We the People: The Citizen and the Constitution, Level 3, Alignment to Ohio Model Curriculum for American Government

Content Statement #1: Opportunities for civic engagement within the structures of government are made possible through political and public policy processes *Expectation for Learning: Devise and implement a plan to address a problem by engaging either the political process or the public policy process*	• 4th Edition: Lesson 6, Lesson 24 • 5th Edition: Lesson 4
Content Statement #2: Political parties, interest groups, and the media provide opportunities for civic involvement through various means *Expectation for Learning: 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*	• 4th Edition: Lesson 14, Lesson 16, Lesson 24, Lesson 34 • 5th Edition: Lesson 28, Lesson 31, Lesson 32
Content Statement #3: Issues can be analyzed through the critical use of credible sources Researching a civic issue involves determining which sources of information are relevant to the task, identifying the perspective or position of each source, and evaluating the credibility of the sources. Considerations involved with determining the credibility of sources and/or media outlets include: *Expectation for Learning: Identify the factors that determine the credibility of a source and evaluate the credibility of a given source*	• 4th Edition: Lesson 1, Lesson 7, Lesson 17 • 5th Edition: Lesson 32
Content Statement #4: The processes of persuasion, compromise, consensus building, and negotiation contribute to the democratic process *Expectation for Learning: Explain how persuasion, compromise, consensus building, and negotiation help the democratic process and achieve agreement and settle differences in governing*	• 4th Edition: Lesson 2, Lesson 3, Lesson 4, Lesson 5, Lesson 6, Lesson 9, Lesson 10, Lesson 16, Lesson 22, Lesson 37 • 5th Edition: Lesson 3, Lesson 5, Lesson 8, Lesson 11, Lesson 12, Lesson 13, Lesson 21, Lesson 28
Content Statement #5: 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 *Expectation for Learning: Explain in context one of the basic principles which help define the government of the United States*	• 4th Edition: Lesson 1, Lesson 2, Lesson 4, Lesson 5, Lesson 7, Lesson 9, Lesson 11, Lesson 12, Lesson 16, Lesson 26, Lesson 36 • 5th Edition: Lesson 1, Lesson 5, Lesson 9, Lesson 10, Lesson 17, Lesson 19
Content Statement #6: The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States and led to the adoption of the Bill of Rights *Expectation for Learning: Identify Federalist and Anti-Federalist viewpoints using excerpts from the Federalist and/or Anti-Federalist Papers*	• 4th Edition: Lesson 13, Lesson 14 • 5th Edition: Lesson 11, Lesson 12

Content Statement #7: 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. *Expectation for Learning: Select an example of how constitutional government in the United States has changed the meaning and application of any one of the basic principles which help define the government of the United States and explain the nature of the change*	• 4th Edition: Lesson 15, Lesson 18, Lesson 19, Lesson 21, Lesson 23, Lesson 25 • 5th Edition: Lesson 14, Lesson 18, Lesson 21, Lesson 25, Lesson 27, Lesson 29, Lesson 30, Lesson 35
Content Statement #8: The Bill of Rights was drafted to ensure the protection of civil liberties of the people and place limits on the federal government *Expectation for Learning: Apply the protections of the Bill of Rights in a given scenario*	• 4th Edition: Lesson 15, Lesson 19, Lesson 27, Lesson 28, Lesson 29, Lesson 30, Lesson 31, Lesson 32, Lesson 39 • 5th Edition: Lesson 24, Lesson 25, Lesson 26, Lesson 36
Content Statement #9: The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue *Expectation for Learning: Analyze how the Reconstruction Amendments attempted to address African American inequality through the new constitutional protections. Explain the continued struggles faced by African Americans despite the passage of these amendments.*	• 4th Edition: Lesson 17, Lesson 18, Lesson 19, Lesson 35 • 5th Edition: Lesson 22, Lesson 27, Lesson 35
Content Statement #10: Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups *Expectation for Learning: Explain how amendments have extended voting rights to disenfranchised groups*	• 4th Edition: Lesson 17, Lesson 20 • 5th Edition: Lesson 18, Lesson 27
Content Statement #11: Constitutional amendments have altered provisions for the structure and functions of the federal government *Expectation for Learning: Describe how constitutional amendments have changed the structure and function of the federal government with regard to the Electoral College and the U.S. Presidency*	• 4th Edition: Lesson 11, Lesson 21, Lesson 23 • 5th Edition: Lesson 14, Lesson 18, Lesson 35
Content Statement #12: Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities. *Expectation for Learning: Compare the powers and responsibilities of each branch of government as they pertain to law and public policy.*	• 4th Edition: Lesson 1, Lesson 5, Lesson 7, Lesson 11, Lesson 21, Lesson 22, Lesson 23, Lesson 25 • 5th Edition: Lesson 9, Lesson 13, Lesson 14, Lesson 16
Content Statement #13: The political process creates a dynamic interaction among the three branches of government in addressing current issues. *Expectation for Learning: Use examples of checks and balances among two or three branches of the federal government to illustrate dynamic interactions.*	• 4th Edition: Lesson 11, Lesson 22, Lesson 23, Lesson 24, Lesson 25, Lesson 34 • 5th Edition: Lesson 9, Lesson 13, Lesson 14, Lesson 15, Lesson 16, Lesson 17, Lesson 28

Content Statement #14: 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. *Expectations for Learning: Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.*	• 4th Edition: Lesson 1, Lesson 2, Lesson 18, Lesson 27, Lesson 29, Lesson 33, Lesson 34 • 5th Edition: Lesson 1, Lesson 2, Lesson 31
Content Statement #15: 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 *Expectation for Learning: 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.*	• 4th Edition: Lesson 5, Lesson 17, Lesson 18, Lesson 19, Lesson 20, Lesson 22, Lesson 23, Lesson 33, Lesson 35, Lesson 39 • 5th Edition: Lesson 21, Lesson 22, Lesson 23, Lesson 25, Lesson 27, Lesson 30
Content Statement #16: As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state *Expectation for Learning: Compare the Ohio and U.S. Constitutions.*	• 4th Edition: Lesson 7, Lesson 8, Lesson 13, Lesson 26
Content Statement #17: 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. *Expectation for Learning: Identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities.*	• 4th Edition: Lesson 33, Lesson 34 • 5th Edition: Lesson 29
Content Statement #18: A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs. *Expectations for Learning: Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved*	• 4th Edition: Lesson 22, Lesson 24, Lesson 26, Lesson 36, Lesson 38 • 5th Edition: Lesson 13, Lesson 15, Lesson 17, Lesson 19, Lesson 20, Lesson 21, Lesson 34
Content Statement #19: Individuals and organizations play a role within federal, state, and local governments in helping to determine public (domestic and foreign) policy *Expectation for Learning: Defend different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch/agency of the government*	• 4th Edition: Lesson 26, Lesson 34, Lesson 37, Lesson 38 • 5th Edition: Lesson 20, Lesson 21, Lesson 34

Content Statement #20: The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits *Expectation for Learning: Explain how the federal government uses fiscal policy to affect changes in the nation's economic conditions*	• 5th Edition: Lesson 34
Content Statement #21: 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 *Expectation for Learning: Explain how the Federal Reserve System uses monetary policy to regulate the nation's money supply and encourage or slow economic growth.*	