

SOCIAL STUDIES

AMERICAN GOVERNMENT

GRADE 11

“I Can” Checklist

2018-2019

**CURRICULUM
RESOURCES**

**Aligned with Ohio’s
Learning Standards for
Social Studies**



**COLUMBUS
CITY SCHOOLS**

**Office of Teaching and
Learning – Curriculum
Division**

Ohio's Learning Standards – “I Can” Checklist

American Government

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- I can devise and implement a plan to address a societal problem by engaging either the political process or the public policy process.
 - I can define and explain the political process.
 - I can define and explain public the policy process.
 - I can cite the steps in devising a plan to address societal problems through the political process.
 - I can cite the steps in devising a plan to address societal problems through the public policy process.
 - I can differentiate between the political process and the public policy process.

2

- I can select a political party or interest group to address a civic issue, identify a type of media as a means of communication, then defend the viability of the choices made in an effort to achieve a successful result in resolving the civic issue.
 - I can describe the role of political parties in influencing public policy.
 - I can describe the role of interest groups in influencing public policy.
 - I can describe the role of the media in making public policy.
 - I can determine which political parties or interest groups address specific civic issues.
 - I can which means of communication are most effective for addressing specific civic issues.
 - I can evaluate the viability of various choices in resolving a civic issue.

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- I can prepare a collection of documents pertaining to a civic issue that contains examples from at least two distinct information types (e.g., public records, surveys, research data, and policy positions of advocacy groups); explain how each source is relevant; describe the perspective or position of each source and evaluate the credibility of each source.**
- I can describe the steps involved in researching a civic issue.
- I can identify public records sources.
- I can identify public opinion sources.
- I can identify research data sources.
- I can list the considerations involved with determining the credibility of sources.
- I can determine which sources of information are relevant to a particular civic issue.
- I can describe perspectives and positions in sources on a civic issue.
- I can evaluate the credibility of sources on a civic issue.

4

- I can identify a civic issue and explain how persuasion, compromise, consensus building, and/or negotiation are used to resolve opposing positions on the issue.**
- I can describe the process of persuasion.
- I can describe the process of compromise.
- I can describe the process of negotiation.
- I can categorize methods of conflict resolution based on descriptions of conflict settings.
- I can use persuasion to resolve a civic issue.
- I can use compromise to resolve a civic issue.
- I can use consensus building to resolve a civic issue.
- I can use negotiation to resolve a civic issue.

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- I can explain in context one of the basic principles that help define the government of the United States.
 - I can explain the principle of popular sovereignty.
 - I can explain the principle of limited government.
 - I can explain the principle of federalism.
 - I can explain the principle of separation of powers.
 - I can explain the principle of checks and balances.
 - I can identify a basic principle of the Constitution in a given context or narrative.
 - I can analyze how the principles of the Constitution affect the structure of government.
 - I can analyze how the principles of the Constitution affect the relationship between government and the governed.

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- I can cite arguments from the Federalist Papers and/or the Anti-Federalist Papers that supported their position on the issue of how well the Constitution upheld the principle of limited government.
 - I can summarize the position of the Federalists on the extent of national government power.
 - I can summarize the position of the Anti-Federalists on the extent national government power.
 - I can explain how the overall principles of the Constitution reflect the Federalists' arguments.
 - I can explain how the Bill of Rights reflects the Anti-Federalists' arguments.
 - I can read and interpret passages from the Federalist Papers.
 - I can read and interpret passages from the Anti-Federalist Papers.
 - I can compare the perspectives of Federalist and Anti-Federalists on the principle of limited government.
 - I can connect a Federalist or Anti-Federalist argument with a specific provision of the Constitution.

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- I can select an example of how constitutional government in the United States has changed the meaning and application of any one of the basic principles that help define the government of the United States and summarize the nature of the change.
 - I can describe the ways that constitutional government in the United States can be changed.
 - I can summarize how constitutional amendments have changed the original document and previous amendments.
 - I can explain how judicial review has interpreted provisions of the Constitution to clarify and extend their meaning.
 - I can give examples of acts of Congress that have expanded constitutional principles.
 - I can give examples of how informal practices have changed the implementation of constitutional government.
 - I can analyze how specific changes altered or changed the meaning or application of constitutional government.

