

Oakwood City School District

American Government

American Government

How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.

American Government Inquiry and Application Standards

Inquiry, as theory, is a way in which people view the world. It requires critical thinking, a contribution of new ideas and reflection throughout the entire process. As such, the student is at the center of the experience with the teacher as “co-partner and guide”. As teachers create inquiry curricula around students’ interests and strengths, they also help students broaden the ways in which they think, question and explore. Investigation is a journey and teachers provide the guidance for the journey when they recognize that a student’s experience of the inquiry process is a personal one.

Reading Standards for Literacy in Social Studies

I. Key Ideas and Details

- A. 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.
- B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matter uncertain.

II. Craft and Structure

- A. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10)
- B. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

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C. Evaluate author's differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

III. Integration of Knowledge and Ideas

A. 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.

B. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

C. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

IV. Range of Reading and Level of Text Complexity

A. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

Writing Standards for Literacy in Social Studies

I. Text Type and Purposes Standard 1

A. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding statement or section that follows from or supports the argument presented.

II. Text Type and Purposes Standard 2

A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

E. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

F. (No additional levels.)

III. Production and Distribution of Writing Standard

A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

B. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

C. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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IV. Research to Build and Present Knowledge

A. 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.

B. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

C. Draw evidence from informational texts to support analysis, reflection, and research.

V. Range of Writing

A. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Content Standards

I. How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.

A. Civic Involvement: Students can engage in societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.

1. Opportunities for civic engagement with the structures of government are made possible through political and public policy processes

2. *Political parties, interest groups and the media provide opportunities for civic involvement through various means.*

B. Civic Participation and Skills: Democratic government is enhanced when individuals exercise the skills to participate effectively in civic affairs.

1. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.

2. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.

C. Basic Principles of the U.S. Constitution: Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

1. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.

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2. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.

D. Structure and Functions of the Federal Government: Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.

1. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.

2. The political process creates a dynamic interaction among the three branches of government in addressing current issues.

E. Role of the People: The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.

1. In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.

2. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.

F. Ohio's State and Local Governments: The State of Ohio Acts within the framework of the U.S. Constitution and extends powers and functions to local governments.

1. As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.

2. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

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G. Public Policy: Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.

1. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.
2. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

H. Government and the Economy: The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.

1. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.
2. The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.