

Social Studies – Grade 12 Participation in Government

Unit: 1: Foundations of American Democracy

NYS Standards | Themes

This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included, so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy.

12.G1 FOUNDATIONS of AMERICAN DEMOCRACY: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

CCLS: *Prioritize standards based on which appear in your chosen formative assessment(s).*

Main Idea or Essential Questions:

- Who Has the Power?

Enduring Understandings

Students will understand:

- How are federal and state powers constitutionally delineated?
- What do experts say about the balance of power between the state and federal government?
- How are public attitudes toward federalism changing?
- Should state government have the power to legislate what is best for its citizens?

Time Frame	Skills, practices or Expectations	NYS Grade 12 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
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4 Weeks	<p>Skill Practices Expectations:</p> <ul style="list-style-type: none"> ● Timeline/Chart Reading ● Vocabulary Development ● Art/Visual Analysis 	<p>12.G1a Enlightenment ideas such as natural rights, the social contract, popular sovereignty, and representative government greatly influenced the framers of the Constitution and Bill of</p>	<p>Videos:</p> <p>Crash Course: Bicameral Congress #2</p> <p>https://youtu.be/n9defOwVWS8</p>	<p>Natural Rights</p> <p>Popular Sovereignty</p>	<p><u>C3 Toolkit: Federalism</u></p> <p>This inquiry leads students through an investigation of the perennial power struggle between federal and state governments to legislate. By investigating the compelling question “Who has the power?” students will consider the role of state government in initiating the best legislation for its citizens, even in cases where state law conflicts with</p>
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	<ul style="list-style-type: none"> ● Conduct surveys ● Essay Writing: <ul style="list-style-type: none"> -Thesis Statement -Paragraph Development -Document Analysis (summation, outside info, citation, grouping of documents within the essay, point-of-view, incorporating scaffolding questions into the essay) -On-Demand Essay Writing (timed, selforganized essay writing) 	<p>Rights.</p> <p>12.G1b The Constitution created a unique political system that distributes powers and responsibilities among three different branches of government at the federal level and between state and federal governments. State constitutions address similar structures and responsibilities for their localities.</p> <p>12.G1c Limited government is achieved through the separation of powers between three different branches. The system of checks and balances is part of this limited government structure at all levels of government.</p> <p>12.G1d The rule of law is a system in which no one, including government, is above the law. The United States legal system has evolved over time as the result of implementation and interpretation of common law, constitutional law, statutory law, and</p>	<p>Crash Course Separation of Powers and Checks and Balances. #3</p> <p>https://youtu.be/Obf3CwYCxXw</p> <p>Crash Course Federalism #4</p> <p>https://youtu.be/J0gosGXsGsl</p> <p>Crash Course Congressional Elections #6</p> <p>https://youtu.be/qxiD9AEX4Hc</p> <p>Crash Course Presidential Powers 1 #11</p> <p>https://youtu.be/5l02sk5Lovl</p> <p>Crash Course Presidential Powers 2 #12</p> <p>https://youtu.be/fnHb-zyWh14</p>	<p>Government</p> <p>Rule of Law</p> <p>Federalism</p> <p>Reserved Powers</p> <p>Delegated Powers</p> <p>Common Law</p> <p>Constitutional Law</p> <p>Statutory Law</p> <p>Amendment</p> <p>Executive</p> <p>Legislative</p> <p>Judicial</p> <p>POTUS</p> <p>SCOTUS</p>	<p>federal law. In investigating evidence from historic and contemporary sources, students develop an interpretation of federalism and begin to evaluate both the historic and contemporary arguments and issues that are, in the words of Chief Justice John Marshall, “perpetually arising, and will probably continue to arise, as long as our system shall exist</p> <p>http://www.c3teachers.org/inquiries/federalism/</p> <p><u>Summative Performance Task:</u></p> <p>ARGUMENT Who has the power? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing perspectives.</p> <p>EXTENSION To better understand the local community context, poll school and neighborhood populations on a controversial issue (e.g., same-sex marriage, legalized marijuana) and who has the power to legislate it.</p> <p><u>Taking Informed Action:</u></p> <p>UNDERSTAND Investigate the challenges arising since the state of Colorado passed marijuana legislation in opposition to federal law.</p> <p>ASSESS Debate whether the Colorado state law is in the best interest of the citizens of Colorado and whether New York state law</p>
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		<p>administrative regulations.</p> <p>12.G1e The powers not delegated specifically in the Constitution are reserved to the states. Though the powers and responsibilities of the federal government have expanded over time, there is an ongoing debate over this shift in power and responsibility.</p> <p>12.G1f The Constitution includes a clearly defined and intentionally rigorous process for amendment. This process requires state and federal participation, and allows the Constitution to evolve and change.</p>	<p>Crash Course How Presidents Govern #14</p> <p>https://youtu.be/5vnuFJSMYkY</p> <p>Crash Course Bureaucracy Basics #15</p> <p>https://youtu.be/l8EQAnKntLs</p> <p>Crash Course Government and Politics page:</p> <p>https://www.youtube.com/playlist?list=PL8dPuualjXtOfse2ncvfffeelTrqvrhz8H</p>	<p>regarding marijuana legalization should change.</p> <p>ACT Write a letter to a state representative that argues for or against New York state legalizing marijuana regardless of whether the federal government legalizes it.</p> <p>iCivics Teacher Page: https://www.icivics.org/teachers</p> <p>iCivics Units: https://www.icivics.org/products/curriculum-units</p> <p>Eagle Eye Citizen: https://eagleeyecitizen.org</p> <p>Bill of Rights Institute: http://billofrightsinstitute.org</p>
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ELL Enhancements	<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Modifications</u>
	Build Background Knowledge Audio	Sentence Frames Academic conversation starters	Supplementary Texts Visual Aids Video Standards-based questions	Sentence Frames Graphic Organizers Standardsbased Sentence Stems	<ul style="list-style-type: none"> ● Extended time ● Directions read 3x ● Oral interpretation ● Translated version of text (may have English and other) ● Responses in home language.

