



Thrival Indy Academy is a humanities-focused high school which exposes students to diverse global perspectives through experiential learning and identity exploration in order to incubate educated global citizens and passionate community leaders. Through addressing the opportunity gap surrounding global experiences and perspectives, Thrival Indy Academy prepares Indianapolis youth for postsecondary success and equips them with the tools to impact positive change in their local community.

Thrival Academy Citizenship & Civics Curriculum

Citizenship and Civics is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day. This comprehensive Citizenship & Civics curriculum is research-based and provides students with experiences that will develop attitudes of citizenship within a democratic society.

Topics include:

- (1) the policymaking process
- (2) public participation in policymaking
- (3) citizenship rights in a changing society
- (4) the relationship between modern society and government. Study of the local government should be a component of this course.

- Recommended Grade: 9-12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

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Unit 1: Citizenship and Voting Rights Past and Present

Unit Objectives - Students Will Be Able To:

- Understand the changes of citizenship rights over time, how people become American Citizens by birth and by naturalization and the difference between undocumented aliens and legal immigrants.
- Describe the tactics often used to deny African Americans and other minorities the right to vote despite the command of the 15th Amendment.
- Compare and contrast the experiences of historic and contemporary immigrants to the United States. Analyze the issues and problems that current immigrants face due to discrimination.
- Summarize the history of voting rights in the United States and identify voting qualifications.

Enduring Understandings

- States use voting requirements to disenfranchise potential voters, mostly people of color.
- Voting qualifications differ from State to State under various restrictions set by the Federal Government.
- The United States is a nation of immigrants.

Guiding Questions

- What is an immigrant?
- What is assimilation? Why is it important for immigrants to assimilate into the culture of their new country?
- Why is the United States sometimes called a “nation of immigrants”?
- Why would people want to leave the country of their birth to go to a new country?
- How does immigration benefit the United States? What are the negative effects of immigration?
- How do people become American citizens by birth and by naturalization?
- What questions surround American citizenship?
- How can an American lose his or her citizenship?
- Why can the United States be called a nation of immigrants?

Helpful Links for Resources

[Teaching Immigration](#)

[Voting Registration](#)

[Voting Resources](#)

[Education](#)

Netflix Documentary Short: [Out of Many, One](#)

[Citizenship Quiz](#)

[Voting Rights](#)

[Section 4 Of The Voting Rights Act](#)

[Ensure Every American Can Vote](#)

[John Lewis - Voting Rights](#)

Academic Vocabulary Bank

Immigrant, Alien, Immigration, Enfranchisement, Disenfranchisement, Suffrage, Citizen, Naturalization, Denaturalization, Jus soli,
Jus sanguinis, Deportation, Citizenship, Poll Tax

Unit 1 Performance Task “Voter Research”

What: Research

Conduct research on voter registration and participation in your community. Find out what a person who wishes to vote must do in order to cast a ballot, and what may disqualify a person from voting.

Task: Create a Brochure

Based on your research and what you learned in this unit, create a brochure explaining the voting and registration process for an immigrant who has recently moved into your community. Also include statistics and some information about why people do and do not vote.

How: Be Sure To Discuss:

- The barriers they may face as an immigrant when casting a vote.
- The resources available to them at their local City-County Building (contact information, addresses, and hours of operation, services provided).
- What may need to be done if they are not yet eligible to vote.
- Alternative ways in which people who are not eligible to vote may participate in the process.

Unit 1 Performance Task Rubric:

