

Norton City Schools Standards-Based Social Studies Course of Study 2005

High School Government: Political and Economic Decisions

History	People in Societies	Geography	Economics		Government	Citizenship Rights - Responsibilities
direct election elected/appointed officials Electoral College income tax legislative districts provision reapportionment separation of church and state *MEPCV <u>Suggested Vocabulary:</u> 1. census term limits	affirmative action discrimination immigration multicultural diversity naturalization prejudice racial integration segregation selective service laws *MEPCV <u>Suggested Vocabulary:</u> 2. affirmative action civil liberties civil rights 3. reverse discrimination 4. ethnocentrism	annexation congressional reapportionment land use public policies toxic waste disposal zoning *MEPCV <u>Suggested Vocabulary:</u> 3. eminent domain 4. ward precinct school district special districts	allocating budgets comparative advantage consequences Consumer Price Index consumers controls on prices credit economic system exchange rates financial institutions goods and services Gross Domestic Product incentives inflation interdependence interest rates investments investors labor market money philanthropy producers progressive tax proportional tax purchasing power regressive tax savers savings scarce shortage specialization supply and demand surpluses unemployment rate workers *MEPCV	<u>Suggested Vocabulary:</u> 1. price floor price ceiling rationing 2. dividend tax productive resources scarcity subsidies 3. business cycle deflation depression recession 4. credit unions Federal Reserve System 6. Dow Jones Industrial Average stock market COLA seasonal structural 7. absolute advantage 8. globalization 10. millage abatement expenditures flat tax revenue rationing 11. S.E.S. 13. bonds credit cards - consumer credit mutual funds stock market stocks retirement planning 401K and 403B S.S.I 14. annual percentage rate (APR) Federal Reserve System monetary policy v. fiscal policy	appointments bills of attainder checks and balances concurrent powers domestic Electoral College ex post facto expressed powers federalism Federalist Papers foreign policy impeachment implied powers initiative interest groups natural rights philosophical foundations policy agenda primary/general elections privilege of habeas corpus prohibition recall referendum reserved powers separation of powers *MEPCV <u>Suggested Vocabulary:</u> 3. judicial review 4. appellate jurisdiction dual court system due process minority rights v. majority rule original jurisdiction 5. bill-to-law, national security 6. local control home rule charter 7. social contract 8. delegated, denied enumerated 11. democrat/republican minor parties, third parties	Bill of Rights citizen participation civil discourse civil manner fiscally responsible jurisdiction party affiliation resident aliens *MEPCV <u>Suggested Vocabulary:</u> 1. interest groups lobbyist P.A.C. petition 3. ideology motor voter registration open & closed primaries
					Study Skills and Methods advocacy groups compromise criteria critique demographics negotiation persuasion rationale sample size sponsoring organization *MEPCV See the extensive number of Thinking Processes and Skills on the next page.	

The **Bolded Vocabulary** is to be assessed to show comprehension and mastery for the Indicators at this grade level. The additional *Suggested Vocabulary* is numbered to the corresponding Indicator for that Standard. The **Suggested Vocabulary** will support the required bolded vocabulary.

***(MEPCV) Maintain and Enhance Previous Content Vocabulary**

Previous Content Vocabulary is now enhanced to the current grade appropriate Indicators. You may find it **helpful to obtain** a copy of the previous Content Vocabulary found in your district's social studies standards-based course of study (e.g., Economics: **productive resources** - would have been previously mastered, and it is now maintained or enhanced at 11th Grade.)