Unit II: Civil Rights and Civil Liberties

NYS Standards | Themes

12.G2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.

CCLS: *Prioritize standards based on which appear in your chosen formative assessment(s).*

Main Idea or Essential Questions:

Are Students Protected by the First Amendment?

Enduring Understandings

Students will be able to:

- What is the difference between the Tinker Standard and Fraser Standard as they relate to students' free speech.
- How the "no prior restraint" rule apply to students.
- How the Supreme Court determine the limits of students' rights.
- Can school officials exert control over students' use of social media?

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Time Frame	Skills, practices or Expectations	NYS Grade 12 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
4 Weeks	<p>Skill Practices Expectations:</p> <ul style="list-style-type: none"> ● Timeline/Chart Reading ● Vocabulary Development ● Art/Visual Analysis <ul style="list-style-type: none"> ● Essay Writing: -Thesis Statement 	<p>12.G2a Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which</p>	<p>Videos: Crash Course Legal System Basics #18 https://youtu.be/mXw-hEB263k Crash Course Structure of the Court System #19</p>	<p>Due Process Jurisdiction Equality Equity Freedom Dignity</p>	<p>C3 Toolkit: First Amendment This inquiry leads students through an investigation of students’ rights and the First Amendment to the United States Constitution. By investigating the compelling question, students consider the ways in which their rights provide a unique perspective on learning about the First Amendment and the extent to which schools are “special areas,” in which various courts have made rulings that may</p>