Category	Exceeded Expectation (5)	Mastered Expectation (4)	Approaching Expectation (3)	Below Expectation (2)	Total
Organization	The student includes all required information: the date and place of interview, the full name of the person being interviewed, and the country the interviewed subject immigrated from on the videotape, audiotape, or report.	The student includes 3 of the required details.	The student includes 2 of the required details.	The student includes little required information.	
Conventions	Minimal edits required	Errors are of the first draft variety	Errors affect the flow of reading.	Errors are serious and numerous	
Graphics	The graphics provide clarity to the text.	The graphics support the information provided.	Minimal support provided by graphics	No support provided my graphic.	
Content Knowledge	<p>The student exhibited mastery of each objective and made connections beyond what was taught in class.</p> <p>Describe tactics used to disenfranchise potential voters.</p> <p>Demonstrate knowledge of the difference between an undocumented alien and a legal immigrant.</p> <p>Demonstrate how people become American Citizens.</p> <p>Summarize the history of voting rights in the United Statesand identify voting qualifications.</p> <p>Analyze the issues and problems that current immigrants face due to discrimination.</p>	<p>The student exhibited mastery of each objective.</p> <p>Describe tactics used to disenfranchise potential voters.</p> <p>Demonstrate knowledge of the difference between an undocumented alien and a legal immigrant.</p> <p>Demonstrate how people become American Citizens.</p> <p>Summarize the history of voting rights in the United Statesand identify voting qualifications.</p> <p>Analyze the issues and problems that current immigrants face due to discrimination.</p>	<p>The student exhibited mastery of 3-4 objectives.</p> <p>Describe tactics used to disenfranchise potential voters.</p> <p>Demonstrate knowledge of the difference between an undocumented alien and a legal immigrant.</p> <p>Demonstrate how people become American Citizens.</p> <p>Summarize the history of voting rights in the United Statesand identify voting qualifications.</p> <p>Analyze the issues and problems that current immigrants face due to discrimination.</p>	<p>The student exhibited mastery of 0-2 objectives.</p> <p>Describe tactics used to disenfranchise potential voters.</p> <p>Demonstrate knowledge of the difference between an undocumented alien and a legal immigrant.</p> <p>Demonstrate how people become American Citizens.</p> <p>Summarize the history of voting rights in the United Statesand identify voting qualifications.</p> <p>Analyze the issues and problems that current immigrants face due to discrimination.</p>	
				Score	

Unit 2: Understanding Our Federal Government

Unit Objectives

- Define government and the powers every government holds.
- Understand the purpose of government in the United States and other countries and classify the type of government the United States is.
- Identify powers delegated to and denied to the National government.
- Define a political party and identify the reasons why the United States has a two-party system.
- Describe the duties of the President and the term limit history.

Enduring Understandings

- The three powers of the United States Government are Executive, Legislative, and Judicial.
- The United States Constitution provides States all powers not delegated to the Federal Government and powers not specifically denied to the States.
- Representative democracy means citizens elect officials to make decisions on their behalf.

Guiding Questions

- How is the government defined?
- What are the basic powers that every government holds?
- What are the four defining characteristics of the state?
- What is the purpose of government in the United States and other countries?
- What powers are delegated to and denied to the National Government, and what powers are reserved for and denied to the States?
- What exclusive powers does the National Government have, and what concurrent powers does it share with the States?
- How can we classify governments?
- How are systems of government defined in terms of who can participate?
- What are two political parties and how do they function in our two-party system?
- Compare and contrast the Federalist and AntiFederalist.
- What is the ideology of the Democrat Party?
- What is the ideology of the Republican Party?

Helpful Links for Resources

[Federal Government Courts](#)

[Political Party Quiz](#)

[Candidates Financial Resources and Issues](#)

[Official Guide to Government Information and Services | USAGov](#)

[Resources for Teachers](#)

[FREE -- Federal Resources for Educational Excellence - Home Page](#)

[Parent-ed US Government Web sites for Educators](#)

[Educator Resources](#)

[Library of Congress - Teacher Resources](#)

Academic Vocabulary Bank

Government, Legislative Power, Executive Power, Judicial Power, Constitution, Democracy, Sovereign, State, Democracy, Dictatorship,
Fundamental, Population, Nation, Declaration of Independence, Articles of Confederation, Federal, Confederate, Unitary, Presidential,
Monarchy

Unit 2 Performance Task: Form a Country

What: Form a Country:

You are the leaders of a group of formerly independent states now coming together to form a new country. The new country will be large in area, with a large population. Choose a form of government (federal, confederate, or unitary) that you think would best suit this situation.

Task: Create an Organizational Plan

Work out the details of your new government based on information from this unit. Answer the following questions:

- Will the country run under a free enterprise system?
- Will it be a direct or representative democracy?
- What major functions will the government be required to perform?

Write an organizational plan for your government and present it to the class. Be sure to include visuals. Allow time for questions. Revise your plan according to issues your classmates point out.

How: Use a Tri-Fold board to Display your Organizational Plan

Organizational Plan

a) Use a graphic organizer to display how your government will be structured.

b) Include:

- Form of Government
- Type of Enterprise
- Type of Democracy
- Functions of Government

Tri-Fold Board

- Your organizational plan must be stapled to your tri- fold board.
- Your visuals must be on a tri-fold board.

