

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

**High School Government: Foundations**

**Suggested Pacing Guide 2005-2006**

<p><b>Unit: 1. Foundations (Constitutional Underpinnings)</b></p> <ul style="list-style-type: none"> <li>• Principles of Government</li> <li>• Origins of American Government</li> <li>• Constitution</li> <li>• Federalism</li> </ul>	<p><b>Days – 15</b></p>	<p><b>Aug.-Sept. (Jan.-Feb.)</b></p>
<p><b>Unit: 2 Role of the Legislative Branch (All three levels of gov't.: national, state, local)</b></p> <ul style="list-style-type: none"> <li>• Domestic Policies</li> </ul>	<p><b>Days – 15</b></p>	<p><b>Sept. (Feb.)</b></p>
<p><b>Unit: 3 Role of the Executive Branch A &amp; B (All three levels of gov't.: national, state, local)</b></p> <ul style="list-style-type: none"> <li>• Bureaucracy</li> <li>• Agencies</li> <li>• Economic Policies and Issues</li> <li>• Foreign Policies</li> <li>• Fiscal Polities</li> </ul>	<p><b>Days – 15</b></p>	<p><b>End of Grading Period</b></p>
<p><b>Unit: 4 Role of Judicial Branch (All three levels of gov't.: national, state, local)</b></p>	<p><b>Days – 15</b></p>	<p><b>Nov. (Apr.)</b></p>
<p><b>Unit: 5 Civil Rights and Liberties</b></p>	<p><b>Days – 18</b></p>	<p><b>Dec. (Apr.-May)</b></p>
<p><b>Unit: 6 Participating in Government</b></p> <ul style="list-style-type: none"> <li>• Interest groups</li> <li>• Lobbying</li> <li>• Voter – voter behavior</li> <li>• Elections and voting</li> <li>• Political parties</li> </ul>	<p><b>Days – 12</b></p>	<p><b>End of Grading Period</b></p>

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

**High School Government: Foundations**

**Unit 1**

**Classroom Days: 15**

**Aug.-Sept. (Jan.-Feb.)**

History	Government	Citizenship Rights & Responsibilities
None	<p><u>Role of Government</u> <b>A</b></p> <p>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.</p> <p>2. Explain, using examples, how political parties, <b>interest groups</b>, the media and individuals influence the <b>policy agenda</b> and decision-making of government institutions.</p> <p>3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of <b>separation of powers</b> and <b>checks and balances</b> for serving the public good and protecting individual rights.</p> <p>4. Describe the changing relationship among the levels of government in the United States federal system, and evaluate applications of the principle of <b>federalism</b> for serving the public good and protecting individual rights.</p>	<p><u>Rights and Responsibilities</u> <b>B</b></p> <p>5. Explain the meaning and importance of each of the rights guaranteed under the <b>Bill of Rights</b> and how they are secured through:</p> <p>a. legislation;</p> <p>b. the role of the judiciary in upholding rights;</p> <p>c. the role of citizens exercising their rights.</p>
<p align="center"><b>People in Societies</b></p> <p><u>Diffusion</u> <b>C</b></p> <p>4. Explain how the United States has been affected politically, economically and socially by its <b>multicultural diversity</b> (such as work force, new ideas and perspectives, and modifications to culture).</p>	<p>5. Explain the major responsibilities of the federal government for <b>domestic</b> and <b>foreign policy</b> including powers of each branch of government.</p> <p><u>Rules and Laws</u> <b>B</b></p> <p>7. Explain the <b>philosophical foundations</b> of the American political system as outlined in the Declaration of Independence, the United States Constitution and the <b>Federalist Papers</b> with emphasis on the basic principles of <b>natural rights</b>.</p>	<p align="center"><b>Study Skills and Methods</b></p> <p><u>Obtaining Information</u> <b>A</b></p> <p>1. Identify a current public policy issue and arguments relative to the issue.</p> <p>2. Determine <b>criteria</b> by which arguments will be judged.</p> <p><u>Thinking and Organizing</u> <b>B</b></p> <p>5. Choose a position on an issue and develop a <b>rationale</b> for that position.</p> <p>Apply the Problem Solving Steps pg. HS Gov/Eco – 15 .</p>
<p align="center"><b>Geography</b></p> <p>None</p>	<p>9. Explain how interpretations of the basic principles found in the United States Constitution have changed over time.</p> <p>10. Explain the importance of the constitutional prohibition against <b>bills of attainder</b> and <b>ex post facto laws</b> and the privilege of <b>habeas corpus</b>.</p>	
<p align="center"><b>Economics</b></p> <p>None</p>		

