

THE QUEST FOR JUSTICE & THE QUEST FOR JUSTICE KC CURRICULUM MAP

SEMESTER 1

Unit/Topic:	Time Frame/Pacing:
COURSE INTRODUCTION: WHAT IS JUSTICE AND WHAT DOES A SCHOLARLY “QUEST FOR JUSTICE” LOOK LIKE?	2-3 days
Standards and Evidence of Learning (Learning Targets/I Can Statements)	Instructional Resources
Kenyon College Established Course Learning Goals: * Students will familiarize themselves with, ask questions about, develop an understanding of, and ultimately show an abiding good-faith effort to adhere to course objectives and expectations introduced throughout the course of study. * Students will write a brief paragraph explaining the personal conceptions of justice that they are bringing to the course on the first day * Students will familiarize themselves with a broad historical survey of approaches to justice along with the Quest for Justice curriculum framework. * Students will learn scholarly research norms and practice research skills (e.g. recognizing the difference between credible and non-credible sources). * Students will do basic research and develop a preliminary survey of conceptualizations/definitions of justice from credible sources to begin expanding their knowledge-base. * Students will develop the ability to differentiate what is meant by <i>fact</i> what is meant by <i>concept</i> while developing an understanding of the critical role both <i>facts</i> and <i>concepts</i> have in scholarship. * Students will demonstrate an understanding of context and the importance of context to scholarship.	• Quest for Justice Syllabus and Course Expectations • Sandel, <i>Justice: What's the Right Thing to Do?</i> (readings and posted Harvard lectures) • Green, <i>What is Justice? [a survey]</i> • Sayre-McCord, <i>What is Justice? [Plato's early effort to both describe the origin/nature/principles of justice and provide a framework for intellectual discussion: the historically influential intellectual foundations found in Plato's Republic]</i>

* Students will familiarize themselves with some of the most important broad conceptual terms used by scholars to categorize areas and distinguish between theories of justice (e.g. distributive justice, retributive justice, restorative justice, justice based upon consequential morality, justice based upon categorical morality, social justice, procedural justice, criminal justice, civil justice, organizational justice, etc.)

* Students will understand ideological spectrums and how they are used in academics to support **objective categorization and analysis** of political theories/beliefs.

* Students will familiarize themselves with an introductory historical and ideological survey of theories of justice.

* Students will actively delve into the complexity of the course through analysis of selected introductory thought experiments and historical dilemmas.

* Students will understand, apply, and ultimately evaluate Plato's early effort to explain the origins/nature/principles of justice and frame intellectual inquiries into justice in his philosophical dialogue *The Republic*.

* Students will be introduced to the seminar approach to learning. As the academic year progresses, students will be expected to regularly participate in class seminars based upon what they gather intellectually from direct engagement with assigned readings.

*** As stated in The Quest for Justice syllabus, the most essential goals of this course, which can only be achieved along with efforts that develop the necessary understanding of foundational content spelled out in the curriculum framework standards, are for students to think, write, argue, and speak clearly and persuasively, to read attentively, and to question aggressively, and thoughtfully when engaged in discussion with others who may not see eye to eye,—both the authors they confront and themselves. Exposed to a**

diverse group of seminal thinkers, students will learn to be more tolerant, open-minded, and thoughtful. The ultimate aim of each student should be intellectual confidence and self-reliance: each student developing the ability to embrace opinions on their own terms as individuals after thinking them through in light of the most important alternatives.

* With the essential goals of the course in mind each student, each week of the academic year, will practice and develop effective **active-learning skills to build academic self-reliance and intellectual confidence** including focused listening, meaningful note-taking, thoughtful questioning, thoughtful seminar participation, critical reading, and argumentative writing, throughout the course of study so that each student has the opportunity to achieve their full potential. **Active-learning skills** will be stressed, and individually assessed, throughout the academic year. [IMPORTANT RELATED NOTE: *Each student must understand categorically that, in line with the essential goals of this course stated above, the course guidelines/expectations reviewed at the beginning of the academic year, and the Kenyon College/NAHS policies on Academic Honesty/Dishonesty, unless otherwise explicitly directed by the instructors of this course, all graded academic assessments and assignments are to be completed by individual students. All academic dishonesty will be addressed with consequences for each student involved*].

* With the expectation for graded assessments and assignments noted above understood, **the planned course of study does provide students the opportunity to develop their individual collaborative skills**, albeit outside of individual graded assessments and assignments (again, unless explicitly stated otherwise by the instructors of the course as noted above). Students will be expected to learn, and/or expand upon, skills in collaboration which are known to foster individual academic growth. Students who takes the opportunity to grow academically from effective

collaboration will then have the opportunity to employ their academic growth from collaborative efforts toward the essential aims for each student in this course, to develop intellectual confidence and self-reliance (not to mention the fact that skills in collaboration help foster the necessary elements for effective seminar discussions which are central to the course of study).

Unit/Topic:

Ancient Political Theory and Practice (Part I): Individual and Community

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Kenyon College Established Course Learning Goals:

- * This Kenyon course places a premium on studying primary sources and fostering student developed abilities in reading, understanding, and making connections to primary sources.
- * Students will critically read/analyze primary documents to develop a profound foundational understanding of *Ancient Political Theory and Practice* based on selected works by Sophocles, Plutarch, Thucydides, and Plato.
- * Students will understand with clarity and depth seminal Ancient Greek philosophies of justice.
- * Students will connect their understanding of *Ancient Political Theory and Practice*, focusing on ancient Greek understandings of the connection between the individual and the community, to contemporary issues with the ultimate goal of developing the capacity to apply their understanding,

Time Frame/Pacing:

4 Weeks

Instructional Resources

- Sophocles, *Antigone*
- Plutarch, *Lycurgus*
- Thucydides, *History of the Peloponnesian War* (selections)
- Plato, *The Republic* (selections)
- Plato, *Apology*
- Plato, *Crito*

Contemporary Connections (Credible Contemporary Periodicals such as The New York Times, The Wall Street Journal, National Review, The New Republic, etc.)

- * Students will understand ideological spectrums and how they are used in academics to support analysis of political theories.
- * Students will be able to place ideas studied in the course on ideological spectrums.
- * Students will develop the critical skills in complex reading, writing, thinking, questioning, and argumentation that are highly conducive to success in college-level courses of study.
- * Students will develop clarity and persuasion in both their writing and speech.
- * Students will develop tolerance, open-mindedness, and thoughtfulness in considering unfamiliar perspectives as they are exposed to a diverse group of seminal thinkers as well as related thinking from their peers.
- * Students will develop the ability to embrace opinions on their own terms after thinking them through in light of meaningful alternatives.
- * Students will develop skills in clear and persuasive writing and speaking.
- * Students will develop active-learning skills (a list of important active-learning skills is included in the course introduction section of the curriculum framework) necessary for the development of understanding and to support the complex reading, writing, thinking, questioning, and argumentation expected in a college-level seminar course.
- * Students will develop effective skills and confidence in collaboration to foster learning during planned collaborative classroom activities and to foster effective seminar discussions [**IMPORTANT NOTE:** *As explained in the course introduction section of the framework above, in line with the essential goals of this course, while individual student collaboration itself will be assessed holistically based on what each student contributes during class time,,all graded student assessments and assignments must be completed by students individually unless explicitly directed by the course instructors to do otherwise*].

