

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



CIVICS

December 2011

*Approved by the Board of Education
December 13, 2011*

New Milford Board of Education

Wendy Faulenbach, Chairperson
Daniel Nichols, Vice Chairperson
David Lawson, Secretary
Nancy C. Tarascio-Latour, Assistant Secretary
Lynette Celli Rigdon
Thomas McSherry
Alexandra Thomas
Rodney Weinberg
William Wellman

Superintendent of Schools

JeanAnn C. Paddyfote, Ph.D.

Assistant Superintendent

Maureen E. McLaughlin, Ph.D.

New Milford High School Principal

Greg P. Shugrue

Authors of Course Guide

Chuck Lynch
Christina McCullough

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Civics

Faced with the challenge of diminishing participation in government by the young people of the state, the Connecticut State Legislature has decreed that as of June 2004, each graduating senior must pass a semester of civics in order to be eligible for a diploma. This course is designed to acquaint students with the legislative, judicial, and democratic processes. Using active learning strategies, students explore contemporary problems, current challenges, and historic precedents of democracy. Because of the historic nature of both American History and the Development of Western Civilization, this course fills a need for the study of democracy involving a wider spectrum of social science disciplines. Civics is offered to students in their junior and senior years with the expectation that their impending eligibility to vote will provide immediacy and relevance to their work. Students may opt for honors level credit by special arrangement with the instructor and with teacher recommendation.

Pacing Guide

Unit #	Title	Weeks	Pages
1	The Constitution, Bill of Rights, Protection of the Individual	3	7-9
2	Government, Elections, Changing the Law	3-4	10-13
3	Law Enforcement and the Judicial System	3	14-17
4	Citizenship Rights and Responsibilities	3	18-20
5	America in the World Today	4	21-24

Key for Common Core Standards

RH = Reading Standards for Literacy in History/Social Studies 6–12

WHST = Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

NCSS = National Curriculum Standards for Social Studies

New Milford Public Schools

<p>Committee Members: Christina McCullough & Chuck Lynch Unit 1: Constitution, Bill of Rights, Protection of the Individual</p>	<p>Course/Subject: Civics Grade Level: 11/12 # of Weeks: Three</p>
Identify Desired Results	
Common Core Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • <u>RH.1</u>: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • <u>RH.7</u>: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • <u>RH.9</u>: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • <u>NCSS VI.c</u>: Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict. • <u>NCSS X.a</u>: Identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty justice, equality, and the rule of law and discuss their applications in specific situations. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The Constitution lays the groundwork for our federal government. • The federal government is based on the rule of law and that the idea that all power resides in the people. • The first ten amendments, known as the Bill of Rights, guarantee several basic freedoms. • Political parties and traditional English customs, never discussed in the Constitution, have become an important part of the system of government. 	<ul style="list-style-type: none"> • When does self-government become anarchy? • How can an evolving government protect individual rights and still provide for the common good? • How did English roots and the colonial experience impact the historical background of the United States Constitution?

Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Historical roots of the Constitution • Constitutional challenges in a democracy • The United States Constitution is a living document • The process of amending and redefining rights <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Apply an understanding of historical and contemporary conflicts over Constitutional principles • Analyze, using historical and contemporary examples, the meaning and significance of the idea of equal protection under the law for all persons • Evaluate the importance of developing self-government so as to restrict arbitrary power • Describe how the Constitution may limit government in order to protect individual rights or limit individual rights to promote the common good 	
Character Attributes	
<ul style="list-style-type: none"> • Citizenship • Cooperation • Responsibility 	
Technology Competencies	
<p>Creativity and Innovation:</p> <ul style="list-style-type: none"> • Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. • Students will apply existing knowledge to generate new ideas, products, and processes. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher previews the unit with an outline of information to be discussed over the next three weeks. • Teacher presents a PowerPoint on the Foundations of the Declaration of Independence. • Teacher provides notes on reasons why ratification of the Constitution was a struggle and describes what is meant by the Constitution being a living document. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will take notes from teacher's presentation and store them in their notebooks. • In small groups of three, students will collaborate after reading a summary of <i>The Mayflower Compact</i>, <i>Common Sense</i>, or <i>Declaration of Rights of Man</i>. Students will then discuss similarities and differences in the documents and present their findings to the class.

