

American Government

Pacing Guide and Unpacked Standards



**GROVEPORT
MADISON**
SCHOOLS

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Groveport Madison Social Studies Pacing Guide

American Govt	Introduction to Government			Standards for Literacy - Reading (Integrate throughout each topic)	Standards for Literacy- Writing (Integrate Throughout Each Topic)
1st 9 wks (4-5 wks)	Founding Documents: <ul style="list-style-type: none"> Articles of Confederation Federalist Papers US Constitution Bill of Rights 	US Constitution: <ul style="list-style-type: none"> Supremacy Clause Commerce Clause Elastic Clause Four Types of Powers Amendment Process 	Ohio Constitution: <ul style="list-style-type: none"> Failures in Previous Versions Similarities and Differences between Ohio government and US government 	RH.11-12.1 Cite specific textual evidence to support analysis RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary. RH.11-12.3 Evaluate various explanations for actions; determine which explanation best accords with textual evidence RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, RH.11-12.5 Analyze in detail how a complex primary source is structured RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue RH.11-12.7 Integrate and evaluate multiple sources of information RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, RH.11-12.10 By the end of grade 12,	WHST.11-12.1 Write arguments focused on discipline-specific content. WHST.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s) WHST.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly WHST.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion WHST.11-12.1.D Establish and maintain a formal style and objective tone WHST.11-12.1.E Provide a concluding statement WHST.11-12.2 Write informative/ explanatory texts WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information WHST.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, WHST.11-12.2.C Use varied transitions and sentence structures WHST.11-12.2.D
American Govt	Political Beliefs and Behaviors				
1st 9 wks (3-4 wks)	Political Beliefs: <ul style="list-style-type: none"> Ideology Political Socialization 	Political Behaviors: <ul style="list-style-type: none"> Citizen Interaction with Branches Rights & Responsibilities 	Voting Amendments: <ul style="list-style-type: none"> 15th 19th 24th 26th 		
American Govt	Political Parties, Interest Groups, and the Media				
2nd 9 wks (3-4 wks)	Political Parties: <ul style="list-style-type: none"> Two Party System Role of Minor Parties Campaigns & Elections 	Interest Groups <ul style="list-style-type: none"> Lobbying Influence on Elections 	The Media <ul style="list-style-type: none"> Linking Voters to Politics Investigative Role Role in Elections 		
American Govt	The Three Branches				
2nd & 3rd 9 wks (10-12 wks)	Congress: Structure of Congress: <ul style="list-style-type: none"> Bicameralism Numbers, Terms, Requirements Redistricting & Gerrymandering Congress & Policy: <ul style="list-style-type: none"> How a Bill Becomes a Law Non Legislative Powers 	Executive Branch: The President <ul style="list-style-type: none"> Requirements & Election Process Powers 12th, 20th, 22nd, 23rd, 25th Amendments & Presidential Succession Act Impeachment The Bureaucracy <ul style="list-style-type: none"> The Cabinet Independent Agencies, Regulatory Commissions, and Government Corporations 	Judiciary: The Court System <ul style="list-style-type: none"> Dual Court System – US vs. Ohio Three levels of Courts Original vs. Appellate Jurisdiction Legal System: <ul style="list-style-type: none"> Civil vs. Criminal Law Amicus Brief Certiorari 		

Groveport Madison Social Studies Pacing Guide

American Govt	Civil Rights & Civil Liberties			<p>read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>Use precise language, domain-specific vocabulary and techniques</p> <p>WHST.11-12.2.E Provide a concluding statement or section</p> <p>WHST.11-12.4 Produce clear and coherent writing</p> <p>WHST.11-12.5 Develop and strengthen writing as needed</p> <p>WHST.11-12.6 Use technology, to produce, publish, and update individual or shared writing</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question</p> <p>(WHST.11-12.8 Gather relevant information from multiple sources; assess the strengths and limitations of source; integrate information into the text, avoiding plagiarism</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10 Write routinely over extended time frames and shorter time frames</p>
3rd 9 wks (4-5 wks)	Civil Rights: <ul style="list-style-type: none"> • Equal Protection Clause • 13th, 14th, 15th Amendments • Civil Rights Act, Title IX, Americans with Disabilities Act 	Civil Liberties <ul style="list-style-type: none"> • Due Process • Bill of Rights 	Supreme Court Cases <ul style="list-style-type: none"> • <i>Plessy v. Ferguson</i>, • <i>Brown v. Board of Education</i>, • <i>Heart of Atlanta Motel v. US</i> • <i>Miranda v. Arizona</i>, • <i>Gideon v. Wainwright</i>, • <i>Mapp v. Ohio</i>, • <i>Schenck v. US</i>, • <i>Brandenburg v. Ohio</i>, • <i>Tinker v. Des Moines</i>, • <i>Texas v. Johnson</i>, • <i>Engel v. Vitale</i>, • <i>Lemon v. Kurtzman</i> 	
American Govt	Public Policy			
4th 9 wks (3-4 wks)	Fiscal Policy <ul style="list-style-type: none"> • Budget Process • Taxes 	Monetary Policy <ul style="list-style-type: none"> • Federal Reserve • Open Market Operations 	Domestic & Foreign Policy <ul style="list-style-type: none"> • Entitlements • Social Policy • Foreign Policy 	

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.1

Devise and implement a plan to address a societal problem by engaging either the political process or the public policy process.

Essential Understanding

- Engaging in the political process or public policy process

Extended Understanding

- Evaluating public policy issues and decisions

Vocabulary

- devise
- implement
- political process
- public policy
- societal problem

Essential Skills

- The student can devise and implement a plan to address a societal problem by engaging either the political process or the public policy process.
- The student can define and explain the political process.
- The student can define and explain the public policy process.
- The student can cite the steps in devising a plan to address societal problems through the political process.
- The student can cite the steps in devising a plan to address societal problems through the public policy process.
- The student can differentiate between the political process and the public policy process.

8.GO.18 (Prior Grade Standard)

Participation in social and civic groups can lead to the attainment of individual and public goals.

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- 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.
- Civic engagement provides opportunities to apply information literacy, problem-solving skills and communication skills in seeking resolutions for societal problems. Activities related to this instruction can be conducted over the length of the coursework so that students can integrate knowledge gained during the study of other topics.
- Project Citizen, Ohio Center for Law-Related Education: http://ocltre.org/aws/OCLE/pt/sp/programs_projectcitizen
- Civic Action Project, Constitutional Rights Foundation: <http://www.crfcap.org/>

Criteria for Success (Performance Level Descriptors)

- **Limited:** N/A
- **Basic:** N/A
- **Proficient:** Identify a public policy position and determine the most appropriate level and branch of government to address the issue
- **Accelerated:** Identify various methods by which individuals and organizations can engage government officials and evaluate the effectiveness of each
- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.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.

