

TEACHER'S GUIDE

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Credits

LIFEPAC CIVICS: *Teacher's Guide*

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FOREWORD

Through the ages, there have been governments wherever there have been significant numbers of people. Governments are formed because groups need an organization to create and enforce rules that control conduct within the population.

What is needed to establish a government? Who sets up the government? What freedoms should be available to the society? What ingredients make up a good government? By examining the forms of government established by tribes and nations, we can gain an idea for some of the building blocks that are required for making a government successful.

Some magnificent documents were written in the 1700s. One of the most treasured documents in American history is the Declaration of Independence. With the Declaration of Independence, America announced its intention to become a free and self-supporting nation. It took until 1783 to finally win that independence and then the country was already dealing with the problems of collecting taxes, enforcing laws, and establishing trade. Through argument, debate, deliberation, and agreement, brilliant minds assembled what is considered one of the best governmental writings in the history of nations, the Constitution of the United States of America. Though their individual views differed in many aspects the religious influence on the actions of the Founding Fathers was significant. As the settlements grew into colonies, the colonies into states and the states into a nation, the structure of government grew to meet these needs.

COURSE DESCRIPTION

LIFEPAC® *Civics* is a five-unit elective course for high school students. The materials cover the concepts essential to understanding the roles and responsibilities of American citizenship. Students can use the course to better understand the nature of citizenship—the relationship between an individual and various forms of government to which he must answer, the foundations and structure of American government, the roles and responsibilities of individual citizens, and America's role abroad. These major areas are covered in five units.

Unit 1: A New Nation

Unit 2: The Constitution

Unit 3: Branches of Government

Unit 4: Government by the People

Unit 5: Relationship to the World

The course seeks to provide students with a basic understanding of civic life, politics, and government. It should help them understand the relationship of an individual's rights and responsibilities to American politics and government and to world affairs. The purpose of *Civics* is to imbue in students an understanding of the roles and relationships of citizens and their government through the following:

- Become informed, responsible participants in political life.
- Acquire a body of knowledge of the political process.
- Understand the rights and responsibilities of citizens in the American constitutional republic.
- Develop a capacity to participate in the political process and contribute to the political system.

In attaining these goals, students will be better equipped to participate in their own governance. They will gain the knowledge and skills needed to participate in a “government of the people, by the people, and for the people” as stated by President Lincoln.

Introduction

COURSE STRUCTURE

LIFEPAC *Civics* is a five-unit course designed around a traditional 18-week semester. As part of the LIFEPAC curriculum framework, each unit builds on the concepts taught in the previous unit to create a complete developmental sequence. Every unit in the student materials is a self-contained, separately bound work text that includes the following major parts:

1. **Unit Introduction**—surveys concepts to be covered and lists the unit goals.
2. **Unit Sections**—contain a series of lessons, a section review, and a self test; the self test helps students focus on section objectives and provides a way for the teacher to evaluate whether concepts have been mastered sufficiently to allow the student to move on to new concepts or the cumulative unit test; each unit contains 3-4 sections.
3. **Unit Test**—assesses mastery of all lesson/unit objectives (recommended minimum score for mastery is 80%); the test, located in the centerfold of the LIFEPAC *Civics* unit, should be removed and put aside before students are given the workbook for study; alternate tests are included in this Teacher's Guide.
4. **Glossary**—provides a list of all vocabulary terms covered in the unit

The lessons in each unit section are structured around a balance of reading, review, and practical application. All lessons follow this plan:

1. **Lesson Introduction**—provides a brief introduction to the topic of the lesson.
2. **Lesson Objectives**—connect to previously taught concepts and establish a lesson purpose that targets the unit goals.
3. **Vocabulary List**—introduces new technical vocabulary words and definitions used in the upcoming lesson discussion; terms appearing for the first time are emphasized in bold font in the lesson text.
4. **Lesson Presentation**—consists of instructional text and illustrations covering the principles of civics and government necessary for students to meet the objectives of the lesson. Each lesson, including reading and exercises, is designed to be completed by the average student in approximately 50 minutes.
5. **Problems**—include multiple choice, fill-in-the-blank, short answer, essay response, and other problem types to help students review and reflect upon the lesson presentation; each problem has a number (1.1, 1.2, etc.) for easy identification; the number to the left of the decimal corresponds to the LIFEPAC section while the number to the right is the problem or activity number; the numbering system also aids in cross-referencing to the answer keys.
6. **Projects**—follow lessons and provide opportunities for students to explore a topic in greater depth.
7. **Lesson Summary**—provides a brief summary of the topic of the lesson.

Introduction

ROLE OF THE TEACHER

The structure of the student materials allows for a great deal of flexibility with regard to how the teacher wishes to teach *LIFEPAC Civics*. The program is adaptable to both conventional and individualized instruction, allowing it to fit within both school and home school settings. For example, while home-schooled students will likely read the text during class time, traditional classroom students may be assigned the reading as homework or read the text in class. For each lesson, Enduring Understandings, Essential Questions, Lesson Objectives, Lesson Summaries and Standards have been provided to guide class-time instruction if the instructor chooses to assign the reading outside of class. This information is included in the Teacher Notes section of this guide.

The Individualized Classroom: In keeping with the LIFEPAC individualized, mastery-based instructional system, *LIFEPAC Civics* units are published as separate workbooks containing sufficient text instruction and activities to facilitate the progress of disciplined, motivated students who work independently through the material. Students are assumed to be at an average reading skill level.