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	<p>-Paragraph Development -Document Analysis (summation, outside info, citation, grouping of documents within the essay, point-of-view, incorporating scaffolding questions into the essay) -On-Demand Essay Writing (timed, selforganized essay writing)</p>	<p>the legal system upholds these values in practice is an issue of ongoing civic debate.</p> <p>12.G2b The Constitution aims to protect, among other freedoms, individual and group rights to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of religion. The extent to which these ideals exist in practice and how these protections should be applied in a changing world continues to be an issue of ongoing civic debate.</p> <p>12.G2c An independent judicial system is an integral part of the process that interprets and defends citizens’ freedoms and rights. Issues pertaining to the flexibility of judicial interpretation and the impartiality of justices in practice are continued sources of public debate.</p> <p>12.G2d The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded.</p>	<p>https://youtu.be/IGyx5UEwgtA</p> <p>Crash Course Supreme Court of the US Procedures #20</p> <p>https://youtu.be/7sualy8OiKk</p> <p>Crash Course Judicial Review #21</p> <p>https://youtu.be/mWYFwI93uCM</p> <p>Crash Course Civil Rights & Liberties #23</p> <p>https://youtu.be/kbwsF-A2sTg</p> <p>Crash Course Freedom of Religion #24</p> <p>https://youtu.be/Y8dl1GTWck4</p> <p>Crash Course Freedom of Speech #25</p>	<p>Values Assembly Petition Debate Protections Interpretation Democracy Republic</p>	<p>be seen as limiting students’ First Amendment rights..”</p> <p>http://www.c3teachers.org/inquiries/first-amendment/</p> <p><u>Summative Performance Task:</u></p> <p>ARGUMENT Are students protected by the First Amendment? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.</p> <p>EXTENSION Have an informed debate in class about whether students are protected by the First Amendment.</p> <p><u>Taking Informed Action:</u></p> <p>UNDERSTAND Investigate the challenges to New York students’ First Amendment rights in the digital age by researching cases of cyberbullying and legislation aimed at protecting students.</p> <p>ASSESS Evaluate the school’s current cyberbullying and social media policies and the extent to which they align with recent First Amendment legislation.</p> <p>ACT Update the school’s current cyberbullying policy or create a new one to be vetted by school administrators and students.</p>
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		<p>However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.</p> <p>12.G2e Rights are not absolute; they vary with legal status, with location (as in schools and workplaces), and with circumstance. The different statuses of United States residency bring with them specific protections, rights, and responsibilities. Minors have specific rights in school, in the workplace, in the community, and in the family. The extension of rights across location, circumstance, age, and legal status is a subject of civic discourse.</p> <p>12G2f Freedom of the press is an essential element of a democratic system, and allows for a citizen to receive and interpret information representing different points of view. Freedom of the press has limits, which are intended to protect the rights of individuals and other entities.</p>	<p>https://youtu.be/Zeeq0qaEaLw</p> <p>Crash Course Freedom of the Press #26</p> <p>https://youtu.be/Vtpd0EbaFoQ</p> <p>Crash Course Search & Seizure #27</p> <p>https://youtu.be/UyHWRXAAgmQ</p> <p>Crash Course Due Process #28</p> <p>https://youtu.be/4010IGyTuU?list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H</p> <p>Crash Course Government and Politics page:</p> <p>https://www.youtube.com/playlist?list=PL8dPuua</p>	<p>iCivics Teacher Page: https://www.icivics.org/teachers</p> <p>iCivics Units: https://www.icivics.org/products/curriculum-units</p> <p>Eagle Eye Citizen: https://eagleeyecitizen.org</p> <p>Bill of Rights Institute: http://billofrightsinstitute.org</p>
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		The degree to which the press is free and impartial in practice is a source of ongoing debate.			
ELL Enhancements	<p><u>Listening</u></p> <p>Build Background Knowledge</p> <p>Audio</p>	<p><u>Speaking</u></p> <p>Sentence Frames</p> <p>Academic conversation starters</p>	<p><u>Reading</u></p> <p>Supplementary Texts</p> <p>Visual Aids</p> <p>Video</p> <p>Standards-based questions</p>	<p><u>Writing</u></p> <p>Sentence Frames</p> <p>Graphic Organizers</p> <p>Standards-based Sentence Stems</p>	<p><u>Modifications</u></p> <ul style="list-style-type: none"> ● Extended time ● Directions read 3x ● Oral interpretation ● Translated version of text (may have English and other) ● ● Responses in home language.

