American Political Thought and Radicalism

Theme	*This course examines political thought in the United States of America from the extreme right to the extreme left and beliefs beyond the traditional political spectrum. The American political landscape is constantly changing as many old and new voices transform themselves and appear over the 21st century. These political transformations often exist outside mainstream thinking. Therefore, this course examines those unconventional political views and thoughts through investing political literature, readings, journals, and, finally, the speaker series. From this, students are given the rare opportunity to investigate their own beliefs and thoughts with support from their parents, peers, and the teaching community.*
Strand	*Government*

Topic	*Civic Participation and Skills*	**Pacing**
		Entire semester

Content Statement	**Content Elaborations**
1. **The political spectrum creates a reference point for economic and political issues.** **Learning Targets:** • I can identify and label a traditional political spectrum. • I can place and recognize key political and economic characteristics. • I can identify my own political and economic beliefs. • I can analyze an author's political position based on key characteristics. • I can recognize political bias in written and verbal form.	In order to study political, social, and economic thought and theory, it is necessary to understand the political spectrum. The spectrum organizes characteristics, belief systems, and economic theories. By using this tool, students are better able to identify the world in which we live.

Content Vocabulary		**Academic Vocabulary**
• capitalism • communism • conservative • economic systems • fascism	• liberal • politics • radical • reactionary • socialism	• analyze • place • compare • create

Formative Assessments	**Summative Assessments**
• Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • "Thumbs up, thumbs down" by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding	• Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Observation and participation in political or community service hour • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual)

- Seek quick individual student responses on white boards - Seek quick choral responses from the whole group of students "Think, Pair, Share": students work in small groups to complete a prompt then report findings to class - Exit slip: short "bell-ringer" written quizzes (may include multiple choice, short answer, etc.) at the end of the period - Exit slip: responses to prompts at the end of the period - Written homework tasks based upon learning targets, with option to make corrections based on feedback - Quiz (graded but not recorded) - SLO pre-assessment	- Class debates - Class Socratic discussions
Resources - Course materials - Radical and reactionary literature - historychannel.com - teacherschannel.com - YouTube and Teacher Tube - Videos via keepvid.com - iTunes - Guest speakers	**Enrichment Strategies** - Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. - Connect current and past lesson content to current events in the news. - Students may be invited to read difficult and significant original sources to learn content more in-depth. - Student and teacher collaborate to create additional projects (historical newspaper, diorama). - Students research and then teach a key part of the lesson.
Integrations **ELA:** Researching a public policy issue; producing analytical and reflective writing **Math/Science/Technology:** Possible integration with policy-related statistics or scientific/technological processes	**Intervention Strategies** - Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov - Resources based on the Universal Design for Learning principles are available at www.cast.org - Preferential seating - Make notes available online using Infinite Campus or other web-based system - One-on-one instruction during common prep time and/or with academic assistant - Review sessions before tests and quizzes, and especially before exams - Extended deadlines - Allow corrections on homework and tests; allow re-take of unit tests in full essay form

	- Modified assignments and tests - IAT referral

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		Entire semester

Content Statement	Content Elaborations
2. *Political extremism has a deep history in the United States due to the rights given in the United States Constitution.* **Learning Targets:** • I can analyze the connection between the rise of extremist groups and organizations and the U.S. Constitution including the Bill of Rights. • I can analyze the political, economic, and social issues that have given rise to extremist groups and organizations. • I can identify extremist political movements in modern American history. • I can recognize the nature and dynamics of political extremism in both violent and nonviolent forms.	Citizenship equates involvement in a democratic government. To ensure rights which provide for fair and equal status and the right to participate in government, the Bill of Rights was established by the Founding Fathers in the ("amendable") Constitution. Without the Bill of Rights, many voices would have never been heard. Specifically, the First Amendment allows all citizenry to have a voice. Political thought and extremism sprang forth from the very birth of this nation and has played an integral part in the country's history and in today's political landscape. The most recent examples come from the 1960s. Therefore, American Political Thought and Radicalism is focused on the last 60 years of United States history. Through these turbulent times, many changes took place for today's citizenry to enjoy. Learning about these radical movements and organizations will allow students to build a political framework. Therefore, they may better understand and evaluate the conditions which gave rise to America's extremist groups and organizations.
Content Vocabulary • Bill of Rights • Days of Rage • protest, dissent, activism • SLA/SDS • Port Huron Statement • Hippie, Yippee, Yuppie • Anti-War Movement • Black Panthers • Civil Rights Movement • Earth Liberation Front • Women's Movement • Anonymous • Weather Underground	**Academic Vocabulary** • analyze • distinguish • compare and contrast • interpret • categorize • evaluate • create

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Summative Assessments
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- Analytical essays
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- Research-based essays (group or individual)
- Oral presentations (group or individual)
- Class debates
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Enrichment Strategies
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Integrations
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Intervention Strategies
- Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov
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		Entire second 9 weeks

Content Statement	Content Elaborations
3. ***Political movements, groups, and organizations are the results of social, economic, and governmental unrest.*** **Learning Targets:** • I can identify the major political issues facing the United States. • I can analyze current events and recognize their political significance. • I can use the political spectrum to analyze the beliefs and viewpoints which political figures may hold. • I can describe the reasoning behind various positions taken on a particular issue.	The political climate of the United States is constantly changing and new issues are emerging. It is important that students understand the constantly shifting political landscape and relevant issues which emerge. Students will not only understand the dynamics of a particular issue but also the ramifications for themselves and the larger society. Introducing students to current issues is a lesson in citizenship and one of the most important areas of this course.

Content Vocabulary	Academic Vocabulary	
• groups and organizations: may change each year • deficits • gay/lesbian issues • debt ceiling • immigration • grid lock • securing the borders • abortion • technology issues • hydraulic fracturing	• analyze • examine • determine • investigate	• evidence • research • create

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