The principal goal of a program so structured is to help teachers focus on their role as facilitator or guide for the teaching and learning process and to help them focus their efforts on creating a personalized learning experience for their students. The teacher can use the instructional content as a flexible learning base on which to develop, direct, and individualize the classroom-learning environment.

In this system, since the materials deliver the bulk of lesson instruction, the teacher has more time to address the individual learning needs of each student. The following are the major areas in which the teacher of an individualized classroom seeks to be involved:

1. **General Course Orientation**—Responsibilities would include establishing the importance of civics and government as an academic subject, helping students understand course goals, setting schedules, etc.
2. **Materials and Classroom Setup (Including Technology)**—While most of a student's work in *LIFEPAC Civics* can be completed from within the student text, additional resources, such as a Bible, a dictionary, the *LIFEPAC Civics* Resource Guide, and a computer with Internet access are tools that can further enrich the learning environment. Both seating and lighting should accommodate the environment that concentrated reading and reflecting require.
3. **Teacher Checkpoints**—In an individualized program of instruction, "individualized" does not equal "isolated." *LIFEPAC Civics* provides solid instruction and plenty of opportunities for review, but it takes an active, involved, knowledgeable teacher to guide the learning process and to engage, inspire, and motivate a student for success.

Performance appraisal is a teacher role central to the program. To that end, *LIFEPAC Civics* features "Adult check" areas intended to help the teacher regularly evaluate student progress. Lessons contain adult checks, which follow after problems and/or skill-building activities and checks are found at the end of the self tests. All adult checks provide logical intervention points for the instructor to assess 1) quality of understanding (tested with a short oral quiz and/or discussion), 2) thoroughness and accuracy of answers (answer keys are provided), 3) neatness and thoroughness of

work, and 4) successful completion of projects and other activities (offering guidance as necessary). Adult checks provide space for instructor initials, date, and when relevant, score.

4. **Timely Evaluation of All Required Activities/Projects**—Because LIFEPAAC Civics is a mastery-based course, careful, thoughtful evaluation of completed student activities/projects becomes a critical responsibility of the teacher. The level of performance on these assignments is an important factor in determining whether a student has mastered the skills necessary to move to additional assignments.
5. **Test Evaluation**—Evaluation of self tests and unit tests is another critical part of assessing the level of student mastery.

The Conventional Classroom: In addition to attending to the five responsibilities described above, instructors can use the resources and ideas in the Teacher's Guide to prepare lesson plans for whole group instruction.

The Home School Classroom: The product features and flexibility and the responsibilities and strategies enumerated above for the individualized classroom are well suited for the home school setting as well. Both the home school student and teacher can greatly benefit from *LIFEPAAC Civics* even if the teacher has no formal experience in teaching government.

ASSESSMENT

LIFEPAAC Civics is a mastery-learning program. Lessons for each of the five units contain instruction and activities designed to target unit learning-goals and prepare the student for a cumulative unit mastery test that should be passed at 80% proficiency.

Knowing the appropriateness, or correctness, of performance on learning activities is essential to the effectiveness of the LIFEPAAC learning sequence. Given enough feedback and guidance, students will have the information they need to “correct” their learning “path” as they work toward specific learning “targets” (goals). These feedback loops provide ongoing evaluations of learning and come from two sources: student and teacher evaluations. In the LIFEPAAC study, students evaluate their work at two major checkpoints in the learning sequence: (1) after completing a set of problems/activities and (2) after completing a self test.

Lesson Activities/Projects: In *LIFEPAAC Civics*, most students will be able to evaluate their own performance on question-answer activities using answer keys and in discussing responses with both you and/or their peers; however, certain activities and projects in *LIFEPAAC Civics* require formal evaluation by an instructor.

Each set of activities should be corrected before students begin the next section of text. This frequent evaluation of learning is critical to initial success in LIFEPAAC study. Frequent checks point out content areas that have not been mastered and direct students to appropriate review before they continue on in the course.

Self Tests: Self tests also serve as assessments of learning progress. Each self test targets the learning objectives covered in the lessons within a unit section. As with lesson activities, self tests can function as self-assessment instruments for students to use in preparing for the unit test; self tests also work well as teacher-checked quizzes.

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The intent of checkpoints and self tests is to ensure learning progress by providing frequent opportunities for the teacher and students to interact and to evaluate performance. If the unit and lesson objectives were not being mastered, adjustments in the learning experiences would then be the most appropriate action to take (extra time on assignments, additional instruction and review, additional learning activities, etc.).

Used in this way, the activities and self tests serve as a means for students to work toward greater quality in learning and ultimate success in *LIFEPAC Civics*. Simply completing then grading these activities without appropriate follow-up review and correction reduces the instructional value of self tests. Corrective study measures should always be instituted when activities are not completed correctly.

Unit Tests: The learning sequence within the unit—instruction, problems, activities, self tests—is designed to help students master the unit objectives in *LIFEPAC Civics*. Unit tests act as a criterion measure of students' levels of performance in relation to objectives covering the following areas:

1. Formal knowledge of vocabulary.
2. Knowledge of government history and function.

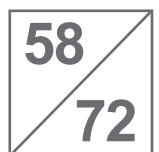
For the areas listed above, mastery level is reached if students complete the test at a set performance criterion (80 percent accuracy is recommended). In the LIFEPAC mastery learning system, if students do not demonstrate such a level of performance, the teacher conducts a diagnostic analysis of the test results. Since test items are directly related to objectives, the teacher can prescribe a program of review and reinforcement focusing on objectives that were not fully mastered. Repeating the study, partial review, focus teaching, and additional learning experiences all may serve as part of the prescriptive restudy plan. Alternate tests, available in this Teacher's Guide, can also be used to recheck mastery.

