

Subject: **Participation in Government** Grade: **12** Timeline: _____ Scheduled Revision: **TBD**

Unit: **Philosophical Foundations** Total Time for Instruction: **3 weeks** Sequential Significance: **Unit A**

Teacher's Comment: _____

NYS: **1: History of the U.S. and NY; 5: Civics, Citizenship and Government**

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings - new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
<p>Students should understand the basic principles and purposes of politics, government, and law as they are used in the United States.</p>	<p>The students must know:</p> <p>The purposes of government are:</p> <ul style="list-style-type: none"> ③ Protecting public safety ③ Providing order ③ Regulating the economy ③ Advancing public welfare <p>The major principles of political systems are:</p> <ul style="list-style-type: none"> ③ Republicanism ③ Rule of law ③ Limited government ③ Federalism <p>The United States Constitution is flexible through interpretation of the courts as well as through the amendment process and the elastic clause.</p> <p>The United States Constitution can be interpreted differently at different points in history.</p> <p>There are different types of democratic governments - including Presidential democracies and Parliamentary democracies.</p>	<p>The students must be able to:</p> <p>Discuss the purposes of government.</p> <p>Discuss the major principles of political systems.</p> <p>Define presidential and parliamentary democracies and discuss the difference between them.</p>

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		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
	<p>The students must know:</p> <p>Presidential democracies are characterized by separate branches of government that contain a system of checks and balances.</p> <p>Parliamentary democracies are characterized by a dominant legislative branch.</p> <p>Authoritarian governments are characterized by</p> <ul style="list-style-type: none"> ③ the rule of one person or a small group of people ③ lack of free elections <p>The United States Government is divided into federal, state, and local governments.</p> <p>The structure of the federal government is set up in three branches - executive, legislative, and judicial.</p> <p>The executive branch at the federal level includes the President, Vice-President, and Cabinet.</p> <p>The legislative branch at the federal level includes the Senate and the House of Representatives.</p> <p>The judicial branch at the federal level includes the Supreme Court and lower federal courts.</p> <p>The structure of the state government is set up in three branches - executive, legislative, and judicial.</p>	<p>The students must be able to:</p> <p>Define authoritarian governments and discuss the differences between authoritarian and democratic governments.</p> <p>Discuss the structure of the three branches of government at the federal level.</p>

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		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
	<p>The students must know:</p> <p>The executive branch of the New York state government is headed by the Governor.</p> <p>The legislative branch of the New York state government is a bicameral state legislature consisting of the NYS Senate and Assembly.</p> <p>The judicial branch of the New York State government consists of the highest court, the Court of Appeals, and lower state courts, i.e. the NYS Supreme Court.</p> <p>The structure of county governments in New York State includes the County Executive, County Legislature, and the County Courts.</p> <p>The structure of town governments in New York State includes the Supervisor, Town Council, and Town courts.</p> <p>The structure of village governments in New York State includes the Mayor and the Village Board.</p> <p>The structure of school districts in New York State includes the Board of Education and the Superintendent.</p>	<p>The students must be able to:</p> <p>Briefly discuss the budget process in New York state.</p> <p>Discuss the structure of the three branches of government at the state level.</p> <p>Compare the structure of the three branches of government at the federal and state levels.</p> <p>Discuss the structure of the three branches of government at the county level.</p> <p>Discuss the structure of the three branches of government at the town level.</p> <p>Discuss the structure of the three branches of government at the village level.</p> <p>Compare the structure of the three branches of government at the county, town, and village levels.</p>

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		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
	<p>The students must know:</p> <p>Vocabulary:</p> <p>Appellate Division of the NYS Supreme Court Authoritarian governments city court county court County Executive County Legislature Court of Appeals elastic clause federalism government issue Mayor NYS Assembly NYS Senate Parliamentary democracy Participation Presidential democracy public policy Republicanism school boards (Board of Education) Superintendent of Schools Supervisor Supreme Court of NYS town council town court</p>	<p>The students must be able to:</p>

Subject: Participation in Government Grade: 12 Timeline: _____ Scheduled Revision: TBD

Unit: Citizenship Total Time for Instruction: 4 weeks Sequential Significance: Unit B