Norton City Schools Standards-Based Social Studies Course of Study 2005

H.S. Government: Political and Economic Decisions

Stated Thinking Processes and Skills from the Indicators	“Explain” Impacts a Student’s Success	Universal Process for Historical or Daily Problem Solving Situations
<p>compare: to determine how two things are alike and/or different; the common/critical attributes must be identified.</p> <p>Compare is involved in ALL of the following:</p> <p>analyze: to investigate by breaking it down so as to more clearly understand the impact to the situation</p> <p>evaluate: to weigh heavily on objective evidence; very factually based; must establish a set of criteria for the situation</p> <p>critique: uses fact <u>and</u> opinion in making an assessment to support your position</p> <p>describe: to analyze into its parts but less detailed than explain</p> <p>determine: to reach a decision after a thorough investigation; to find the cause of and then to solve or set limits to a situation</p> <p>demonstrate: to make clear by using examples or experiments; to show your reasoning</p> <p>identify: to show or prove the sameness of</p> <p>trace: to sequence a situation; to follow the development of a situation</p> <p>Other Stated Verbs: adjust apply choose - - - - -</p> <p>cause and effect: the relationship between the Cause = a reason or motive the WHY Effect = the results or outcomes the WHAT HAPPENED Cause/effect is implied in 13 or more Indicators.</p>	<p>Explain is the most frequently stated verb in short and extended response questions.</p> <p>Explain means to:</p> <ul style="list-style-type: none"> • make plain or clear; understandable • give reasons for. <p>Explain <u>requires the application of prior knowledge.</u></p> <ul style="list-style-type: none"> • Students will need to communicate their responses with concise but complete information. • In order to do that, students must provide details and go beyond just a “telegram style response” that leaves the reader making too many inferences. • The written response must include sufficient quality information and proof. <p>Explain requires more details than describe. Explain is at the analysis level or above for problem solving.</p> <p>Technique Suggestion: Each time “explain” is given in a prompt, students must cross out the word and replace it with - Give Specific Details. This raises the <u>first</u> awareness of what is required.</p> <p>Note: The 11th Grade Standards include “explain” in 22 of the 51 Indicators.</p>	<p>Use a problem-solving/decision-making process which <u>includes</u>:</p> <ol style="list-style-type: none"> a. identifying a problem; b. gathering information; c. listing and considering options; d. considering advantages and disadvantages of options; e. choosing and implementing a solution; f. developing criteria for judging its effectiveness; g. evaluate the effectiveness of the solution. <p>This universal model is the basis for all problem solving and decision making. It is the foundations for learning each of the <i>Thinking Processes and Content Skills</i> to be applied in all the disciplines.</p> <p>PROP A Universal for Evaluating Evidence</p> <p>P = Is it a primary or secondary sources? R = If the source is a person, does he or she have a reason to lie? O = Are there other witnesses, statements, recordings, or evidence which report the same data, information or knowledge? P = Is it a public or private statement?</p> <p><small>O'Reilly, Kevin. <u>Evaluating Viewpoints in United States History</u>, Critical Thinking Books and Software, 1990.</small></p>

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Eleventh Grade Scope & Sequence - Political and Economic Decisions

The focus of the eleventh grade is an in-depth study of the United States government and economy. This study incorporates all seven standards. Students study the historic roots of the political system and how it has changed over time. They continue to develop an understanding of the rights and responsibilities of citizenship, as well as personal economic responsibilities.