* Student efforts toward all of the above will be done with the ultimate goal of developing intellectual confidence and self-reliance.

RELATED OHIO CONTENT STANDARDS for GOVERNMENT:

Ohio Content Statements 1, 3, and 4

* Students will understand that there are opportunities for civic engagement within the structures of government are made possible through political and public policy processes.

* Students will understand that issues can be analyzed through the critical use of credible sources.

* Students will understand how processes such as persuasion, compromise, consensus building and negotiation contribute to the democratic process.

**RELATED OHIO CONTENT STANDARDS for MODERN WORLD HISTORY
(selected connections for the transition to 12th Grade):**

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

Related Ohio ELA Standards:

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions

should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions

on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Unit/Topic:

Ancient Political Theory and Practice (Part II): Regime

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Kenyon College Established Course Learning Goals:

- * Students will critically read/analyze primary documents to develop a profound foundational understanding of *Ancient Political Theory and Practice* based on the ideas of Aristotle.
- * Students will understand with clarity and depth Aristotle's philosophy of justice.
- * Students will connect their understanding of *Ancient Political Theory and Practice*, based on the ideas of Aristotle, to contemporary issues with the ultimate goal of developing the capacity to apply their understanding.
- * Students will understand ideological spectrums and how they are used in academics to support analysis of political theories.
- * Students will be able to place ideas studied in the course on ideological spectrums.

Time Frame/Pacing:

2 Weeks

Instructional Resources

- Aristotle, *Ethics*
- Aristotle *Politics*

Contemporary Connections (Credible Contemporary Periodicals such as The New York Times, The Wall Street Journal, National Review, The New Republic, etc.)

- * Students will develop the critical skills in complex reading, writing, thinking, questioning, and argumentation that are highly conducive to success in college-level courses of study.
- * Students will develop clarity and persuasion in both their writing and speech.
- * Students will develop tolerance, open-mindedness, and thoughtfulness in considering unfamiliar perspectives as they are exposed to a diverse group of seminal thinkers as well as related thinking from their peers.
- * Students will develop the ability to embrace opinions on their own terms after thinking them through in light of meaningful alternatives.
- * Students will develop skills in clear and persuasive writing and speaking.
- * Students will develop active-learning skills (a list of important active-learning skills is included in the course introduction section of the curriculum framework) necessary for the development of understanding and to support the complex reading, writing, thinking, questioning, and argumentation expected in a college-level seminar course.
- * Students will develop effective skills and confidence in collaboration to foster learning during planned collaborative classroom activities and to foster effective seminar discussions [**IMPORTANT NOTE:** *As explained in the course introduction section of the framework above, in line with the essential goals of this course, while individual student collaboration itself will be assessed holistically based on what each student contributes during class time,,all graded student assessments and assignments must be completed by students individually unless explicitly directed by the course instructors to do otherwise*].
- * Student efforts toward all of the above will be done with the ultimate goal of developing intellectual confidence and self-reliance.

**RELATED OHIO CONTENT STANDARDS for AMERICAN GOVERNMENT:
Ohio Content Statements 1, 3, and 4**

* Students will understand that there are opportunities for civic engagement within the structures of government that are made possible through political and public policy processes.

* Students will understand that issues can be analyzed through the critical use of credible sources.

* Students will understand how processes such as persuasion, compromise, consensus building and negotiation contribute to the democratic process.

**RELATED OHIO CONTENT STANDARDS for MODERN WORLD HISTORY
(selected connections for the transition to 12th Grade):**

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

Related Ohio ELA Standards:

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that

probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELA Standards

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between

claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Establish a clear and thorough thesis to present and explain information. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as

needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit/Topic:

The Rise of Modern Political Theory and Practice: Foundations of Modern Liberalism and American Democracy

Standards and Evidence of Learning
(Learning Targets/I Can Statements)

Time Frame/Pacing:

4 Weeks

Instructional Resources

Kenyon College Established Course Learning Goals:

- * This Kenyon course places a premium on studying primary sources and fostering student developed abilities in reading, understanding, and making connections to primary sources.
- * Students will critically read/analyze primary documents written by seminal thinkers to develop a profound foundational understanding of *Modern Liberalism and American Democracy*.
- * Students will understand with clarity and depth philosophies of justice that are foundational to Modern Liberalism and the development of American Democracy.
- * Students will connect their understanding of *Modern Liberalism and American Democracy* to contemporary issues with the ultimate goal of developing the capacity to apply their understanding,
- * Students will understand ideological spectrums and how they are used in academics to support analysis of political theories.
- * Students will be able to place ideas studied in the course on ideological spectrums.
- * Students will develop the critical skills in complex reading, writing, thinking, questioning, and argumentation that are highly conducive to success in college-level courses of study.
- * Students will develop clarity and persuasion in both their writing and speech.
- * Students will develop tolerance, open-mindedness, and thoughtfulness in considering unfamiliar perspectives as they are exposed to a diverse group of seminal thinkers as well as related thinking from their peers.
- * Students will develop the ability to embrace opinions on their own terms after thinking them through in light of meaningful alternatives.
- * Students will develop skills in clear and persuasive writing and speaking.

- Locke, *Second Treatise of Civil Government*
- Locke, *Letter on Toleration*
- Jefferson, *Declaration of Independence*
- Lincoln/Douglas debates (excerpts)
- Thoreau, "The Law of God & the Law of the Land"

Contemporary Connections (Credible Contemporary Periodicals such as The New York Times, The Wall Street Journal, National Review, The New Republic, etc.)

* Students will develop active-learning skills (a list of important active-learning skills is included in the course introduction section of the curriculum framework) necessary for the development of understanding and to support the complex reading, writing, thinking, questioning, and argumentation expected in a college-level seminar course.

* Students will develop effective skills and confidence in collaboration to foster learning during planned collaborative classroom activities and to foster effective seminar discussions [**IMPORTANT NOTE:** *As explained in the course introduction section of the framework above, in line with the essential goals of this course, while individual student collaboration itself will be assessed holistically based on what each student contributes during class time,,all graded student assessments and assignments must be completed by students individually unless explicitly directed by the course instructors to do otherwise*].

* Student efforts toward all of the above will be done with the ultimate goal of developing intellectual confidence and self-reliance.

RELATED OHIO CONTENT STANDARDS for AMERICAN GOVERNMENT:

Ohio Content Statements 1-4

* Students will understand that there are opportunities for civic engagement within the structures of government that are made possible through political and public policy processes.

* Students will understand that political parties, interest groups and the media provide opportunities for civic involvement through various means.