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Unit III: Rights, Responsibilities and Duties of Citizenship					
<p>NYS Standards Themes</p> <p>12.G3 RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.</p> <p>CCLS: <i>Prioritize standards based on which appear in your chosen formative assessment(s).</i></p> <p>Main Idea or Essential Questions: Am I going to Vote?</p> <p>Enduring Understandings <i>Students will understand:</i></p> <ul style="list-style-type: none"> ● How has the youth voter changed over time. ● What are the reasons some youth choose to vote. ● What are the reasons some youth choose not to vote <p>Staging the Compelling Questions</p> <p>UNDERSTAND Investigate the registration process for voting. ASSESS Discuss whether or not students in class would or could register to vote.</p>					
Time Frame	Skills, practices or Expectations	NYS Grade 12 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning

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4 Weeks	<p>Skill Practices Expectations:</p> <ul style="list-style-type: none"> ● Timeline/Chart Reading ● Vocabulary Development ● Art/Visual Analysis 	<p>12.G3a Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.</p>	<p>Videos:</p> <p>Crash Course Gerrymandering #37</p> <p>https://youtu.b</p>	<p>Rights</p> <p>Responsibilities</p> <p>Citizen</p>	<p><u>C3 Toolkit: Voting</u></p> <p>This inquiry leads students through an investigation of youth voting practices. By investigating the compelling question of whether or not they will vote, students consider the ways in which the voting habits of youth (citizens who are 18–29</p>
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	<ul style="list-style-type: none"> ● Essay Writing: <ul style="list-style-type: none"> -Thesis Statement -Paragraph Development -Document Analysis (summation, outside info, citation, grouping of documents within the essay, point-of-view, incorporating scaffolding questions into the essay) -On-Demand Essay Writing (timed, selforganized essay writing) 	<p>12.G3b The right to vote, a cornerstone of democracy, is the most direct way for citizens to participate in the government. A citizen must register to vote, and may register as a party member or select the status of independent.</p> <p>12.G3c Citizens have opportunities to both participate in and influence their communities and country. Citizens contribute to government processes through legal obligations such as obeying laws, paying taxes, serving on juries, and registering for selective service.</p> <p>12.G3d Citizens have the right to represent their locality, state, or country as elected officials. Candidates develop a campaign, when they decide to seek public office.</p>	<p>e/MnhFm5QVVTo</p> <p>Crash Course Interest Groups #42</p> <p>https://youtu.be/bOvBA7oIlgc</p> <p>Crash Course Interest Group Formation #43</p> <p>https://youtu.be/BGo9Asfwric</p> <p>Crash Course Government and Politics page:</p> <p>https://www.youtube.com/playlist?list=PL8dPuuaLjXtOfse2ncvffeeITrqvhrz8H</p>	<p>Franchise</p> <p>Lobbying</p> <p>Community</p> <p>Gerrymander</p> <p>District</p> <p>Constituent</p> <p>Levy</p> <p>Selective Service</p>	<p>years old) provide a unique opportunity to reflect on their own voting preferences. In investigating the issues behind youth voting, students evaluate their interests to determine whether or not they will vote in the next election.</p> <p>http://www.c3teachers.org/inquiries/voting/</p> <p><u>Summative Performance Task:</u></p> <p>ARGUMENT Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question “Am I going to vote?” using specific claims and relevant evidence from historical sources while acknowledging competing perspectives.</p> <p>EXTENSION Participate in a class discussion on their decisions to register or not register to vote by examining whether or not they are likely to vote in the next presidential election.</p> <p><u>Taking Informed Action:</u></p> <p>ACT Register to vote or decide not to register to vote.</p> <p>iCivics Teacher Page: https://www.icivics.org/teachers</p> <p>iCivics Units: https://www.icivics.org/products/curriculum-units</p>
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					<p>Eagle Eye Citizen: https://eagleeyecitizen.org</p> <p>Bill of Rights Institute: http://billofrightsinstitute.org</p>
ELL Enhancements	Listening Build Background Knowledge Audio	Speaking Sentence Frames Academic conversation starters	Reading Supplementary Texts Visual Aids Video Standards-based questions	Writing Sentence Frames Graphic Organizers Standards-based Sentence Stems	Modifications <ul style="list-style-type: none"> ● Extended time ● Directions read 3x ● Oral interpretation ● Translated version of text (may have English and other) ● Responses in home language.