H.S. Government – History Standard

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 11-12</p> <p>A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability.</p>	<p>Grade-Level Indicators</p> <p><u>Analysis and Interpretation</u></p> <ol style="list-style-type: none"> Evaluate the limitations and the opportunities that result from decisions made in the past including: (Units: 2, 3) <ol style="list-style-type: none"> Electoral College; direct election of senators; income tax; length of terms of elected and appointed officials. Trace key Supreme Court decisions related to a provision of the Constitution (such as, cases related to reapportionment of legislative districts, free speech or separation of church and state). (Units: 4, 5) <p align="center">- - - - -</p> <p align="center">Universal - Enduring Idea</p> <p>There is an innate desire in humans to know and to be free. Apply this universal to every Indicator. The universal idea directly links to the daily use of the Problem Solving Model on page HS Gov/Eco - 14.</p>	<p>Vocabulary/Strategies</p> <p><u>Suggested Vocabulary:</u></p> <ol style="list-style-type: none"> census, term limits Major Supreme Court Cases such as: <table border="1" data-bbox="1192 691 1978 977"> <tr> <td> Marbury v. Madison McCulloch v. Maryland Plessy v. Ferguson Brown V. Broad of Education Gideon v. Wainwright Miranda v. Arizona Escobedo v. Illinois Mapp v. Ohio </td> <td> Murray V. Curtlett Roe v. Wade Bakke v. Regents of Univ. of Calif. Tinker v. DesMoines School District Hazelwood v. Kuhlmeier TLO v. New Jersey Texas V. Johnson Dole v. North Dakota Milkovich v. Lorain Journal </td> </tr> </table> <p>Resources:</p> <p><u>May It Please the Court</u> -23 Live Recordings of Landmark Cases As Argued Before the Supreme Court, Including the Actual Voices of the Attorneys (with cassette tapes) oral arguments before the Supreme Court.</p> <p>http://oyez.nwu.edu at Northwestern University – any brief from S. C. cases http://findlaw.com - Supreme Court briefs</p> <p>Oxford Concise Dictionary of Politics – Iain McLean ISBN:0-19-285288-4 Black’s Law Dictionary - by legal terms Selected excerpts from Hollywood video “Separate But Equal”</p> <p>Ohio Mock Trial in class but not the competition as the culminating activity for the year. Ohio Council for Law Relations Education Materials – conference for teachers in October – Columbus to obtain the resources</p>	Marbury v. Madison McCulloch v. Maryland Plessy v. Ferguson Brown V. Broad of Education Gideon v. Wainwright Miranda v. Arizona Escobedo v. Illinois Mapp v. Ohio	Murray V. Curtlett Roe v. Wade Bakke v. Regents of Univ. of Calif. Tinker v. DesMoines School District Hazelwood v. Kuhlmeier TLO v. New Jersey Texas V. Johnson Dole v. North Dakota Milkovich v. Lorain Journal
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H.S. Government — People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Ohio Benchmarks Grades 11-12	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Analyze how issues may be viewed differently by various cultural groups.</p> <p>B. Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.</p> <p>C. Explain the role of diverse cultural institutions in shaping American society.</p>	<p><u>Cultures</u></p> <ol style="list-style-type: none"> Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups: <i>(Unit: 2)</i> <ol style="list-style-type: none"> Indian policies; immigration laws; segregation policies; selective service laws. <p><u>Interaction</u></p> <ol style="list-style-type: none"> Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination. <i>(Unit: 4)</i> Identify and analyze governmental policies that enable individuals of different cultures to participate in the United States society and economy <u>including</u>: <i>(Units: 2, 4)</i> <ol style="list-style-type: none"> naturalization; voting rights; racial integration; affirmative action. <p><u>Diffusion</u></p> <ol style="list-style-type: none"> Explain how the United States has been affected politically, economically and socially by its multicultural diversity (such as, work force, new ideas and perspectives, and modifications to culture). <i>(Unit: 1)</i> 	<p><u>Suggested Vocabulary:</u></p> <ol style="list-style-type: none"> affirmative action civil liberties civil rights Other examples such as sexual preference, sexual harassment, weight discrimination, language bias, disabilities, racial / ethnic profiling, "glass ceiling" prejudice: an adverse opinion or judgment formed beforehand or without full knowledge or complete examination of the facts; a preconceived idea or preference. discrimination: unfair treatment of a person or group on a variety of prejudices. institutional discrimination: unfair treatment of a group based on prejudice and carried out by governments, organizations and companies that limit freedoms in political, economic, social, cultural or any other field of public life. institutionalized racism: the use of institutional policies, practices and/or procedures to withhold rights, privileges and opportunities from the race that is believed to be inferior. <p><u>Suggested Vocabulary:</u></p> <ol style="list-style-type: none"> reverse discrimination <p><u>Suggested Vocabulary:</u></p> <ol style="list-style-type: none"> ethnocentrism Explain = cause and effect

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H.S. Government — Geography Standard