* Students will understand that issues can be analyzed through the critical use of credible sources.

* Students will understand how processes such as persuasion, compromise, consensus building and negotiation contribute to the democratic process.

Ohio Content Statements 5-11

* Students will understand that as the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers, and relationship with the governed.

* Students will understand that the Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States and led to the adoption of the Bill of Rights.

* Students will understand that Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation, and informal practices.

* Students will understand that the Bill of Rights was drafted to ensure the protection of civil liberties of the people and place limits on the federal government.

* Students will understand that the constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.

* Students will understand that constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.

* Students will understand that constitutional amendments have altered provisions for the structure and functions of the federal government.

Ohio Content Statements 12-13

* Students will understand that law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.

* Students will understand that the political process creates a dynamic interaction among the three branches of government in addressing current issues.

Ohio Content Statements 14-15

* Students will understand that in the United States, people have rights that protect them from undue government interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.

RELATED A.P. U.S. GOVERNMENT and POLITICS STANDARDS

1.5 Ratification of the U.S. Constitution

Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.

1.6 Principles of American Government

Explain the constitutional principles of separation of powers and “checks and balances.” Explain the implications of separation of powers and “checks and balances” for the U.S. political system.

1.7 Relationship Between the States and Federal Government

Explain how societal needs affect the constitutional allocation of power between the national and state governments.

1.8 Constitutional Interpretations of Federalism

Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.

1.9 Federalism in Action

Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.

2.1 Congress: The Senate and the House of Representatives Describe the different structures, powers, and functions of each house of Congress.

2.2 Structures, Powers, and Functions of Congress

Explain how the structure, powers, and functions of both houses of Congress affect the policy-making process.

2.3 Congressional Behavior

Explain how congressional behavior is influenced by election processes, partisanship, and divided government.

2.4 Roles and Powers of the President

Explain how the president can implement a policy agenda.

2.5 Checks on the Presidency

Explain how the president's agenda can create tension and frequent confrontations with Congress.

2.6 Expansion of Presidential Power

Explain how presidents have interpreted and justified their use of formal and informal powers.

2.7 Presidential Communication

Explain how communication technology has changed the president's relationship with the national constituency and the other branches.

2.8 The Judicial Branch

Explain the principle of judicial review and how it checks the power of other institutions and state governments.

2.9 Legitimacy of the Judicial Branch

Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power.

2.10 The Court in Action

Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power.

5.3 Political Parties *(note: political parties are mentioned in Ohio Content Statement for Government #2 but kept in this AP Government standards list for list continuity and for included linkage institution connection. Also see further connections to political parties below in 5.4 and 5.5)* Describe linkage institutions. Explain the function and impact of political parties on the electorate and government.

5.4 How and Why Political Parties Change and Adapt

Explain why and how political parties change and adapt.

5.5 Third-Party Politics

Explain how structural barriers impact third-party and independent candidate success.

RELATED OHIO CONTENT STANDARDS for AMERICAN HISTORY (selected connections to student learning from 10th grade):

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
4. Students will understand that the Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.
5. Students will understand that the Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.
6. Students will understand that the U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.
7. Students will understand that the debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

**RELATED OHIO CONTENT STANDARDS for MODERN WORLD HISTORY
(selected connections for the transition to 12th Grade):**

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.
4. Students will understand that the Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.
5. Students will understand that Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.
6. Students will understand that Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.

Related Ohio ELA Standards:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an

informative abstract that delineates how the central ideas of a text interact and build on one another.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the

claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Establish a clear and thorough thesis to present and explain information. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language,

domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.3 Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit/Topic:

AMERICAN GOVERNMENT AND POLITICS: *A FOCUSED STUDY THAT PLACES EMPHASIS ON THE UNITED STATES CONSTITUTION*

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Kenyon College Established Course Learning Goals:

* This Kenyon course places a premium on studying primary sources and fostering student developed abilities in reading, understanding, and making connections to primary sources.

*Students will read Articles 1-7 and Amendments 1-27 of the United States Constitution (emphasis will be placed on specific Articles/Sections/Clauses and Amendments during the analytical reading process), to develop a profound introductory understanding of the *United States Constitution* and make related connections to American Government and Politics.

* Students will read, for understanding and connection, selected *Federalist* and *Anti-Federalist Papers*.

* Students will develop a profound understanding of the foundations that are fundamental to justice in the American Political System.

* Students will understand ideological spectrums and how they are used in academics to support **objective categorization and analysis** of political theories/beliefs.

* Students will be able to place ideas studied in the course on ideological spectrums.

* Students will connect their understanding of *The U.S. Constitution and the American Political System* to contemporary issues with the ultimate goal of developing the capacity to apply their understanding,

Time Frame/Pacing:

6 Weeks

Instructional Resources

- *The Constitution of the United States*
- Selected *Federalist Papers*
- Selected *Anti-Federalist Papers*
- Landmark Supreme Court Case Studies
- Periodical and Journal Articles: Multiple Sources and

Contemporary Connections (Credible Contemporary Periodicals such as The New York Times, The Wall Street Journal, National Review, The New Republic, etc.)

- * Students will develop the critical skills in complex reading, writing, thinking, questioning, and argumentation that are highly conducive to success in college-level courses of study.
- * Students will develop clarity and persuasion in both their writing and speech.
- * Students will develop tolerance, open-mindedness, and thoughtfulness in considering unfamiliar perspectives as they are exposed to a diverse group of seminal thinkers as well as related thinking from their peers.
- * Students will develop the ability to embrace opinions on their own terms after thinking them through in light of meaningful alternatives.
- * Students will develop skills in clear and persuasive writing and speaking.
- * Students will develop active-learning skills (a list of important active-learning skills is included in the course introduction section of the curriculum framework) necessary for the development of understanding and to support the complex reading, writing, thinking, questioning, and argumentation expected in a college-level seminar course.
- * Students will develop effective skills and confidence in collaboration to foster learning during planned collaborative classroom activities and to foster effective seminar discussions [**IMPORTANT NOTE:** *As explained in the course introduction section of the framework above, in line with the essential goals of this course, while individual student collaboration itself will be assessed holistically based on what each student contributes during class time,,all graded student assessments and assignments must be completed by students individually unless explicitly directed by the course instructors to do otherwise*].
- * Student efforts toward all of the above will be done with the ultimate goal of developing intellectual confidence and self-reliance.

**RELATED OHIO CONTENT STANDARDS for AMERICAN GOVERNMENT:
Ohio Content Statements 1-4**

* Students will understand that there are opportunities for civic engagement within the structures of government that are made possible through political and public policy processes.

* Students will understand that political parties, interest groups and the media provide opportunities for civic involvement through various means.

* Students will understand that issues can be analyzed through the critical use of credible sources.

* Students will understand how processes such as persuasion, compromise, consensus building and negotiation contribute to the democratic process.

Ohio Content Statements 5-11

* Students will understand that as the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers, and relationship with the governed.

* Students will understand that the Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States and led to the adoption of the Bill of Rights.