<ul style="list-style-type: none"> • Teacher leads a discussion on the Bill of Rights and how they protect American citizens. • Teacher presents news clips on the Oklahoma City bombings and the 911 attacks from YouTube to facilitate discussion on redefining rights and government for the common good. 	<ul style="list-style-type: none"> • Students will research which states were last to ratify the Constitution and why and provide a written response describing why the Constitution is a living document. • Students will create a poster declaring which of the first ten amendments they feel is most important and why. • Using the Internet, students will research credible news sources and primary sources to write a position paper discussing how personal freedom has been affected by homeland security laws and terrorism concerns.
--	---

Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> • Peer evaluation of comparing documents in groups • Written response describing why the Constitution is a living document • Graded rubric evaluation of poster project • Graded rubric evaluation of position paper

Suggested Resources

<ul style="list-style-type: none"> • http://www.constitutioncenter.org (copies of <i>Declaration of Independence</i>, <i>Articles of Confederation</i>, <i>United States Constitution</i>, and <i>Bill of Rights</i>) • http://www.usconstitution.net/constpop.html (popular names and applications of the United States Constitution) • http://usinfo.state.gov/topical/pol/terror/ (archive of terrorism official texts and commentary) • http://www.terrorism.com/ (research documents and links related to terrorist groups)
--

New Milford Public Schools

<p>Committee Members: Christina McCullough & Chuck Lynch Unit 2: Government, Elections, and Changing the Law</p>	<p>Course/Subject: Civics Grade Level: 11/12 # of Weeks: Three-Four</p>
Identify Desired Results	
Common Core Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • <u>WHST 4</u>: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • <u>WHST 7</u>: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • <u>NCSS V f</u>: Give examples of the role of institutions in furthering both continuity and change. • <u>NCSS X c</u>: Locate, access, organize, and apply information about an issue of public concern from multiple points of view. • <u>NCSS X e</u>: Explain actions citizens can take to influence public policy decisions. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The Constitution divides power among the executive, legislative, and judicial branches of government. • A system of checks and balances prevents any one branch from gaining too much power. • The media influences American politics by helping to set the public agenda and by playing a central role in politics. • The primary purpose of major political parties is to control government through winning election to public office. 	<ul style="list-style-type: none"> • To what extent is the media the “fourth branch” of government? • How effective is the separation of powers among the three branches of the federal government as a means of preserving the constitutional system from abuses?

Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Government structure and powers • Political parties, voting, and elections • The role of media, opinion, and lobbies in shaping government • Local and Federal participation in government <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Explain how the design of the Constitution is intended to balance the powers of government • Describe how constitutions may limit government in order to protect individual rights and promote the common good • Study and classify examples of legitimate authority and exercise of power without authority • Analyze historical and contemporary conflicts through the respective roles of local, state, and national governments • Evaluate the contemporary roles of political parties, associations, media groups, and public opinion in local, state, and national politics 	
Character Attributes	
<ul style="list-style-type: none"> • Citizenship • Responsibility 	
Technology Competencies	
<p>Communication and Collaboration:</p> <ul style="list-style-type: none"> • Students will be able to use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher assigns readings on the structure of congress and congressional powers. Teacher divides students into different groups to discuss various issues such as legalized wire-tapping and controlling spending. • Teacher presents information on the legislative process. • Teacher uses PowerPoint presentation to discuss state and local government structure and presents issues that could be taken to the state and/or local government. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will complete readings and divide into small groups to participate in a cooperative jigsaw activity to discuss their findings on various issues regarding congressional powers. • Students will create a digital diagram illustrating the branches of government and the powers of each that also illustrates the checks each branch has over the others. • Students will identify major legislative issues facing Congress currently and analyze how mass media has shaped their opinion on those issues.

<ul style="list-style-type: none"> • Teacher facilitates discussion on the role of political parties in the election process. • Teacher assigns readings on the role of the media and public opinion in politics. 	<ul style="list-style-type: none"> • Students will select a contemporary issue and collaboratively use technology and digital media to determine how they would use the state and/or local government to create a solution for that issue while documenting their findings. • Students will research the two major political parties and write a summary describing the parties' major differences and similarities. • Students will debate the impact of media and public opinion in politics using current and historical examples.
---	--

Assessments

Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To participate in a formal debate on the role of media and public opinion in politics</p> <p>Role: Newscaster</p> <p>Audience: TV Audience</p> <p>Situation: Students will pick a stance on the role of media and public opinion in politics and attempt to persuade others that their position is correct.</p> <p>Performance: Formal Debate</p> <p>Standards for Success: NMHS school-wide rubric for oral presentation</p>	<ul style="list-style-type: none"> • Digital diagram on the branches of government • Written summary comparing and contrasting the major political parties • Participation in cooperative jigsaw activity • Solution to issue using local and state government resources