8

- I can relate one of the arguments over the need for a bill of rights to the wording of one of the first 10 Amendments to the Constitution of the United States.
 - I can summarize the key debates over the ratification of the Constitution.
 - I can cite examples of limited government in the Bill of Rights.
 - I can explain how the first nine amendments protect individual rights.
 - I can explain how the 10th Amendment addressed limited government and federalism.
 - I can compare the arguments of Federalists and Anti-Federalists on adding individual freedoms to the Constitution.
 - I can draw connections between amendments in the Bill of Rights and arguments over the principle of limited government.

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- **I can summarize how the 13th through 15th Amendments addressed the aftermath of slavery and the Civil War.**
 - I can explain the historical context that led to the ratification of the 13th Amendment.
 - I can discuss the provisions of the 13th Amendment.
 - I can explain the historical context that led to the ratification of the 14th Amendment.
 - I can discuss the provisions of the 14th Amendment.
 - I can explain the historical context that led to the ratification of the 15th Amendment.
 - I can discuss the provisions of the 15th Amendment.
 - I can explain how the 13th, 14th, and 15th Amendments were part of Reconstruction.

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- **I can summarize how the 16th through 19th Amendments addressed the calls for reform during the Progressive Era.**
 - I can summarize the reform efforts of the Progressive Era.
 - I can explain the historical context that led to the 16th Amendment.
 - I can discuss the provisions of the 16th Amendment.
 - I can explain the historical context that led to the 17th Amendment.
 - I can discuss the provisions of the 17th Amendment.
 - I can explain the historical context that led to the 18th Amendment.
 - I can discuss the provisions of the 18th Amendment.
 - I can explain the historical context that led to the 19th Amendment.
 - I can discuss the provisions of the 19th Amendment.

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- I can cite evidence to show that the Constitution of the United States has been repeatedly amended to extend suffrage to disenfranchised groups.
 - I can list groups that were disenfranchised in American history.
 - I can explain how the 15th Amendment expanded suffrage.
 - I can explain how the 19th Amendment expanded suffrage.
 - I can explain how the 24th Amendment expanded suffrage.
 - I can explain how the 26th Amendment expanded suffrage.

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- I can explain the historical circumstances surrounding the adoption of constitutional amendments pertaining to presidential election, terms and succession.
 - I can explain the historical circumstances leading to the 12th Amendment.
 - I can discuss the provisions of the 12th Amendment.
 - I can explain the historical circumstances leading to the 20th Amendment.
 - I can discuss the provisions of the 20th Amendment.
 - I can explain the historical circumstances leading to the 22nd Amendment.
 - I can discuss the provisions of the 22nd Amendment.
 - I can explain the historical circumstances leading to the 23rd Amendment.
 - I can discuss the provisions of the 23rd Amendment.
 - I can explain the historical circumstances leading to the 25th Amendment.
 - I can discuss the provisions of the 25th Amendment.

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- **I can describe the unique circumstances surrounding the adoption of Amendments 11, 21 and 27.**
 - I can explain the historical circumstances leading to the 11th Amendment.
 - I can discuss the provisions of the 11th Amendment.
 - I can explain the historical circumstances leading to the 21st Amendment.
 - I can discuss the provisions of the 21st Amendment.
 - I can explain the historical circumstances leading to the 27th Amendment.
 - I can discuss the provisions of the 27th Amendment.

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- **I can compare the powers and responsibilities of each branch of government as they pertain to law and public policy.**
 - I can define and explain public policy.
 - I can explain the role of the legislative branch.
 - I can describe the actions and procedures of the legislative branch that establish public policy.
 - I can explain the role of the executive branch.
 - I can describe the actions and procedures of the executive branch that establish public policy.
 - I can explain the role of the judicial branch.
 - I can describe the actions and procedures of the judicial branch that establish public policy.
 - I can categorize powers and responsibilities according to the branch of government that holds them.

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- I can use historical or contemporary examples of interactions among two or three branches of the federal government to analyze the political dynamics involved.
 - I can explain the purpose of checks and balances.
 - I can give examples of legislative checks on the executive branch.
 - I can give examples of legislative checks on the judicial branch.
 - I can give examples of executive checks on the legislative branch.
 - I can give examples of executive checks on the judicial branch.
 - I can give examples of judicial checks on the legislative branch.
 - I can give examples of judicial checks on the executive branch.
 - I can explain how interest groups impact the interaction among the three branches.
 - I can explain how political parties impact the interaction among the three branches.
 - I can explain how public interest and media coverage impact the interaction among the three branches.
 - I can explain how informal relationships among members of each branch impact the interaction among the three branches.