Unit 2 Performance Task Rubric:

Category	Mastered Expectation (5)	Met Expectation (4)	Approaching Expectation (3)	Below Expectation (2)	Total
Organization	<p>The student includes all required information:</p> <p>Organizational Plan: - Form of Government - Type of Enterprise - Type of Democracy - Functions of Government</p> <p>Tri-Fold Board: - Organizational Plan -Visuals</p>	The student includes 3 of the required details.	The student includes 2 of the required details.	The student includes little required information.	
Presentation	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.	
Graphics	The graphics provide clarity to the text.	The graphics support the information provided.	Minimal support provided by graphics	No support provided my graphic.	
Conventions	Minimal edits required	Errors are of the first draft variety	Errors affect the flow of reading.	Errors are serious and numerous	

<p>Content Knowledge</p>	<p>The student exhibited mastery of each objective and made connections beyond what was taught in class.</p> <p>Define government and the powers every government holds.</p> <p>Understand the purpose of government in the United States and other countries and classify the type of Government the United States is.</p> <p>Identify powers delegated to and denied to the National Government.</p> <p>Define a political party and identify the reasons why the United States has a two-party system.</p> <p>Describe the duties of the President and the term limit history.</p>	<p>The student exhibited mastery of each objective.</p> <p>Define government and the powers every government holds.</p> <p>Understand the purpose of government in the United States and other countries and classify the type of Government the United States is.</p> <p>Identify powers delegated to and denied to the National Government.</p> <p>Define a political party and identify the reasons why the United States has a two-party system.</p> <p>Describe the duties of the President and the term limit history.</p>	<p>The student exhibited mastery of 3-4 objectives.</p> <p>Define government and the powers every government holds.</p> <p>Understand the purpose of government in the United States and other countries and classify the type of Government the United States is.</p> <p>Identify powers delegated to and denied to the National Government.</p> <p>Define a political party and identify the reasons why the United States has a two-party system.</p> <p>Describe the duties of the President and the term limit history.</p>	<p>The student exhibited mastery of 0-2 objectives.</p> <p>Define government and the powers every government holds.</p> <p>Understand the purpose of government in the United States and other countries and classify the type of Government the United States is.</p> <p>Identify powers delegated to and denied to the National Government.</p> <p>Define a political party and identify the reasons why the United States has a two-party system.</p> <p>Describe the duties of the President and the term limit history.</p>	
				Score	

Unit 3: Understanding our Local Government

Unit Objectives

- Examine the history, content, and significance of the first State Constitutions.
- Identify powers reserved for and denied to the States.
- Identify their State Legislatures, U.S. Senators, City Councilman, Mayor, Prosecutor, Attorney General, Governor, and State Judges. Also, describe their duties and terms.
- Identify policies that their elected officials have passed.
- Compare and contrast Criminal Law and Civil Law.

Enduring Understandings

- Every state has a unique written constitution that defines the state's government and values.
- Citizens have the power to elect and remove local officials.
- Local government has more direct impact on citizen's lives than the Federal government.

Guiding Questions

- What kinds of laws are applied in State courts?
- What are the differences between Civil Law and Criminal Law?
- How can we describe the jury system?
- What is the right balance of local, state, and federal government?
- What are the history, contents, and importance of the first State constitutions?
- What are the basic principles and the kinds of provisions found in every state constitution?
- How are the state legislatures structured and what size are they?
- What are the election process, terms, and compensation of state legislatures?
- What are the powers of state legislatures and how are they organized?
- What is the legislative process at the state level?
- What role does the Governor have?
- What role does the Mayor have?
- What are other state executive offices?

Helpful Links for Resources

[The Official Site of the State of Indiana](#)

[IHB: Being Black in Indiana](#)

[U.S Senators](#)

[Find Your Legislature](#)

[Early Black Settlements](#)

[Issues](#)

[IHB: All Resources for Educators](#)

[Indiana's African-American history | Moment of Indiana History](#)

[Educator Resources](#)

[Resources for Teachers](#)

[Indiana History Resources for Teachers](#)

[The Natural Heritage of Indiana](#)

[Teaching Material | NCSC](#)

Academic Vocabulary Bank

Constitution, Term, Legislation, Jury, Referendum, Initiative, Tort, Civil Law, Criminal Law, Common Law, Precedent, Felony,
Misdemeanor

Unit 3: Performance Task

What: How will you choose a Candidate?