* Students will understand that Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation, and informal practices.

* Students will understand that the Bill of Rights was drafted to ensure the protection of civil liberties of the people and place limits on the federal government.

* Students will understand that the constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.

* Students will understand that constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.

* Students will understand that constitutional amendments have altered provisions for the structure and functions of the federal government.

Ohio Content Statements 12-13

* Students will understand that law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.

* Students will understand that the political process creates a dynamic interaction among the three branches of government in addressing current issues.

Ohio Content Statements 14-15

* Students will understand that in the United States, people have rights that protect them from undue government interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.

* Students will understand that historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.

Ohio Content Statements 16

* Students will understand that, as a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution
(*note: will include connections to the Ohio Revised Code*)

Ohio Content Statements 18-19

* Students will understand that a variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.

* Students will understand that individuals and organizations play a role within federal, state, and local governments in helping to determine public (domestic and foreign) policy.

Ohio Content Statements 20-21 [*note: the following statements will be revisited during the 2nd Semester in the “Capitalism and Liberal Democracy” section of the course*]

* Students will understand that the federal government uses spending and tax policy to maintain economic stability and foster economic growth.

Regulatory actions carry economic costs and benefits.

* Students will understand that the Federal Reserve System uses monetary tools to regulate the nation’s money supply and moderate the effects of expansion and contraction in the economy.

RELATED AP UNITED STATES GOVERNMENT and POLITICS

STANDARDS:

Challenges of the Articles of Confederation leading to the Constitutional Convention/Principles of American Government/ Federalism Focus/Congress, The President, The Judicial Branch/ The Bureaucracy/American Political Ideologies/Beliefs and Political Participation (standards added in light of issues that are often taught and/or referenced, as time allows, during *The Quest for Justice* course of study that are not, or are not effectively, represented in the Ohio Content Standards for Government)

1.4 Challenges of the Articles of Confederation

Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.

1.5 Ratification of the U.S. Constitution

Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.

1.6 Principles of American Government

Explain the constitutional principles of separation of powers and “checks and balances.” Explain the implications of separation of powers and “checks and balances” for the U.S. political system.

1.7 Relationship Between the States and Federal Government

Explain how societal needs affect the constitutional allocation of power between the national and state governments.

1.8 Constitutional Interpretations of Federalism

Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.

1.9 Federalism in Action

Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.

2.1 Congress: The Senate and the House of Representatives Describe the different structures, powers, and functions of each house of Congress.

2.2 Structures, Powers, and Functions of Congress

Explain how the structure, powers, and functions of both houses of Congress affect the policy-making process.

2.3 Congressional Behavior

Explain how congressional behavior is influenced by election processes, partisanship, and divided government.

2.4 Roles and Powers of the President

Explain how the president can implement a policy agenda.

2.5 Checks on the Presidency

Explain how the president’s agenda can create tension and frequent confrontations with Congress.

2.6 Expansion of Presidential Power

Explain how presidents have interpreted and justified their use of formal and informal powers.

2.7 Presidential Communication

Explain how communication technology has changed the president's relationship with the national constituency and the other branches.

2.8 The Judicial Branch

Explain the principle of judicial review and how it checks the power of other institutions and state governments.

2.9 Legitimacy of the Judicial Branch

Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power.

2.10 The Court in Action

Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power.

2.12 The Bureaucracy

Explain how the bureaucracy carries out the responsibilities of the federal government.

2.13 Discretionary and Rule-Making Authority

Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.

2.14 Holding the Bureaucracy Accountable

Explain how Congress uses its oversight power in its relationship with the executive branch. Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.

2.15 Policy and the Branches of Government

Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.

4.1 American Attitudes About Government and Politics

Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.

4.2 Political Socialization

Explain how cultural factors influence political attitudes and socialization.

4.3 Changes in Ideology

Explain how cultural factors influence political attitudes and socialization.

4.4 Influence of Political Events on Ideology

Explain how cultural factors influence political attitudes and socialization.

4.7 Ideologies of Political Parties Explain how ideologies of the two major parties shape policy debates.

4.8 Ideology and Policy Making

Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.

4.9 Ideology and Economic Policy

Describe different political ideologies on the role of government in regulating the marketplace. Explain how political ideologies vary on the government's role in regulating the marketplace.

4.10 Ideology and Social Policy

Explain how political ideologies vary on the role of the government in addressing social issues. Explain how different ideologies impact policy on social issues.

5.1 Voting Rights and Models of Voting Behavior

Describe the voting rights protections in the Constitution and in legislation.

Describe different models of voting behavior.

5.2 Voter Turnout

Explain the roles that individual choice and state laws play in voter turnout in elections.

5.3 Political Parties *(note: political parties are mentioned in Ohio Content Statement for Government #2 but kept in this AP Government standards list for list continuity and for included linkage institution connection. Also see*

further connections to political parties below in 5.4 and 5.5) Describe linkage institutions. Explain the function and impact of political parties on the electorate and government.

5.4 How and Why Political Parties Change and Adapt

Explain why and how political parties change and adapt.

5.5 Third-Party Politics

Explain how structural barriers impact third-party and independent candidate success.

5.6 Interest Groups Influencing Policy Making (*note: interest groups are mentioned in Ohio Content Statement for Government #2 there connection to public policy are only vaguely alluded to in Ohio Content Statement for Government #19 so the AP Government standard is included here to provide interest group standard clarity*). Explain the benefits and potential problems of interest-group influence on elections and policy making.

5.7 Groups Influencing Policy Outcomes

Explain how various political actors influence public policy outcomes.

5.8 Electing a President

Explain how the different processes work in a U.S. presidential election.

Explain how the Electoral College facilitates and/or impedes democracy.

5.9 Congressional Elections

Explain how the different processes work in U.S. congressional elections.

5.10 Modern Campaigns

Explain how campaign organizations and strategies affect the election process.

5.11 Campaign Finance

Explain how the organization, finance, and strategies of national political campaigns affect the election process.

5.12 The Media (*note: the media mentioned in Ohio Content Statement for Government #2 but kept in this AP Government standards list for list*

continuity and for the included linkage institution connection. Also see further connections to media below in 5.13) Explain the media's role as a linkage institution.

5.13 Changing Media

Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.

RELATED OHIO CONTENT STANDARDS for AMERICAN HISTORY (selected connections to student learning from 10th grade):

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
6. Students will understand that the U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.
7. Students will understand that the debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

Related Ohio ELA Standards:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a.

Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Establish a clear and thorough thesis to present and explain information. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax

to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents]

and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]).

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.3 Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in

gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SEMESTER 2

Unit/Topic:

Liberal Democracy's Friendly Critics

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Kenyon College Established Course Learning Goals:

* Students will critically read/analyze primary documents written by seminal thinkers to develop a profound foundational understanding of *Friendly Criticism of Liberal Democracy* based on selected historical and literary examples.

* Students will understand with clarity and depth philosophies of justice from selected friendly critics of liberal democracy.