Mastery learning instruction requires students to show mastery of one level of learning before proceeding to the next level (the next section of a unit or the next LIFEPAC in the sequence). If consistently followed, mastery-learning principles not only aid the establishment of quality in learning but also help to ensure that each student will continually encounter positive, success-oriented learning experiences.

Assignment Scoring and Grading—For answers requiring written responses, answer keys and test keys give examples of correct answers, conveying the idea but not necessarily exact wording, unless specifically called for. Each answer should be scored based on whether or not the main idea written by the student matches the model example.

Most self tests and LIFEPAC tests in *Civics* are scored at one to five points per answer; further, the total number of test points will vary per test, not always equaling 100 points. They may be 78, 85, 100, 105, etc.

A score box similar to the one at the right is located at the end of each self test and on the front of each LIFEPAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will need in order to receive an 80% or passing grade (the recommended criterion for mastery). If you wish to establish the exact percentage that a student has achieved, find the total points of his or her correct answers and divide it by the bottom number (in this case, 72.) For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate alternate test found in the Teacher's Guide.



The following is a guideline to assign letter grades for completed units in *LIFEPAC Civics* based on a maximum total score of 100 points.

LIFEPAC Test	=	60% of the Total Score (or percent grade)
Self Test	=	25% of the Total Score (average percent of Self Tests)
Reports	=	10% or 10* points per LIFEPAC
Oral Work	=	5% or 5* points per LIFEPAC
*Determined by the teacher's subjective evaluation of the student's daily work.		

Example:

LIFEPAC Test Score	=	92%	92	x	.60	=	55 points
Self Test Average	=	90%	90	x	.25	=	23 points
Reports						=	8 points
Oral Work						=	4 points
<hr/>							
TOTAL POINTS						=	90 points

Grade Scale based on point system:	100	–	94	=	A
	93	–	86	=	B
	85	–	77	=	C
	76	–	70	=	D
	Below		70	=	F

TEACHER HINTS AND STUDYING TECHNIQUES

The problems and activities in *LIFEPAC Civics* are written to check students' levels of understanding of the preceding text. Students may look back to the text as necessary to complete these problems and activities; however, students should never attempt to do these without first reading (studying) the text. Also, self tests and LIFEPAC tests are never open book tests.

Writing complete answers (paragraphs) to some questions is an integral part of the LIFEPAC curriculum in all subjects. This strategy builds communication and organization skills, increases understanding and retention of ideas, and helps enforce good penmanship. Complete sentences should be encouraged for this type of activity. And obviously, if multiple lines are given for a response, single words or phrases do not meet the intent of the activity.

Additionally, review is essential to student success. The time invested in review will save you time in correcting errors later.

Self tests, unlike section problems and activities, are closed book. Because of this, teachers may more easily identify student weaknesses before these weaknesses become too great for students to overcome in their unit tests. Effective preparation for each unit test must include review of all lessons, sections, and self tests for that unit.

Introduction

The following procedure checklist has been found to be successful in developing good study habits in the LIFEPAC curriculum. The procedures in the checklist describe how a student might complete work in a unit and are presented in the order in which students should complete them.

- ☐ Read the Table of Contents and unit introduction.
- ☐ Read the objectives for the unit.
- ☐ Recite and study the entire vocabulary (glossary) list at the back of the unit.
- ☐ Each unit is divided into three or four sections, each containing two or more lessons. For each section:
 - ☐ Read the section introduction, the lesson summaries, and the objectives for each lesson.
 - ☐ Complete each lesson in a section:
 - ☐ Read the lesson introduction and study the objectives.
 - ☐ Review the vocabulary for the lesson.
 - ☐ Read the entire lesson.
 - ☐ Reread or review the lesson as needed; then complete the problems and/or activities; have the teacher check work where appropriate.
 - ☐ Return to the beginning of the lesson and memorize each vocabulary word and definition.
 - ☐ Read the lesson summary.
 - ☐ Complete each lesson in a section, using the steps above until the section is complete.
 - ☐ Read the section summary, the lesson summaries, and the objectives for each lesson.
 - ☐ Read the section self test but do not answer the questions.
 - ☐ Go to the beginning of the section and reread (and/or review) the text and answers for all lessons in that section.
 - ☐ Answer the questions to the self test without looking back at the section material.
 - ☐ Have the self test checked by the teacher.
 - ☐ Correct the self test and have the teacher check the corrections.
 - ☐ Repeat the steps above for each section.
- ☐ Use the SQ3R* method to prepare for the LIFEPAC test.
- ☐ Take the LIFEPAC test as a closed-book test.
- ☐ LIFEPAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAC using the **SQ3R*** study method; they should also take the alternate test that can be reproduced/photocopied from the back of the Teacher's Guide. The final test grade may be the grade on the alternate test or an average of the grades from the original LIFEPAC test and the alternate test.

*The SQ3R study method is as follows:

- S:** Scan the whole LIFEPAC unit.
- Q:** Question oneself on the objectives.
- 3R:** Read the whole LIFEPAC again.
 - Recite through an oral examination.
 - Review weak areas.

TEACHER NOTES

A GUIDE TO CIVICS

This course guide provides you with specific information about each unit and lesson in *Civics*. As you teach, keep this information at your side, referring to it often and using it to maintain focus. The information and perspectives presented in this section are critical to the course and may serve to guide and direct you through the course instructional process.