Teacher's Comment: _____

NYS: 1: History of the U.S. and NY; 5: Civics, Citizenship and Government

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings - new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
<p>Students should understand that in democratic societies a citizen has certain rights and responsibilities.</p>	<p>The students must know:</p> <p>Citizens in the United States have many rights, roles, and responsibilities.</p> <p>Citizens in the United States have three civic roles:</p> <ul style="list-style-type: none"> ③ the right to vote ③ the right to hold public office ③ the right to serve as a juror <p>Citizens in the United States enjoy a number of civic rights including the right to associate and petition government.</p> <p>Citizens in the United States also have certain responsibilities such as filing tax returns and obeying all of the laws.</p> <p>To become a citizen a person must be born in the United States, have parents who are citizens, or go through the naturalization process.</p>	<p>The students must be able to:</p> <p>Discuss steps that students can take to increase citizen participation in government.</p> <p>Discuss some of the rights and responsibilities enjoyed by citizens of the United States.</p>

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		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
	<p>The students must know:</p> <p>Political participation includes:</p> <ul style="list-style-type: none"> ③ voting ③ joining a political organization ③ running for office ③ contributing money ③ working on a political campaign <p>The basic mechanisms of the United States electoral and representational systems are:</p> <ul style="list-style-type: none"> ③ single-member districts [one representative per district] ③ winner-take-all elections ③ the electoral college <p>Citizens have different political ideologies including liberal, conservative, and moderate.</p> <p>There are two primary political parties in the United States - the Democratic party and the Republican party.</p> <p>In addition, there are many third parties that exist including Right to Life, Green, Independent, Liberal, Conservative and Libertarian.</p> <p>When registering to vote, a citizen may choose to enroll in a political party or may choose not to.</p>	<p>The students must be able to:</p> <p>Identify examples of how citizens can participate in politics.</p> <p>Discuss the difference in political ideologies between liberals, conservatives and moderates.</p>

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		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
	<p>The students must know:</p> <p>In NYS, only those who belong to a political party may vote in our closed primary system.</p> <p>The process one must follow in order to obtain and complete a voter registration form.</p> <p>The process one must follow in order to obtain an absentee ballot.</p> <p>When elections are held for federal, state, county, local, and school board offices.</p> <p>A political campaign has a series of steps including:</p> <ul style="list-style-type: none"> ③ declaration ③ nomination [including a possible primary election] ③ general election campaign <p>A free press is needed not only for the free and open flow of information but also as a venue for a variety of views.</p> <p>The First Amendment protects freedom of the press with certain constitutional limits such as libel, obscenity, and fair trial.</p> <p>Political news media coverage can be biased which can have an impact on the general population's view of events.</p>	<p>The students must be able to:</p> <p>Describe the process one must follow in order to register to vote.</p> <p>Describe the process one must follow in order to obtain an absentee ballot.</p> <p>Discuss the pros and cons of the First Amendment right to a free press.</p> <p>Identify examples from political news media coverage that appear to be biased and discuss their potential impact on public opinion.</p>

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		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
	<p>The students must know:</p> <p>Vocabulary:</p> <p>absentee ballot amendment closed primary system Conservative Democratic Party electoral system First Amendment Free Press general election Green Party Independent Party juror libel liberal Liberal Party Libertarian Party moderate naturalization political ideology representational system Republican Party Right to Life Party</p>	<p>The students must be able to:</p>

Subject: Participation in Government Grade: 12 Timeline: _____ Scheduled Revision: TBD

Unit: Legal Obligations Total Time for Instruction: 2 weeks Sequential Significance: Unit C

Teacher's Comment: _____

NYS: 5: Civics, Citizenship and Government

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings - new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
<p>Students should understand that citizens in the United States have a legal obligation with regard to their responsibilities as citizens.</p>	<p>The students must know:</p> <p>All males are expected to register with the Selective Service at the age of 18.</p> <p>Taxation is a contribution to government, a source of revenue for government, and a form of public policy.</p> <p>Paying taxes is both a civic contribution and a legal obligation.</p> <p>There are different types of taxes including income tax, property tax, sales tax, excise tax, and payroll tax.</p> <p>Taxes are considered to be regressive if they impose a higher tax on people with lower income [i.e. sales tax]</p> <p>Taxes are considered to be progressive if the rate of taxation increases as individual income increases [i.e. income tax]</p>	<p>The students must be able to:</p> <p>Discuss the impact of a delayed State budget.</p> <p>Compare and contrast progressive and regressive taxes and give examples of each.</p>