* Students will connect their understanding of the *Friendly Criticism of Liberal Democracy* examples they read to contemporary issues with the ultimate goal of developing the capacity to apply their understanding.

* Students will understand ideological spectrums and how they are used in academics to support analysis of political theories.

* Students will be able to place ideas studied in the course on ideological spectrums.

* Students will develop the critical skills in complex reading, writing, thinking, questioning, and argumentation that are highly conducive to success in college-level courses of study.

Time Frame/Pacing:

4 weeks

Instructional Resources

- Mill, *On Liberty*,
- Ibsen, *Enemy of the People*
- Tocqueville, *Democracy in America*
- John Rawl's Theories of Justice: An Introduction (Ackerly)

Contemporary Connections (Credible Contemporary Periodicals such as The New York Times, The Wall Street Journal, National Review, The New Republic, etc.)

- * Students will develop clarity and persuasion in both their writing and speech.
- * Students will develop tolerance, open-mindedness, and thoughtfulness in considering unfamiliar perspectives as they are exposed to a diverse group of seminal thinkers as well as related thinking from their peers.
- * Students will develop the ability to embrace opinions on their own terms after thinking them through in light of meaningful alternatives.
- * Students will develop skills in clear and persuasive writing and speaking.
- * Students will develop active-learning skills (a list of important active-learning skills is included in the course introduction section of the curriculum framework) necessary for the development of understanding and to support the complex reading, writing, thinking, questioning, and argumentation expected in a college-level seminar course.
- * Students will develop effective skills and confidence in collaboration to foster learning during planned collaborative classroom activities and to foster effective seminar discussions [**IMPORTANT NOTE:** *As explained in the course introduction section of the framework above, in line with the essential goals of this course, while individual student collaboration itself will be assessed holistically based on what each student contributes during class time,,all graded student assessments and assignments must be completed by students individually unless explicitly directed by the course instructors to do otherwise*].
- * Student efforts toward all of the above will be done with the ultimate goal of developing intellectual confidence and self-reliance.

RELATED OHIO CONTENT STANDARDS for AMERICAN GOVERNMENT:

Ohio Content Statements 1-4

- * Students will understand that there are opportunities for civic engagement within the structures of government that are made possible through political and public policy processes.

- * Students will understand that political parties, interest groups and the media provide opportunities for civic involvement through various means.
- * Students will understand that issues can be analyzed through the critical use of credible sources.
- * Students will understand how processes such as persuasion, compromise, consensus building and negotiation contribute to the democratic process.

**RELATED OHIO CONTENT STANDARDS for MODERN WORLD HISTORY
(selected connections for the transition to 12th Grade):**

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

RELATED OHIO CONTENT STANDARDS for AMERICAN GOVERNMENT:

1. Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.
2. Political parties, interest groups and the media provide opportunities for civic involvement through various means.
4. The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.
5. Students will understand that as the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers, and relationship with the governed.

RELATED AP UNITED STATES GOVERNMENT and POLITICS

STANDARDS:**4.1 American Attitudes About Government and Politics**

Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.

4.2 Political Socialization

Explain how cultural factors influence political attitudes and socialization.

5.6 Interest Groups Influencing Policy Making

Explain the benefits and potential problems of interest-group influence on elections and policy making.

5.7 Groups Influencing Policy Outcomes

Explain how various political actors influence public policy outcomes.

Related Ohio ELA Standards:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between

claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Establish a clear and thorough thesis to present and explain information. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as

needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really

meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions

should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

Unit/Topic:

Capitalism and Liberal Democracy

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Kenyon College Established Course Learning Goals:

- * This Kenyon course places a premium on studying primary sources and fostering student developed abilities in reading, understanding, and making connections to primary sources.
- * Students will critically read/analyze primary documents written by seminal thinkers to develop a profound foundational understanding of the connection between *Capitalism and Liberal Democracy*
- * Students will understand with clarity and depth approaches to justice from selected thinkers who promote capitalist values in liberal democracies
- * Students will connect their understanding of *Capitalism and Liberal Democracy* to contemporary issues with the ultimate goal of developing the capacity to apply their understanding,
- * Students will understand the fundamentals of market economies through the studies of selected seminal economic works.
- * Students will be able to explain the workings of a market, and related economic principles, on a graph.
- * Students will understand ideological spectrums and how they are used in academics to support analysis of political theories.

Time Frame/Pacing:

4 Weeks

Instructional Resources

- Adam Smith, *Wealth of Nations*
- Milton Friedman, *Capitalism and Freedom*
- Alfred Marshall, *Principles of Economics* (or similar text source on economics to study how to graph supply, demand, and related market principles).

Contemporary Connections (Credible Contemporary Periodicals such as The New York Times, The Wall Street Journal, National Review, The New Republic, etc.)

- * Students will be able to place ideas studied in the course on ideological spectrums.
- * Students will develop the critical skills in complex reading, writing, thinking, questioning, and argumentation that are highly conducive to success in college-level courses of study.
- * Students will develop clarity and persuasion in both their writing and speech.
- * Students will develop tolerance, open-mindedness, and thoughtfulness in considering unfamiliar perspectives as they are exposed to a diverse group of seminal thinkers as well as related thinking from their peers.
- * Students will develop the ability to embrace opinions on their own terms after thinking them through in light of meaningful alternatives.
- * Students will develop skills in clear and persuasive writing and speaking.
- * Students will develop active-learning skills (a list of important active-learning skills is included in the course introduction section of the curriculum framework) necessary for the development of understanding and to support the complex reading, writing, thinking, questioning, and argumentation expected in a college-level seminar course.
- * Students will develop effective skills and confidence in collaboration to foster learning during planned collaborative classroom activities and to foster effective seminar discussions [**IMPORTANT NOTE:** *As explained in the course introduction section of the framework above, in line with the essential goals of this course, while individual student collaboration itself will be assessed holistically based on what each student contributes during class time,,all graded student assessments and assignments must be completed by students individually unless explicitly directed by the course instructors to do otherwise*].
- * Student efforts toward all of the above will be done with the ultimate goal of developing intellectual confidence and self-reliance.

**RELATED OHIO CONTENT STANDARDS for ECONOMICS
and FINANCIAL LITERACY:**

1. Students will understand that economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.
2. Students will understand that reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.
3. Students will understand that people cannot have all the goods and services they want and, as a result, must choose some things and give up others.
4. Students will understand different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.
5. Students will understand that markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.
6. Students will understand that competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.
7. Students will understand that a nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.
8. Students will understand that economic policy decisions made by governments result in both intended and unintended consequences.

9. Students will understand that when regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.
10. Students will understand that government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade
11. Students will understand that income is determined by many factors including individual skills and abilities, work ethic and market conditions.
13. Students will understand that financial decision-making involves considering alternatives by examining costs and benefits.
14. Students will understand that a personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy

RELATED OHIO CONTENT STANDARDS for AMERICAN GOVERNMENT:

Ohio Content Statements 1,3, and 4

* Students will understand that there are opportunities for civic engagement within the structures of government that are made possible through political and public policy processes.