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Unit IV: Political and Civic Participation

NYS Standards | Themes

12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

CCLS: *Prioritize standards based on which appear in your chosen formative assessment(s).*

Main Idea or Essential Questions: Do Any Political Parties Represent Me? (PP) *or* Does Money Matter in Political Campaigns? (CF)

Please Note: Select one of the NYS Toolkit Documents related to this standard

Enduring Understandings

Students will understand:

- Which international issues are most important to them. (PP)
- Which domestic issues are most important to them. (PP)
- Which national party platform best supports their stance on political issues. (PP)
- How do politicians address issues that are important to them. (PP)
- How much does it cost to become a member of Congress. (CF)
- Where do politicians get their campaign contributions. (CF)
- How do super PACs play a role in political campaigns. (CF)
- Should the government limit contributions to political campaigns? (CF)

Time Frame	Skills, practices or Expectations	NYS Grade 12 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
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4 Weeks	<p>Skill Practices Expectations:</p> <ul style="list-style-type: none"> ● Timeline/Chart Reading ● Vocabulary Development 	<p>12.G4a Depending on the level of government and type of election, there are different processes and mechanisms within the United States electoral and representational</p>	<p>Videos:</p> <p>Crash Course Political Ideology #35 https://youtu.be/j_k_k-bHigM</p>	<p>Democrat</p> <p>Republican</p> <p>Liberal</p>	<p><u>C3 Toolkit: Political Parties</u></p> <p>This inquiry leads students through an investigation of political issues and political parties. By exploring the compelling question about how well political parties represent individuals, students consider</p>
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	<ul style="list-style-type: none"> ● Art/Visual Analysis ● Essay Writing: <ul style="list-style-type: none"> -Thesis Statement -Paragraph Development -Document Analysis (summation, outside info, citation, grouping of documents within the essay, point-of-view, incorporating scaffolding questions into the essay) -On-Demand Essay Writing (timed, selforganized essay writing) 	<p>systems, including the electoral college and winnertake all systems. Advantages and drawbacks of election processes and mechanisms continue to be an issue of ongoing debate in the United States.</p> <p>12.G4b Allowing citizens to vote does not ensure that a system is a democracy. Open, safe, and honest elections are essential to a democratic system. Engaged and informed citizens should know the mechanics associated with voting, including when major local, state, and national elections are held, how to register to vote, who currently holds each office, who is running for office, and what the central issues are pertaining to that election.</p> <p>12.G4c In addition to voting, there are many ways in which citizens can participate in the electoral process. These include joining a political organization, donating money, and doing volunteer work on a political campaign.</p>	<p>Crash Course Election Basics #36</p> <p>https://youtu.be/48EZKXweGD</p> <p>Crash Course Political Campaigns #39</p> <p>https://youtu.be/2A5QlpAyKSO</p> <p>Crash Course Political Parties #40</p> <p>https://youtu.be/VEmOUHxessE</p> <p>Crash Course Party Systems #41</p> <p>https://youtu.be/PkltAl_c05Y</p> <p>Crash Course How Voters Decide #38</p>	<p>Conservative</p> <p>Independent</p> <p>Proportional</p> <p>Representative</p> <p>Democracy</p> <p>Republicanism</p> <p>Elector</p> <p>Electoral College</p> <p>Electoral Votes</p> <p>Popular Votes</p> <p>Political Platform</p>	<p>their own political ideology as a lens for learning about the extent to which political parties address international and domestic issues. In investigating political issues and political party platforms, students begin to develop an idea of how well the parties represent them and, more importantly, begin to develop their own political ideologies.</p> <p>http://www.c3teachers.org/inquiries/political-parties/</p> <p><u>Summative Performance Task:</u></p> <p>ARGUMENT Do any political parties represent me? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question “Do any political parties represent me?” using specific claims and relevant evidence from contemporary sources while acknowledging competing views.</p> <p>EXTENSION Create a political party platform based on the issues students believe are the most important.</p> <p><u>Taking Informed Action:</u></p> <p>UNDERSTAND Research a specific political issue that has affected the local area.</p>
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<https://youtu.be/eermkiaFoWc>