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

**High School: Role of the Legislative Branch**

**Unit 2**

**Classroom Days: 15**

**Sept. (Feb.)**

History	Geography	Government	Study Skills and Methods
<p><u>Analysis and Interpretation A</u>                      1. Evaluate the limitations and the opportunities that result from decisions made in the past <u>including</u>:                      a. <b>Electoral College</b>;                      b. <b>direct election</b> of senators;                      c. <b>income tax</b>;                      d. length of terms of <b>elected</b> and <b>appointed officials</b>.</p>	<p><u>Places and Regions A</u>                      1. Explain how government decisions reflect a society's value about <b>land use</b> (such as <b>zoning</b>, development or <b>toxic waste disposal</b>).</p> <p><u>Human Environmental Interaction B</u>                      2. Analyze and evaluate the consequences of a governmental policy that affects the physical characteristics of a place or region.</p> <p><u>Application of Geography C</u>                      3. Compare and evaluate alternative <b>public policies</b> for the use of and natural resources at all levels of government.</p> <p>4. Identify and analyze the changing political geography at the local, state, national and international levels <u>including</u>:                      a. <b>annexation</b>;                      b. zoning;                      c. <b>congressional reapportionment</b>;                      d. changes in international boundaries.</p>	<p><u>Role of Government A</u>                      6. Explain the functions of local and state governments in Ohio and how their powers are derived from the Ohio Constitution.</p> <p><u>Rules and Laws B</u>                      8. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on:                      a. <b>concurrent powers</b>;                      b. <b>reserved powers</b>;                      c. <b>implied powers</b>;                      d. <b>expressed powers</b>.</p>	<p><u>Obtaining Information A</u>                      1. Identify a current public policy issue and arguments relative to the issue.                      2. Determine <b>criteria</b> by which arguments will be judged.                      3. Identify <b>advocacy groups</b> and obtain public policy information they produce.                      4. Adjust a research question or topic based on information obtained while conducting research.</p> <p><u>Thinking and Organizing B</u>                      5. Choose a position on an issue and develop a <b>rationale</b> for that position.                      6. Critique the conclusions drawn from survey and research data by questioning:                      a. <b>sample size</b>;                      b. <b>demographics</b>;                      c. the <b>sponsoring organization</b>;                      d. logic of the conclusions reached.</p>
<p align="center"><b>People in Societies</b></p> <p><u>Cultures A</u>                      1. Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups:                      a. Indian policies;                      b. <b>immigration</b> laws;                      c. <b>segregation</b> policies;                      d. <b>selective service laws</b>.</p> <p><u>Interaction B</u>                      3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the United States society and economy <u>including</u>:                      a. <b>naturalization</b>;                      b. voting rights;                      c. <b>racial integration</b>;                      d. <b>affirmative action</b>.</p>	<p align="center"><b>Economics</b></p> <p><u>Government and Economy D</u>                      10. Analyze issues related to the use of different types of taxes to fund public goods and services <u>including</u>:                      a. <b>proportional tax</b>;                      b. <b>progressive tax</b>;                      c. <b>regressive tax</b>.</p>	<p align="center"><b>Citizenship Rights &amp; Responsibilities</b></p> <p align="center">None</p>	<p><u>Communicating Information C</u>                      7. Identify appropriate tools for communicating a position on an issue (such as electronic resources, newsletters, letters to the editor, public displays and handouts).</p> <p><u>Problem Solving D</u>                      8. Apply the processes of <b>persuasion</b>, <b>compromise</b> and <b>negotiation</b> to the resolution of conflicts and differences.</p>

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

**High School: Role of the Executive Branch - Part A**

**Unit 3**

**Classroom Days: 15**

**End Grading Period**

**Economics**

Scarcity and Resource Allocation **A**

1. Explain the effects of **shortage**, **surpluses** and government-enforced **controls on prices**.
2. Explain ways that people respond to **incentives** when **allocating** their **scarce** resources in their roles as **producers, consumers, savers, workers** and **investors**.
3. Explain the impact of **inflation** on economic behavior.

Production, Distribution and Consumption **B**

4. Describe the functions of the components that make up an **economic system** and describe the relationships among them including:
  - 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.
6. Identify indicators that provide information to consumers on the current value or **purchasing power** of **money** with a focus on the:
  - a. **Consumer Price Index**;
  - b. **unemployment rate**;
  - c. **Gross Domestic Product** (GDP).