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		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
<p>Students should understand the importance of the jury in a democratic system.</p>	<p>The students must know:</p> <p>All United States citizens become eligible for jury duty when they become 18 years of age.</p> <p>There are different types of juries including grand juries and petit juries (trial juries).</p> <p>Grand juries convene to determine if there is enough evidence to proceed to trial.</p> <p>Petit juries (Trial juries) hear cases to determine the guilt of the accused.</p> <p>There are two types of cases - criminal and civil.</p> <p>Criminal cases are those in which a crime has been committed against the state.</p> <p>Civil cases are those that involve disputes among individuals.</p> <p>The Fifth Amendment protects a citizen's right against self-incrimination and double jeopardy.</p> <p>The Sixth Amendment protects a citizen's right to a jury trial, his or her right to an attorney and the rights of the accused in the trial process.</p> <p>The Seventh Amendment protects a citizen's right to a jury trial in civil cases involving more than \$20.00 in value.</p>	<p>The students must be able to:</p> <p>Explain the purpose of the Fifth, Sixth and Seventh Amendments.</p>

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		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
	<p>The students must know:</p> <p>Vocabulary:</p> <p>civil case criminal case excise tax Fifth Amendment grand jury income tax payroll tax petit jury progressive tax property tax public policy regressive tax sales tax selective service Seventh Amendment Sixth Amendment</p>	<p>The students must be able to:</p>

Subject: Participation in Government Grade: 12 Timeline: _____ Scheduled Revision: TBD

Unit: Public Policy and Political Participation Total Time for Instruction: 5 weeks Sequential Significance: Unit D

Teacher's Comment: _____

NYS: 5: Civics, Citizenship and Government

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings - new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
<p>Students should understand that in order to be an informed citizen one must know the basics of public policy research and be prepared to find information in multiple arenas - local, state, federal, and international.</p>	<p>The students must know:</p> <p>The basic research skills to find and evaluate public policy information in multiple arenas - local, state, federal, and international, including:</p> <ul style="list-style-type: none"> ③ what material exists ③ where to find material ③ how to conduct original research ③ how to use proper protocol in contacting public offices for information ③ how to read, interpret, and evaluate the material they have collected <p>Most issues, from national defense to garbage removal, will involve all levels of government in one way or another.</p> <p>Some issues, however, rely primarily on one level of government to take action [i.e. interstate commerce is primarily regulated by the federal government, police power relies primarily on state and local actions]</p>	<p>The students must be able to:</p> <p>Use the basic research skills to find and evaluate public policy information in multiple arenas - local, state, federal and international.</p> <p>Given a public policy issue, identify which level of government is primarily responsible for taking action and explain why.</p>

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		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
	<p>The students must know:</p> <p>Public policy issues:</p> <ul style="list-style-type: none"> ③ gun control ③ death penalty ③ affirmative action ③ censorship on the internet ③ Medicare and Medicaid ③ campaign finance ③ abortion ③ education reform ③ Social Security ③ developing issues as per current events in a given year <p>Vocabulary:</p> <p>affirmative action campaign finance censorship public policy social security</p>	<p>The students must be able to:</p> <p>Given a public policy issue, discuss the different sides that exist and give supporting evidence for each side.</p> <p>Participate in a class debate related to at least one public policy issue.</p>

Subject: Participation in Government Grade: 12 Timeline: _____ Scheduled Revision: TBD

Unit: Legal Rights and Responsibilities Total Time for Instruction: 3 weeks Sequential Significance: Unit E

Teacher's Comment: I: Knowledge [D-Civics]; II: Skills; III: Skills

NYS: 5: Civics, Citizenship and Government

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		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
<p>Students should understand how citizens can exercise their legal rights and responsibilities in several different areas of law.</p>	<p>The students must know:</p> <p>The rights and responsibilities of citizens in the following areas:</p> <ul style="list-style-type: none"> ③ freedom of expression outside of school ③ rights of the accused outside of school ③ rights and responsibilities of students in school ③ rights and responsibilities of minors in the workplace <p>The process of a jury trial:</p> <ul style="list-style-type: none"> ③ jury selection ③ opening arguments ③ direct examination ③ cross examination ③ closing arguments ③ jury deliberation <p>Vocabulary: cross examination direct examination freedom of expression jury deliberation jury selection rights of the accused</p>	<p>The students must be able to:</p> <p>Discuss the rights and responsibilities of citizens in the following areas:</p> <ul style="list-style-type: none"> ③ freedom of expression outside of school ③ rights of the accused outside of school ③ rights and responsibilities of students in school ③ rights and responsibilities of minors in the workplace <p>Participate in a mock jury trial that includes all of the steps in the process.</p> <p>Utilize the following skills when participating in a mock jury trial:</p> <ul style="list-style-type: none"> ③ listening ③ writing ③ speaking ③ cooperation ③ strategy development

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