

Unit Title: Unit 1 - Foundations of Government	Duration: 10 Days
Unit Overview: The focus of this unit is the history of government and the emergence of constitutional democracies. Students should understand the necessity of government, the function of government and they should be able to differentiate between styles of government. Topics will include: History of Government, Forms of Government, Purpose of Government, Constitutional Government, and Political Process. The formative and summative assessments and the activities and projects are suggested as ways to assist with presenting the information and checking for student understanding.	
GLCE/HSCE Addressed: <i>CI.1 – 1.1.1, 1.1.2, 1.1.3, 1.1.4, CI.2 – 1.2.1, 1.2.2, 1.2.3, 1.2.4</i>	
<p><u>1.1 Nature of Civic Life, Politics, and Government</u> - <i>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?</i></p> <p>1.1.1 Identify roles citizens play in civic and private life, with emphasis on leadership.</p> <p>1.1.2 Explain and provide examples of the concepts “power,” “legitimacy,” “authority,” and “sovereignty.”</p> <p>1.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)</p> <p>1.1.4 Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)</p> <p><u>1.2 Alternative Forms of Government</u> - <i>Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?</i></p> <p>1.2.1 Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.</p>	

1.2.2 Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)

1.2.3 Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)

1.2.4 Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)

Big Ideas:

- The emergence of constitutional government provided the framework for a defined relationship between the state and its citizenry.

Essential Questions:

- What are the purposes of politics and governments?
- What are essential characteristics of limited and unlimited government?
- What is constitutional government?
- What forms can a constitutional government take?

What should students know/understand?

- The necessity and purposes of government
- Why people engage in the political process
- What the political process can achieve
- The essential characteristics of limited and unlimited government
- The structure of a constitutional government
- The forms a constitutional government may take

What should students be able to do?

- Identify, distinguish among and provide examples of different forms of governmental structures
- Explain the purposes and uses of constitutions in defining and limiting government
- Compare and contrast government systems

<p>Vocabulary (<i>not an exhaustive list</i>): Government, Democracy, Republic, Totalitarian, Tyranny, Veto, Boycott, Articles of Confederation, Constitutional Democracy, Popular Sovereignty, Constitution, Unconstitutional, Bicameral, Amendment, Laissez-Faire, Bill of Rights, Revolutionary</p>	
<p>Formative Assessments - <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> do now, homework, class discussion, work sheets, vocabulary quiz(s), graphic organizers (i.e. Venn diagram comparing forms of government), note taking 	<p>Summative Assessment – <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> Multiple Choice, Short Answer, Essay Question Assessment Compare and Contrast Essay ~ Constitutional democracy with other types of government
<p>Project Ideas – <i>Possibilities Include:</i> Ancient and current world map showing types of governments.</p>	<p>Resources/Technology Integration – <i>Possibilities Include:</i> Supplemental materials (copies of the various documents), additional web sites for research, textbook, historical maps.</p> <p><i>More information and lesson ideas can be found at</i> http://michigan.gov/mde/0,1607,7-140-28753_38684_28761---,00.html http://www.micitizenshipcurriculum.org/index.html</p>

Unit Title: Unit 2 - The Emergence of America's Constitutional Democracy	Duration: 15 Days
Unit Overview: The focus of this unit is emergence of America's Constitutional Democracy. Students should understand the struggle of the Founding Fathers in creating a new government; how they were influenced by historical democracies and their desire to create a lasting institution. Topics discussed in this unit will be the Constitutional Convention, Founding Fathers/Federalists, and the Founding Documents. The formative and summative assessments and the activities and projects are suggested as ways to assist with presenting the information and checking for student understanding.	
GLCE/HSCE Addressed: <i>C2.1 - 2.1.1, 2.1.2, 2.1.3, 2.1.4, C2.2 - 2.2.1, 2.2.1, 2.2.3, 2.2.4, 2.2.5</i> <u>2.1 Origins of American Constitutional Government</u> - <i>Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?</i> <p>2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.</p> <p>2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.</p> <p>2.1.3 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.</p> <p>2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.</p>	

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?

2.2.1 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).