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

<p>Ohio Benchmarks Grades 11-12</p> <p>A. Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.</p> <p>B. Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.</p> <p>C. Use appropriate data sources and geographic tools to analyze and evaluate public policies.</p>	<p>Grade-Level Indicators</p> <p><u>Places and Regions</u></p> <p>1. Explain how government decisions reflect a society's value about land use (such as, zoning, development or toxic waste disposal). <i>(Unit: 2)</i></p> <p><u>Human Environmental Interaction</u></p> <p>2. Analyze and evaluate the consequences of a governmental policy that affects the physical characteristics of a place or region. <i>(Unit: 2)</i></p> <p><u>Application of Geography</u></p> <p>3. Compare and evaluate alternative public policies for the use of land and natural resources at all levels of government. <i>(Unit: 2)</i></p> <p>4. Identify and analyze the changing political geography at the local, state, national and international levels <u>including</u>: <i>(Unit: 2)</i></p> <p>a. annexation;</p> <p>b. zoning;</p> <p>c. congressional reapportionment;</p> <p>d. changes in international boundaries.</p>	<p>Vocabulary/Strategies</p> <p>2. Such examples as: strip mining Love Canal Ozone depletion Kyoto treaty Fuel cells Hoover Dam TVA WPA</p> <p><u>Suggested Vocabulary:</u></p> <p>3. eminent domain</p> <p>4. Explain = compare / analyze</p> <p>4. For example: Baker v. Carr (1962)</p> <p><u>Suggested Vocabulary:</u></p> <p>4. ward, precinct, school district, special districts (parks, sewers, water, etc.)</p>						
<p>Block Venn: Compare - Contrast Name _____</p> <table border="1" data-bbox="1213 1166 1934 1382"> <tr> <td align="center">A</td> <td align="center">Both</td> <td align="center">B</td> </tr> <tr> <td style="height: 100px;"></td> <td style="background-color: #e0e0e0;"></td> <td style="height: 100px;"></td> </tr> </table> <p>Conclusion: (It is essential for students to complete this final conclusion (Big Idea) from their graphic organizer.)</p>			A	Both	B			
A	Both	B						

Norton City Schools Standards-Based Social Studies Course of Study 2005

H.S. Government — Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

Ohio Benchmarks Grades 11-12	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.</p> <p>B. Identify factors which inhibit or spur economic growth and cause expansions or recessions.</p>	<p><u>Scarcity and Resource Allocation</u></p> <ol style="list-style-type: none"> 1. Explain the effects of shortage, surpluses and government-enforced controls on prices. <i>(Unit: 3)</i> 2. Explain ways that people respond to incentives when allocating their scarce resources in their roles as producers, consumers, savers, workers and investors. <i>(Unit: 3)</i> 3. Explain the impact of inflation on economic behavior. <p><u>Production, Distribution and Consumption</u></p> <ol style="list-style-type: none"> 4. Describe the functions of the components that make up an economic system and describe the relationships among them including: <i>(Unit: 3)</i> <ol style="list-style-type: none"> a. business; b. productive resources; c. financial institutions; d. government; e. consumers. 5. Identify factors that cause changes in economic growth including the effects of supply and demand on the labor market. <i>(Unit: 3)</i> 	<ol style="list-style-type: none"> 1. Explain: cause and effect <p><u>Suggested Vocabulary:</u></p> <ol style="list-style-type: none"> 1. price floor price ceiling rationing 2. Explain = prioritize <p><u>Suggested Vocabulary:</u></p> <ol style="list-style-type: none"> 2. productive resources = the old term “factors of production” dividend tax scarcity subsidies 3. Explain = analyze <p><u>Suggested Vocabulary:</u></p> <ol style="list-style-type: none"> 3. business cycle depression deflation recession 4. Types of economic systems: capitalism, command, etc. <p><u>Suggested Vocabulary:</u></p> <ol style="list-style-type: none"> 4. credit unions Federal Reserve System

Norton City Schools Standards-Based Social Studies Course of Study 2005

H.S. Government — Economics Standard (continued)

