

**Course: Dynamics of Democracy (Grade 12 Elective)**

<p><i>Students will be able to :</i></p> <p>Interpret and construct charts and graphs that show quantitative information.</p> <p>Distinguish between long-term and short term cause and effect relationships.</p> <p>Distinguish intended from unintended consequences. (H, E, C)</p> <p>Show connections, causal and otherwise, between particular ideas and larger social, and political trends and developments.</p> <p><i>Students will be able to demonstrate an understanding of the following concepts:</i></p> <p>The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity.</p> <p>The growth and impact of centralized state power.</p> <p>The origins and impact of sectionalism on American life and politics.</p>	<p><b>STUDENT LEARNING OUTCOMES</b></p> <p><i>A student will be able to:</i></p> <p><b>G.1</b> Define the terms citizenship, politics, and government, and give examples of how political solutions to public policy problems are generated through interactions of citizens, civil associations, with their government.</p> <p><b>G.2</b> Describe the purposes and functions of government.</p> <p><b>G.3</b> Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals.</p> <p><b>G.4</b> Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority limited government and the rule of law.</p> <p><b>G.5</b> Explain how civil society contributes to the maintenance of limited government in a representative democracy or democratic republic, such as the United States.</p> <p><b>G.6</b> Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights.</p> <p><b>G.7</b> Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.</p> <p><b>G.8</b> Identify and explain elements of the social contract and natural rights theories in United States founding – era documents.</p>	<p><b>ASSESSMENT STRATEGIES AND ACTIVITIES</b></p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p><i>Mapping      Observation and demographic sheets</i>  <i>Presentations   Projects</i>  <i>Analysis of primary source documents, cartoons</i>  <i>Tests, quizzes and exams</i>  <i>Debate   role playing, skits</i>  <i>Charting   Debates      <b>Notebook</b></i>  <i>Open ended questions, essays &amp; reflection</i></p> <p><b>SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES</b></p> <p><i>Discussion, notetaking, study guides</i>  <i>Analysis of primary source documents</i>  <i>Problem Solving Initiatives      Group Activities</i>  <i>Debate      Project      Guest speakers</i>  <i>Open-response questions      Oral Presentations, essays      Graphic Organizers</i>  <i>Locate information using print and media sources</i>  <i>Role playing      <b>Police Academy</b></i>  <i>Discussion and analysis of current events/ media</i></p> <p><b>SUGGESTED INSTRUCTIONAL MATERIAL &amp; RESOURCES</b></p> <p>TEXT:</p> <p style="padding-left: 20px;"><u><i>We the People, Level II and III</i></u></p> <p style="padding-left: 20px;"><u><i>American Government</i></u> by Macgruder</p> <p style="padding-left: 20px;"><u><i>Basic Principles of American Government</i></u></p> <p style="padding-left: 20px;"><u><i>American Government</i></u> by Wood and Sansone</p>
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• Numbers are adapted from Learning Standards found in the Massachusetts History and Social Science Framework, Aug. 2004 pp.69-75