Essential Understanding

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

Extended Understanding

- Evaluating alternative choices for addressing civic issues

Vocabulary

- viability
- political party
- interest group
- media
- civic issue

Essential Skills

- 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.
- 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.
- 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.19 (Prior Grade Standard)

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

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- 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.
- 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).
- Kids Voting Central Ohio: <http://www.kidsvotingoh.org>
- FactCheck: <http://www.factcheck.org>
- C-Span Classroom: <http://www.c-spanclassroom.org/>

Criteria for Success (Performance Level Descriptors)

- **Limited:** N/A
- **Basic:** N/A
- **Proficient:** Identify political parties, special interest groups and/or the media
- **Accelerated:** Explain how political parties, special interest groups and/or the media influence public policy making
- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.3

Prepare a collection of documents pertaining to a civic issue that contains examples from at least two distinct information types (e.g., public records, surveys, research data, and policy positions of advocacy groups); explain how each source is relevant; describe the perspective or position of each source and evaluate the credibility of each source.

Essential Understanding

- Analysis of issues through public records, surveys, research data and policy positions of advocacy groups.

Vocabulary

- public records
- public opinion
- research data
- credibility
- advocacy groups

Essential Skills

- The student can prepare a collection of documents pertaining to a civic issue that contains examples from at least two distinct information types (e.g., public records, surveys, research data, and policy positions of advocacy groups); explain how each source is relevant; describe the perspective or position of each source and evaluate the credibility of each source.
- The student can describe the steps involved in researching a civic issue.
- The student can identify public records sources.
- The student can identify public opinion sources.
- The student can identify research data sources.
- The student list the considerations involved with determining the credibility of sources.
- The student can determine which sources of information are relevant to a particular civic issue.
- The student can describe perspectives and positions in sources on a civic issue.
- The student can evaluate the credibility of sources on a civic issue.

10.HI.2 (Prior Grade Standard)

The use of primary and secondary sources of information includes an examination of the credibility of each source.

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- Researching a civic issue involves determining which sources of information are relevant to the task, identifying the perspective or position of each source and evaluating the credibility of the sources.
- Public records can include sources such county tax records, a report issued by a state agency or the Congressional Record.
- Surveys of public opinion could be conducted by students or could come from major polling organizations. Surveys also could consist of data collections pertaining to a public issue (e.g., a survey of waterway contamination resulting from the runoff of snow removal chemicals).
- Research data comes in many forms and may originate with organizations ranging from universities to research institutes. Research into local issues can be conducted by students.
- Advocacy groups (interest groups, lobbies) produce literature and maintain websites that outline their positions on public policy issues.
- Considerations involved with determining the credibility of sources include: 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.
- 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.
- Extension Activity: 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.

Criteria for Success (Performance Level Descriptors)

- **Limited:** Identify the criteria used to determine the level of credibility of a source
- **Basic:** Determine how sources of information are used to support theories, ideas and policy positions
- **Proficient:** Examine a set of documents pertaining to a civic issue from one distinct information types (e.g., public records, surveys, research data, etc.) and explain the relevancy and credibility of the document
- **Accelerated:** N/A
- **Advanced:** Examine a set of documents pertaining to a civic issue from at least two distinct information types (e.g., public records, surveys, research data, etc.) and explain the relevancy and credibility of each

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.4

Identify a civic issue and explain how persuasion, compromise, consensus building, and/or negotiation are used to resolve opposing positions on the issue.

Essential Understanding

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

Vocabulary

- persuasion
- compromise
- consensus
- negotiation

Essential Skills

- The student can identify a civic issue and explain how persuasion, compromise, consensus building, and/or negotiation are used to resolve opposing positions on the issue.
- The student can describe the process of persuasion.
- The student can describe the process of compromise.
- The student can describe the process of negotiation.
- 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.17 (Prior Grade Standard)

Effective participants in a democratic society engage in compromise.

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- Persuasion is a process of inducing others into accepting a point of view by means of reasoning and argumentation.
- Compromise is a process of making concessions to settle differences.
- Consensus building is a process of working toward achieving general agreement within a group.
- Negotiation is a process of settling differences through a discussion of issues.
- These processes come into play by varying degrees during activities related to governing.
- Divide students into two groups. Allow the first group to engage in a discussion of how to resolve a contentious issue. Have students in the second group label individual index cards with the words Persuasion, Compromise, Consensus Building and Negotiation. Have the members of the second group serve as observers of the first group's discussion. As the dynamics of the discussion proceed, have 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.

Criteria for Success (Performance Level Descriptors)

- **Limited:** N/A
- **Basic:** N/A
- **Proficient:** Identify the differences in the methods by which citizens, government and political organizations try to resolve conflict (e.g., persuasion, compromise, consensus, negotiation)
- **Accelerated:** N/A
- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.5

Explain in context one of the basic principles that help define the government of the United States.

Essential Understanding

- Basic principles of the U.S. Constitution

Extended Understanding

- Current disagreements over the meaning of the basic principles of the U.S. Constitution

Vocabulary

- popular sovereignty
- limited government
- federalism
- separation of powers
- checks and balances

Essential Skills

- The student can explain in context one of the basic principles that help define the government of the United States.
- The student can explain the principle of popular sovereignty.
- The student can explain the principle of limited government.
- The student can explain the principle of federalism.
- The student can explain the principle of separation of powers.
- The student can explain the principle of checks and balances.
- The student can identify a basic principle of the Constitution in a given context or narrative.
- The student can analyze how the principles of the Constitution affect the structure of government.
- The student can analyze how the principles of the Constitution affect the relationship between government and the governed.

10.HI.7 (Prior Grade Standard)

Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- Basic principles which help define the government of the United States include but are not limited to popular sovereignty, limited government, federalism, separation of powers, and checks and balances.
- Popular sovereignty is the principle that governmental authority is derived from the people. Under this principle, government governs with the consent of the governed.
- The principle of limited government holds that a government can only exercise the powers granted to it. Government must be conducted according to the rule of law.
- Federalism is a system of government in which power is divided between a central authority and constituent units. Under the U.S. Constitution, this principle is reflected in the division of powers between the national government and the states.
- The principle of separation of powers requires a distribution of governmental powers among independent branches. Each of the branches has a specific field of authority and unique set of responsibilities within the operation of the government.
- Checks and balances constitute a system for controlling government power. Under this principle, the branches of government possess the ability to restrain certain actions of other branches.
- Cite examples from current events that illustrate applications of the basic principles that help define the government of the United States.
- National Constitution Center: <http://www.constitutioncenter.org>
- Ted Talks, The making of the United States' Constitution: <http://ed.ted.com/lessons/who-made-the-american-constitution-judy-walton>

Criteria for Success (Performance Level Descriptors)

- **Limited:** Recall the main ideas or general themes of the U.S. Constitution
- **Basic:** Identify the following basic principles of the U.S. Constitution
- **Proficient:** Identify and explain the circumstances around the basic principles of the U.S. Constitution
- **Accelerated:** N/A
- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.6

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.