HOW TO USE THIS COURSE GUIDE:

In the outline that follows, you will find that each unit has a set of enduring understandings and essential questions. You will notice, for each lesson, a list of enduring understandings, essential questions, a list of lesson goals/objectives, a lesson summary, and a list of state objectives that pertain to the lesson. Here is an explanation of the components, which will show you how each of these should shape the teaching of the course:

Enduring Understandings: These are the important ideas or core processes that have lasting value beyond the classroom. Such understandings are generally abstract in nature, so they are best understood by students through sustained inquiry. To determine enduring understandings for a unit or course, teachers are encouraged to ask: What do we want students to understand and be able to use several years from now, after they have forgotten the details?

Essential Questions: These provocative questions are designed to engage student interest and guide inquiry into the important ideas in a field of study. Rather than yielding pat answers, essential questions are intended to stimulate discussion and rethinking over time. There are two types of essential questions: overarching and topical. Please review the essential questions as you prepare the students for assessments. Questions should lead students to an understanding of how to answer the essential questions for their unit and lesson.

Lesson Objectives: The lesson goals describe what the student should know or be able to do after participating in a class discussion and working through the lesson. The content of the lesson, as well as the lesson problems and unit assessments, will in some way target these goals. These goals are wider in scope than what the student will read in the LIFEPAAC.

Lesson Summary: The lesson summary provides a launching point for classroom discussion and instruction. These are similar to the summaries that are provided in the LIFEPAAC but often lead down an alternate path to approach the lesson objectives from a different vantage point.

Standards: Each lesson is followed by a listing of performance standards that may in some way apply to the instruction given in the lesson. Generally, the standards are very broad so they are often repeated for several lessons. A small portion of the standard normally applies to any given lesson. The standards have been taken from the states of California (CA), Texas (TX), Florida (FL), and Arizona (AZ). Also given will be the National Standards for Civics and Government (NSC&G). These standards were chosen only because they provide a good cross section of contemporary instructional standards and are not intended to be exhaustive of all states standards. From the standards that have been listed it should be a fairly easy task to make a correlation to another state's standards.

DESIGNING A CLASSROOM LESSON:

In preparing a classroom lesson, the teacher should first review what is expected of the students. Read through the academic standards, review the enduring understandings, think through the essential questions, and study the objectives for each lesson as presented in the Teacher Notes. Review the material that is provided for the student by reading the lesson in the LIFEPAAC and study the follow-up questions. All of this material will help you to understand where the students are heading, why they are going there and what is required of them. Consider the material that has already been covered to determine what the students already know and look for areas where understanding of the concepts might be difficult.

From this information begin to develop the classroom lesson, lecture, discussion, or learning activity. Read other sources to see how other authors or textbooks have covered the topics. Try to come up with a question or pose a problem that will hook the students into a study of the topic. Look for Why?, How?, or Which is best?, questions that require analysis, interpretation, inference and synthesis. Design activities, discussions, and lectures that cause the students to explore and experience the ideas that you wish them to learn so that they become equipped to successfully complete the lesson in the LIFEPAAC and can master the required standards. Provide opportunities for the students to rehearse, revise, and refine their work which will continue to increase their depth of understanding. Finally, devise an evaluation that checks for mastery of the required standards.

The information that is presented in the LIFEPAAC is only one example of how the material can be approached. Although a time of classroom instruction is optional to the LIFEPAAC system of study, it will deeply enrich the educational experience. Utilize the Resource Guide to read the primary documents, or use an Internet search to quickly locate other resources. Don't be concerned that you may not know enough about the topics to adequately teach them. Nothing can be more exciting than reflecting upon the discoveries that you will make in preparation.



LIFEPAC CIVICS UNIT ONE

A NEW NATION

17 LESSONS, 1 PROJECT, 4 QUIZZES, 1 TEST

Section I The Nature of Citizenship, Politics, and Government

Lesson 1 The Distinctions Among Civic, Political, and Private Life

Lesson 2 The Necessity of Politics and Government

Lesson 3 The Purpose of Politics and Government

Section II The Course of Human Events

Lesson 1 Why Independence

Lesson 2 Natural Rights

Lesson 3 Given Rights

Lesson 4 The Role of Religion

Lesson 5 Babylonian Monarchy, Greek Democracy, Roman Republic

Section III The Many Faces of Government

Lesson 1 Forms of Government

Lesson 2 Limits in Government

Lesson 3 Civil Society and Government

Lesson 4 Relationship of Limited Government to Political and Economic Freedom

Lesson 5 Liberalism, Republicanism, and American Constitutional Republic

Project 1 Conflict of Interest

Section IV Strife and Compromise

Lesson 1 Unity, Confederal, or Federal?

Lesson 2 Nature of Representation

Lesson 3 Fundamental Values and Principles

Lesson 4 The Great Compromise

ENDURING UNDERSTANDINGS:

- *The student will understand that government and politics are necessary.*
- *The student will understand that differing ideas of the purposes of government have consequences for the well-being of individuals and society.*
- *The student will understand that the different types of governments have different impacts on their societies.*
- *The student will understand that American beliefs and principles are reflected in the Declaration of Independence and the Constitution and contribute to our national identity.*
- *The student will understand that the ideas expressed in the Declaration of Independence and the Constitution were not originated by our Founding Fathers but borrowed from Classical governments and a variety of other sources.*
- *The student will understand that many of the essential conflicts and processes for resolution in government today are similar to those arguments made by the Founding Fathers.*
- *The student will understand that the Constitution is not the product of a single vision but the culmination of a series of compromises.*

ESSENTIAL QUESTIONS:

- *How can people with different opinions find common agreement?*
- *Is a government able to attain greater goals for the individual?*
- *What purposes should government serve?*
- *When is a group of people justified in separating from their government?*
- *What are the “natural rights” of man, where did they come from, and how are they “self-evident”?*
- *What does it mean to have a “limited government” and why did the Founding Fathers consider it to be so important.*
- *What is a “constitutional liberal republic” and why was it chosen over other forms of government.*

SECTION I: THE NATURE OF CITIZENSHIP, POLITICS, AND GOVERNMENT

LESSON 1: THE DISTINCTIONS AMONG CIVIC, POLITICAL, AND PRIVATE LIFE

ENDURING UNDERSTANDINGS:

- *The student will understand that government and politics are necessary.*
- *The student will understand that differing ideas of the purposes of government have consequences for the well-being of individuals and society.*
- *The student will understand that the different types of governments have different impacts on their societies.*

ESSENTIAL QUESTIONS:

- *How can people with different opinions find common agreement?*
- *Is a government able to attain greater goals for the individual?*
- *What purposes should government serve?*

LESSON OBJECTIVES:

- *Define civics, politics, and government.*
- *Distinguish between civic life and personal life.*
- *Describe the process of politics as a means of reaching collective decisions.*

LESSON SUMMARY:

Discuss the personal private lives of the average individual. The personal goals that each individual develops and works to accomplish are directly related to themselves. Contrast these goals to the greater goals of a neighborhood, city, county, state, or country. Reaching collective decisions that are binding on a large group is a difficult goal to reach. Whenever groups of people live together they must reach collective decisions. Government is the formal institution that has the authority to make and carry out decisions for a group of people.

STANDARDS:

NSC&G.I.A What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

NSC&G.I.A.1 Defining civic life, politics, and government. Students should be able to explain the meaning of the terms civic life, politics, and government.

SECTION I: THE NATURE OF CITIZENSHIP, POLITICS, AND GOVERNMENT

LESSON 2: THE NECESSITY OF POLITICS AND GOVERNMENT

ENDURING UNDERSTANDINGS:

- *The student will understand that government and politics are necessary.*
- *The student will understand that differing ideas of the purposes of government have consequences for the well-being of individuals and society.*
- *The student will understand that the different types of governments have different impacts on their societies.*

ESSENTIAL QUESTIONS:

- *How can people with different opinions find common agreement?*
- *Is a government able to attain greater goals for the individual?*
- *What purposes should government serve?*

LESSON OBJECTIVES:

- *Define the term government.*
- *Explain why politics is necessary when people gather together.*
- *List several arguments for the necessity of politics.*
- *List several arguments for the necessity of government.*

LESSON SUMMARY:

Discuss the concept of government and what key phrases should be included in a definition of the word. Once a working definition has been constructed, attempt to find reasons for the necessity of an organized form of government. List things that the government needs to accomplish. Look at several reasons why a simple form of self-government can not accomplish these goals.

STANDARDS:

NSC&G.I.A What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

NSC&G.I.A.2 Necessity of politics and government. Students should be able to explain the major arguments advanced for the necessity of politics and government.

Teacher Notes - Unit 1

SECTION I: THE NATURE OF CITIZENSHIP, POLITICS, AND GOVERNMENT

LESSON 3: THE PURPOSE OF POLITICS AND GOVERNMENT

ENDURING UNDERSTANDINGS:

- *The student will understand that government and politics are necessary.*
- *The student will understand that differing ideas of the purposes of government have consequences for the well-being of individuals and society.*
- *The student will understand that the different types of governments have different impacts on their societies.*

ESSENTIAL QUESTIONS:

- *How can people with different opinions find common agreement?*
- *Is a government able to attain greater goals for the individual?*
- *What purposes should government serve?*

LESSON OBJECTIVES:

- *List some of the competing ideas about the purposes of politics and government.*
- *Describe historical examples of different types of government.*
- *List some of the contemporary examples of different types of government.*
- *Describe how the purposes for government affect relationships between individuals and government.*

LESSON SUMMARY:

Explain some of the competing ideas about the purposes of politics and government such as: improve the moral character, further the interests of a class or group, reach a religious vision, glorify the state, promote security and order, promote economic prosperity, promote the common good, and provide security. Examine ways in which a religious vision for a society can restrict individual thought and expression. Prepare a list of ideals that should be included in the “common good” and how do personal beliefs determine the items that get put on the list.

STANDARDS:

NSC&G.I.A What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

NSC&G.I.A.3 The purposes of politics and government. Students should be able to evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society.



LIFEPAC CIVICS UNIT TWO

THE CONSTITUTION

10 LESSONS, 2 PROJECTS, 3 QUIZZES, 1 TEST

Section I

Ratification

Lesson 1

Federalists and Anti-Federalists

Project 1

Compare Bills of Rights

Lesson 2

As Good as it Gets

Lesson 3

The Peaceful Transfer of Power

Section II

A Flexible Framework

Lesson 1

Introduction to Constitutional Government

Lesson 2

Constitutional Law in the United States Federal Government

Lesson 3

The Preamble

Project 2

A Limited Government

Lesson 4

Separation of Powers/Checks and Balances

Section III

Amendments

Lesson 1

The Ability to Change

Lesson 2

The Bill of Rights: Protection

Lesson 3

The Bill of Rights: Interpretation



LIFEPAC CIVICS UNIT THREE

BRANCHES OF GOVERNMENT

12 LESSONS, 1 PROJECT, 1 ALT. PROJECT, 3 QUIZZES, 1 TEST

Section I	The Executive Branch
Lesson 1	Presidential Power
Lesson 2	Electing a President
Lesson 3	The Election of 1824
Lesson 4	The Federal Bureaucracy
Project 1	Limits on Presidential Power