**DISCIPLINES**

**H= History**

**G=Geography**

**E=Economics**

**C=Civics and Government**

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<p><i>Students will be able to demonstrate an understanding of the following terms:</i></p> <p>Habeus corpus Community (social, economic, political) Community mapping Special interest groups Needs assessment Demographics Justice ethics social ethic Conscience Solon Cleisthenes Pericles Direct democracy Indirect democracy Enlightenment Natural rights and law of nature Equality liberty Social contract explicit, implicit consent Private domain separation of powers Checks and balances Civic virtue common good Sources of authority higher law Civil disobedience Antigone, Creon Citizen resident alien naturalized citizen Civil rights political rights Commonwealth Bill of Rights ex post facto Bill of attainder Appellate jurisdiction Writ of certiorari pretrial detention Statutory and common law precedents Grand jury petit jury Judicial review jury nullification Misdemeanor felony Plaintiff defendant de novo Subpoena contempt briefs Transcript directed verdict Challenge for cause, preemptory challenge</p>	<p><b>STUDENT LEARNING OUTCOMES</b></p> <p><i>A student will be able to:</i></p> <p><b>G.9</b> Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of the Individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.</p> <p><b>G.10</b> Evaluate, take, and define positions on issues concerning foundational ideas or values in tension and conflict.</p> <p><b>G.11</b> Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary.</p> <p><b>G.12</b> Trace the evolution of political parties in the American governmental system, and analyze their functions in elections and government at national and state levels of the federal system.</p> <p><b>G.13</b> Explain the difference between a town and a city form of government in Massachusetts, including the difference between a representative and an open-town meeting.</p> <p><b>G.14</b> Explain the meaning and responsibilities of citizenship in the United States and Massachusetts</p> <p><b>G.15</b> Describe the roles of citizens in Massachusetts and the United States, including voting in public elections, participating in voluntary associations to promote the common good, and participation in political activities to influence public policy decisions of government.</p>	<p><b>SUGGESTED INSTRUCTIONAL MATERIAL &amp; RESOURCES</b></p> <p>ADDITIONAL SOURCES: Internet profiles of local towns At-a-glance profiles, town maps, MA State Dept of Commerce and Development Town monographs</p> <p>Constitutional Rights Foundation’s <u>Authority in Government</u></p> <p><i>Conflicting Views: Taking Sides</i></p> <p>Political party platform documents</p> <p>Adaptation of Sophocles’ play <u>Antigone</u></p> <p><i>The Changing Flavor of America’s Melting Pot</i></p> <p><u>Street Law</u></p> <p>Contemporary newspaper articles “Anatomy of a Verdict” from NY TIMES Sunday Magazine</p> <p>Handouts</p> <p>DOCUMENTS John Locke “ Two Treatises of Government” Chapters. 2,5,6&amp;7</p> <p>Baron de Montesquieu” “The Spirit of the Law” Books 1,2,8,11</p> <p>Thomas Jefferson: “ A Summary View of the Rights of British America: “Notes of the State of Virginia”; “March 15, 1789 letter to James Madison</p>
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<p><i>Students will be able to demonstrate an understanding of the following terms:</i></p> <p>Indictment    arraignment  Plea bargaining    constitutional law  Criminal law  Domestic violence  Mass media    print media    broadcast media  Conglomerates    power elite  Prior restraint    shield laws  Libel    <i>Branzburg vs. Hayes</i>  FCC    equal time doctrine  Voluntary association</p>	<p><b>STUDENT LEARNING OUTCOMES</b></p> <p><i>A student will be able to:</i></p> <p><b>G.16</b> Identify and explain the meaning and importance of civic dispositions or virtues that contribute to the preservation and improvement of civil society and government.</p> <p><b>G.17</b> Identify specific ways for individuals to service their communities and participate responsibly in civil society and the political process at local, state, and national levels of government.</p> <p><b>G.18</b> Analyze the arguments that evaluate the functions and values of voluntary participation by citizens in the civil associations that constitutes civil society.</p> <p><b>G.19</b> Together with other students identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, examine ways of participating in the decision making process about the issue, and draft a position paper on how the issue should be resolved.</p> <p><b>G.20</b> Practice civic skills and dispositions by participating in a group of activities, such as simulated public hearing, mock trials, and debates.</p>	<p><b>SUGGESTED INSTRUCTIONAL MATERIAL &amp; RESOURCES</b></p> <p><b>DOCUMENTS</b></p> <p>Frederick Douglas: “Fourth of July Oration”; “Oration in Memory of Abraham Lincoln”</p> <p>Abraham Lincoln: “House Divided” speech, “Cooper Union” address; “Gettysburg Address”</p> <p>US Constitution, Bill of Rights</p> <p>Massachusetts Constitution</p> <p><i>Southbridge Evening News</i>  <i>Brookfield Gazette</i>  <i>Springfield Union News</i>  <i>Springfield Republican</i>  <i>Worcester Telegram &amp; Gazette</i>  <i>Boston Globe</i></p> <p>Internet news services</p> <p><b>VIDEOS</b></p> <p>Meetings of town agencies, councils, committees and boards</p> <p><b>RELATED WEBSITES AND SOFTWARE</b></p> <p>Educator’s Desk Reference <a href="http://www.eduref.org">www.eduref.org</a></p> <p><i>has 13 lesson plans on US government and 5 lesson plans on civics</i></p> <p>Marco Polo resources: <a href="http://www.marcopolo-education.org">www.marcopolo-education.org</a></p> <p><i>Modern Era: Can You Afford to Vote?</i>  <i>Ben Franklin’s Guide to US Gov’t</i>  <i>Constitution Costs</i>  <i>Starting a Gov’t from Scratch</i></p>
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