* Students will understand that issues can be analyzed through the critical use of credible sources.

* Students will understand how processes such as persuasion, compromise, consensus building and negotiation contribute to the democratic process.

Ohio Content Statements 20-21

20. Students will understand that the federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.

21. Students will understand that the Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.

RELATED OHIO CONTENT STANDARDS for WORLD HISTORY

(selected connections for the transition to 12th Grade):

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.
4. Students will understand that the Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.
5. Students will understand that Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.
6. Students will understand that Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.
8. Students will understand that industrialization had social, political and economic effects on Western Europe and the world.

RELATED OHIO CONTENT STANDARDS for AMERICAN GOVERNMENT:

Ohio Content Statements 1-4

* Students will understand that there are opportunities for civic engagement within the structures of government that are made possible through political and public policy processes.

- * Students will understand that political parties, interest groups and the media provide opportunities for civic involvement through various means.
- * Students will understand that issues can be analyzed through the critical use of credible sources.
- * Students will understand how processes such as persuasion, compromise, consensus building and negotiation contribute to the democratic process.

**RELATED OHIO CONTENT STANDARDS for MODERN WORLD HISTORY
(selected connections for the transition to 12th Grade):**

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

Unit/Topic:

Challenge to Liberal Democracy from the Left

**Standards and Evidence of Learning
(Learning Targets/I Can Statements)**

Kenyon College Established Course Learning Goals:

- * Students will critically read/analyze primary documents written by seminal thinkers to develop a profound foundational understanding of *Challenges to Liberal Democracy from the Left* based on selected historical and literary examples.

Time Frame/Pacing:

3.5 weeks

Instructional Resources

- Orwell, Road to Wigan Pier
- Marx, Communist Manifesto
- Koestler, Darkness at Noon

Contemporary Connections (Credible Contemporary Periodicals such as The New York Times, The Wall Street Journal, National Review, The New Republic, etc.)

- * Students will understand, with clarity and depth, approaches to justice of selected seminal thinkers who have challenged liberal democracy from the left.
- * Students will connect their understanding of *Challenges to Liberal Democracy from the Left* to contemporary issues with the ultimate goal of developing the capacity to apply their understanding,
- * Students will understand ideological spectrums and how they are used in academics to support analysis of political theories.
- * Students will be able to place ideas studied in the course on ideological spectrums.
- * Students will develop the critical skills in complex reading, writing, thinking, questioning, and argumentation that are highly conducive to success in college-level courses of study.
- * Students will develop clarity and persuasion in both their writing and speech.
- * Students will develop tolerance, open-mindedness, and thoughtfulness in considering unfamiliar perspectives as they are exposed to a diverse group of seminal thinkers as well as related thinking from their peers.
- * Students will develop the ability to embrace opinions on their own terms after thinking them through in light of meaningful alternatives.
- * Students will develop skills in clear and persuasive writing and speaking.
- * Students will develop active-learning skills (a list of important active-learning skills is included in the course introduction section of the curriculum framework) necessary for the development of understanding and to support the complex reading, writing, thinking, questioning, and argumentation expected in a college-level seminar course.
- * Students will develop effective skills and confidence in collaboration to foster learning during planned collaborative classroom activities and to foster effective seminar discussions **[IMPORTANT NOTE: As explained in the**

course introduction section of the framework above, in line with the essential goals of this course, while individual student collaboration itself will be assessed holistically based on what each student contributes during class time,,all graded student assessments and assignments must be completed by students individually unless explicitly directed by the course instructors to do otherwise].

* Student efforts toward all of the above will be done with the ultimate goal of developing intellectual confidence and self-reliance.

RELATED OHIO CONTENT STANDARDS for GOVERNMENT:

Ohio Content Statements 1-4

* Students will understand that there are opportunities for civic engagement within the structures of government that are made possible through political and public policy processes.

* Students will understand that political parties, interest groups and the media provide opportunities for civic involvement through various means.

* Students will understand that issues can be analyzed through the critical use of credible sources.

* Students will understand how processes such as persuasion, compromise, consensus building and negotiation contribute to the democratic process.

RELATED OHIO CONTENT STANDARDS for ECONOMICS and FINANCIAL LITERACY:

4. Students will understand different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.

5. Students will understand that a nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.

8. Students will understand that economic policy decisions made by governments result in both intended and unintended consequences.

RELATED OHIO CONTENT STANDARDS for WORLD HISTORY

(selected connections for the transition to 12th Grade):

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.
4. Students will understand that the Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.
5. Students will understand that Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.
6. Students will understand that Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.
8. Students will understand that industrialization had social, political and economic effects on Western Europe and the world.
14. Students will understand that the consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.

**RELATED OHIO CONTENT STANDARDS for AMERICAN GOVERNMENT:
Ohio Content Statements 1-4**

* Students will understand that there are opportunities for civic engagement within the structures of government that are made possible through political and public policy processes.

* Students will understand that political parties, interest groups and the media provide opportunities for civic involvement through various means.

* Students will understand that issues can be analyzed through the critical use of credible sources.

* Students will understand how processes such as persuasion, compromise, consensus building and negotiation contribute to the democratic process.

**RELATED OHIO CONTENT STANDARDS for MODERN WORLD HISTORY
(selected connections for the transition to 12th Grade):**

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

Related Ohio ELA Standards:

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really

meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions

should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

Unit/Topic:

Challenge to Liberal Democracy from the Right

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Kenyon College Established Course Learning Goals:

- * This Kenyon course places a premium on studying primary sources and fostering student developed abilities in reading, understanding, and making connections to primary sources.
- * Students will critically read/analyze primary documents written by seminal thinkers to develop a profound foundational understanding of *Challenges to Liberal Democracy from the Right* based on selected historical and literary examples.
- * Students will understand with clarity and depth philosophies of justice from selected seminal thinkers who have challenged liberal democracy from the right.
- * Students will connect their understanding of *Challenges to Liberal Democracy from the Right* to contemporary issues with the ultimate goal of developing the capacity to apply their understanding,
- * Students will understand ideological spectrums and how they are used in academics to support analysis of political theories.
- * Students will be able to place ideas studied in the course on ideological spectrums.

Time Frame/Pacing:

3.5 weeks

Instructional Resources

- Nietzsche, *Beyond Good and Evil*
- Solzhenitsyn, “A World Split Apart”

Contemporary Connections (Credible Contemporary Periodicals such as The New York Times, The Wall Street Journal, National Review, The New Republic, etc.)