Section II	The Legislative Branch
Lesson 1	A Two-House System
Lesson 2	Committees in Action
Alt Project 1	Your Home Legislators
Lesson 3	How a Bill becomes a Law
Lesson 4	Impeachment

Section III	The Judicial Branch
Lesson 1	Organization of the Judicial Branch
Lesson 2	The Role of the Supreme Court
Lesson 3	Judicial Activism vs. Judicial Restraint
Lesson 4	Making a More Perfect Union

LIFEPAC CIVICS UNIT FOUR

GOVERNMENT BY THE PEOPLE

20 LESSONS, 2 PROJECTS, 1 ALT. PROJECT, 4 QUIZZES, 1 TEST

Section I State and Local Government

- Lesson 1 State Branches
- Lesson 2 Local Government: Types and Function
- Lesson 3 Financing Government through Taxation
- Lesson 4 Case Study: Integration of Schools
- Lesson 5 Direct Democracy

Section II Election Process

- Lesson 1 Why Political Parties?
- Lesson 2 Parties and Primaries
- Lesson 3 Politics and Media
- Lesson 4 Districts, Special Interests, and Funding
- Lesson 5 Public Policy and Public Agenda

Alt Project 1 Your Politics

Section III Citizenship

- Lesson 1 Your Rights

Project 2 Limits of Freedom

- Lesson 2 Citizens in Action
- Lesson 3 Case Study: Prohibition
- Lesson 4 Civic Responsibility
- Lesson 5 Becoming a Citizen

Section IV Civic Life

- Lesson 1 Diversity and the Character of American Society

Project 3 Constitutional Values and Principles

- Lesson 2 Voluntarism and Organized Groups
- Lesson 3 American Political Conflict
- Lesson 4 Conflicts of Values
- Lesson 5 Disparities between Ideals and Reality

LIFEPAC CIVICS UNIT FIVE

RELATIONSHIP TO THE WORLD

16 LESSONS, 4 PROJECTS, 3 QUIZZES, 1 TEST

Section I

Economics

Lesson 1 Government and Economics

Project 1a Economics of a New Business

Lesson 2 International Economics

Lesson 3 Case Study: The Middle East

Project 1b Environmental Politics

Section II

Comparative Governments

Lesson 1 Types of Economic Systems

Lesson 2 Communism

Lesson 3 Fascism

Project 2a The Jewish Holocaust

Lesson 4 American Capitalism

Lesson 5 Personal, Political, and Economic Rights

Lesson 6 Geography, Politics, and Economics of Governments

Project 2b New Governments

Section III

The United States and the World

Lesson 1 Economic and Humanitarian Concerns

Lesson 2 Political Concerns

Lesson 3 Historical Context of Foreign Policy

Lesson 4 Making and Implementing Foreign Policy

Lesson 5 Means and Ends of Foreign Policy

Lesson 6 Impact of Democracy and Individual Rights on the World

Lesson 7 International Organizations

ALTERNATE TESTS

ALT. TEST ONE

83

104

Name _____ Date _____ Score _____

Match each blank in the statements to the corresponding letter of the correct word or phrase below. Not all answers will be used. (2 points each answer)

1. Since the Tower of Babel, the world has been composed of many different types of _____ .
 2. _____ is self-control. Ultimately, it involves obedience to God from the heart that is expressed by following His laws.
 3. Good government acknowledges the authority of _____ and follows moral _____ in order to restrain evil and provide an environment for the development and practice of what is good.
 4. _____ live in societies or civilizations that are composed of people and their _____ .
 5. God's design for marriage and the _____ has never changed.
 6. _____ is the exercise of authority and power by an individual or institution to provide direction, regulation, constraint, and control.
 7. The idea of a _____ as the source of authority between a state and its citizens was widely thought to be true in colonial America.
 8. Political writers, like Montesquieu, used the stories of the _____ to show that "tyrants" did not have proper authority to rule.
 9. James Otis claimed British laws reversed previous policies and were an example of _____ .
 10. It was in the colony of _____ where the first representative assembly was formed.
 11. _____ is the term used to describe the process of approving a constitution or an amendment.
 12. The importance of the _____ on Roger Williams' understanding of inalienable rights is unquestioned.
 13. The basis for natural law is the _____ .
 14. The Founding Fathers always spoke of a _____ , not a democracy.
- a. Bible
 - b. civil government
 - c. family
 - d. God
 - e. government
 - f. Greeks and Romans
 - g. individuals
 - h. institutions
 - i. Jews
 - j. laws
 - k. Massachusetts
 - l. ratification
 - m. republic
 - n. self-government
 - o. social contract
 - p. Ten Commandments
 - q. tyranny
 - r. Virginia

Answer True or False. (2 points each)

15. _____ Civil government should not make moral judgments.
16. _____ Most rulers in history considered religion unimportant for government.

17. _____ Self-government is necessary for responsible citizenship.
18. _____ The church is a foundational institution for society.
19. _____ The lack of a court system was a problem for the states under the Articles of Confederation.
20. _____ The common law was based solely on Roman law.