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

Vocabulary

- Federalist Papers
- Anti-Federalist Papers

Essential Skills

- 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.
- 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 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.
- The student can read and interpret passages from the Federalist Papers.
- The student can read and interpret passages from the Anti-Federalist Papers.
- 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.8 (Prior Grade Standard)

The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- When the Constitution of the United States was before the states for ratification, various attempts were made to influence the ratification debates. The proponents of ratification became known as Federalists and the opponents as Anti-Federalists. Both sides prepared essays that outlined their arguments. The Federalist Papers and the Anti-Federalist Papers discussed key principles of government as they related to the circumstances of that time.
- One key argument during the ratification debate concerned the extent of power that should be held by the national government. Federalists argued that the powers bestowed upon the national government helped to counteract the problems encountered under the Articles of Confederation. State sovereignty would have to give way in favor of the general welfare of the nation. In any case, according to the Federalists, federal power was defined and limited, while the states still held many residual powers. The Anti-Federalists responded that the truly important powers to govern had been delegated to the national government and that the states had little role other than to oversee the selection of federal officials. In addition, argued the Anti-Federalists, the “necessary and proper” and “supremacy” clauses rendered ineffective any limitations on the powers of the national government.
- Federalists can be said to have won the overall debate on the basic principles of government with the ratification of the Constitution of the United States. Anti-Federalists did achieve some success with the limitations on government embraced by the Bill of Rights.
- 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.
- The Library of Congress, the Federalist Papers: <http://thomas.loc.gov/home/histdox/fedpapers.html>

Criteria for Success (Performance Level Descriptors)

- **Limited:** Recall the main ideas or general themes of The Federalist and Anti-Federalist Papers
- **Basic:** Identify the purpose of the Federalist and Anti-Federalist Papers
- **Proficient:** Identify and explain the circumstances around the positions on limited government argued by the Federalists/Anti-Federalists
- **Accelerated:** N/A
- **Advanced:** Cite specific examples regarding the Federalist and Anti-Federalist ideas implemented in the language of the Bill of Rights

Ohio's Learning Standards - Clear Learning Targets

American Government

<div style="border: 2px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> <h3>GO.7</h3> </div>	<p>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.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – How constitutional government has changed the meaning and application of the basic principles of government <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Evaluating the current debate over “original intent” and “living constitution” in constitutional interpretation 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> – amendment – judicial review – informal practices
<p><u>Essential Skills</u></p>	<ul style="list-style-type: none"> – 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. – 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. – The student can analyze how specific changes altered or changed the meaning or application of constitutional government. 		
<p>(Prior Grade Standard) N/A</p>	<p>(Future Grade Standard) N/A</p>		

Content Elaborations, Instructional Strategies and Resources

- The operations of government in the United States take place within a framework provided by the U.S. Constitution. However, the U.S. Constitution has been amended, interpreted, supplemented and implemented in a variety of ways.
- The alternative processes for formally amending the U.S. Constitution are outlined in Article V of the document. Constitutional amendments have added to, modified, replaced and/or made inoperable provisions of the original document and previous amendments.
- The U.S. Supreme Court, in deciding cases brought before it, has frequently interpreted provisions of the U.S. Constitution to clarify and extend their meaning. With its power of judicial review, the Supreme Court has also declared actions of the political branches and of the states to be unconstitutional.
- The U.S. Congress, in enacting legislation, has provided details which build upon the framework of the Constitution. For example, civil rights acts and voting rights acts have provided specific directions in furtherance of constitutional principles.
- Informal practices also have changed how constitutional government has been implemented in the United States. These practices are related to provisions in 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.
- Have students review the amendments to the U.S. Constitution and (as applicable) group the amendments based on the five principles which help define the government of the United States (see Content Statement 5). Engage students in group discussions on how Supreme Court cases relate to the five principles and how the decision in each case impacted the applicable principle.
- Examples of the framers' original intentions as well as changes to the meaning and application of the basic principles defining the government of the United States can be found in conjunction with:
 - Popular sovereignty – Federalist No. 39, Amend. 14 (definition of citizenship) and suffrage amendments, *Baker v. Carr* and *Reynolds v. Sims*, political parties, election procedures;
 - Limited government – Federalist No. 44, Amendments 1 and 11, *Kelo v. City of New London, Connecticut*;
 - Federalism – Federalist No. 45, Amend. 10, *Gibbons v. Ogden* and *McCulloch v. Maryland*, Force Bill (1833), use of federal grants and interstate compacts;
 - Separation of powers – Federalist No. 47, *Myers v. United States*, *Buckley v. Valeo* and *Immigration and Naturalization Service v. Chadha*, legislative oversight; and
 - Checks and balances – Federalist No. 51, War Powers Act of 1973, impoundment.

Criteria for Success (Performance Level Descriptors)

- **Limited: N/A**
- **Basic: N/A**
- **Proficient:** Identify and explain the circumstances around historic changes in U.S. constitutional government
- **Accelerated:** Cite specific examples regarding Changes in the Constitution resulting from evolving social/public demands for governing
- **Advanced:** Cite specific examples regarding changes in the Constitution resulting from evolving social/public demands for governing

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.8

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.

Essential Understanding

- How the arguments for a bill of rights are reflected in the first 10 amendments

Extended Understanding

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

Vocabulary

- Bill of Rights
- amendments
- limited government
- federalism

Essential Skills

- 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.
- 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 10th Amendment addressed limited government and federalism.
- 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.9 (Prior Grade Standard)

The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self- government and the national debate over the ratification of the Constitution of the United States

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- A key argument during the course of the debate over the ratification of the U.S. Constitution concerned the need for a bill of rights. Federalists pointed to protections included in the original document but Anti-Federalists argued that those protections were inadequate. To secure sufficient votes in the state ratifying conventions, Federalists pledged to offer a bill of rights once the new government was established. Massachusetts and Virginia, in accord with Anti-Federalist sentiments, went so far as to propose amendments to the Constitution, including amendments to protect the rights of citizens.
- The amendments which were ratified in 1791 and became known as the Bill of Rights addressed protections for individual rights (Amendments 1 – 9). These amendments reflect the principle of limited government. The 10th Amendment also addressed the principle of limited government as well as federalism.
- Have students 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.
- The Bill of Rights: Debating the Amendments: <http://www.loc.gov/teachers/classroommaterials/lessons/bill-of-rights/>. 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.
- A 3-Minute Guide to the Bill of Rights: <http://ed.ted.com/lessons/a-3-minute-guide-to-the-bill-of-rights-belinda-stutzman>

Criteria for Success (Performance Level Descriptors)

- **Limited:** Recall the main ideas or general themes of the following The Bill of Rights
- **Basic:** Identify the following purpose of the Bill of Rights
- **Proficient:** Identify and explain the circumstances around the historic changes in U.S. constitutional government
- **Accelerated:** Cite specific examples regarding how Anti-Federalist ideas implemented in the language of the Bill of Rights
- **Advanced:** Cite specific examples regarding Federalist and Anti-Federalist ideas implemented in the language of the Bill of Rights

Ohio's Learning Standards - Clear Learning Targets American Government

GO.9

Summarize how the 13th through 15th Amendments addressed the aftermath of slavery and the Civil War.