Suggested Resources

- Connecticut State Register and Manual, Connecticut Secretary of State, Hartford, published annually,
<http://www.ct.gov/sots/cwp/view.asp?a=3188&Q=392636>
- How our Laws are Made, The Library of Congress,
<http://thomas.loc.gov/home/lawsmade.toc.html>
- <http://www.usnewswire.com> (transmits public policy press releases for the White House, government agencies, Congress, interest groups, and the political parties)
- <http://www.politics1.com/ct.htm> (list of links to sites for state and federal candidates. Also links to political parties, local news sources, and more)
- <http://www.pbs.org/wgbh/pages/frontline/schows/scandal/> (shows how both political parties contrived to bend and break campaign laws in the 1996 election)
- NMHS school-wide rubric for oral presentation

New Milford Public Schools

<p>Committee Members: Christina McCullough & Chuck Lynch Unit 3: Law Enforcement and the Judicial System</p>	<p>Course/Subject: Civics Grade Level: 11/12 # of Weeks: Three</p>
Identify Desired Results	
Common Core Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • <u>WHST 4</u>: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • <u>WHST 9</u>: Draw evidence from informational texts to support analysis, reflection, and research. • <u>RH 7</u>: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem • <u>NCSS X c</u>: Locate, access, organize, and apply information about an issue of public concern from multiple points of view. • <u>NCSS X b</u>: Identify examples of rights and responsibilities of citizens. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The 5th and 14th amendments guarantee that the government cannot deprive a person of “life, liberty, or property, without due process of law.” • The States’ reserved powers include the police power; the power to protect and promote public health, public safety, public morals, and the general welfare. • A person accused of a crime is presumed innocent until proven guilty. • The Constitution created a national judiciary consisting of a Supreme Court and inferior courts to be created by Congress. 	<ul style="list-style-type: none"> • Is justice delayed justice denied? • Under the judicial system in the United States, to what extent does a person have rights? • Is the legal process in the United States still working?

Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Local investigative procedures • Rights of the accused • Rights of the arrested • Legal process and procedures <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Demonstrate understanding of rights and limits of power in encounters with the law • Analyze the role of law enforcement within the judicial process • Compare and contrast the cases referred to each level of court review • Research the origins of civil rights and analyze the way rights have changed over time • Draw conclusions about the responsibilities of citizens involved in judicial process 	
Character Attributes	
<ul style="list-style-type: none"> • Citizenship • Responsibility 	
Technology Competencies	
<p>Research and Information Fluency:</p> <ul style="list-style-type: none"> • Students will apply digital tools to gather, evaluate, and use information. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher assigns reading on law enforcement and the role of citizens. • Teacher asks the School Resource Officer to speak to students about law enforcement and the rights of the accused. • Teacher gives PowerPoint presentation on the judicial system including federal, supreme, state, and local courts. • Teacher assigns students into small groups and provides each group with an important Supreme Court case to analyze, discuss, and eventually present to the class. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will respond to questions about the reading on law enforcement and the role of citizens. • Students will write a reflection paper examining what they have learned about law enforcement from the conversation with the School Resource Officer. They will also discuss any misconceptions they had before this conversation. • Students will create a chart to illustrate the types of cases each court receives.

<ul style="list-style-type: none"> • Teacher facilitates a discussion on civil rights and how they have changed over time. • Teacher assigns essay response question on the constitutionality of the death penalty. 	<ul style="list-style-type: none"> • Students will work in small cooperative groups to research and analyze important Supreme Court cases that influenced the rights of the accused and the law enforcement process. Students will present their analysis to the class. • Students will research three major examples of how civil rights have changed over time to share with the class. • Students will write an essay explaining whether they agree or disagree with the constitutionality of the death penalty. They must research the topic, including Supreme Court cases, to find evidence to support their position.
---	---

Assessments

<p style="text-align: center;">Performance Task</p> <p style="text-align: center;">Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p style="text-align: center;">Other Evidence</p> <p style="text-align: center;">Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: To research and write an essay that takes an informed position</p> <p>Role: Researcher</p> <p>Audience: Teacher and fellow students</p> <p>Situation: Students will take a position regarding the constitutionality of the death penalty and use previous court cases to support their stance.</p> <p>Product: Persuasive Essay</p> <p>Standards for Success: Departmental essay rubric</p>	<ul style="list-style-type: none"> • Written reflection paper on law enforcement • Student response to questions on law enforcement and the role of citizens • Chart illustrating the types of cases each court receives • Participation in analysis of major court cases • Participation in discussion on civil rights • Essay on the constitutionality of the death penalty

