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Note: Applicable HSCEs in parenthesis

C1 CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE

1.1 Nature of Civic Life, Politics, and Government

Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?

Power Standard 1

Students will understand the various government types.

C1.1.2 Explain and provide examples of the concepts “power,” “legitimacy,” “authority,” and “sovereignty.”

Summary: Students shall scrutinize the US pol. system and the philosophies behind this system, in comparison with other types of government. All societies have established governments that serve intended purposes. These services are set by the government’s priorities, and have a significant impact on the individuals who make up that society.

I can compare and contrast democracy with other forms of government.

5.5 Dispositions of Citizenship

Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?

Power Standard 2

Students will comprehend different civil liberties and the importance of each to their daily lives.

C5.5.3 Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy.

Summary: Students will recognize that they themselves are a part of the political process and that they have rights and privileges in a democracy. Students will need to explore the importance of citizenship, individual rights, and what role that they can play.

I can identify essential freedoms protected within the Bill of Rights.

I can demonstrate how freedoms have been expanded to citizens over time.

I can express the balance that exists between specific freedoms and the government need to ensure order.

C2 ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA

2.2 Foundational Values and Constitutional Principles of American Government

Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped American society?

Power Standard 3

Students will show knowledge of the basic structure of the Constitution and the essential principles (Separation of Powers, Federalism, Checks and Balances)

C2.2.1 Identify and explain the fundamental values of America’s constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).

UNITED STATES OF AMERICA

3.3 Structure and Functions of State and Local Governments

Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?

C3.3.1 Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government’s power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).

Summary: Students will explore the principles and workings of federalism, as well as the foundational structure of the three branches of government. A close examination of the US Constitution is critical, and that its structure was deliberately designed by the Founding Fathers to achieve and maintain certain objectives. Such concerns will include the checks and balances setup by the three branches of government (and the “fourth estate,” media).

I can express the importance of the Constitution and it’s effect on a limited government.

I can explain the basic structure of the Constitution.

I can relate constitutional principles to every day life and current events.

I can recognize the importance of the Constitution being a flexible living document.

U.S. Government—Power Standards and “I can...” statements

Power Standard 4

Students will understand the importance and influence that political parties and the media have on public policies.

C3.3.5 Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).

Summary: Students will analyze how the two party system evolved over time in the US, and the filtering role the media plays in communicating information regarding governmental legislation, domestic and foreign policies and more. The relationship between the government and media is two-way, meaning, it’s not just one actor acting on another. How does the media influence our ability to frame our worldview for important political and economic decisions?

I can describe the evolution and role pol. parties play in our democracy.

I can explain the importance of how the media shapes and influences government policy.

I can describe how the media and government officials influence each other.

Power Standard 6

Students will analyze the process through which individuals are identified and selected to run the State/Federal governments, as well as the policy making process used by those selected.

3.5 Other Actors in the Policy Process

Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?

C3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.

Summary: What are the conflicts that arise from a clash of perceptions, interests and beliefs? How are they resolved within our democratic framework? Students need to be able to identify the roles that political parties, interest groups, the media, and their families play in shaping their worldview which then leads to pursuing the shaping of domestic and foreign policies. Details regarding campaign financing, the role of interest groups and third parties will also need to be examined.

I can identify and explain the steps of the electoral process, both for presidential and congressional campaigns.

I can analyze the influence of various factors that can influence an election (PACs, interest groups, media, pol. parties, etc.)

C5 CITIZENSHIP IN THE UNITED STATES OF AMERICA

5.5 Dispositions of Citizenship

U.S. Government—Power Standards and “I can...” statements

Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?

Power Standard 5

Students will appreciate the value of citizenship in the US and the rights and responsibilities that come with.

C5.5.1 Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others).

Summary: Students have rights, privileges and responsibilities in a democracy. What are these rights and privileges, and how can they exercise them?

I can recognize the value of active participation among the citizenry.

I can demonstrate various moments in US history where active participation by the citizenry has led to positive change.