Essential Understanding

- The context and provisions of the 13th, 14th, and 15th amendments

Extended Understanding

- The extension of the meaning of the 14th amendment by Supreme Court decisions

Vocabulary

- 13th Amendment
- 14th Amendment
- 15th Amendment

Essential Skills

- The student can summarize how the 13th through 15th Amendments addressed the aftermath of slavery and the Civil War.
- The student can explain the historical context that led to the ratification of the 13th Amendment.
- The student can discuss the provisions of the 13th Amendment.
- The student can explain the historical context that led to the ratification of the 14th Amendment.
- The student can discuss the provisions of the 14th Amendment.
- The student can explain the historical context that led to the ratification of the 15th Amendment.
- The student can discuss the provisions of the 15th Amendment.
- The student can explain how the 13th, 14th, and 15th Amendments were part of Reconstruction.

8.HI.12 (Prior Grade Standard)

The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- The conflict over slavery was a primary cause of the American Civil War. As the war came to a close, plans to “reconstruct” the rebellious states were instituted. The 13th Amendment, which abolished slavery, was not part of President Lincoln’s original plan to readmit former Confederate states to Congress. Ratification of the 13th Amendment became a requirement under President Johnson’s Reconstruction plan.
- Once Southern state efforts to curtail the rights of freedmen became known, two further amendments were proposed. Ratification of these amendments became a requirement under the congressional plan of Reconstruction.
- The 14th Amendment defined what persons were citizens of the United States and offered protection from state infringements on citizens’ rights. It also revised the means for determining representation in the House of Representatives and included punishments for former Confederates and their states. The 15th Amendment extended the right to vote to citizens regardless of race, color or previous condition of servitude.
- If needed, review the disputes between the presidency and Congress over Reconstruction to establish the context for the role of Amendments 13 through 15 in the efforts to restore former Confederate states to the Union.
- The Civil War: The Senate’s Story: <http://www.senate.gov/artandhistory/history/common/generic/CivilWarAmendments.htm>. Brief overview of the Reconstruction Era amendments.

Criteria for Success (Performance Level Descriptors)

- **Limited:** Recall the main ideas or general themes of the Civil War amendments
- **Basic:** Identify the importance of the Civil War amendments including 13-15
- **Proficient:** Identify and explain the circumstances around the following Civil War amendments including 13-15
- **Accelerated:** Cite specific examples regarding the consequences of the ratification of Amendments 13-15
- **Advanced:** Cite specific examples regarding the following precedent and consequences of the ratification of Amendments 13-15

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.10

Summarize how the 16th through 19th Amendments addressed the calls for reform during the Progressive Era.

Essential Understanding

- How the 16th, 17th, 18th, and 19th Amendments addressed reform concerns in the Progressive Era

Extended Understanding

- Long-term impact of the 16th through 19th Amendments

Vocabulary

- Progressive Era
- 16th Amendment
- 17th Amendment
- 18th Amendment
- 19th Amendment
- Prohibition

Essential Skills

- The student can summarize how the 16th through 19th Amendments addressed the calls for reform during the Progressive Era.
- The student can summarize the reform efforts of the Progressive Era.
- The student can explain the historical context that led to the 16th Amendment.
- The student can discuss the provisions of the 16th Amendment.
- The student can explain the historical context that led to the 17th Amendment.
- The student can discuss the provisions of the 17th Amendment.
- The student can explain the historical context that led to the 18th Amendment.
- The student can discuss the provisions of the 18th Amendment.
- The student can explain the historical context that led to the 19th Amendment.
- The student can discuss the provisions of the 19th Amendment.

10.HI.14 (Prior Grade Standard)

The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- The Progressive Era was a time of political, economic, and social reform in response to problems which emerged throughout the United States in the late 1800s. Progressive reforms began at the local level and gradually spread to the national level, including four constitutional amendments. These amendments addressed issues related to taxation, representation in Congress, alcohol use and suffrage.
- Concerns over the usage of tariffs by the federal government and distribution of wealth in the country had been raised by the Populist Party. Progressives took up the call for reform and the 16th Amendment was passed to allow for a federal income tax. Critics of state politics viewed political party bosses and business leaders as having too much influence on state legislatures and their selection of senators. Amendment 17 provides for the direct election of senators by the people. Proponents of prohibition had for decades linked alcohol use to problems such as poverty and the destruction of family life. Efforts to ban the use of alcoholic beverages led to passage of the 18th Amendment. Another longstanding reform effort was focused on obtaining the right to vote for women. The 19th Amendment ended the denial of suffrage based upon the sex of a citizen.

Criteria for Success (Performance Level Descriptors)

- **Limited:** Recall the main ideas or general themes of the progressive reform amendments
- **Basic:** Identify the importance of the progressive reform amendments including 16-19
- **Proficient:** Identify and explain the circumstances around the progressive reform amendments including 16-19
- **Accelerated:** Cite specific examples regarding the consequences of the ratification of Amendments 16-19
- **Advanced:** Cite specific examples regarding the precedent and consequences of the ratification of Amendments 16-19

Ohio's Learning Standards - Clear Learning Targets

American Government

<div style="border: 2px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> <h3 style="margin: 0;">GO.11</h3> </div>	<p>Cite evidence to show that the Constitution of the United States has been repeatedly amended to extend suffrage to disenfranchised groups.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – How amendments to the Constitution expanded the right to vote <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Long-term impact of the 15th, 16th, 19th, 24th, and 26th Amendments 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> – suffrage – disenfranchised – 15th Amendment – 16th Amendment – 19th Amendment – 24th Amendment – 26th Amendment
<p><u>Essential Skills</u></p>	<ul style="list-style-type: none"> – The student can cite evidence to show that the Constitution of the United States has been repeatedly amended to extend suffrage to disenfranchised groups. – The student can list groups that were disenfranchised in American history. – The student can explain how the 15th Amendment expanded suffrage. – The student can explain how the 19th Amendment expanded suffrage. – The student can explain how the 24th Amendment expanded suffrage. – The student can explain how the 26th Amendment expanded suffrage. 		
<p>8.HI.12 (Prior Grade Standard)</p> <p>The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</p> <p>10.HI.28</p> <p>Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights</p>	<p>(Future Grade Standard)</p> <p>N/A</p>		

Content Elaborations, Instructional Strategies and Resources

- A recurring theme in amending the Constitution of the United States has been the extension of voting rights to more citizens. Over time, the fundamental democratic practice of voting has been made possible for different groups of people.
- Amendment 15 prohibits the denial of suffrage to people because of race, color or previous condition of servitude.
- Amendment 19 prohibits the denial of suffrage on account of sex. Poll taxes disenfranchised the poor and were also used as Jim Crow legislation to deny the right to vote to African Americans.
- Amendment 24 prohibits the use of poll taxes in federal elections.
- Finally, as a result of many young men being drafted to fight in the Vietnam War, but not being able to vote, Amendment 26 extends the right to vote to citizens who are 18 years of age or older.