Suggested Resources

- School Resource Officer
- William A. McClenaghan, . *Magruder's American Government*. 2002 Edition. Needham, Massachusetts: Prentice Hall, 2002. Print.
- “12 Angry Men” 1957 movie about twelve jurors coming to a consensus about a verdict
- <http://law2.umkc.edu/faculty/projects/ftrials/ftrials.htm> (great trials including many from the 20th century)
- <http://www.streetlaw.org/en/Index.aspx> (street law)
- <http://www.nationalmocktrial.org> (mock trials)
- Connecticut Courts: An Interactive Curriculum in Three Segments for High School Students, Justice Education Center, <http://www.jud.ct.gov/Publications/Curriculum/Curriculum.pdf>

New Milford Public Schools

Committee Members: Christina McCullough & Chuck Lynch Unit 4: Citizenship Rights and Responsibilities	Course/Subject: Civics Grade Level: 11/12 # of Weeks: Three
Identify Desired Results	
Common Core Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • <u>RH.7</u>: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • <u>WHST.4</u>: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • <u>NCSS I.d</u>: Compare ways in which people from different cultures think about and deal with their physical environment and social conditions. • <u>NCSS X.b</u>: Identify examples of rights and responsibilities of citizens. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • American citizens have responsibilities and obligations that extend beyond the scope of paying taxes and obeying laws. • Strict laws govern the citizenship process for immigrants in the United States. 	<ul style="list-style-type: none"> • What obligations do citizens have to the nation beyond merely paying taxes and obeying laws? • What types of immigration problems are currently facing the U.S. and what solutions should be taken? • Should illegal immigrants be allowed to stay in the United States despite arriving here illegally?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Laws to becoming a citizen • Civic responsibility • Civic action Students will be able to do the following: <ul style="list-style-type: none"> • Identify and explain characteristics needed for effective participation in public life. 	

<ul style="list-style-type: none"> • Monitor and influence the formation of policy through various forms of participation. • Take a position on a current policy issue and attempt to influence its formation, development, and implementation. • Evaluate whether or when people’s obligations as citizens require that their personal desires, beliefs, and interests be subordinated to the public good. 	
Character Attributes	
<ul style="list-style-type: none"> • Citizenship • Honesty • Responsibility 	
Technology Competencies	
<p>Critical Thinking, Problem Solving, and Decision-Making:</p> <ul style="list-style-type: none"> • Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will preview the unit with an outline of information to be discussed over the next three weeks. • Teacher will distribute readings on immigration and citizenship. • Teacher will administer a citizenship test to the class. • Teacher will lead the class in a brainstorming discussion activity on the responsibilities of an American citizen. • Teacher will administer an assessment consisting of open-ended questions based on the unit’s activities and to assess content knowledge. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will take notes from teacher’s presentation and store in notebook. • In groups of four, students will collaborate after reading selected pieces on immigration and citizenship. • Students will respond to questions prepared by the teacher to think critically about the aforementioned topic. • Students will then go the LMC to begin a three-day research project with their group. Research will focus on immigration and citizenship. Students will make a PowerPoint to present to the class. • Students will take the citizenship test and report on how they felt they did on the test by answering prepared questions. • Students will make a brainstorming web in their notebooks from the class discussion and use the web for possible topics to research.

	<ul style="list-style-type: none"> • Students will independently research two topics from the brainstorming web and use class time to develop a report on how the responsibilities affect citizens' lives. • Students will answer open-ended questions to show knowledge of content.
--	--

Assessments

<p style="text-align: center;">Performance Task</p> <p style="text-align: center;">Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p style="text-align: center;">Other Evidence</p> <p style="text-align: center;">Application that is functional in a classroom context to evaluate student achievement of desired results</p>
--	--

<p>Goal: To make the students comfortable speaking in a public forum and to develop an understanding on specific immigration and citizenship topics</p> <p>Role: Presenter</p> <p>Audience: Class and teacher</p> <p>Situation: Students must present PowerPoint to class and answer questions</p> <p>Performance: Group presentation</p> <p>Standards for Success: Presentation rubric, self and peer evaluations</p>	<ul style="list-style-type: none"> • Group presentations • Peer evaluations • Independent research topic • Open-ended questions
--	---

