



American Government Scope and Sequence

Theme	Students examine the Founding Documents which form the basis for the United States of America and how the American people govern themselves at national, state and local levels of government is the basis for this course. Students may also impact issues addressed by governments through service learning and senior projects.			
Topics	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Content Statements	<p style="text-align: center;">Basic Principles of the Constitution</p> <p>Topic: Basic Principles of the Constitution CS 5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for Learning: Explain in context one of the basic principles which help define the government of the United States. <p>CS 6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for Learning: .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. <p>CS 7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for Learning: Select an example of how constitutional government in the United States has changed the meaning and application of any one of the basic principles which help define the government of the United States and summarize the nature of the change. <p>CS 8. The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for Learning: 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. 	<p style="text-align: center;">Structure and Functions of the Federal Government Role of the People</p> <p>Topic: Structure and Functions of the Federal Government CS 12. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for Learning: Compare the powers and responsibilities of each branch of government as they pertain to law and public policy. <p>CS 13. The political process creates a dynamic interaction among the three branches of government in addressing current issues.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for Learning: Use historical or contemporary examples of interactions among two or three branches of the federal government to analyze the political dynamics involved. <p>Topic: Role of the People CS 14. In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for Learning: In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others. <p>CS 15. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.</p>	<p style="text-align: center;">Ohio's State & Local Governments Public Policy, Government and the Economy</p> <p>Topic: Ohio's State and Local Governments CS 16. As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for Learning: 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 United States. <p>CS 17. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for Learning: Identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities. <p>Topic: Public Policy/Government and the Economy CS 18. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for Learning: Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved. <p>CS 19. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.</p>	<p style="text-align: center;">Civic Involvement Civic Participation and Skills</p> <p>Topic: Civic Involvement CS 1. Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for Learning: Devise and implement a plan to address a societal problem by engaging either the political process or the public policy process. <p>CS 2. Political parties, interest groups and the media provide opportunities for civic involvement through various means.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for Learning: 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. <p>Topic: Civic Participation and Skills CS 3. Issues can be analyzed through the critical use of credible sources.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for Learning: 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, policy position of advocacy groups), explain how each source is relevant, describe the perspective or position of each source and evaluate the credibility of each source. <p>CS 4. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.</p>

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2021-2022

	<p>CS 9. The constitutional amendments known collectively as Reconstruction Amendments extended new constitutional protections to African Americans, through the struggle to fully achieve equality would continue.</p> <p>☐ Expectations for Learning: Summarize how the 13th through the 15th amendments addressed the aftermath of slavery and the Civil War.</p> <p>CS 10. Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.</p> <p>☐ Expectations for Learning: Cite evidence to show that the Constitution of the United States has been repeatedly amended to extend suffrage to disenfranchised groups.</p> <p>CS 11. Constitutional amendments have altered provisions for the structure and functions of the federal government.</p> <p>☐ Expectations for Learning: Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances</p>	<p>☐ Expectations for Learning: 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 civil rights or opportunities for participation to that group of people.</p> <p>Topic: Civic Participation and Skills</p> <p>CS 4. The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.</p> <p>☐ Expectations for Learning: Identify a civic issue and explain how persuasion, compromising, and consensus building and/or negotiation were used to resolve the opposing positions on the issue.</p>	<p>☐ Expectations for Learning: 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.</p> <p>Topic: Government and the Economy</p> <p>CS 20. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.</p> <p>☐ Expectations for Learning: 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 a cost and benefit of each application.</p> <p>CS 21. The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.</p> <p>☐ Expectations for Learning: 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.</p>	<p>☐ Expectations for Learning: Identify a civic issue and explain how persuasion, compromising, and consensus building and/or negotiation were used to resolve the opposing positions on the issue.</p> <p>Financial Literacy Ohio Learning Standards for Financial Literacy Topics: Financial Responsibility and Decision-Making</p> <ul style="list-style-type: none"> ▪ CS 1-5 <p>Planning and Money Management</p> <ul style="list-style-type: none"> ▪ CS 6-10 <p>Informed Consumer</p> <ul style="list-style-type: none"> ▪ CS 11-15 <p>Investing</p> <ul style="list-style-type: none"> ▪ CS 16-18 <p>Credit and Debt</p> <ul style="list-style-type: none"> ▪ CS 19-23 <p>Risk Management and Insurance</p> <ul style="list-style-type: none"> ▪ CS 24-27
<p>Resources</p>	<ul style="list-style-type: none"> • ODE Model Curriculum • http://www.databases.abc-clio.com • Units 1 and 5 Curriculum Map • www.cast.org 	<ul style="list-style-type: none"> • ODE Model Curriculum • http://www.databases.abc-clio.com • Unit 3 Curriculum Maps • www.solecle.com 	<ul style="list-style-type: none"> • ODE Model Curriculum • http://www.databases.abc-clio.com • Units 4 and 6 Curriculum Maps • www.cast.org • www.solecle.com 	<ul style="list-style-type: none"> • ODE Model Curriculum • www.oclre.org/programs/pc • Unit 2 Curriculum Map • www.cast.org • http://www.nea.org/tools/lessons/resources-for-teaching-financial-literacy.html • http://www.investopedia.com/university/teaching-financial-literacy-teens/ • www.Solecle.com