Criteria for Success (Performance Level Descriptors)

- **Limited:** Recall the main ideas or general themes of the suffrage amendments
- **Basic:** Identify the importance of the suffrage amendments including 15, 19, 24, and 26
- **Proficient:** Identify and explain the circumstances around the suffrage amendments including 15, 19, 24, and 26
- **Accelerated:** Cite specific examples regarding the consequences of the ratification of Amendments 15, 19, 24, and 26
- **Advanced:** Cite specific examples regarding the precedent and consequences of the ratification of Amendments 15, 19, 24 and 26

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.12

Explain the historical circumstances surrounding the adoption of constitutional amendments pertaining to presidential election, terms and succession.

Essential Understanding

- Historical context of the 12th, 20th, 22nd, 23rd, and 25th Amendments

Extended Understanding

- Long-term impact of the 12th, 20th, 22nd, 23rd, and 25th Amendments

Vocabulary

- 12th Amendment
- 20th Amendment
- 22nd Amendment
- 23rd Amendment
- 25th Amendment

Essential Skills

- The student can explain the historical circumstances surrounding the adoption of constitutional amendments pertaining to presidential election, terms and succession.
- The student can explain the historical circumstances leading to the 12th Amendment.
- The student can discuss the provisions of the 12th Amendment.
- The student can explain the historical circumstances leading to the 20th Amendment.
- The student can discuss the provisions of the 20th Amendment.
- The student can explain the historical circumstances leading to the 22nd Amendment.
- The student can discuss the provisions of the 22nd Amendment.
- The student can explain the historical circumstances leading to the 23rd Amendment.
- The student can discuss the provisions of the 23rd Amendment.
- The student can explain the historical circumstances leading to the 25th Amendment.
- The student can discuss the provisions of the 25th Amendment.

(Prior Grade Standard)

N/A

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- Constitutional provisions related to the executive branch of the federal government have been frequent subjects for amendment. The amendments have responded to events impacting presidential elections, terms and succession.
- Amendment 12 altered the procedures of the Electoral College. The change allowed separate balloting for president and vice president to avoid a tie in electoral votes, as happened in the election of 1800.
- The main provisions of Amendment 20 shortened the time between elections and when presidents and members of Congress take office. These changes reflected the improvements in transportation which allowed for easier travel to Washington and also reflected the desire to avoid “lame duck” periods in the transition from one administration or session to another.
- Amendment 22 imposed a two-term limit on presidential terms. This amendment was passed following the four-term presidency of Franklin Roosevelt to institutionalize the two-term tradition established by George Washington.
- Amendment 23 provided electors for the District of Columbia. The Electoral College was originally based upon electors representing states. As the population of the District of Columbia grew, it was decided that the residents there deserved to have the opportunity to vote for electors in presidential elections.
- Presidential succession and disability were addressed by Amendment 25. Lyndon B. Johnson, who had a history of heart problems, took office following the assassination of John F. Kennedy. As with other presidential successions, this left the office of the vice president vacant. The 25th Amendment clarified that a successor to the presidency was designated as President of the United States and included provisions for filling the office of Vice President. It also outlined procedures to be used in case of presidential disability.

Criteria for Success (Performance Level Descriptors):

- **Limited:** N/A
- **Basic:** Identify the importance of the presidential amendments including 12, 20, 22, 23, and 25
- **Proficient:** Identify and explain the circumstances of the presidential amendments including 12, 20, 22, 23, and 25
- **Accelerated:** Cite specific examples regarding the consequences of the ratification of Amendments 12, 20, 22, 23, and 25
- **Advanced:** Cite specific examples regarding the precedent and consequences of the ratification of Amendments 12, 20, 22, 23, and 25

Ohio's Learning Standards - Clear Learning Targets

American Government

<div style="border: 2px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> <h3 style="margin: 0;">GO.13</h3> </div>	<p>Describe the unique circumstances surrounding the adoption of Amendments 11, 21 and 27.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Historical context of the 11th, 21st, and 27th Amendments <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Long-term impact of the 11th, 21st, and 27th Amendments 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> – 11th Amendment – 21st Amendment – 27th Amendment – <i>Chisholm vs. Georgia</i> – Volstead Act – Prohibition
<p><u>Essential Skills</u></p>	<ul style="list-style-type: none"> – The student can describe the unique circumstances surrounding the adoption of Amendments 11, 21 and 27. – The student can explain the historical circumstances leading to the 11th Amendment. – The student can discuss the provisions of the 11th Amendment. – The student can explain the historical circumstances leading to the 21st Amendment. – The student can discuss the provisions of the 21st Amendment. – The student can explain the historical circumstances leading to the 27th Amendment. – The student can discuss the provisions of the 27th Amendment. 		
<p>(Prior Grade Standard) N/A</p>	<p>(Future Grade Standard) N/A</p>		

Content Elaborations, Instructional Strategies and Resources

- Three amendments to the United States Constitution have come about due to particularly unique circumstances. One amendment addresses judicial power and another repeals a previous amendment. The most recent amendment took more than 200 years to be ratified.
- The 11th Amendment was proposed in 1794, one year after the Supreme Court ruled in *Chisholm v. Georgia* (1793) that a lawsuit involving a state being sued by a citizen from another state could be heard in a federal court. Concerns over the extent of federal power led to the passage of this amendment, which limits the jurisdiction of the federal courts in cases of this type. The amendment repeals a portion of Article III, section 2, clause 1 of the Constitution.
- Congress enacted the Volstead Act to implement the provisions of the 18th Amendment. Difficulties in enforcing the law led to widespread disregard for Prohibition and increased criminal activities during the 1920's. A successful 1932 Democratic Party campaign against Prohibition led to the proposal and ratification of the 21st Amendment, which repealed the 18th Amendment.
- Originally proposed in 1789 to limit conflicts of interest among members of Congress in determining their own compensation, the 27th Amendment was not ratified with the 10 amendments known today as the Bill of Rights. Popular opposition to congressional pay raises in the 1980's renewed interest in the amendment and it was ratified in 1992.
- Have students research the arguments over limited government associated with *Chisholm v. Georgia*, the overreaching of Volstead Act provisions to include beer and wine, and the issues of increased congressional pay in the 1980s to set the context for the adoption of Amendments 11, 21 and 27.

