

Government Quarter One

LENGTH OF UNIT	OHIO CONTENT STANDARDS	UNIT GOALS	STRATEGIES & METHODS
<p>CHAPTER 2</p> <p>3 WEEKS</p> <p>1ST QUARTER</p> <p>SEPTEMBER</p>	<p>4, 5, 6, 8, 16</p>	<p>STUDENTS WILL BE ABLE TO:</p> <p>IDENTIFY BASIC IDEAS ABOUT GOVERNMENT BROUGHT FROM ENGLAND</p> <p>IDENTIFY HOW GOVERNMENTS BEGAN TO DEVELOP IN THE COLONIES</p> <p>IDENTIFY HOW THE RELATIONSHIP BETWEEN THE COLONIES AND BRITAIN BEGAN TO CHANGE</p> <p>IDENTIFY REASONS FOR THE DECLARATION OF INDEPENDENCE</p> <p>UNDERSTAND WHY THE DECLARATION OF INDEPENDENCE WAS CONSIDERED A REVOLUTIONARY DOCUMENT</p> <p>IDENTIFY MAJOR WEAKNESSES IN THE STRUCTURE AND APPLICATION OF THE ARTICLES OF CONFEDERATION</p> <p>UNDERSTAND WHAT LED TO THE FORMING OF THE CONSTITUTION IN 1787</p> <p>IDENTIFY COMPROMISES AND REASONS FOR COMPROMISE AT THE CONSTITUTIONAL CONVENTION</p> <p>UNDERSTAND ARGUMENTS FOR AND AGAINST RATIFICATION OF CONSTITUTION</p> <p>UNDERSTAND HOW THE BILL OF RIGHTS WAS A COMPROMISE BETWEEN THE FEDERALISTS WHO WANTED A STRONG GOVERNMENT AND THE ANTI-FEDERALISTS WHO WANTED TO PROTECT INDIVIDUAL RIGHTS AND WERE OPPOSED TO THE STRONG GOVERNMENT CREATED UNDER THE CONSTITUTION</p>	<p>CLASS DISCUSSION</p> <p>SHAYS'S REBELLION VIDEO</p> <p>FORMING A NEW GOVERNMENT SIMULATION</p> <p>READ FEDERALIST PAPERS AND IDENTIFY MAJOR ARGUMENTS FOR RATIFICATION</p> <p>WRITE ABOUT WHAT WOULD OUR GOVERNMENT LOOK LIKE TODAY WITHOUT THE CONSTITUTION</p> <p>HAVE STUDENTS DEVELOP A FIX FOR THE PROBLEMS IN THE ARTICLES OF CONFEDERATION</p> <p>FILL IN CHART WITH DATES LEADING UP TO THE CREATION OF A NEW GOVERNMENT</p>

LENGTH OF UNIT	OHIO CONTENT STATEMENT	UNIT GOALS	STRATEGIES & METHODS
CHAPTER 1 1 ST QUARTER 2 WEEKS AUG/ EARLY SEPTEMBER	1	<p>STUDENTS WILL BE ABLE TO:</p> <p>IDENTIFY THE FOUR BASIC CHARACTERISTICS THAT MAKE UP A STATE</p> <p>IDENTIFY THE MAJOR THEORIES OF HOW STATES DEVELOP</p> <p>UNDERSTAND WHY GOVERNMENT EXISTS</p> <p>IDENTIFY HOW THE CONSTITUTION IS A SOCIAL CONTRACT</p> <p>IDENTIFY THE DIFFERENCES AND SIMILARITIES BETWEEN UNITARY, FEDERAL, AND CONFEDERATE GOVERNMENTS</p> <p>IDENTIFY DIFFERENCES AND SIMILARITIES BETWEEN PRESIDENTIAL AND PARLIAMENTARY FORMS OF GOVERNMENT</p> <p>IDENTIFY THE BASIC CONCEPTS ON WHICH AMERICAN GOVERNMENT IS BASED</p>	<p>CLASS DISCUSSIONS</p> <p>READ PREAMBLE AND HAVE STUDENTS RESEARCH WAYS THE GOVERNMENT CARRIES OUT THE PREAMBLE AS A SOCIAL CONTRACT</p> <p>COMPARE AND CONTRAST THE DIFFERENT THEORIES OF HOW STATES DEVELOP</p> <p>RESEARCH COUNTRIES FROM AROUND THE WORLD AND COMPARE AND CONTRAST THEIR SYSTEMS OF GOVERNMENT WITH THE UNITED STATES</p> <p>RESPOND TO A QUOTE FROM THE CHAPTER BY WRITING A RESPONSE AND TELLING WHETHER STUDENTS AGREE OR DISAGREE</p>