Markets **C**

7. Explain how countries use their **comparative advantage** to produce **goods and services** for trade with other countries.
8. Explain the effects of **specialization, interdependence** and trade on the United States and other countries.
9. Explain how interpretations of the basic principles found in the United States Constitution have changed over time.

Personal Finance **E**

11. Explain why incomes will differ in the labor market depending on supply and demand for skills, abilities and education level.
12. Explain the role of individuals in the economy as producers, consumers, savers, workers and investors.
13. Explain the consequences of the economic choices made by individuals and the tools which they use to manage their financial resources including:
  - a. budgets
  - b. savings
  - c. investments
  - d. credit
  - e. philanthropy.
14. Describe how **interest rates** affect savers and borrowers.

**Note: Continued on the next page**

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

**High School: Role of the Executive Branch - Part B**

**Unit 3**

**Continued from Previous Page**

**End Grading Period**

<b>People in Societies</b>	<b>History</b>
None	<p><u>Analysis and Interpretation</u> <b>A</b></p> <ol style="list-style-type: none"> <li>1. Evaluate the limitations and the opportunities that result from decisions made in the past <u>including</u>:             <ol style="list-style-type: none"> <li>a. <b>Electoral College</b>;</li> <li>b. <b>direct election</b> of senators;</li> <li>c. <b>income tax</b>;</li> <li>d. length of terms of <b>elected</b> and <b>appointed officials</b>.</li> </ol> </li> </ol>
<b>Geography</b>	<b>Government</b>
None	<p><u>Role of Government</u> <b>A</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Explain, using examples, how political parties, <b>interest groups</b>, the media and individuals influence the <b>policy agenda</b> and decision-making of government institutions.</li> </ol>
<b>Economics</b>	<ol style="list-style-type: none"> <li>3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of <b>separation of powers</b> and <b>checks and balances</b> for serving the public good and protecting individual rights.</li> <li>4. Describe the changing relationship among the levels of government in the United States federal system, and evaluate applications of the principle of <b>federalism</b> for serving the public good and protecting individual rights.</li> <li>5. Explain the major responsibilities of the federal government for <b>domestic</b> and <b>foreign policy</b> including powers of each branch of government.</li> </ol>
<b>Citizenship R &amp; R</b>	<b>Study Skills and Methods</b>
None	<p><u>Obtaining Information</u> <b>A</b></p> <ol style="list-style-type: none"> <li>1. Identify a current public policy issue and arguments relative to the issue.</li> <li>2. Determine <b>criteria</b> by which arguments will be judged.</li> </ol> <p><u>Thinking and Organizing</u> <b>B</b></p> <ol style="list-style-type: none"> <li>5. Choose a position on an issue and develop a <b>rationale</b> for that position.</li> </ol> <p>Apply the Problem Solving Steps pg. HS Gov/Eco – 15.</p>

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

**High School: Role of the Judicial Branch**

**Unit 4**

**Classroom Days: 15**

**Nov. (April)**

<b>History</b>	<b>People in Societies</b>	<b>Government</b>	<b>CR &amp; R</b>
<p><u>Analysis and Interpretation</u> <b>A</b>                      2. Trace key Supreme Court decisions related to a <b>provision</b> of the Constitution (such as cases related to <b>reapportionment</b> of <b>legislative districts</b>, free speech or <b>separation of church and state</b>).</p>	<p><u>Interaction</u> <b>B</b>                      2. Identify causes of <b>prejudice</b> and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce <b>discrimination</b>.                       3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the United States society and economy <u>including</u>:                      a. <b>naturalization</b>;                      b. voting rights;                      c. racial integration;                      d. affirmative action.</p>	<p><u>Role of Government</u> <b>A</b>                      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.                       2. Explain, using examples, how political parties, <b>interest groups</b>, the media and individuals influence the <b>policy agenda</b> and decision-making of government institutions.                       3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of <b>separation of powers</b> and <b>checks and balances</b> for serving the public good and protecting individual rights.                       4. Describe the changing relationship among the levels of government in the United States federal system, and evaluate applications of the principle of <b>federalism</b> for serving the public good and protecting individual rights.                       5. Explain the major responsibilities of the federal government for <b>domestic</b> and <b>foreign policy</b> including powers of each branch of government.</p>	<p>None</p>
	<p align="center"><b>Geography</b></p> <p>None</p>		<p align="center"><b>Study Skills and Methods</b></p> <p><u>Obtaining Information</u> <b>A</b>                      1. Identify a current public policy issue and arguments relative to the issue.                       2. Determine <b>criteria</b> by which arguments will be judged.</p> <p>Apply the Problem Solving Steps pg. HS Gov/Eco – 15.</p>
	<p align="center"><b>Economics</b></p> <p>None</p>		