Criteria for Success (Performance Level Descriptors)

- **Limited:** N/A
- **Basic:** N/A
- **Proficient:** Cite specific examples regarding the circumstances of the ratification of Amendments 11, 21, and 27
- **Accelerated:** Cite specific examples regarding the circumstances and consequences of the ratification of Amendments 11, 21, and 27
- **Advanced:** Cite specific examples regarding the precedent and consequences of the ratification of Amendments 11, 21, and 27

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.14

Compare the powers and responsibilities of each branch of government as they pertain to law and public policy.

Essential Understanding

- Powers and Responsibilities of each branch of government

Extended Understanding

- Current public policy issues and agreements/ disagreements within the branches of government

Vocabulary

- public policy
- legislative branch
- executive branch
- judicial branch

Essential Skills

- The student can compare the powers and responsibilities of each branch of government as they pertain to law and public policy.
- The student can define and explain public policy.
- The student can explain the role of the legislative branch.
- The student can describe the actions and procedures of the legislative branch that establish public policy.
- The student can explain the role of the executive branch.
- The student can describe the actions and procedures of the executive branch that establish public policy.
- The student can explain the role of the judicial branch.
- The student can describe the actions and procedures of the judicial branch that establish public policy.
- The student can categorize powers and responsibilities according to the branch of government that holds them.

8.GO.20 (Prior Grade Standard)

The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- Laws are rules recognized as binding and enforced by a government. Public policy consists of institutional actions and procedures pursued by a government in carrying out its functions.
- The U.S. Constitution establishes roles for each of the three branches of government related to law and public policy. It assigns each branch special powers and responsibilities.
- Laws are made by the legislative branch. Laws are enforced by the executive branch. Laws are interpreted by the judicial branch as it resolves disputes under the laws. The actions and procedures of all three branches establish public policy. These include:
 - Legislative – conducting oversight investigations, instituting impeachment proceedings, approving treaties, passing resolutions;
 - Executive – making rules and regulations, proposing the federal budget, recognizing foreign nations, issuing executive orders; and
 - Judicial – issuing writs of certiorari, establishing judicial procedures, sentencing offenders, accepting amicus curiae briefs.
- Have students recognize each of the three branches as they are discussed in the media under various guises (e.g., executive branch – presidency, the administration, executive agencies, the White House; legislative branch – Congress, House of Representatives, Senate, legislature; judicial branch – Supreme Court, federal courts, the judiciary, appellate courts).
- Have students prepare a graphic organizer (e.g., chart, diagram, photo display) to represent the powers and responsibilities of the three branches of government.
- The U.S. Government’s Official Web Portal: <https://www.usa.gov/branches-of-government>
- How is power divided in the United States government? <http://ed.ted.com/lessons/how-is-power-divided-in-the-united-states-government-belinda-stutzman>

Criteria for Success (Performance Level Descriptors)

- **Limited:** Identify all three branches of state and federal government
- **Basic:** Identify the basic responsibilities of each branch of the state and federal government
- **Proficient:** Compare the powers of each branch of the federal government as they pertain to law and public policy
- **Accelerated:** N/A
- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.15

Use historical or contemporary examples of interactions among two or three branches of the federal government to analyze the political dynamics involved.

Essential Understanding

- Political dynamics in the interaction between branches

Extended Understanding

- Current public policy issues and agreements/ disagreements within the branches of government

Vocabulary

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

Essential Skills

- 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.
- 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.
- 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.20 (Prior Grade Standard)

The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- Current issues are addressed by all three branches of the government as they make public policy. The interactions among the branches range from instances where they work in concert to instances involving the exercise of checks and balances. In this context, the political process becomes one of the branches exercising their powers to influence public policy.
- The U.S. Constitution addresses the interaction among the branches of government with a system of checks and balances. Checks and balances include:
 - Legislative on executive – veto override, impeachment of civil officers, Senate approval of appointments and treaties, raise and govern military forces;
 - Legislative on judicial – creation of lower courts, determination of appellate jurisdiction of the Supreme Court, impeachment of judges;
 - Executive on legislative – convene either or both houses of Congress, veto legislation;
 - Executive on judicial – appoint judges, issue pardons and reprieves;
 - Judicial on legislative – Chief Justice of the Supreme Court presides over impeachment trials for the president, interpret and apply laws; and
 - Judicial on executive – judges not subject to removal by president, interpret and apply laws.
- The interaction among the three branches of government is impacted by factors such as:
 - 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.
- 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 which are addressing a current issue and choose a method to illustrate the interaction between at least two branches of government (e.g., the president delivering a stump speech to raise public demands for congressional action).

Criteria for Success (Performance Level Descriptors)

- **Limited:** Identify all three branches of state and federal government;
- **Basic:** Identify the basic responsibilities of each branch of the state and federal government
- **Proficient:** Compare the powers of each branch of the federal government as they pertain to law and public policy
- **Accelerated:** N/A
- **Advanced:** Examine and explain specific examples of checks and balances implemented between the three branches of government and how those oversight powers uphold the principles of the U.S. Constitution

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.16

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

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

Vocabulary

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

Essential Skills

- The student can explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.
- The student can list citizens' rights granted in the Constitution and Bill of Rights.
- The student can explain the due process clause of the 14th 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.
- 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.21 (Prior Grade Standard)

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

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- People in the United States have claims to protection from government intrusion in certain aspects of their lives. These claims are called rights.
- During the American Revolution, various state bills of rights were drafted. The original U.S. Constitution outlined many rights held by the people (see Art. I, sec. 9 and 10, Art. III, sec. 2, Art. IV, sec. 2). The federal Bill of Rights not only enumerates many rights, but other unstated rights are alluded to under the Ninth Amendment. The U.S. Supreme Court, in its interpretation of the 14th Amendment’s due process clause, has instituted the doctrine of incorporation meaning that most of the guarantees in the Bill of Rights also apply to state and local governments.
- Many of the rights held by American citizens protect the ability to participate in the political process (e.g., speech, press, assembly, petition, suffrage, hold public office).
- There are general responsibilities of citizenship (e.g., respecting the rule of law, paying taxes and fees, accepting responsibility for one’s actions). There also are responsibilities associated with the exercise of particular rights. Examples include:
 - Entitlement to privileges and immunities – respecting the rights of others;
 - Right of free speech – engaging in civil discourse;
 - Right to bear arms – receiving firearms training;
 - Right to jury trial – serving on juries; and
 - Right to vote – becoming informed on public issues
- Citizenship also entails service to the nation which guarantees the rights of the people. This may include military service, community service and serving in public office.
- Individual rights are relative, not absolute. The exercise of rights must be balanced by the rights of others and by the common good.
- Students can 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).