After spending time learning about your local government, you are going to create a system that allows people to see what candidate closely resembles a person's viewpoint.

Task: Local Candidate Analysis

You are tasked with analyzing local candidates for the upcoming election. You will use this analysis to determine who best aligns with your views.

How:

- Create a fact sheet about each local official. Include policies that they have voted for and their specific values.
- Create a rating system based on your values using this [Rating Chart](#) (Give a list of far right, left, and moderate.)
 - Embed each candidate into the timeline of where they fall in the chart.
 - Rate their legislatures to decide who's values align with your values.
- Write an essay about which candidate you are most aligned with.

Unit 3 Performance Task Rubric

<u>Category</u>	<u>Mastered Expectation (5)</u>	<u>Met Expectation (4)</u>	<u>Approaching Expectation (3)</u>	<u>Below Expectation (2)</u>	<u>Total</u>
Organization	<p>The student includes all required information:</p> <ul style="list-style-type: none"> - Fact Sheet Provided - Policies of all candidates - Rating System via Chart - Essay 	The student includes 3 of the required details.	The student includes 2 of the required details.	The student includes little required information.	
Conventions	Minimal edits required	Errors are of the first draft variety	Errors affect the flow of reading.	Errors are serious and numerous	
Content Knowledge	<p>The student exhibited mastery of each objective and made connections beyond what was taught in class.</p> <p>Examine the history, content, and significance of the first State constitutions.</p> <p>Identify powers reserved for and denied to the States.</p> <p>Identify their State legislatures, U.S. Senator, City Councilman, Mayor, Prosecutor, Attorney General, Governor, and state judges and Describe their duties and terms.</p> <p>Identify policies that their elected officials have passed.</p> <p>Identify policies that their elected officials have passed.</p> <p>Compare and contrast criminal law and civil law.</p>	<p>The student exhibited mastery of each objective.</p> <p>Examine the history, content, and significance of the first State constitutions.</p> <p>Identify powers reserved for and denied to the States.</p> <p>Identify their State legislatures, U.S. Senator, City Councilman, Mayor, Prosecutor, Attorney General, Governor, and state judges and Describe their duties and terms.</p> <p>Identify policies that their elected officials have passed.</p> <p>Identify policies that their elected officials have passed.</p> <p>Compare and contrast criminal law and civil law.</p>	<p>The student exhibited mastery of 3-5 objectives.</p> <p>Examine the history, content, and significance of the first State constitutions.</p> <p>Identify powers reserved for and denied to the States.</p> <p>Identify their State legislatures, U.S. Senator, City Councilman, Mayor, Prosecutor, Attorney General, Governor, and state judges and Describe their duties and terms.</p> <p>Identify policies that their elected officials have passed.</p> <p>Identify policies that their elected officials have passed.</p> <p>Compare and contrast criminal law and civil law.</p>	<p>The student exhibited mastery of 0-2 objectives.</p> <p>Examine the history, content, and significance of the first State constitutions.</p> <p>Identify powers reserved for and denied to the States.</p> <p>Identify their State legislatures, U.S. Senator, City Councilman, Mayor, Prosecutor, Attorney General, Governor, and state judges and Describe their duties and terms.</p> <p>Identify policies that their elected officials have passed.</p> <p>Identify policies that their elected officials have passed.</p> <p>Compare and contrast criminal law and civil law.</p>	
				Score	

Unit 4: The Policymaking Process

Unit Objectives

- Define Public Policy.
- Compare and contrast Public Policy and Law.
- Describe the policy-making cycle and demonstrate each stage.

Enduring Understandings

- Every policy must go through the policy-making cycle.
- Few issues actually make it onto policy agendas but those that do are often a result of public outcry, crises, and the lobbying efforts of important interest groups.
- Law and public policy are different.

Guiding Questions

- What is the difference between a law and a public policy?
- What are the stages of the policy-making process?
- Why do public policies fail?