- * Students will develop the critical skills in complex reading, writing, thinking, questioning, and argumentation that are highly conducive to success in college-level courses of study.
- * Students will develop clarity and persuasion in both their writing and speech.
- * Students will develop tolerance, open-mindedness, and thoughtfulness in considering unfamiliar perspectives as they are exposed to a diverse group of seminal thinkers as well as related thinking from their peers.
- * Students will develop the ability to embrace opinions on their own terms after thinking them through in light of meaningful alternatives.
- * Students will develop skills in clear and persuasive writing and speaking.
- * Students will develop active-learning skills (a list of important active-learning skills is included in the course introduction section of the curriculum framework) necessary for the development of understanding and to support the complex reading, writing, thinking, questioning, and argumentation expected in a college-level seminar course.
- * Students will develop effective skills and confidence in collaboration to foster learning during planned collaborative classroom activities and to foster effective seminar discussions [**IMPORTANT NOTE:** *As explained in the course introduction section of the framework above, in line with the essential goals of this course, while individual student collaboration itself will be assessed holistically based on what each student contributes during class time,,all graded student assessments and assignments must be completed by students individually unless explicitly directed by the course instructors to do otherwise*].
- * Student efforts toward all of the above will be done with the ultimate goal of developing intellectual confidence and self-reliance.

**RELATED OHIO CONTENT STANDARDS for AMERICAN GOVERNMENT:
Ohio Content Statements 1-4**

* Students will understand that there are opportunities for civic engagement within the structures of government that are made possible through political and public policy processes.

* Students will understand that political parties, interest groups and the media provide opportunities for civic involvement through various means.

* Students will understand that issues can be analyzed through the critical use of credible sources.

* Students will understand how processes such as persuasion, compromise, consensus building and negotiation contribute to the democratic process.

**RELATED OHIO CONTENT STANDARDS for MODERN WORLD HISTORY
(selected connections for the transition to 12th Grade):**

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.

2. Historians develop theses and use evidence to support or refute positions.

3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

4. Students will understand that the Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.

5. Students will understand that Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.

14. Students will understand that the consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.

16. Students will understand that World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.

17. Students will understand that the United States and the Soviet Union became superpowers and competed for global influence.

18. Students will understand that treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.

Related Ohio ELA Standards:

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out

the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

Unit/Topic:

Interlude: Political Choice and Morality

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Time Frame/Pacing:

2 Weeks

Instructional Resources

Kenyon College Established Course Learning Goals:

- * This Kenyon course places a premium on studying primary sources and fostering student developed abilities in reading, understanding, and making connections to primary sources.
- * Students will critically read/analyze primary documents written by seminal thinkers to develop a profound foundational understanding of selected historical and literary works delving into *Political Choice and Morality*.
- * Students will understand with clarity and depth how selected works about *Political Choice and Morality* approach justice.
- * Students will connect their understanding of selected works that delve into *Political Choice and Morality* to contemporary issues with the ultimate goal of developing the capacity to apply their understanding.
- * Students will understand ideological spectrums and how they are used in academics to support analysis of political theories.
- * Students will be able to place ideas studied in the course on ideological spectrums.
- * Students will develop the critical skills in complex reading, writing, thinking, questioning, and argumentation that are highly conducive to success in college-level courses of study.
- * Students will develop clarity and persuasion in both their writing and speech.
- * Students will develop tolerance, open-mindedness, and thoughtfulness in considering unfamiliar perspectives as they are exposed to a diverse group of seminal thinkers as well as related thinking from their peers.
- * Students will develop the ability to embrace opinions on their own terms after thinking them through in light of meaningful alternatives.
- * Students will develop skills in clear and persuasive writing and speaking.
- * Students will develop active-learning skills (a list of important active-learning skills is included in the course introduction section of the

- Weber, "Politics as a Vocation"
- Lukacs, Five Days in London

Contemporary Connections (Credible Contemporary Periodicals such as The New York Times, The Wall Street Journal, National Review, The New Republic, etc.)

curriculum framework) necessary for the development of understanding and to support the complex reading, writing, thinking, questioning, and argumentation expected in a college-level seminar course.

* Students will develop effective skills and confidence in collaboration to foster learning during planned collaborative classroom activities and to foster effective seminar discussions [**IMPORTANT NOTE:** *As explained in the course introduction section of the framework above, in line with the essential goals of this course, while individual student collaboration itself will be assessed holistically based on what each student contributes during class time,,all graded student assessments and assignments must be completed by students individually unless explicitly directed by the course instructors to do otherwise*].

* Student efforts toward all of the above will be done with the ultimate goal of developing intellectual confidence and self-reliance.

RELATED OHIO CONTENT STANDARDS for AMERICAN GOVERNMENT:

Ohio Content Statements 1-4

* Students will understand that there are opportunities for civic engagement within the structures of government that are made possible through political and public policy processes.

* Students will understand that political parties, interest groups and the media provide opportunities for civic involvement through various means.

* Students will understand that issues can be analyzed through the critical use of credible sources.

* Students will understand how processes such as persuasion, compromise, consensus building and negotiation contribute to the democratic process.

RELATED OHIO CONTENT STANDARDS for WORLD HISTORY (selected connections for the transition to 12th Grade):

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.
4. Students will understand that the Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.
5. Students will understand that Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.
9. Students will understand that the consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.
16. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age

Related Ohio ELA Standards:

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really

meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions

should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

Unit/Topic:

The Judeo/Christian Alternative

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Kenyon College Established Course Learning Goals:

- * Students will critically read/analyze selected texts from the *Torah* and the *New Testament of the Bible* to develop a foundational understanding of the Judeo/Christian approach to justice.
- * Students will connect their understanding of selected works from the *Torah* and the *New Testament of the Bible* to contemporary issues with the ultimate goal of developing the capacity to apply their understanding.
- * Students will develop the critical skills in complex reading, writing, thinking, questioning, and argumentation that are highly conducive to success in college-level courses of study.
- * Students will develop clarity and persuasion in both their writing and speech.
- * Students will develop tolerance, open-mindedness, and thoughtfulness in considering unfamiliar perspectives as they are exposed to a diverse group of seminal thinkers as well as related thinking from their peers.
- * Students will develop the ability to embrace opinions on their own terms after thinking them through in light of meaningful alternatives.
- * Students will develop skills in clear and persuasive writing and speaking.

Time Frame/Pacing:

As time allows

Instructional Resources

- Genesis 1-22
- Exodus 1-24
- Matthew

* Students will develop active-learning skills (a list of important active-learning skills is included in the course introduction section of the curriculum framework) necessary for the development of understanding and to support the complex reading, writing, thinking, questioning, and argumentation expected in a college-level seminar course.

* Students will develop effective skills and confidence in collaboration to foster learning during planned collaborative classroom activities and to foster effective seminar discussions [IMPORTANT NOTE: *As explained in the course introduction section of the framework above, in line with the essential goals of this course, while individual student collaboration itself will be assessed holistically based on what each student contributes during class time,,all graded student assessments and assignments must be completed by students individually unless explicitly directed by the course instructors to do otherwise*].

* Student efforts toward all of the above will be done with the ultimate goal of developing intellectual confidence and self-reliance.

**RELATED OHIO CONTENT STANDARDS for AMERICAN GOVERNMENT:
Ohio Content Statements 1, 3, and 4**

* Students will understand that there are opportunities for civic engagement within the structures of government that are made possible through political and public policy processes.