2.2.2 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)

2.2.3 Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)

2.2.4 Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail,” the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2)

2.2.5 Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations. (See USHG 8.2.4)

Big Ideas:

- The origins and foundations of America’s constitutional government continue to shape American society.

Essential Questions:

- What are the fundamental values and principles of American constitutional government and from where did they originate?
- How have the fundamental values and principles of American constitutional government shaped American society?
- How have constitutional principles evolved with respect to minorities, women and the disadvantaged.

<p>What should students know/understand?</p> <ul style="list-style-type: none"> • The historical and philosophical origins of American government • The role of amendments to the Constitution in extending or limiting the power of government 	<p>What should students be able to do?</p> <ul style="list-style-type: none"> • Identify and explain the fundamental values of America's constitutional republic • Evaluate the roles of citizens in shaping American society • Explain the political principles imbed in documents such as the Magna Carte, the Declaration of Independence, the Constitution, and the Bill of Rights
<p>Vocabulary (<i>not an exhaustive list</i>): Magna Carta, Mayflower Compact, Articles of Confederation, Federalist, Anti-Federalist, Declaration of Independence, Common Good, Justice, Patriotism, Separation of Powers, Bicameral, Popular Sovereignty, Constitution, Preamble, Bill of Rights</p>	
<p>Formative Assessments - <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> • Vocabulary, Amendment, Preamble quizzes, • Federalist Papers Review 	<p>Summative Assessment – <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> • Multiple choice, short answer, essay question assessment
<p>Project Ideas – <i>Possibilities Include:</i> Analyze the Constitution ~ Constitutional Scavenger Hunt Bill of Rights Illustrations/Amendment Story Book Great Compromise Debate</p>	<p>Resources/Technology Integration – <i>Possibilities Include:</i> Supplemental materials (copies of the various documents), additional web sites for research, textbook, historical maps</p> <p>More information and lesson ideas can be found at http://michigan.gov/mde/0,1607,7-140-28753_38684_28761---,00.html http://www.micitizenshipcurriculum.org/index.html</p>

Unit Title: Unit 3 - The Structure and Functions of the United States Government	Duration: 20 Days
Unit Overview: <p>The focus of this unit is the structure and functions of our American Democracy. Students should understand the separation of powers imbedded in the Constitution, the process by which we elect our public officials, the roles and responsibilities of those elected officials, and the court system within the United States. Topics that will be covered in this unit are the branches of government, the electoral process, congressional requirements and responsibilities, presidential requirements and responsibilities, and the Supreme Court process. The formative and summative assessments and the activities and projects are suggested ways to assist with presenting the information and checking for student understanding.</p>	
GLCE/HSCE Addressed: <i>C3.1 - 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, C3.2 - 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, C3.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7</i>	
<p><u>C3.1 Structure, Functions, and Enumerated Powers of National Government</u> - <i>Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?</i></p> <p>3.1.1 Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.</p> <p>3.1.2 Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.</p> <p>3.1.3 Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.</p> <p>3.1.4 Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)</p> <p>3.1.5 Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).</p>	

3.1.6 Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.

3.1.7 Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.

3.2 Powers and Limits on Powers - *Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?*

3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.

3.2.2 Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., *Marbury v. Madison*, *Gibbons v. Ogden*, *McCulloch v. Maryland*).

3.2.3 Identify specific provisions in the Constitution that limit the power of the federal government.

3.2.4 Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)

3.2.5 Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)

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?*

3.3.1 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).

3.3.2 Identify and define states' reserved and concurrent powers.

3.3.3 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.

3.3.4 Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.

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

3.3.6 Evaluate the major sources of revenue for state and local governments.

3.3.7 Explain the role of state constitutions in state governments.

Big Ideas:

- The structures and functions of American government create the framework that delineates power among the branches and levels of government.

Essential Questions:

- How are powers and responsibilities established by the United States Constitution?
- What are the functions of the national government?
- What is the importance of law in the American political system?

What should students know/understand?

- The Constitutional provisions that limit the power of the federal government
- The purposes, organization, power and processes of each branch of government (legislative, executive, judicial)
- Responsibilities and functions of national, state, and local government

What should students be able to do?

- Describe the limits the U.S. Constitution places on powers of the states
- Identify and define states' reserved and concurrent powers
- Analyze the purpose, processes and problems of the executive, legislative, and judicial branches of government
- Describe the organization, responsibilities and impact of state and local government.