Criteria for Success (Performance Level Descriptors)

- **Limited:** Identify basic civic responsibilities of all U.S. citizens
- **Basic:** Identify examples of constitutional rights and civic responsibilities
- **Proficient:** Identify the relationship between the exercise of constitutional rights and civic responsibility
- **Accelerated:** N/A
- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.17

Identify an issue related to the denial of civil rights to a particular minority group and explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to that group of people.

Essential Understanding

- How each branch of government has extended civil rights

Extended Understanding

- Ongoing civil rights issues today

Vocabulary

- minority groups
- denial
- incorporation
- civil rights

Essential Skills

- 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.
- The student can give examples of rights that have been denied to minority groups in U.S. history.
- The student can explain how the 19th Amendment addressed the denial of rights to women.
- The student can explain how the 24th 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.28 (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, Instructional Strategies and Resources

- The U.S. Constitution guarantees rights to the people of the United States. Historically, despite those guarantees, certain groups of people have not been able to fully exercise their rights. Over time, the U.S. government has taken actions to ensure the free exercise of rights by all people and to protect their ability to participate in the processes of governing.
- For instance, the ratification of the 19th Amendment guaranteed suffrage to all women and the ratification of the 24th Amendment eliminated the failure to pay taxes as a reason to deny participation in voting for federal officeholders. The executive branch used National Guard troops to help integrate schools and used the Department of Justice to bring charges against violators of open housing legislation. The legislative branch enacted a series of civil rights acts and voting rights acts in the second half of the 20th century. The U.S. Supreme Court, through the process of incorporation, has used the due process clause of the 14th Amendment to apply most of the federal Bill of Rights to the states.
- Have students investigate the civil rights movement of the 1950s and 1960s. Have them 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.
- Have students 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.
- Center Civic Education: <http://www.civiced.org/>

Criteria for Success (Performance Level Descriptors)

- **Limited:** N/A
- **Basic:** N/A
- **Proficient:** Explain what civil rights and minority groups are.
- **Accelerated:** Cite examples of civil rights being extended to minority groups.
- **Advanced:** Analyze an issue related to the denial of civil rights to a specific minority group and explain how at least one branch of government worked to extend civil rights to that group of people

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.18

Provide examples of how the 1851 Ohio Constitution addressed difficulties in governing Ohio at that time.

Essential Understanding

- How the Ohio Constitution addressed difficulties in governing the state

Extended Understanding

- Changes in the Ohio Constitution since 1851

Vocabulary

- 1851 Ohio Constitution

Essential Skills

- The student can provide examples of how the 1851 Ohio Constitution addressed difficulties in governing Ohio at that time.
- The student can discuss difficulties experienced in governing Ohio prior to the passage of the 1851 Ohio Constitution.
- The student can describe changes in how executive officials and judges attained office under the 1851 Ohio Constitution.
- The student can discuss limits placed on the power of the legislature under the 1851 Ohio Constitution.
- The student can explain how the 1851 Ohio Constitution reduced the burdens upon the Supreme Court.
- The student can describe changes in debts and taxes established by the 1851 Ohio Constitution.

4.GO.21 (Prior Grade Standard)

The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- Under Ohio's original constitution, the General Assembly was the preeminent branch of the government. Key judicial and executive officers, other than the governor, were appointed by the legislature and were not elected by the people of Ohio. The governor, although an elected official, had few specific powers. The Supreme Court, which was required to meet once each year in every county, found it difficult to meet its obligations. In addition the state was burdened with a significant amount of debt.
- The Constitution of 1851 provided that major executive officials and all judges were to be elected by popular vote. While the powers of the governor were not significantly increased, legislative powers to enact retroactive laws were prohibited and all laws of a general nature were required to be uniform throughout the state. District courts were added to the court system to reduce the burdens upon the Supreme Court. The new constitution instituted debt limitations, banned poll taxes and required that tax funds be used only for their stated purpose.

Criteria for Success (Performance Level Descriptors)

- **Limited:** N/A
- **Basic:** Identify issues with Ohio's original constitution that led to the creation of the 1851 Ohio Constitution
- **Proficient:** Identify several examples of how the 1851 Ohio Constitution addressed the problems of governing Ohio at the time of its adoption
- **Accelerated:** N/A
- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.19

Determine how the Ohio Constitution complements the federal structure of government in the United States and compare the structures, powers and relationships between both levels of government as defined in the Constitution of Ohio and the Constitution of the U.S.

Essential Understanding

- How the Ohio Constitution complements the federal structure of government

Extended Understanding

- Contemporary debates over state vs. federal power

Vocabulary

- federal structure

Essential Skills

- The student can determine how the Ohio Constitution complements the federal structure of government in the United States and compare the structures, powers and relationships between both levels of government as defined in the Constitution of Ohio and the Constitution of the U.S.
- The student can list powers that are denied by the U.S. Constitution to Ohio's state government, but are exercised at the federal level.
- The student can explain how the Ohio Constitution is consistent with the basic principles of the U.S. Constitution.
- The student can categorize powers of the government based on whether state and/or federal governments may exercise them.

4.GO.21 (Prior Grade Standard)

The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- The government of the State of Ohio fits within the federal structure of government. The Ohio Constitution must be consistent with the basic principles outlined in the U.S. Constitution (Article VI). The Ohio Constitution outlines the powers and functions of state government and provides the context for local government in the state.
- State of Ohio Websites: <http://ohio.gov/>; <http://ohio.gov/government/>
- Local Government Directory: <http://www.statelocalgov.net/state-oh.cfm>
- Ohio Local Government Structure and Finance – Bulletin 835: <http://ohioline.osu.edu/b835/index.html>

Criteria for Success (Performance Level Descriptor)

- **Limited:** Identify all three branches of state and federal government;
- **Basic:** Identify the basic responsibilities of each branch of the state and federal government
- **Proficient:** Identify the basic responsibilities of each branch of the state and federal government
- **Accelerated:** Identify symmetry between the structure of the federal government and the state government of Ohio
- **Advanced:** Compare the structures, powers and relationships between the Ohio and federal governments based on their respective constitutions

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.20

Identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing 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

Vocabulary

- civic engagement

Essential Skills

- The student can identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities.
- 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.
- 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 participate 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, Instructional Strategies and Resources

- Ohioans can assist government in addressing problems affecting the state and local communities. Involvement at the state level can range from paying taxes to serving in the National Guard, running for state office, voting and signing petitions to place issues on the ballot. Involvement at the local level can range from organizing civic activities to attending meetings of local boards and commissions, joining community watch groups, and serving in a volunteer fire department.
- By examining how Ohioans can assist government in addressing problems, opportunities are opened for students to engage in activities related to civic involvement identified earlier in the coursework.
- Participation in local community activities can be part of a senior project.
- 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 entire 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.