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		<p>12.G4d The United States and New York have political party systems, and the political parties represent specific political, economic, and social philosophies. Debate over the role and influence of political parties continues, although they play a significant role in United States elections and politics. The role of political parties and the platforms they represent varies between states in the United States.</p> <p>12.G4e Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.</p>	<p>Crash Course Government and Politics page:</p> <p>https://www.youtube.com/playlist?list=PL8dPuuaLjXtOfse2ncvffeeITrqvhrz8H</p>	<p>ASSESS Examine the extent to which that issue has been addressed.</p> <p>ACT Organize a debate between local politicians (or party members) in which they answer questions prepared by the students about a political issue.</p> <p>C3 Toolkit: Campaign Finance This inquiry leads students through an investigation of campaign finance by examining election costs, expenditures, and the complex relationships between candidates and political-action committees. By investigating the compelling question “Does money matter in political campaigns?” students dissect contemporary political campaigns in order to assess whether or not campaign-finance reform should take place. In investigating contemporary evidence on campaigns and campaign finance, students develop an understanding of who is funding political campaigns and evaluate the extent to which campaign funding is problematic.</p> <p>http://www.c3teachers.org/inquiries/campaign-finance/</p> <p>Summative Performance Task:</p> <p>ARGUMENT Does money matter in political campaigns? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary</p>
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					<p>sources while acknowledging competing perspectives.</p> <p>EXTENSION Create a public service announcement that addresses students’ stances on campaign-finance reform.</p> <p><u>Taking Informed Action:</u></p> <p>UNDERSTAND Research five current political campaign ads, noting who is funding each ad and whether the ad is in support of a candidate or against the candidate’s opponent.</p> <p>ASSESS Determine the extent to which candidates (once elected) vote in favor of those who have funded them.</p> <p>ACT Using assorted media platforms, create a presentation that conveys students’ views about campaign-finance reform.</p> <p>iCivics Teacher Page: https://www.icivics.org/teachers</p> <p>iCivics Units: https://www.icivics.org/products/curriculum-units</p> <p>Eagle Eye Citizen: https://eagleeyecitizen.org</p> <p>Bill of Rights Institute: http://billofrightsinstitute.org</p>
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ELL Enhancements	<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Modifications</u>
	Build Background Knowledge Audio	Sentence Frames Academic conversation starters	Supplementary Texts Visual Aids Video Standards-based questions	Sentence Frames Graphic Organizers Standards-based Sentence Stems	<ul style="list-style-type: none"> ● Extended time ● Directions read 3x ● Oral interpretation ● Translated version of text (may have English and other) ● <li style="padding-left: 20px;">Responses in home language.

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Unit V: Public Policy

NYS Standards | Themes

12.G5 PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.

CCLS: *Prioritize standards based on which appear in your chosen formative assessment(s).*

Main Idea or Essential Questions:

Why is the Affordable Care Act (ACA) so controversial? (Also called Obamacare)

Enduring Understandings

Students will understand:

- Who were the uninsured before the ACA
- How does the ACA work
- Why is the ACA a constitutional controversy ● Why is the ACA still controversial