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

<p>Ohio Benchmarks Grades 11-12</p> <p>B. Identify factors which inhibit or spur economic growth and cause expansions or recessions. (continued)</p> <p>C. Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.</p>	<p>Grade-Level Indicators</p> <p><u>Production, Distribution and Consumption</u> – (continued)</p> <p>6. Identify indicators that provide information to consumers on the current value or purchasing power of money with a focus on the: <i>(Unit:3)</i></p> <p>a. Consumer Price Index; b. unemployment rate; c. Gross Domestic Product (GDP).</p> <p><u>Markets</u></p> <p>7. Explain how countries use their comparative advantage to produce goods and services for trade with other countries. <i>(Unit: 3)</i></p> <p>8. Explain the effects of specialization, interdependence and trade on the United States and other countries. <i>(Unit: 3)</i></p> <p>9. Explain how changes in exchange rates affect consumers and producers. <i>(Unit: 3)</i></p>	<p>Vocabulary/Strategies</p> <p>6. Dow Jones Industrial Average, stock market</p> <p>6a. COLA</p> <p>6b. seasonal, structural</p> <p>6. consumer price index: a number used to measure changes in the cost of a standard group of goods and services bought by a typical urban consumer.</p> <p>6. gross domestic product: the value of all final goods and services produced within a country's borders in a given year.</p> <p>7. Explain = analyze / prioritize</p> <p>7. comparative advantage: the ability to produce goods or services at a lower opportunity cost than other individuals or countries.</p> <p>7. opportunity cost: The value of the next best alternative given up when a choice is made.</p> <p>7. Such as NAFTA, GATT, WTO, IMF Kyoto Conference</p> <p><u>Suggested Vocabulary</u>: 7. absolute advantage</p> <p><u>Suggested Vocabulary</u>: 7-8. globalization: the act, process or policy of making something worldwide in scope or application.</p> <p>8. specialization: the concentration of production on fewer kinds of goods and services than are consumed.</p> <p>8-9. Explain = cause and effect</p>																					
<table border="1"> <tr> <td colspan="2">Cause and Effect</td> <td align="right">Name _____</td> </tr> <tr> <td>Cause (The Why)</td> <td>So</td> <td>Effect (What Happened)</td> </tr> <tr> <td> </td> <td align="center">→</td> <td> </td> </tr> <tr> <td> </td> <td align="center">→</td> <td> </td> </tr> <tr> <td> </td> <td align="center">→</td> <td> </td> </tr> <tr> <td> </td> <td align="center">→</td> <td> </td> </tr> <tr> <td colspan="3">The conclusion is:</td> </tr> </table>		Cause and Effect		Name _____	Cause (The Why)	So	Effect (What Happened)		→			→			→			→		The conclusion is:			<p>Cue Words for Cause caused due to brought about led to on account of resulted in</p> <p>Cue Words for Effect as a result of outcome therefore thus so</p>
Cause and Effect		Name _____																					
Cause (The Why)	So	Effect (What Happened)																					
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H.S. Government — Economics Standard (continued)

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

Ohio Benchmarks Grades 11-12	Grade-Level Indicators	Vocabulary/Strategies
<p>D. Analyze the role of fiscal and regulatory policies in a mixed economy.</p> <p>E. Explain the use of a budget in making personal economic decisions and planning for the future.</p>	<p><u>Government and Economy</u></p> <p>10. Analyze issues related to the use of different types of taxes to fund public goods and services <u>including</u>: (Unit: 2)</p> <ul style="list-style-type: none">a. proportional tax;b. progressive tax;c. regressive tax. <p><u>Personal Finance</u></p> <p>11. Explain why incomes will differ in the labor market depending on supply and demand for skills, abilities and education levels. (Unit: 3)</p> <p>12. Explain the role of individuals in the economy as producers, consumers, savers, workers and investors. (Units: 3, 6)</p> <p>13. Explain the consequences of the economic choices made by individuals and the tools which they use to manage their financial resources <u>including</u>: (Unit: 3)</p> <ul style="list-style-type: none">a. budgets;b. savings;c. investments;d. credit;e. philanthropy. <p>14. Describe how interest rates affect savers and borrowers. (Unit: 3)</p>	<p>10. Such agencies as: SEC, OSHA, EPA, FDIC, FDA, FCC, etc.</p> <p>10. proportional tax: a tax for which the percentage of income paid in taxes remains the same for all income levels.</p> <p>10. progressive tax: a tax for which the percentage of income paid in taxes increases as income increases.</p> <p>10. regressive tax: a tax for which the percentage of income paid in taxes decreases as income increases.</p> <p><u>Suggested Vocabulary</u>:</p> <p>10. millage</p> <ul style="list-style-type: none">a. flat taxb. abatementc. revenued. expenditures <p>11. Explain = cause and effect</p> <p><u>Suggested Vocabulary</u>:</p> <p>11. S.E.S. = Socio-Economic Status entitlement programs such TANF, Medicare, Medicaid, social security</p> <p>12. Explain = define and identify</p> <p><u>Suggested Vocabulary</u>:</p> <p>13. bonds - mutual funds credit cards - consumer credit stock market - stocks retirement planning - 401K and 403B</p> <p>13. Explain = evaluate / cause and effect</p> <p><u>Suggested Vocabulary</u>:</p> <p>14. Federal Reserve System, annual percentage rate (APR), monetary policy vs. fiscal policy</p>

