federal tax form, and state and local tax forms.

Compare loan terms from a bank and payday lender using sample documents.

Develop a debt repayment plan for a sample scenario.

Read and interpret a sample credit report.

Compare terms of consumer lending statements from two financial institutions.

Compare sample warranties and extended warranties.

Research costs for various insurance products.

**Sample Assessments and Performance Tasks**

You are developing a savings plan and using short-term and long-term goals. Which choice represents possible goals from short-term to long-term?

You saved \$1,200 from a summer job. Which of these savings plans would work best if you don't need access to the money for a number of years and wanted to earn the highest interest rate?

Which of the choices below is an effective strategy for personal saving?

Suppose you want to have an emergency fund to cover 6 months of expenses. Your monthly gross pay is \$\_\_\_\_\_ and monthly expenses are \$\_\_\_\_\_. If you plan to save 10% of your gross pay each month, how long will it take to build your emergency fund?

Which statement best describes the difference between saving and investing?

What are the two most important factors in calculating your credit score?

Which of these costs would be the most difficult to adjust if you were trying to reduce expenses?

What is an insurance premium?

**Instructional Resources**

[Next Gen Personal Finance Curriculum](#) - full online curriculum in Google Docs format. Register for a verified account for assessments and keys

[NEFE High School Financial Planning Program](#) - Download PDFs or order free print materials

[EVERFI Financial Literacy](#) - Create a free account. EVERFI provides a virtual financial literacy course with engaging videos, animations and interactive activities to bring complex financial concepts to life. Students can earn a certificate for completing all of the financial literacy modules.