Helpful Links for Resources

[An Introduction to the Public Policy-Making Cycle](#)

[Teachers: Programs](#)

[The Public Policy Process: An Introduction \(video\)](#)

[Policy Making 101: Highlights of the Policy Making Process](#)

[Bringing Teachers into the Policymaking Process | TheHill](#)

[TNLI: Opportunities for Teachers as Policy Makers.](#)

[By Subject - Government/Public Policy | Teacher Center | FRONTLINE](#)

[Activities & Assignments | Family Impact Institute](#)

Academic Vocabulary Bank

Public Policy, Agenda, Agenda Setting, Policymaker, Formulation, Adoption, Policy, Implementation

Unit 4 Performance Task

What: Research Indiana Current Policies

Students will spend time researching policies in the State of Indiana to better understand the policy-making cycle.

Task: Amend a current Law or Policy

You will amend a controversial law or policy that is important to our community. You will work with a partner on this performance task. The policy or law must deal with Education, Public Safety, or Health Care.

How: In pairs analyze a controversial policy or law. The policy or law must deal with Education, Public Safety, or Health Care.

Include the following:

- A 1-2 page written summary of the selected policy.
- It should include:
 - Description/purpose of policy
 - Institutions involved in creating and implementing policy
 - Impact of policy (negative and positive)
 - Create an amendment to the policy or law.
 - MLA Citations
 - Submit controversial news articles
- A visual presentation (PPT, Video, skit, etc.) to the class that is a representation of your summary report.
 - Presentation should be no more than 7 minutes in length.

Unit 4 Performance Task Rubric

<u>Category</u>	<u>Mastered Expectation (5)</u>	<u>Met Expectation (4)</u>	<u>Approaching Expectation (3)</u>	<u>Below Expectation (2)</u>	<u>Total</u>
Organization	<p>The student includes all required information:</p> <ul style="list-style-type: none"> ● Description/purpose of policy ● Identify each stage the policy went through. ● Discuss the negative and positive impact the policy has had. ● Create an amendment to the policy or law. ● MLA citations ● Visual presentation 	The student includes 6 of the required details.	The student includes 5 of the required details.	The student includes little required information.	
Conventions	Minimal edits required	Errors are of the first draft variety	Errors affect the flow of reading.	Errors are serious and numerous	
Content Knowledge	<p>The student exhibited mastery of each objective and made connections beyond what was taught in class.</p> <p>Define Public Policy.</p> <p>Compare and contrast Public Policy and Law.</p> <p>Describe the Policy Making cycle and demonstrate each stage.</p>	<p>The student exhibited mastery of each objective.</p> <p>Define Public Policy.</p> <p>Compare and contrast Public Policy and Law.</p> <p>Describe the Policy Making cycle and demonstrate each stage.</p>	<p>The student exhibited mastery of 1-2 objectives.</p> <p>Define Public Policy.</p> <p>Compare and contrast Public Policy and Law.</p> <p>Describe the Policy Making cycle and demonstrate each stage.</p>	<p>The student exhibited mastery of 0-2 objectives.</p> <p>Define Public Policy.</p> <p>Compare and contrast Public Policy and Law.</p> <p>Describe the Policy Making cycle and demonstrate each stage.</p>	
				Score	

Unit 5: Civics

Unit Objectives

- Distinguish civic virtue, common courtesy, respect for person/property, civic and personal responsibility, and honesty as important characteristics for citizens to effectively participate in public life.
- Evaluate how civic and social duties address community needs and serve the public good.
- List ways that citizens can participate in Public Policy.
- Understand and demonstrate global citizenship.

Enduring Understandings

- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Fulfilling your civic duties benefits your community.

Guiding Questions

- How does volunteering benefit all citizens?
- Why is volunteering an important civic responsibility?
- What are ways in which responsible community members exercise their rights, responsibilities, and roles?
- Explain why participating in government is in our own self-interest?

Helpful Links for Resources

[Global Citizenship](#)

[iCivics | Free Lesson Plans and Games for Learning Civics](#)

[Home - www.civiced.org](http://www.civiced.org)

<https://www.civicsurvey.org/>

[Teaching American History: Home](#)

[Teaching with Primary Sources: Teachers: Programs](#)

Academic Vocabulary Bank

Capacity, Community Service, Empathy, Global Citizen, Reflection, Responsibility, Volunteerism, Service-learning, Civic Virtue, Civic Duty, Civic Responsibility, Common Courtesy

Unit 5 Performance Task

What: Understanding Non-Profit Organization

Understand the role of non-profit organizations in your communities, and their over purpose and mission. This will allow students to grasp the importance of nonprofits and the vital roles they serve in ensuring communities are flourishing.

Task: Create a Community Engagement Event

Students will select a non-profit organization to volunteer with and create/implement a community engagement event.