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H.S. Government – Government Standard

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grades 11-12	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.</p>	<p><u>Role of Government</u></p> <ol style="list-style-type: none"> 1. Analyze the actions of the United States government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good. <i>(Units: 1, 3, 4, 5)</i> 2. Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions. <i>(Units: 1, 3, 4, 5)</i> 3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of separation of powers and checks and balances for serving the public good and protecting individual rights. <i>(Units: 1, 3, 4)</i> 4. Describe the changing relationship among the levels of government in the United States federal system, and evaluate applications of the principle of federalism for serving the public good and protecting individual rights. <i>(Units: 1, 3, 4)</i> 5. Explain the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of government. <i>(Units: 1, 3, 4)</i> 6. Explain the functions of local and state governments in Ohio and how their powers are derived from the Ohio Constitution. <i>(Unit: 2)</i> 	<ol style="list-style-type: none"> 1. Distinguish Pure vs. Representative Democracy 2. Explain = make generalizations based on analyzing and summarizing (complex) unless designed as recall (basis level) 3. Example: Senate confirmation hearing, veto power, or how did the Preamble change once the Bill of Rights was added? <p><u>Suggested Vocabulary:</u></p> <ol style="list-style-type: none"> 3. judicial review 4. Types of federalism: cooperative, dual, creative connect to 14th Amendment; National rights v. states rights <p><u>Suggested Vocabulary:</u></p> <ol style="list-style-type: none"> 4. appellate jurisdiction, dual court system, due process, minority rights vs. majority rule, original jurisdiction 4. due process of law: the right of every citizen to be protected against arbitrary action by the government. 4. federalism: a form of political organization in which governmental power is divided between a central government and territorial subdivisions - under the U.S. Constitution, between the national and state government. 5. Explain = prioritize <p><u>Suggested Vocabulary:</u></p> <ol style="list-style-type: none"> 5. bill-to-law, national security, Federal Appeals Board 6. Explain = analyze: if the students are responsible for gathering the data themselves 6. incorporated distinctions: villages, towns, cities, county gov't. <p><u>Suggested Vocabulary:</u></p> <ol style="list-style-type: none"> 6. local control, home rule, charter

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H.S. Government – Government Standard (continued)

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grades 11-12	Grade-Level Indicators	Vocabulary/Strategies
<p>B. Explain how the United States Constitution has evolved including its philosophical foundations, amendments and court interpretations.</p>	<p><u>Rules and Laws</u></p> <p>7. Explain the philosophical foundations of the American political system as outlined in the Declaration of Independence, the United States Constitution and the Federalist Papers with emphasis on the basic principles of natural rights. <i>(Unit: 1)</i></p> <p>8. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on: <i>(Unit: 2)</i></p> <p style="margin-left: 20px;">a. concurrent powers; b. reserved powers; c. implied powers; d. expressed powers.</p> <p>9. Explain how interpretations of the basic principles found in the United States Constitution have changed over time. <i>(Unit: 1)</i></p> <p>10. Explain the importance of the privilege of habeas corpus and the constitutional prohibition against bills of attainder and ex post facto laws. <i>(Units: 1, 5)</i></p>	<p>7. Such as: Machiavelli , Locke, Hobbes, Rousseau, Mills,</p> <p>7. Documents such as Magna Carta, English Bill of Rights, Common Sense, The Preamble</p> <p>7. natural rights: a belief that individuals are naturally endowed with basic human rights that cannot be taken away or given up. (unalienable rights)</p> <p>7. Explain = interpretation of documents: 1st analyze and then make inferences</p> <p><u>Suggested Vocabulary:</u> 7. social contract</p> <p><u>Suggested Vocabulary:</u> 8. delegated, denied, enumerated</p> <p>9. Issues such as voting qualifications and suffrage</p> <p>9. Explain = compare</p> <p>10. 10th Amendment and/or Article I Section 8 of the Constitution</p> <p>10. habeas corpus (writ of): a court order demanding that the individual in custody be brought into court and shown the cause for detention. Habeas corpus is guaranteed by the U.S. Constitution and can be suspended only in cases of rebellion or invasion.</p> <p>10. bill of attainder: a legislative act that inflicts punishment upon a person or group without a judicial trial.</p> <p>10. ex post facto law: A legislative act that retroactively makes an act a crime, make a crime a more serious crime, make as criminal punishment more severe, or changes trial rules to make conviction easier.</p> <p>10. Explain = evaluate / cause and effect</p>