Suggested Resources

<ul style="list-style-type: none"> • http://www.rallye-pointe/Opinion/citizenship.htm (United States citizenship test) • http://www.ellislandrecords.org (American family Immigration History Center) • http://www.ins.usdoj.gov/graphics/index.htm (Immigration & Naturalization Service)
--

New Milford Public Schools

Committee Members: Christina McCullough & Chuck Lynch Unit 5: America in the World Today	Course/Subject: Civics Grade Level: 11/12 # of Weeks: Four
Identify Desired Results	
Common Core State Standards	
<ul style="list-style-type: none"> • <u>WHST 4</u>: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • <u>WHST 7</u>: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • <u>RH 7</u>: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • <u>NCSS IX d</u>: Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species. • <u>NCSS X c</u>: Locate, access, organize, and apply information about an issue of public concern from multiple points of view. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The Monroe Doctrine and Manifest Destiny shaped American foreign policy through World War I. During that time, the nation expanded and became a colonial power. • The two world wars ended America's traditional policy of isolationism and led to a policy of internationalism. • Victory in World War II made the United States one of two world superpowers and led to the policies of collective security and deterrence. 	<ul style="list-style-type: none"> • How does one balance the need for public information in a time of crisis versus the government's need for covert activities? • How can the Constitution be used as a tool to determine foreign policy and shape diplomacy?

<ul style="list-style-type: none"> • U.S. policy during the cold war focused on resisting Soviet aggression through containment. • Although the cold war has ended, the world is still a dangerous place requiring continued vigilance. 	
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Foreign policy in action • Using the Constitution to face global issues • How the Constitution Shapes Diplomacy <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Develop proposals regarding solutions to significant international political, economic, or environmental issues based on Constitutional precedents. • Analyze the respective roles of the executive and legislative branches in developing and implementing foreign policy. • Identify and evaluate the various domestic, political, economic, and social interests, which must be considered in the development of foreign policy. • Describe the process by which foreign policy decisions are developed and executed and define the sources of power to act. 	
Character Attributes	
<ul style="list-style-type: none"> • Citizenship • Respect • Responsibility 	
Technology Competencies	
<p>Digital Citizenship:</p> <ul style="list-style-type: none"> • Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher gives PowerPoint presentation on major global issues and the role of the U.S. in the past century. • Teacher asks students who has the power to implement foreign policy and models an analysis of one foreign policy event from the past. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will respond to questions on the role of U.S. in global issues.

<ul style="list-style-type: none"> • Teacher facilitates discussion on diplomatic options available to U.S. • Teacher prepares a list of current international issues facing the U.S. and divides students into groups. Each group will select one issue and develop a foreign policy proposal. • Teacher assigns readings to students on public need to know versus the government’s need to act covertly. 	<ul style="list-style-type: none"> • Students will select one major foreign policy event in U.S. history to research and share with the class. Students will explain the influence of the Constitution on that foreign policy event and analyze the role of the executive and legislative branches in developing that foreign policy. • Students will generate a list of domestic, political, economic, and social interests that must be considered when developing a foreign policy strategy and explain why those interests are important. • Students will work in small groups to develop a foreign policy proposal to solve a current international issue. They must use Constitutional precedents to help them create their proposals. • Students will write an essay response on balancing freedom of information and will use events from the past, such as the Wiki leaks incident, to support their responses.
--	--

Assessments

<p style="text-align: center;">Performance Task</p> <p style="text-align: center;">Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p style="text-align: center;">Other Evidence</p> <p style="text-align: center;">Application that is functional in a classroom context to evaluate student achievement of desired results</p>
	<ul style="list-style-type: none"> • Student response to questions on the role of U.S. in global issues • Participation in research and analysis on major foreign policy event • Student list of domestic, political, economic, and social issues • Student foreign policy proposal on a current issue • Student essay response on the public’s need to know versus the government’s need to act covertly

Suggested Resources

- William A. McClenaghan, . *Magruder's American Government*. 2002 Edition. Needham, Massachusetts: Prentice Hall, 2002. Print.
- A Force More Powerful (PBS Documentary)
<http://www.aforcemorepowerful.org/>
- <http://www.un.org> (United Nations website)
- The Ten Thousand Day War – video series
- Jihad versus McWorld, Benjamin Barber,
<http://www.theatlantic.com/magazine/archive/1992/03/jihad-vs-mcworld/3882/>
- “Playing War: The Child Martyrs of Karni Crossing”. *New York Times Magazine*