How:

- Plan and implement a community engagement event that serves the residents in the Thrival Community.
- Volunteer on an initiative with a NonProfit Organization on the Eastside.
 - Evaluate their mission.
 - Research what they are actually doing (are they actually doing what they promised to do).
 - Does this organization address a need in the community?
 - What constructive feedback would you give this NonProfit based off of your research.
- Go into greater depth on Nonprofit Organizations:
 - Define what a Nonprofit Organization is.
 - What is the purpose of Nonprofit Organizations
 - Research Nonprofit Organizations in your zip code
 - Explain why volunteering is essential in Nonprofit's existence, and the importance of civic jobs.

Unit 5 Performance Task Rubric

<u>Category</u>	<u>Mastered Expectation (5)</u>	<u>Met Expectation (4)</u>	<u>Approaching Expectation (3)</u>	<u>Below Expectation (2)</u>	<u>Total</u>
Organization	The student includes all required information:	The student includes 3 of the required details.	The student includes 2 of the required details.	The student includes little required information.	
Graphics	The graphics provide clarity to the text.	The graphics support the information provided.	Minimal support provided by graphics	No support provided my graphic.	
Conventions	Minimal edits required	Errors are of the first draft variety	Errors affect the flow of reading.	Errors are serious and numerous	
Speaking Skills	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm.	Clear articulation of ideas, but apparently lacks confidence with material.	Little eye contact; fast speaking rate, little expression, mumbling.	Monotone; speaker seemed uninterested in material.	
Content Knowledge	<p>The student exhibited mastery of each objective and made connections beyond what was taught in class.</p> <p>Distinguish civic virtue, common courtesy, respect for person/property, civic and personal responsibility, and honesty as important characteristics for citizens to effectively participate in public life.</p> <p>Evaluate how civic and social duties address community needs and serve the public good.</p> <p>List ways that citizens can participate in Public Policy.</p> <p>Understand and demonstrate global citizenship.</p>	<p>The student exhibited mastery of each objective.</p> <p>Distinguish civic virtue, common courtesy, respect for person/property, civic and personal responsibility, and honesty as important characteristics for citizens to effectively participate in public life.</p> <p>Evaluate how civic and social duties address community needs and serve the public good.</p> <p>List ways that citizens can participate in Public Policy.</p> <p>Understand and demonstrate global citizenship.</p>	<p>The student exhibited mastery of 2-3 objectives.</p> <p>Distinguish civic virtue, common courtesy, respect for person/property, civic and personal responsibility, and honesty as important characteristics for citizens to effectively participate in public life.</p> <p>Evaluate how civic and social duties address community needs and serve the public good.</p> <p>List ways that citizens can participate in Public Policy.</p> <p>Understand and demonstrate global citizenship.</p>	<p>The student exhibited mastery of 0-2 objectives.</p> <p>Distinguish civic virtue, common courtesy, respect for person/property, civic and personal responsibility, and honesty as important characteristics for citizens to effectively participate in public life.</p> <p>Evaluate how civic and social duties address community needs and serve the public good.</p> <p>List ways that citizens can participate in Public Policy.</p> <p>Understand and demonstrate global citizenship.</p>	
				Score	

Unit 6: Government's Impact on Our Society

Unit Objectives

- Describe how the 9th Amendment helps protect individual rights and analyze how each branch of government plays a role.
- List the different ways our government utilizes our taxes and analyze the different ways our government affects our daily lives with our taxes.
- Cite evidence determining how the government positively and negatively impacts the lives of marginalized groups.

Enduring Understandings

- In order to be effective, systems of governance must meet the needs and values of society.
- Education is the largest spending category for state and local governments.
- Sources of state and local funding include taxes, non-tax sources (especially federal grants), and borrowing.

Guiding Questions

- How can American citizens participate in the American political process?
- What types of services do state and local governments provide?
- Why do the amount and types of services available to citizens vary greatly from state to state?
- What are the major federal and state limits on raising revenue?
- What are the four principles of sound taxation?
- What are the major tax and non-tax sources of state and local revenue?
- How can we describe the state budget process?

