

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Productive civic engagement requires the knowledge of the history, principles, and foundations of our American democracy. In our democracy, citizens have rights and responsibilities including active participation in government.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What is the function of government? ▪ What are the rights and responsibilities of citizens living in a democratic republic? ▪ What is the structure of state and federal government? ▪ How does the Constitution protect individual rights? ▪ How does the structure of American society meet the basic needs of its citizens?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ A government is a system that helps people live together. ▪ United States’ citizens have rights and responsibilities and can actively participate in government. ▪ Government functions to make and enforce fair laws, protect the rights and responsibilities of its citizens, and to defend itself.
<p>Vocabulary/Content</p>	<p><u>Terms:</u></p> <ul style="list-style-type: none"> ○ executive, legislative, judicial, voting, public office, taxation, services, democratic, republic, rights, responsibilities, federal, constitution amendment, Bill of Rights, checks and balances, Constitution, public safety, public works, education, health, tax, citizen, state and federal government ○ The rights of citizens in our democratic society include: freedom of speech, religion, and the press. ○ The responsibilities of American citizens include: active participation in government, holding public office and voting ○
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Identify the functions of government. ▪ Tell how the structure of American society meets the basic needs of its citizens. ▪ Identify core civic responsibilities and democratic principles that guide government, society, and communities.
<p>Related Maine Learning</p>	<p><u>Social Studies</u> A2 Making Decisions Using Social Studies Knowledge and Skills A 2.b Make a real or simulated decision related to the classroom, school, community, or civic organization by applying appropriate and relevant social studies knowledge and skills, including research skills and other relevant information B. Civics and Government B1 c Explain and give examples of governmental structures</p>

Democratic Government

<p>Results</p>	<p>including the legislative, executive, and judicial branches and the local, State, and national levels of government.</p> <p>B 1.d Explain how leaders are elected and how laws are made and implemented</p> <p>B 1.e Explain that the structures and processes of government are described I documents, including the Constitutions of Maine and the United States</p> <p>B2 .a Identify the rights, duties, and responsibilities of citizens within the class, school, or community</p> <p>B 2.b Identify and describe the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.</p> <p>B 2.c Provide examples of how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience</p> <p>B 3 a Identify examples of unity and diversity in the united States that relate to how laws protect individuals or groups to support the common good</p>
<p>Related Social Studies Practices</p>	<p><input type="checkbox"/> Chronological reasoning and causation</p> <p><input checked="" type="checkbox"/> Comparison and contextualization</p> <p><input type="checkbox"/> Geographic reasoning</p> <p><input checked="" type="checkbox"/> Gathering, using and interpreting evidence</p> <p><input checked="" type="checkbox"/> The role of the individual in social and political participation</p>
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Participate in a mock trial. ▪ Hold a mock election. ▪ Identify and debate current issues related to individual rights (ex. Patriot Act limiting many individual rights, pledge of allegiance in schools) ▪ Analyze HBS core values in terms of freedoms
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Construct a coat hanger mobile of the 3 branches of government. ▪ Create an opinion essay taking a position on whether students should have homework or not (or some other school based issue) . Explain steps that would be used to reach a solution
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ “A kids guide to America’s Bill of Rights” - Kathleen Krull ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>American Citizenship</u> ○ <u>The Branches of Government</u> ○ <u>Federal, State and Local Government</u> ○ <u>Our Federal Government: The Legislative Branch</u> ○ <u>Our Federal Government: The Presidency</u> ○ <u>Our Federal Government: The Supreme Court</u> ○ <u>School House Rocks: 'I'm Just a Bill</u> ○ <u>This is America, Charlie Brown: Birth of a Constitution</u> ○ <u>What Is Government?</u>