Norton City Schools Standards-Based Social Studies Course of Study 2005

H.S. Government – Government Standard (continued)

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grades 11-12	Grade-Level Indicators	Vocabulary/Strategies
<p>C. Analyze how citizens participate in the election process in the United States.</p>	<p><u>Systems of Government</u></p> <p>11. Explain the role of elections and political parties (including third parties) in facilitating the democratic process. <i>(Unit: 6)</i></p> <p>12. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on: <i>(Unit: 6)</i></p> <p style="padding-left: 20px;">a. appointments;</p> <p style="padding-left: 20px;">b. primary and general elections;</p> <p style="padding-left: 20px;">c. the Electoral College;</p> <p style="padding-left: 20px;">d. recall;</p> <p style="padding-left: 20px;">e. impeachment.</p> <p>13. Explain the use of the initiative and referendum in the government of Ohio. <i>(Unit: 6)</i></p>	<p>11. The role of the party: nominations, campaigning, platform development, raising fund</p> <p>11. Explain = judgment and evaluation based on prior knowledge</p> <p><u>Suggested Vocabulary:</u></p> <p>11. democrat/republican minor parties third parties</p> <p>13. initiative: a petition process by which a certain percentage of voters (electors) can put a proposed constitutional amendment or statute on the ballot for popular approval or rejection or submit a proposed statute to a legislative assembly for approval such as Ohio.</p> <p>13. referendum: the process in which a measure passed by a legislature is submitted (referred) to the voters for final approval or rejection or a petition process by which a certain percentage of electors (voters) can order recently passed legislation be submitted to the electors (voters) for approval or rejection.</p> <p>13. Explain = application</p>

Norton City Schools Standards-Based Social Studies Course of Study 2005

H.S. Government – Citizenship Rights and Responsibilities Standard (continued)

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Ohio Benchmarks Grades 11-12	Grade-Level Indicators	Vocabulary/Strategies
<p>B. Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy. (continued)</p>	<p><u>Rights and Responsibilities</u> – (continued)</p> <p>6. Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy <u>including</u>:</p> <ul style="list-style-type: none"> a. behaving in a civil manner; b. being fiscally responsible; c. accepting responsibility for the consequences of one's actions; d. practicing civil discourse; e. becoming informed on public issues; f. voting; g. taking action on public issues; h. providing public service; i. serving on juries. 	<p>6. Explain = application</p> <p>6a. Examples range from founding a shelter for the homeless to organizing a protest march according to local laws.</p>