<p>Vocabulary (<i>not an exhaustive list</i>): Legislative, Executive, Judicial, Gerrymandering, Caucus, Primary, Nominate, Elector, Electoral College, Electorate, Enumerated, Interstate, Intrastate, Ordinance, Concurrent Powers, Reserved Powers, Conservative, Liberal, Political Party, Quorum, Republican, Independent, Democrat, Lobbyist, Bureaucracy, Impeach, Immunity, Franking Privilege, Filibuster, Censure</p>	
<p>Formative Assessments - <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> do now, homework, class discussion, work sheets, vocabulary quiz(s), graphic organizers, note taking 	<p>Summative Assessment – <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> Multiple Choice, Short Answer, Essay Question Assessment Position Paper (suggested topics: the electoral college, political parties, separation of powers, a branch of government)
<p>Project Ideas – <i>Possibilities Include:</i> Analyze milestone Supreme Court decisions</p> <p>Group powerpoint research project</p>	<p>Resources/Technology Integration – <i>Possibilities Include:</i> Supplemental materials (copies of the various documents), additional web sites for research, textbook, historical maps.</p> <p>More information and lesson ideas can be found at http://michigan.gov/mde/0,1607,7-140-28753_38684_28761---,00.html http://www.micitizenshipcurriculum.org/index.html</p>

Unit Title: Unit 4 - Other Actors in the Policy Process	Duration: 15 Days
Unit Overview: <p>The focus of this unit is the participation of citizens in government and the development of public policy. Students should understand how a variety of groups influence public policy, they should be able to differentiate between the ideologies of mainstream political parties, and they should be aware of a variety of ways to participate in political decision making. Topics to be covered in this unit will be political parties and campaigns, developing public policy issues, and citizen participation in government. The formative and summative assessments and the activities and projects are suggested as ways to assist with presenting the information and checking for student understanding.</p>	
GLCE/HSCE Addressed: <i>C3.5 - 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.5.7, 3.5.8, 3.5.9, C5.4 – 5.4.1, 5.4.2, 5.4.3, C5.5 – 5.5.1, 5.5.2, 5.5.3 , C6.2 – 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 6.2.6, 6.2.7, 6.2.8, 6.2.9, 6.2.10, 6.2.11</i>	
<p><u>3.5 Other Actors in the Policy Process</u> - <i>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?</i></p> <p>3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.</p> <p>3.5.2 Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG 9.1.2)</p> <p>3.5.3 Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).</p> <p>3.5.4 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.</p> <p>3.5.5 Evaluate the actual influence of public opinion on public policy.</p> <p>3.5.6 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.</p>	

3.5.7 Explain the role of television, radio, the press, and the internet in political communication.

3.5.8 Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.

3.5.9 In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.

5.4 Responsibilities of Citizenship - *Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?*

5.4.1 Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.

5.4.2 Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.

5.4.3 Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.

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?*

5.5.1 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).

5.5.2 Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).

5.5.3 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.

6.2 Participating in Civic Life - *Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?*

6.2.1 Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).

6.2.2 Distinguish between and evaluate the importance of political participation and social participation.

6.2.3 Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.

6.2.4 Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.

6.2.5 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.

6.2.6 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.

6.2.7 Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation.

6.2.8 Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.

6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

6.2.10 Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.

6.2.11 Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.

Big Ideas:

- The involvement of citizens in a variety of capacities is essential to the preservation of American Government.

Essential Questions:

- How do political parties, interest groups, the media, and individuals influence politics and the development of public policy?
- How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?
- How can peaceful protest impact public policy?

What should students know/understand?

- The role of political parties, interest groups and the media in influencing public policy
- The significance of campaigns and elections in American politics
- The formation and implementation of public policy
- The process for participation in political decision making

What should students be able to do?