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- I can explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.
 - I can list citizens' rights granted in the Constitution and Bill of Rights.
 - I can explain the due process clause of the 14th Amendment.
 - I can explain how incorporation expands the Bill of Rights to state and local governments.
 - I can describe the rights of Americans that protect the ability to participate in the political process.
 - I can describe the responsibilities of citizenship.
 - I can connect responsibilities of citizenships with particular rights.
 - I can explain how failure to fulfill a civic responsibility can lead to the denial of a right of citizenship.
 - I can explain why individual rights are relative, not absolute.

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- I can identify an issue related to the denial of civil rights to a particular minority group and explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to that group of people.
 - I can give examples of rights that have been denied to minority groups in U.S. history.
 - I can explain how the 19th Amendment addressed the denial of rights to women.
 - I can explain how the 24th Amendment addressed the denial of rights of African Americans.
 - I can give examples of the executive branch using its powers to extended civil rights to minority groups.
 - I can give examples of the legislative branch using its powers to extended civil rights to minority groups.
 - I can explain how the Supreme Court used incorporation and due process to apply the Bill of Rights to the states.

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- I can provide examples of how the 1851 Ohio Constitution addressed difficulties in governing Ohio at that time.
 - I can discuss difficulties experienced in governing Ohio prior to the passage of the 1851 Ohio Constitution.
 - I can describe changes in how executive officials and judges attained office under the 1851 Ohio Constitution.
 - I can discuss limits placed on the power of the legislature under the 1851 Ohio Constitution.
 - I can explain how the 1851 Ohio Constitution reduced the burdens upon the Supreme Court.
 - I can describe changes in debts and taxes established by the 1851 Ohio Constitution.

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- **I can determine how the Ohio Constitution complements the federal structure of government in the United States and compare the structures, powers and relationships between both levels of government as defined in the Constitution of Ohio and the Constitution of the U.S.**
 - I can list powers that are denied by the U.S. Constitution to Ohio's state government, but are exercised at the federal level.
 - I can explain how the Ohio Constitution is consistent with the basic principles of the U.S. Constitution.
 - I can categorize powers of the government based on whether state and/or federal governments may exercise them.

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- **I can identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities.**
 - I can identify roles for civic engagement available to Ohio's citizens at the state level.
 - I can identify roles for civic engagement available to Ohio's citizens at the local level.
 - I can connect the role an Ohio citizen could play to a specific state or local problem.
 - I can categorize courses of action open to Ohio citizens according to state or local venues.

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- I can analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.
 - I can define public policy issues.
 - I can give examples of public policy in the federal executive branch.
 - I can give examples of public policy in the federal legislative branch.
 - I can give examples of public policy in the state legislative branch.
 - I can give examples of public policy in the state judicial branch.
 - I can give examples of public policy in the local legislative and executive branches.
 - I can explain why branches and levels of government may engage in collaboration and conflict as they attempt to address public policy issues.

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- I can take different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch (agency) of the government for each issue.
 - I can describe methods by which individuals and organizations provide input on public policy issues at the federal level of government.
 - I can describe methods by which individuals and organizations provide input on public policy issues at the state level of government.
 - I can describe methods by which individuals and organizations provide input on public policy issues at the local level of government.
 - I can connect an action with the appropriate level and branch of government to address the issue.

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- I can explain how the federal government uses spending and tax (fiscal) policy to effect changes in the nation's economic conditions.

- I can examine applications of government regulation and determine a cost and benefit of each application.
 - I can describe expansionary and contractionary policies.
 - I can explain fixed spending programs in the federal budget.
 - I can explain discretionary spending programs in the federal budget.
 - I can cite economic benefits of government regulation.
 - I can cite economic costs of government regulation.
 - I can analyze the difficulties of using fiscal policy to maintain economic stability.
 - I can analyze potential effects of expansionary policies.
 - I can analyze potential effects of contractionary policies.
 - I can categorize costs or benefits of a government regulatory policy.

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- I can explain how 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.
 - I can explain open market operations.
 - I can explain the discount rate.
 - I can explain the reserve requirement.
 - I can explain government securities.
 - I can explain the relationship between purchasing government securities, reducing the discount rate, reducing the reserve requirement and economic expansion.
 - I can explain the relationship between selling government securities, increasing the discount rate, increasing the reserve requirement and economic contraction.