Norton City Schools Standards-Based Social Studies Course of Study 2005

H.S. Government – Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

<p>Ohio Benchmarks Grades 11-12</p> <p>A. Obtain and evaluate information from public records and other resources related to a public policy issue.</p> <p>B. Critique data and information to determine the adequacy of support for conclusions.</p>	<p>Universal: Applies to All Indicators <i>Grade-level indicators leading to the attainment of the Social Studies Skills and Methods Standard are listed at the grade level where they should be emphasized. Although indicators are not listed more than once, it is understood that students will continue to develop skills at successive grade levels with increasingly more difficult content. For example, kindergartners may compare a cellular telephone and an old-fashioned telephone while twelfth graders may compare the views of two candidates on a particular issue.</i></p> <p><u>Obtaining Information</u></p> <ol style="list-style-type: none"> 1. Identify a current public policy issue and arguments relative to the issue. (Units: 1, 2, 3, 4, 5, 6) 2. Determine criteria by which arguments will be judged. (Units: 1, 2, 3, 4, 5, 6) 3. Identify advocacy groups and obtain public policy information they produce. (Unit: 2) 4. Adjust a research question or topic based on information obtained while conducting research. (Unit: 2) <p><u>Thinking and Organizing</u></p> <ol style="list-style-type: none"> 5. Choose a position on an issue and develop a rationale for that position. (Units: 1, 2, 3, 6) 6. Critique the conclusions drawn from survey and research data by questioning: (Unit: 2) <ol style="list-style-type: none"> a. sample size; b. demographics; c. the sponsoring organization; d. logic of the conclusions reached. 	<p>Vocabulary/Strategies</p> <ol style="list-style-type: none"> 1. debates mock congress, election, trial newspaper/magazine subscriptions political cartoons For example: school vouchers 2. Previous grade level vocabulary for determining the credibility of an argument: <table border="0" style="margin-left: 20px;"> <tr><td>credentials of the source</td><td align="right">5</td></tr> <tr><td>criteria for evaluating sources</td><td align="right">4</td></tr> <tr><td>cross-references</td><td align="right">5</td></tr> <tr><td>fact vs. opinion</td><td align="right">2</td></tr> <tr><td>main idea/question</td><td align="right">1</td></tr> <tr><td>paraphrase</td><td align="right">5</td></tr> <tr><td>parts of the source</td><td align="right">3</td></tr> <tr><td>perspective</td><td align="right">7</td></tr> <tr><td>primary & secondary sources</td><td align="right">4</td></tr> <tr><td>relevant/irrelevant data</td><td align="right">6</td></tr> <tr><td>relevant inferences</td><td align="right">5</td></tr> <tr><td>reliability of views</td><td align="right">6</td></tr> <tr><td>supporting facts</td><td align="right">5</td></tr> </table> 3. guest speakers; lobbyists 4. oral history research 5. brainstorming journal/reflections current event (reaction, question, trigger words) 6. public opinion poll focus groups 	credentials of the source	5	criteria for evaluating sources	4	cross-references	5	fact vs. opinion	2	main idea/question	1	paraphrase	5	parts of the source	3	perspective	7	primary & secondary sources	4	relevant/irrelevant data	6	relevant inferences	5	reliability of views	6	supporting facts	5
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Norton City Schools Standards-Based Social Studies Course of Study 2005

H.S. Government – Social Studies Skills and Methods Standard (continued)

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Ohio Benchmarks Grades 11-12	Grade-Level Indicators	Vocabulary/Strategies
<p>C. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.</p> <p>D. Work in groups to analyze an issue and make decisions.</p>	<p><u>Communicating Information</u></p> <p>7. Identify appropriate tools for communicating a position on an issue (such as, electronic resources, newsletters, letters to the editor, public displays and handouts). <i>(Unit: 2)</i></p> <p><u>Problem Solving</u></p> <p>8. Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences. <i>(Units: 2, 5)</i></p> <p>Problem Solving Model for Grades 5-12 Required</p> <p>Use a problem-solving / decision-making process which <u>includes</u>:</p> <ul style="list-style-type: none"> a. identifying a problem <i>(Units: 1, 2, 3, 4, 5, 6)</i> b. gathering information c. listing and considering options d. considering advantages and disadvantages of options e. choosing and implementing a solution f. developing criteria for judging its effectiveness g. evaluating the effectiveness of the solution. <p align="center">It is essential to apply this on a daily basis.</p>	<p>7. mobile labs (24 carts w/ wireless computers) Power Point (solve a community problem) edit "terms" (information: what is the most significant?) 2-minute pause with video (think, share, pair) white boards (dry erase boards)</p> <p>8. cooperative learning peer work (exchange info.) (evaluation) For example: video- <u>Eyes on the Prize</u></p> <p>8. listening skills</p> <p>Students will need experience with how to <u>set criteria</u> for making judgments.</p> <p>The Problem Solving sequence applies daily as students refer to the Universal - Enduring Idea: There is an innate desire in humans to know and to be free.</p> <p>As people face political, cultural, financial, and environmental problems, they seek answers to free themselves from these barriers. In an attempt to better their lives or to reduce their problems, people fight wars, design buildings, create inventions, write policies, etc.</p>