- Differentiate between the ideologies of mainstream American political parties
- Evaluate current public policy issues
- Defend their position on a current public policy issue

<p>Vocabulary (<i>not an exhaustive list</i>): Republican, Independent, Democrat, Conservative, Liberal, Campaign, Lobbyist, Political Party, Propaganda, Interest Group, Platform, Public Policy, Agenda, Boycott, Civil Disobedience, Protest, Constituent, Taxes~property, income, sales, luxury, sin</p>	
<p>Formative Assessments - <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> do now, homework, class discussion, work sheets, vocabulary quiz(s), graphic organizers, note taking 	<p>Summative Assessment – <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> Multiple choice, short answer, essay question assessment Research paper on chosen topic: political party, civil disobedience, interest groups and media
<p>Project Ideas – <i>Possibilities Include:</i> Group project creating a campaign plan Develop an organized plan for a peaceful protest on a chosen public policy Debate re: political parties</p>	<p>Resources/Technology Integration – <i>Possibilities Include:</i> Supplemental materials (copies of the various documents), additional web sites for research, textbook, guest speakers</p> <p><i>More information and lesson ideas can be found at</i> http://michigan.gov/mde/0,1607,7-140-28753_38684_28761---,00.html http://www.micitizenshipcurriculum.org/index.html</p>

Unit Title: CIVICS Unit 5 - Citizenship in the United States	Duration: 10 Days
<p>Unit Overview: The focus of this unit is the rights, responsibilities, and roles of citizens in the United States. Students should understand how citizenship is acquired, the meaning of citizenship, and how citizens in the United States are the source of political power. Students should also understand the concept of patriotism. The formative and summative assessments and the activities and projects are suggested as ways to assist with presenting the information and checking for student understanding.</p>	
<p>GLCE/HSCE Addressed: <i>C5.1 - 5.1.1, 5.1.2, C5.2 - 5.2.1, 5.2.2, 5.2.3, C5.3 - 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.6, 5.3.7, 5.3.8, 5.3.9 C5.4 - 5.4.1, 5.4.2, 5.4.3, C5.5 - 5.5.1, 5.5.2, 5.5.3, C6.1 – 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, C6.2 – 6.2.1,</i></p>	
<p><u>5.1 The Meaning of Citizenship in the United States of America</u> - <i>Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?</i></p> <p>5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).</p> <p>5.1.2 Compare the rights of citizenship Americans have as a member of a state and the nation.</p> <p><u>5.2 Becoming a Citizen</u> - <i>Describe how one becomes a citizen in the United States through birth or naturalization by investigating the question: How does one become a citizen in the United States?</i></p> <p>5.2.1 Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.</p> <p>5.2.2 Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.</p> <p>5.2.3 Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).</p> <p><u>5.3 Rights of Citizenship</u> - <i>Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?</i></p> <p>5.3.1 Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).</p>	

- 5.3.2** Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).
- 5.3.3** Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).
- 5.3.4** Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.
- 5.3.5** Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.
- 5.3.6** Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.
- 5.3.7** Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.
- 5.3.8** Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
- 5.3.9** Use examples to explain why rights are not unlimited and absolute.

5.4 Responsibilities of Citizenship - *Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?*

- 5.4.1** Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.
- 5.4.2** Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.
- 5.4.3** Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.

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?*

5.5.1 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).

5.5.2 Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).

5.5.3 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.

6.1 Civic Inquiry and Public Discourse - *Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?*

6.1.1 Identify and research various viewpoints on significant public policy issues.

6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

6.1.3 Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.

6.1.4 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.

6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.

6.2 Participating in Civic Life - *Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?*

- 6.2.1** Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).
- 6.2.2** Distinguish between and evaluate the importance of political participation and social participation.
- 6.2.3** Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.
- 6.2.4** Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.
- 6.2.5** Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
- 6.2.6** Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.
- 6.2.7** Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation.
- 6.2.8** Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.
- 6.2.9** Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.
- 6.2.10** Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.
- 6.2.11** Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.

Big Ideas:

- Political authority in the United States is derived from popular sovereignty.
- Citizen participation and patriotism are fundamental to the effectiveness of democracy in America.

Essential Questions:

- What is the meaning of citizenship in the United States?
- What are the rights, responsibilities, and characteristics of citizenship in the United States?
- Why certain dispositions of character traits are considered important to preservation of American constitutional democracy?