Criteria for Success (Performance Level Descriptor)

- **Limited:** Identify basic civic responsibilities of all U.S. citizens.
- **Basic:** Identify methods by which citizens can address leaders at each branch of state and federal government.
- **Proficient:** Identify various methods by which individuals and organizations can engage government officials.
- **Accelerated:** Identify various methods by which individuals and organizations can engage government officials and evaluate the effectiveness of each.
- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets

American Government

<div style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> GO.21 </div>	<p>Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – How public policy is made at various levels and branch of government <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Contemporary debates on public policy issues 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> – public policy issue
<p><u>Essentials Skills</u></p>	<ul style="list-style-type: none"> – 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. – 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. – The student can explain why branches and levels of government may engage in collaboration and conflict as they attempt to address public policy issues. 		
<p>8.GO.20 (Prior Grade Standard)</p> <p>The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.</p>	<p>(Future Grade Standard)</p> <p>N/A</p>		

Content Elaborations, Instructional Strategies and Resources

- Public policy issues are matters of discussion and debate related to the functions of government. They frequently revolve around problems the government is attempting to address and the projected consequences of public policy decisions.
- Examples of public policy at different levels of government by different branches of government include:
 - 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 (e.g., 2010 Federal Race-to-the-Top education grants, the cleanup of the 2010 BP oil spill in the Gulf of Mexico, Arizona’s planned enforcement of immigration laws in 2010).
- Developments related to public policy issues can be followed via various news media.
- League of Women Voters of Ohio (LWVO): <http://www.lwvohio.org/>
- Smart Voter/ LWVO: <http://www.smartvoter.org/oh/state/>

Criteria for Success (Performance Level Descriptors)

- **Limited:** Identify all three branches of state and federal government
- **Basic:** Identify the basic responsibilities of each branch of the state and federal government
- **Proficient:** Compare the powers of each branch of the federal government as they pertain to law and public policy
- **Accelerated:** Identify a specific historical or contemporary issue that required interaction amongst the branches of government and analyze the dynamics involved
- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.22

Take different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch (agency) of the government for each issue.

Essential Understanding

- Determining the best approach for addressing public policy issues

Vocabulary

- public policy issues

Essential Skills

- The student can take different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch (agency) of the government for each issue.
- 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.
- The student can connect an action with the appropriate level and branch of government to address the issue.

8.GO.20 (Prior Grade Standard)

The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- 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;
 - 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.
- By examining the role individuals and organizations play in helping to determine public policy, opportunities are opened for students to engage in activities related to civic involvement identified earlier in the coursework. This could serve as a senior project.
- 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.

Criteria for Success (Performance Level Descriptors)

- **Limited:** N/A
- **Basic:** Identify methods by which citizens can address leaders at each branch of state and federal government.
- **Proficient:** Identify a public policy position and determine the most appropriate level and branch of government to address the issue.
- **Accelerated:** Identify various methods by which individuals and organizations can engage government officials and evaluate the effectiveness of each.
- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.23

Explain how the federal government uses spending and tax (fiscal) policy to effect changes in the nation's economic conditions. Examine applications of government regulation and determine cost and benefit of each application.

Essential Understanding

- How the federal government uses fiscal and regulatory policy

Extended Understanding

- Evaluating economic policy decisions by the government

Vocabulary

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

Essential Skills

- 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.
- 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.
- 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.24 (Prior Grade Standard)

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

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

- Fiscal policies fall into two broad categories: expansionary policies (involving increased government spending and reduced taxes) to increase the level of aggregate demand and contractionary policies (involving decreased government spending and increased taxes) to decrease the level of aggregate demand.
- There are difficulties in using fiscal policy to maintain economic stability and foster economic growth. Much government spending is fixed (e.g., entitlement programs), so only a small portion of the federal government’s budget is discretionary. Predicting the impact of spending and taxing is difficult as is predicting future economic performance. Government spending and taxing does not produce immediate results and economic conditions may change; thus, expansionary policies could result in inflation and contractionary policies could result in recession. Coordinating federal spending and taxing with monetary policy and with state policies is difficult and may be contradictory. Fiscal policy is subject to political pressures; in the past, expansionary policies have tended to be popular and contractionary policies have tended to be unpopular.
- The imposition of government regulations may foster economic benefits such as prohibiting unfair business practices and providing consumer protections. Government regulations may carry costs such as reduced corporate profits and slower economic growth.
- Have students 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.

Criteria for Success (Performance Level Descriptors)

- **Limited:** N/A
- **Basic:** Identify how federal tax policy impacts the U.S. economy
- **Proficient:** Identify how federal tax policy and the Federal Reserve System impact the U.S. economy.
- **Accelerated:** Explain a specific action taken by the federal government/Federal Reserve System to manipulate the fiscal/monetary policy and determine its impact on consumer and business spending.
- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets

American Government

GO.24

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.

Essential Understanding

- How monetary policy is used to regulate the economy

Extended Understanding

- Evaluating monetary policy decisions

Vocabulary

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

Essential Skills

- 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.
- 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.
- 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.20 (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, Instructional Strategies and Resources

- Monetary tools employed by the Federal Reserve System to regulate the nation’s money supply include:
 - Open market operations (purchase and sale of government securities);
 - Adjusting the discount rate (interest rate on loans the Fed makes to financial institutions); and
 - Adjusting the reserve requirement (required reserve ratio – the fraction of deposits that banks must keep on reserve and not use to make loans).
- Purchasing government securities, reducing the discount rate and reducing the reserve requirement all serve to increase the money supply, decrease interest rates, encourage consumer and business spending, and foster economic expansion.
- Selling government securities, increasing the discount rate and increasing the reserve requirement all serve to reduce the money supply, increase interest rates, depress consumer and business spending, and foster economic contraction.
- 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.

Criteria for Success (Performance Level Descriptors)

- **Limited:** N/A
- **Basic:** N/A
- **Proficient:** Identify how federal tax policy and the Federal Reserve System impact the U.S. economy.
- **Accelerated:** Explain a specific action taken by the federal government/Federal Reserve System to manipulate the fiscal/monetary policy and determine its impact on consumer and business spending
- **Advanced:** Determine the monetary action that should be taken by the Federal Reserve to respond to the forces of inflation and deflation and how such actions will meet the desired economic goal

Common Core Standards for Literacy in Social Studies – Reading Standards 9-10

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Common Core Standards for Literacy in Social Studies – Writing Standards 9-10

Text Types and Purposes:

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.WHST.9-10.3

(See note; not applicable as a separate requirement)

Production and Distribution of Writing:

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing:

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.