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

**High School Government: Civil Rights and Liberties**

**Unit 5**

**Classroom Days: 18**

**Dec. (Apr.-May)**

<b>History</b>	<b>Government</b>	<b>Study Skills and Methods</b>
<p><u>Analysis and Interpretation</u> A                      2. Trace key Supreme Court decisions related to a <b>provision</b> of the Constitution (such as, cases related to <b>reapportionment of legislative districts</b>, free speech or <b>separation of church and state</b>).</p>	<p><u>Role of Government</u> A                      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.                       2. Explain, using examples, how political parties, <b>interest groups</b>, the media and individuals influence the <b>policy agenda</b> and decision-making of government institutions.                       10. Explain the importance of the constitutional prohibition against <b>bills of attainder</b> and <b>ex post facto laws</b> and the privilege of <b>habeas corpus</b>.</p>	<p><u>Obtaining Information</u> A                      2. Determine <b>criteria</b> by which arguments will be judged.   <u>Problem Solving</u> D                      8. Apply the processes of <b>persuasion, compromise and negotiation</b> to the resolution of conflicts and differences.                       Apply the Problem Solving Steps pg. HS Gov/Eco – 15.</p>
<p align="center"><b>People in Societies</b></p> <p>None</p>		
<p align="center"><b>Geography</b></p> <p>None</p>	<p align="center"><b>Citizenship Rights &amp; Responsibilities</b></p> <p><u>Rights and Responsibilities</u> B                      4. Compare the rights of citizens and <b>resident aliens</b>.                       5. Explain the meaning and importance of each of the rights guaranteed under the <b>Bill of Rights</b> and how they are secured through:                      a. legislation;                      b. the role of the judiciary in upholding rights;                      c. the role of citizens exercising their rights.</p>	
<p align="center"><b>Economics</b></p> <p>None</p>	<p>6. Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy <u>including</u>:                      a. behaving in a <b>civil manner</b>;                      b. being <b>fiscally responsible</b>;                      c. accepting responsibility for the consequences of one’s actions;                      d. practicing <b>civil discourse</b>;                      e. becoming informed on public issues;                      f. voting;                      g. taking action on public issues;                      h. providing public service;                      i. serving on juries.</p>	

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

**High School: Participating in Government**

**Unit 6**

**Classroom Days: 12**

**End Grading Period**

<b>History</b>	<b>Government</b>	<b>Citizenship Rights &amp; Responsibilities</b>
None	<p><u>Systems of Government C</u>                      11. Explain the role of elections and political parties (<u>including</u> third parties) in facilitating the democratic process.</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:                      a. <b>appointments</b>;                      b. <b>primary and general elections</b>;                      c. the <b>Electoral College</b>;                      d. <b>recall</b>;                      e. <b>impeachment</b>.</p> <p>13. Explain the use of the <b>initiative</b> and <b>referendum</b> in the government of Ohio.</p>	<p><u>Participation A</u>                      1. Analyze historical and contemporary examples of citizen movements to bring about political change (such as Mothers Against Drunk Driving (MADD), NOW, Common Cause, NAACP and Eagle Forum).</p> <p>2. Choose an effective method of <b>citizen participation</b> in the policy process and identify the level of government and person or agency with <b>jurisdiction</b> for a particular set of circumstances.</p> <p>3. Explain how an individual participates in primary and general elections <u>including</u>:                      a. registering to vote;                      b. identifying the major duties, responsibilities and qualifications required for a particular position;                      c. becoming informed about candidates and issues;                      d. declaring or changing <b>party affiliation</b>;                      e. obtaining, marking and depositing a ballot.</p>
<p><b>People in Societies</b></p> <p>None</p>		
<p><b>Geography</b></p> <p>None</p>		
<p><b>Economics</b></p> <p><u>Personal Finance E</u>                      12. Explain the role of individuals in the economy as producers, consumers, savers, workers &amp; investors.</p>		<p align="center"><b>Study Skills and Methods</b></p> <p><u>Obtaining Information A</u>                      1. Identify a current public policy issue and arguments relative to the issue.</p> <p>2. Determine <b>criteria</b> by which arguments will be judged.</p> <p><u>Thinking and Organizing B</u>                      5. Choose a position on an issue and develop a <b>rationale</b> for that position.</p> <p>Apply the Problem Solving Steps pg. HS Gov/Eco – 15.</p>