<p>What should students know/understand?</p> <ul style="list-style-type: none"> • The meaning of citizenship • The rights, responsibilities, and characteristics of citizenship in the United States • The process of acquiring citizenship 	<p>What should students be able to do?</p> <ul style="list-style-type: none"> • Describe the process of becoming a United States citizen (birth/naturalization) • Explain the meaning of citizenship • Identify the rights and responsibilities of citizenship
<p>Vocabulary (<i>not an exhaustive list</i>): Civil Liberty, Slander, Libel, Due Process, Miranda Rule, Labor Unions, Suffrage, Jim Crow, Censorship, Patriotism, Lobbying, Picketing, Deportation, Affirmative Action, Quota, Obscenity, Sedition, Alien, Amnesty, INS(Immigration and Naturalization Service)</p>	
<p>Formative Assessments - <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> • do now, homework, class discussion, work sheets, vocabulary quiz(s), graphic organizers, note taking , citizenship diagram, • creating a citizenship test, patriotism illustration 	<p>Summative Assessment – <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> • Multiple choice, short answer, essay test • Free write on the meaning of patriotism
<p>Project Ideas – <i>Possibilities Include:</i> Patriotic music activity ~ Listen to historically patriotic music: analyze Create a new patriotic song or poem</p>	<p>Resources/Technology Integration – <i>Possibilities Include:</i> Supplemental materials (copies of the various documents), additional web sites for research, textbook, guest speakers</p> <p>More information and lesson ideas can be found at http://michigan.gov/mde/0,1607,7-140-28753_38684_28761---,00.html http://www.micitizenshipcurriculum.org/index.html</p>

Unit Title: Unit 6 - United States and World Affairs	Duration: 10 Days
Unit Overview: The focus of this unit is the relationship of the United States with the world. Students should understand how foreign policy is formed and the position of the United States with regard to various world policies. Topics that will be covered in this unit are foreign policy, international organizations, and current political events. The formative and summative assessments and the activities and projects are suggested as ways to assist with presenting the information and checking for student understanding.	
<p>GLCE/HSCE Addressed: <i>C4.1 - 4.1.1, 4.1.2, 4.1.3, 4.1.4, C4.2 - 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6</i></p> <p>4.1 Formation and Implementation of U.S. Foreign Policy - <i>Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?</i></p> <p>4.1.1 Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish-American War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).</p> <p>4.1.2 Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.</p> <p>4.1.3 Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).</p> <p>4.1.4 Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3; 8.1.2)</p>	

4.2 U.S. Role in International Institutions and Affairs - *Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?*

4.2.1 Describe how different political systems interact in world affairs with respect to international issues.
(See USHG 6.2.4)

4.2.2 Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film).
(See USHG 6.1.4; 8.2.1)

4.2.3 Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)

4.2.4 Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).

4.2.5 Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).

4.2.6 Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).

Big Ideas:

- The American government maintains a significant presence in international affairs and world organizations.

Essential Questions:

- How is foreign policy formed and implemented in American constitutional government?
- What is the role of the United States in international institutions and affairs?

<p>What should students know/understand?</p> <ul style="list-style-type: none"> • How foreign policy is formed and implemented in America • The role of the United States in international institutions 	<p>What should students be able to do?</p> <ul style="list-style-type: none"> • Describe the process by which United States and foreign policy is made • Describe how different political systems interact in world affairs • Explain the functions of various international organizations and the role of the United States in each
<p>Vocabulary (<i>not an exhaustive list</i>): Interdependence, Diplomacy Treaty, International Law, Eminent Domain, World Court, NATO, OPEC, NAFTA, United Nations, Patriot Act, Amnesty International</p>	
<p>Formative Assessments - <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> • do now, homework, class discussion, work sheets, vocabulary quiz(s), graphic organizers, note taking, world map of countries involved in various international organizations 	<p>Summative Assessment – <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> • Multiple Choice, short answer, essay question test • Patriot Act or NAFTA position paper
<p>Project Ideas – <i>Possibilities Include:</i> Use newspapers/news magazines to identify and analyze current foreign policy issues</p>	<p>Resources/Technology Integration – <i>Possibilities Include:</i> Supplemental materials (copies of the various documents), additional web sites for research, textbook, world maps</p> <p><i>More information and lesson ideas can be found at</i> http://michigan.gov/mde/0,1607,7-140-28753_38684_28761---.00.html http://www.micitizenshipcurriculum.org/index.html</p>