Helpful Links for Resources

[Understanding Taxes](#)

[Indiana Property Taxes](#)

[Ninth Amendment](#)

[Explaining Taxes to Kids Lesson Plan](#)

[PBS Learning - Taxes](#)

Academic Vocabulary Bank

Barrier, Society, Budget, Medicaid, Welfare, Sales Tax, Regressive Tax, Income Tax, Progressive Tax, Property Tax

Unit 6 Performance Task

What: How Do We Benefit from Paying Taxes

Students will learn about taxes and the role taxes play in our everyday lives.

Task: Create a PowerPoint Presentation

Students will research the history of taxes and the current role of taxes in our communities and globally.

How: Review the list of benefits we (citizens) gain through our tax dollars.

List of topics:

- Education (ex. Public education, 21st Century Scholars, Colleges, etc)
- Health Care (ex. Medicaid, Medicare, etc)
- Infrastructure (ex. Highways, sidewalks, traffic signs, etc)
- Public Safety (ex. Firefighters, Law Enforcement, etc)
- Public Health
- Correction Facilities (ex. County Jails, Prisons, etc)
- Transportation
- Public Parks/Recreation Centers (ex. Indy Parks Facilities, etc)
- Community Development
- Veteran Affairs
- Social Services (ex. DCS, Foster Care, etc)
- Unemployment
- Historical Sites (ex. Museums, Landmarks, etc)
- Conservation and Environment
- Defense
- Public Assistance (ex. Section 8, SSI, TANF, SNAP, etc)

1. Select a topic, create a powerpoint answering the following questions:

- Provide a detailed description of your topic. (Define the topic and who it is meant to benefit.)
- In what areas can the government show improvement? What is going well with this system?
- Has there been any controversial topics relating to this system? Explain.
- How does this benefit you and or your family?
- If this benefit did not exist, how would you or your family be affected?
- If you were the Mayor or City Councilor what changes would you make? Would this be a higher or lower priority?

Unit 6 Performance Task Rubric

<u>Category</u>	<u>Mastered Expectation (5)</u>	<u>Met Expectation (4)</u>	<u>Approaching Expectation (3)</u>	<u>Below Expectation (2)</u>	<u>Total</u>
Organization	<p>The student includes all required information:</p> <ul style="list-style-type: none"> ● Selected topic & Provided a detailed description (including areas needing to improve). ● Controversy ● Self/Family benefits ● Changes 	The student includes 3 of the required details.	The student includes 2 of the required details.	The student includes little required information.	
Attention to Audience	Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation.	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm.	Little attempt to engage the audience.	Did not attempt to engage the audience.	
Conventions	Minimal edits required	Errors are of the first draft variety	Errors affect the flow of reading.	Errors are serious and numerous	
Graphics	The graphics provide clarity to the text.	The graphics support the information provided.	Minimal support provided by graphics	No support provided by graphic.	
Speaking Skills	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm.	Clear articulation of ideas, but apparently lacks confidence with material.	Little eye contact; fast speaking rate, little expression, mumbling.	Monotone; speaker seemed uninterested in material.	

<p>Content Knowledge</p>	<p>The student exhibited mastery of each objective and made connections beyond what was taught in class.</p> <p>Describe how the 9th amendment helps protect individual rights and analyze how each branch of government plays a role.</p> <p>List the different ways our government utilizes our taxes and analyze the different ways our government affects our daily lives with our taxes.</p> <p>Cite evidence determining how the government positively and negatively impacts the lives of marginalized groups.</p>	<p>The student exhibited mastery of each objective.</p> <p>Describe how the 9th amendment helps protect individual rights and analyze how each branch of government plays a role.</p> <p>List the different ways our government utilizes our taxes and analyze the different ways our government affects our daily lives with our taxes.</p> <p>Cite evidence determining how the government positively and negatively impacts the lives of marginalized groups.</p>	<p>The student exhibited mastery of 1-2 objectives.</p> <p>Describe how the 9th amendment helps protect individual rights and analyze how each branch of government plays a role.</p> <p>List the different ways our government utilizes our taxes and analyze the different ways our government affects our daily lives with our taxes.</p> <p>Cite evidence determining how the government positively and negatively impacts the lives of marginalized groups.</p>	<p>The student exhibited mastery of 0-2 objectives.</p> <p>Describe how the 9th amendment helps protect individual rights and analyze how each branch of government plays a role.</p> <p>List the different ways our government utilizes our taxes and analyze the different ways our government affects our daily lives with our taxes.</p> <p>Cite evidence determining how the government positively and negatively impacts the lives of marginalized groups.</p>	
				<p>Score</p>	