Circle the letter of the correct answer. (2 points each)

21. Who led Israel to recapture the land of Canaan?
a. Abraham
b. Joshua
c. Moses
d. David
22. What type of civil government developed in the city-state of Athens?
a. monarchy
b. republic
c. democracy
d. constitutional monarchy
23. What type of civil government existed in Babylon for over 1000 years?
a. monarchy
b. republic
c. democracy
d. constitutional republic
24. The nation of Israel began with one man named _____.
a. Abraham
b. Joshua
c. Moses
d. David
25. The Etruscans ruled as powerful kings or monarchs, gathering the villages of _____ into a single city.
a. Athens
b. Rome
c. Geneva
d. London
26. The Founding Fathers agreed that the best form of civil government was a _____.
a. monarchy
b. republic
c. democracy
d. constitutional monarchy
27. Who led Israel out of the land of Egypt?
a. Abraham
b. Joshua
c. Moses
d. David
28. What is often considered the most influential law book ever written?
a. *The City of God*
b. *Institutes of the Christian Religion*
c. *95 Theses*
d. *Code of Civil Law*
29. What document began the Protestant Reformation?
a. *The City of God*
b. *Institutes of the Christian Religion*
c. *95 Theses*
d. *Code of Civil Law*
30. Who is considered by many historians to be “the founder of America”?
a. Martin Luther
b. John Calvin
c. Ulrich Zwingli
d. Henry VIII

31. What is the name of the English legislative assembly that limits the power of the English king?
 - a. Senate
 - b. Church of England
 - c. House of Representatives
 - d. Parliament
32. The concept of an independent, Protestant Church within a civil republic provided a design for society that provided great religious and political freedom for citizens of _____.
 - a. Geneva
 - b. Athens
 - c. Rome
 - d. Wittenberg
33. What American document makes the legal case for the separation of the colonies from England?
 - a. Articles of Confederation
 - b. Declaration of Independence
 - c. Constitution
 - d. Bill of Rights
34. Who was the king of England at the time of the separation of the American colonies from English rule?
 - a. George III
 - b. George II
 - c. Charles II
 - d. James II

Fill in the blanks in the statement with a word or phrase from the list below. (2 points each)

Declaration of Rights and Grievances
Declaratory Act
given rights
natural rights

Olive Branch Petition
Petition of Rights
Townshend Act

35. The _____ placed a tax on glass, lead, paper, and tea.
36. The _____ was a letter to the king of England offering to resolve their differences with him.
37. The _____ was the response from Parliament to the colonists in which they stated that they could make laws binding the colonies in "all cases whatsoever."
38. The colonists told Parliament that it could not require "taxation without representation" in the _____.
39. One of the English documents that the colonists felt the king and Parliament had violated was the _____.
40. Government has no authority to take away the _____ from its citizens.

Answer True or False. (2 points each)

41. _____ The Mayflower Compact was an example of an early social contract between citizens and their government.
42. _____ One of the grievances that the colonists expressed to the king of England was the fact that he had altered the charter of the Virginia colony.
43. _____ The liberties that one enjoys as his natural rights are only limited by his responsibility to his fellow citizen.
44. _____ The predominant religion of the Southern colonies was Puritanism.
45. _____ The only colony established as Catholic was Maryland.

Write a paragraph on the following topic. (10 points)

46. Explain the differences between natural and given rights.

ANSWER KEYS

UNIT ONE ANSWER KEY

I. THE NATURE OF CITIZENSHIP, POLITICS AND GOVERNMENT

- 1.1 Civics
- 1.2 civic, political, private
- 1.3 direction, regulation, constraint, control
- 1.4 Civic life
- 1.5 Politics
- 1.6 Private life
- 1.7 False
- 1.8 True
- 1.9 (Many answers are possible. Any four.) vote, discuss political issues, pay taxes, get licenses, obey laws
- 1.10 (Many answers are possible. Any four.) church membership, job, hobbies, entertainment
- 1.11 (Answers will vary.) A very hotly debated issue is the matter of gun control. Many believe that every citizen has the right to own guns. Others feel that there should be strict government control. Differences of opinion exist in the discussion on abortion, gay rights, etc.
- 1.12 True
- 1.13 True
- 1.14 crime
- 1.15 sword, evil
- 1.16 citizens
- 1.17 self-government
- 1.18 False
- 1.19 True
- 1.20 True
- 1.21 False
- 1.22 True
- 1.23 (Any four of the following six.) form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, secure the Blessings of Liberty to ourselves and our Posterity
- 1.24 (Answers may vary.) Some would say that government exists for the purpose of caring for the needs of its citizens. They believe in strong central government with almost unlimited control over the affairs of its citizens. They believe that programs caring for individuals from birth to the grave should be in place. Others believe that the less government interference in the lives of its citizens, the better.
- 1.25 fair, equal
- 1.26 protecting, interfering
- 1.27 (Answers will vary. Any four.) to maintain economic security and prosperity, to protect the rights of its citizens, to provide order in the event of natural disaster and to provide for the national security of the nation and its citizens, to promote the common good, to promote a particular political agenda or philosophy (communism, Fascism, etc.), improve the ethical and moral character of its people, promote a particular religion.
- 1.28 Constitution
- 1.29 True
- 1.30 False
- 1.31 True
- 1.32 unity, harmony
- 1.33 (Either answer.) voice or will