LENGTH OF UNIT	CONTENT STANDARDS	UNIT GOALS	STRATEGIES & METHODS
CHAPTER 3 2 WEEKS QUARTER 1 SEPTEMBER/ OCTOBER	4, 5, 7, 9, 10, 11, 12, 13	<p>STUDENTS WILL BE ABLE TO:</p> <p>IDENTIFY BASIC PRINCIPLES ON WHICH THE CONSTITUTION IS BUILT</p> <p>IDENTIFY THE MAJOR METHODS OF AMENDMENT TO THE CONSTITUTION</p> <p>IDENTIFY IMPACT THAT CONSTITUTIONAL AMENDMENT HAS MADE ON U.S. GOVERNMENT</p> <p>UNDERSTAND THAT THE CONSTITUTION IS A LIVING DOCUMENT THAT CHANGES WITH THE TIMES</p> <p>IDENTIFY THE WAYS IN WHICH OUR GOVERNMENT CAN CHANGE WITHOUT GOING THROUGH THE PROCESS OF FORMAL AMENDMENT</p> <p>UNDERSTAND WHY INFORMAL AMENDMENT IS IMPORTANT FOR THE GOVERNMENT TO BE ABLE TO ADAPT TO THE TIMES</p>	<p>CLASS DISCUSSIONS</p> <p>STORY BOOK FOR ONE OF THE BASIC PRINCIPLES</p> <p>WHICH CONSTITUTIONAL AMENDMENTS HAVE HAD MAJOR IMPACT ON STUDENTS' LIVES</p> <p>STUDENTS COMPARE AND CONTRAST DIFFERENT METHODS OF BOTH FORMAL AND INFORMAL AMENDMENT</p> <p>MULTIMEDIA PRESENTATION OF AMENDMENTS 11-27</p>

LENGTH OF UNIT	CONTENT STANDARDS	UNIT GOALS	STRATEGIES & METHODS
<p>CHAPTER 4</p> <p>1.5 WEEKS</p> <p>QUARTER 1</p> <p>OCTOBER</p>	<p>5, 19</p>	<p>STUDENTS WILL BE ABLE TO:</p> <p>IDENTIFY POWERS ASSIGNED TO BOTH THE NATIONAL AND STATE GOVERNMENTS</p> <p>UNDERSTAND THE ROLE THAT THE SUPREME COURT PLAYS IN THE FEDERAL SYSTEM</p> <p>IDENTIFY THE OBLIGATIONS THAT THE NATIONAL GOVERNMENT HAS TO THE STATES</p> <p>UNDERSTAND THE RELATIONSHIP THAT STATES HAVE WITH ONE ANOTHER</p> <p>IDENTIFY SUPPORT THAT THE STATES PROVIDE TO THE NATIONAL GOVERNMENT</p> <p>IDENTIFY REASONS THAT STATES NEED TO COOPERATE WITH ONE ANOTHER</p> <p>UNDERSTAND THE TYPES OF SUPPORT THE NATIONAL GOVERNMENT PROVIDES TO THE STATES</p> <p>UNDERSTAND THE PROCESS OF ADMITTING NEW STATES</p>	<p>CLASS DISCUSSION</p> <p>GUIDED READINGS</p> <p>PROVIDE EXAMPLES BY STATES AND STUDENTS DETERMINE WHETHER OR NOT THEY ARE ABLE TO DO THEM BASED ON THE CONSTITUTION</p> <p>INVESTIGATE COURT CASES INVOLVING INTERSTATE RELATIONS; COMPARE AND CONTRAST RULINGS IN DECISIONS</p>

LENGTH OF UNIT	OHIO CONTENT STANDARDS	UNIT GOALS	STRATEGIES & METHODS
CHAPTER 10,11,12 3 WEEKS 2ND QUARTER OCTOBER/ NOVEMBER	14, 15	STUDENTS WILL BE ABLE TO: UNDERSTAND THE PLACE, ROLE AND STRUCTURE OF CONGRESS UNDERSTAND AND IDENTIFY THE TERMS AND QUALIFICATIONS OF BOTH HOUSES OF CONGRESS IDENTIFY THE GENERAL CHARACTERISTICS OF MEMBERS OF CONGRESS UNDERSTAND WHERE CONGRESS GETS ITS POWERS IN THE U.S. CONSTITUTION	DISCUSSION GUIDED READING INVESTIGATE AND REPORT ON CURRENT LEGISLATION AND ACTIONS OF CONGRESS STUDENTS DESIGN COMIC BOOK FOR SUPERHERO CAPTAIN CONGRESS CREATING A PROBLEM AND EXPLAINING HOW CONGRESS USES THEIR POWERS TO SOLVE PROBLEMS INTERPRET POLITICAL CARTOONS RESEARCH TO FIND OUT THE BACKGROUND OF CURRENT MEMBERS OF CONGRESS