* Students will understand that issues can be analyzed through the critical use of credible sources.

* Students will understand how processes such as persuasion, compromise, consensus building and negotiation contribute to the democratic process.

RELATED OHIO CONTENT STANDARDS for WORLD HISTORY (selected connections for the transition to 12th Grade):

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.

2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

Related Ohio ELA Standards:

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of

the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective

tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

Unit/Topic:

Feminism, Racial Justice, and Cultural Relativism

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Kenyon College Established Course Learning Goals:

* This Kenyon course places a premium on studying primary sources and fostering student developed abilities in reading, understanding, and making connections to primary sources.

* Students will critically read/analyze primary documents written by seminal thinkers to develop a profound foundational understanding of ideas in selected historical and literary works from various sides of historical and contemporary discussions related to feminism, race, and cultural relativism.

Time Frame/Pacing:

3 Weeks

Instructional Resources

- Selected Readings from the Following:
- Aristophanes, *Congresswomen*
- Simone de Beauvoir, *The Second Sex*
- Okin, *Justice, Gender, and the Family*
- Martin Luther King, "Letter from a Birmingham Jail"
- Malcolm X, "The Ballot or the Bullet"
- Ta-Nehisi Coates, *Between the World and Me*
- John McWhorter, *Losing the Race*

- * Students will understand with clarity and depth how selected works from various sides of historical and contemporary discussions related to feminism, race, and cultural relativism approach justice.
- * Students will connect their understanding of selected works delving into feminism, race, and cultural relativism from various points of view to contemporary issues with the ultimate goal of developing the capacity to apply their understanding,
- * Students will understand ideological spectrums and how they are used in academics to support analysis of political theories.
- * Students will be able to place ideas studied in the course on ideological spectrums.
- * Students will develop the critical skills in complex reading, writing, thinking, questioning, and argumentation that are highly conducive to success in college-level courses of study.
- * Students will develop clarity and persuasion in both their writing and speech.
- * Students will develop tolerance, open-mindedness, and thoughtfulness in considering unfamiliar perspectives as they are exposed to a diverse group of seminal thinkers as well as related thinking from their peers.
- * Students will develop the ability to embrace opinions on their own terms after thinking them through in light of meaningful alternatives.
- * Students will develop skills in clear and persuasive writing and speaking.
- * Students will develop active-learning skills (a list of important active-learning skills is included in the course introduction section of the curriculum framework) necessary for the development of understanding and to support the complex reading, writing, thinking, questioning, and argumentation expected in a college-level seminar course.
- * Students will develop effective skills and confidence in collaboration to foster learning during planned collaborative classroom activities and to

- Rorty, “Truth and Freedom”
- Bloom, “Western Civ.”

NOTE ON THE READING SELECTION PROCESS FOR THIS SECTION: The reading selection process for this section, in line with the *Quest for Justice* course of study that is outlined in this curriculum framework document, places a premium upon providing contrasting viewpoints/perspectives for students to consider. This is one critical aspect of our effort as *Quest for Justice* teachers toward enhancing aptitudes in students that are directly connected to their potential for growth as insightful learners, critical thinkers, and thoughtful writers/speakers. Thus, in assigning students readings for this section, focus will always be given to ensuring competing perspectives are presented together wherever possible. (e.g. by contrasting the views of Malcolm X with the views of MLK, the views of Rorty with the views of Bloom, and the views of Coates with the views of McWhorter, etc.). Where contrasting views are not directly available as alternatives to particular reading in this section, and even when contrasting views are available, students will be directed to, reminded of, and/or encouraged to consider past readings that offer foundations for potential alternative approaches to ideas presented in readings listed in this section.

A RELATED NOTE ON BALANCE: As teachers at NAHS we strive for balance by providing multiple perspectives for students to consider from across the political spectrum. As *Quest for Justice* teachers, we welcome reading suggestions for the *Quest for Justice* course of study (especially readings related to this section of the course) that can help us reach our objective of providing students with profound/meaningful/insightful/seminal readings while also taking due care to ensure balance (*note: any reading suggestions submitted to us for consideration are obviously subject to our review as the responsible NAHS teachers, which we are willing to do as time allows, and are subject to our approval, are subject to NAPLS administrative approval, and are subject to the approval of Kenyon College*).

foster effective seminar discussions [**IMPORTANT NOTE:** *As explained in the course introduction section of the framework above, in line with the essential goals of this course, while individual student collaboration itself will be assessed holistically based on what each student contributes during class time,,all graded student assessments and assignments must be completed by students individually unless explicitly directed by the course instructors to do otherwise*].

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RELATED OHIO CONTENT STANDARDS for AMERICAN GOVERNMENT:

Ohio Content Statements 1-4

* Students will understand that there are opportunities for civic engagement within the structures of government that are made possible through political and public policy processes.

* Students will understand that political parties, interest groups and the media provide opportunities for civic involvement through various means.

* Students will understand that issues can be analyzed through the critical use of credible sources.

* Students will understand how processes such as persuasion, compromise, consensus building and negotiation contribute to the democratic process.

RELATED OHIO CONTENT STANDARDS for WORLD HISTORY (selected connections for the transition to 12th Grade):

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.

2. Historians develop theses and use evidence to support or refute positions.

3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

Related Ohio ELA Standards:

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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Unit/Topic:

Conclusion: the Quest for Justice

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Kenyon College Established Course Learning Goals:

- * This Kenyon course places a premium on studying primary sources and fostering student developed abilities in reading, understanding, and making connections to primary sources.
- * Students will critically read/analyze Melville's *Billy Budd* critically to develop a profound foundational understanding of Melville's literary statement about justice
- * Students will use Melville's work as a course capstone lesson for comparing and contrasting philosophies of justice learned from the course of study.
- *Students will use Melville's work as a beginning platform from which they can expound upon justice with their own theories in depth, while also

Time Frame/Pacing:

3 Days

Instructional Resources

- Melville, *Billy Budd*

profoundly connecting to contemporary issues, in writing or in a structured capstone seminar.

- * Students will understand ideological spectrums and how they are used in academics to support analysis of political theories.

- * Students will be able to place ideas studied in the course on ideological spectrums.

- * Students will develop the critical skills in complex reading, writing, thinking, questioning, and argumentation that are highly conducive to success in college-level courses of study.

- * Students will develop clarity and persuasion in both their writing and speech.

- * Students will develop tolerance, open-mindedness, and thoughtfulness in considering unfamiliar perspectives as they are exposed to a diverse group of seminal thinkers as well as related thinking from their peers.

- * Students will develop the ability to embrace opinions on their own terms after thinking them through in light of meaningful alternatives.

- * Students will develop skills in clear and persuasive writing and speaking.

- * Students will develop active-learning skills (a list of important active-learning skills is included in the course introduction section of the curriculum framework) necessary for the development of understanding and to support the complex reading, writing, thinking, questioning, and argumentation expected in a college-level seminar course.

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activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

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RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