SELF TEST KEYS

Unit 1 - Self Test Key

SELF TEST I

- 1.01 organization, structure
- 1.02 rights, duties, responsibilities
- 1.03 (Answers will vary.)
 - a. member of the PTA
 - b. member of the Chamber of Commerce
 - c. voted in many elections
 - d. put political posters up in the window of his business
 - e. bowled in a local bowling league
 - f. served on the church board
- 1.04 the exercise of authority and power to provide direction, control, and protection; the institutions by which a territory and its people are ruled
- 1.05 civic
- 1.06 political
- 1.07
 - a. voting
 - b. campaigning for a political candidate
 - c. debating or discussing any political issue
- 1.08 private
- 1.09
 - a. maintain economic stability and prosperity
 - b. improve the moral and ethical character of its citizens
 - c. protect its citizens in time of war or natural disaster
- 1.010 self-government (or self-control)
- 1.011 coercive
- 1.012 Man has a sinful nature.
- 1.013 the ability to control one's own behavior and to act responsibly in every situation
- 1.014 God
- 1.015
 - a. from foreign enemies
 - b. from criminals
 - c. sometimes from their own leaders
 - d. sometimes from themselves
- 1.016 being a good Christian
- 1.017 good, evil
- 1.018 because whenever people have differing opinions about a question or an issue, it is necessary to use politics through the process of debate and compromise, in order to reach agreement
- 1.019 Men of different backgrounds and with many different political viewpoints met together, discussed all of the issues, and ultimately reach a compromise that was acceptable, or at least tolerable, to all.
- 1.020 (Answers may vary.) He was created with a mind and with the ability to govern himself. He has the responsibility to govern himself and to attempt to get along with others.
- 1.021 He was designed to properly govern himself and the institutions of the family and worship.
- 1.022 (Any four of the following.)
 - a. form a more perfect union,
 - b. establish justice,
 - c. insure domestic tranquillity,
 - d. provide for the common defense,
 - e. promote the general welfare, and
 - f. secure the blessings of liberty to ourselves and our posterity
- 1.023 (Answers may vary.)
 - a. Provide for the common good. The debate wages as to where promoting the common good and interfering with the rights of its citizens begins and ends. Providing excessive welfare programs places a tax burden on those who support themselves.
 - b. Provide for the common defense. How much responsibility does the United States have in world affairs. When does protecting ourselves from an enemy justify getting involved in foreign matters?
- 1.024 The primary purpose of politics is to provide a forum where individuals can gather together and peacefully resolve their differences and reach some kind of accord or compromise.

UNIT TEST KEYS

Unit 1 - Test Key

UNIT TEST ONE

1. God; laws
2. Government
3. Puritans
4. Geneva
5. Magna Carta
6. Martin Luther
7. Parliament
8. John Calvin
9. England
10. False
11. True
12. True
13. False
14. False
15. True
16. False
17. False
18. False
19. d.
20. a.
21. democracy
22. monarchy
23. Abraham
24. Rome
25. republic
26. Joshua
27. Moses
28. civil government
29. self-government
30. Individuals; institutions
31. family
32. church
33. False
34. True
35. False
36. True
37. True
38. True
39. True
40. True
41. True
42. False
43. False
44. False
45. False
46. True
47. pray
48. The national government would overpower state government.
49. This helped the delegates to speak their minds without fear.
50. Jonathan Witherspoon
51. God's law precedes or is higher than man's law.
52. The Virginia Plan had several features, including a legislature with two houses in which representation would be based on population. The upper house would be chosen by the lower. There would also be a separate executive who was to be chosen by the legislature and who would be ineligible to continue in office after a single term. A separate judiciary system was also proposed. Both the judiciary and the executive would have a veto power over legislation. There was a provision that permitted the veto to be overridden by

the legislature. The New Jersey Plan focused more on the role of the state legislatures as representatives of the people. It provided for a single legislative house whose members would be chosen by the state legislatures. There would be a plural executive, to be chosen by Congress. It also proposed a national judiciary. A key feature was that the laws of Congress and treaties would be the “law of the land” that all state courts would have to obey.

53. Under this plan there would be two houses. The lower house would be based on population and have the power to originate taxes. This helped the larger states feel comfortable that the smaller states would not put inappropriate tax burdens on them. The upper house would have representatives selected by the legislature, with each state having one vote. Representatives in the lower house would serve for two years; those in the upper house would serve for six years.
54. After considering several proposals, it was decided to have an Electoral College. This would be based on the states, with each state’s number of electors equaling that state’s number of representatives plus senators.
55. It changed the number from 13 to 9.
56. Answers may vary, but they could include the story of the fog that allowed Washington to move 8,000 of his troops across the river, unobserved by the British. Or it may be the story of Robert Morris getting a loan of \$10,000 to help Washington finance the army.
57. (Answers may vary.) All leaders face people with differing perspectives. At least three areas of compromise should be mentioned. These might include the Great Compromise, and compromises over the number of states needed to ratify an amendment, the three-fifths compromise, or the compromise over how to elect the president.
58. The republic is the best form of civil government because it allows for the participation of citizens and provides for the protection of citizens. It also rules by the process of law, which slows down and hinders decisions that might be harmful to people. The republic recognizes the need to have morally qualified leaders to direct civil government.

ALTERNATE TEST KEYS

Unit 1 - Alternate Test Key

ALTERNATE TEST ONE

1. b.
2. n.
3. d., j.
4. g., h.
5. c.
6. e.
7. o.
8. f.
9. q.
10. r.
11. l.
12. a.
13. p.
14. m.
15. False
16. False
17. True
18. True
19. True
20. False
21. b.
22. c.
23. a.
24. a.
25. b.
26. b.
27. c.
28. d.
29. c.
30. b.
31. d.
32. a.
33. b.
34. a.
35. Townshend Act
36. Olive Branch Petition
37. Declaratory Act
38. Declaration of Rights and Grievances
39. Petition of Rights
40. natural rights
41. True
42. False
43. True
44. False
45. True
46. The natural rights are those rights, such as life, liberty, property, and the pursuit of happiness, which are the rights of every man simply because he is a human being. No government has the power or authority to take them away from him. Given rights are those rights that have been specifically granted to an individual by a government or other institution. They can be taken away or restricted.