Time Frame	Skills, practices or Expectations	NYS Grade 12 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
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4 Weeks	<p>Skill Practices Expectations:</p> <ul style="list-style-type: none"> ● Map Reading/ Interpretation ● Timeline ● Chart Reading ● Vocabulary Development ● Art/Visual Analysis ● Essay Writing: <ul style="list-style-type: none"> -Thesis Statement -Paragraph Development 	<p>12.G5a Each level of government has its own process of shaping, implementing, amending, and enforcing public policy. Customarily the executive branch will outline its plan and agenda in an executive address to the legislative body.</p> <p>12.G5b On various issues, certain governmental branches and agencies are responsible for determining policy. Those</p>	<p>Videos:</p> <p>Crash Course Public Opinion #33</p> <p>https://youtu.be/WJLDgb8m3K0</p>	<p>Public Policy</p> <p>Agenda</p> <p>Fiscal Policy</p> <p>Monetary Policy</p> <p>Social Policy</p> <p>Public Opinion</p> <p>Special Interest Groups</p>	<p>C3 Toolkit: Affordable Care Act This annotated inquiry leads students through an investigation of a public policy debate by studying the Affordable Care Act (ACA). The compelling question—“Why is the Affordable Care Act so controversial?”—calls out the persistent debate around this legislation and asks students to grapple with the roots of disagreement through the examination of the origins, opportunities, shortcomings, and constitutionality of the ACA. Throughout the inquiry, students are working with a variety of data (e.g., polling</p>
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	<p>➤ -Document Analysis (summation, outside info, citation, grouping of documents within the essay, point-of-view, incorporating scaffolding questions into the essay)</p> <p>-On-Demand Essay Writing (timed, selforganized essay writing)</p>	<p>who create public policies attempt to balance regional and national needs, existing political positions and loyalties, and sources of political power.</p> <p>12.G5c Successful implementation of government policy often requires cooperation between many levels of government, as well as the cooperation of other public and private institutions. Conflicts between different levels of government sometimes emerge due to different goals, ideas, and resources regarding the creation and implementation of policy.</p> <p>12.G5d Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being</p>	<p>Crash Course Shaping Public Opinion #34</p> <p>https://youtu.be/NfiULVECAFQ</p> <p>Crash Course Interest Groups #42</p> <p>https://youtu.be/bOvBA7oIlgc</p> <p>Crash Course Interest Group Formation #43</p> <p>https://youtu.be/BGo9Asfwric</p> <p>Crash Course Media Institution #44</p> <p>https://youtu.be/6F0g4N415uw</p> <p>Crash Course Media Regulation #45</p>	<p>numbers, graphical representations, and economic costs) and trying to interpret, create, and analyze data as well as considering the reliability and trustworthiness of the sources.</p> <p>http://www.c3teachers.org/inquiries/affordable-care-act/</p> <p>Summative Performance Task:</p> <p>ARGUMENT Are students protected by the First Amendment? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.</p> <p>EXTENSION Have an informed debate in class about whether students are protected by the First Amendment.</p> <p>Taking Informed Action:</p> <p>UNDERSTAND Investigate the challenges to New York students' First Amendment rights in the digital age by researching cases of cyberbullying and legislation aimed at protecting students.</p> <p>ASSESS Evaluate the school's current cyberbullying and social media policies and the extent to which they align with recent First Amendment legislation.</p>
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					<p>ACT Update the school's current cyberbullying policy or create a new one to be</p>
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		an informed citizen.	https://youtu.be/f6LKI4RKlew Crash Course Social Policy #49 https://youtu.be/mlxLX8Fto_A Crash Course Government and Politics page: https://www.youtube.com/playlist?list=PL8dPuuaLjXtOfse2ncvffeeITrqvhrz8H		vetted by school administrators and students. iCivics Teacher Page: https://www.icivics.org/teachers iCivics Units: https://www.icivics.org/products/curriculum-units Eagle Eye Citizen: https://eagleeyecitizen.org Bill of Rights Institute: http://billofrightsinstitute.org
ELL Enhancements	Listening Build Background Knowledge Audio	Speaking Sentence Frames Academic conversation starters	Reading Supplementary Texts Visual Aids Video Standards-based questions	Writing Sentence Frames Graphic Organizers Standards-based Sentence Stems	Modifications <ul style="list-style-type: none"> ● Extended time ● Directions read 3x ● Oral interpretation ● Translated version of text (may have English and other) ● Responses in home language.