The Alignment Guides are to assist educators in aligning inquiry and skills based instruction with the *2020 South Carolina Social Studies College- and Career- Ready Standard*s. The development of the Alignment Guides is the work of educators with the intent of continuous revisions based on classroom application.  The documents are accessible for educators to make decisions regarding the suggested inquiry questions and/or content lists based on the needs of students.

## United States Government Deconstructed Skills

| **Indicator** | **Expression** |
| --- | --- |
| **ER: Establish Relationships-**  Clearly state, define, explain, and draw connections between ideas and terms. | To demonstrate their ability to **establish relationships**, students should:   * identify and define key terms relating to the study of United States government. * identify and summarize the main idea, important details, and cause and effect relationships of government. |
| **IN: Interpret-**  Gather, interpret, and evidence, including primary and secondary sources, to analyze data and establish an informed opinion. | To demonstrate their ability to **interpret** information from multiple sources, students should:   * identify and interpret primary and secondary sources. * analyze political cartoons and media sources to detect multiple perspectives and determine evidence of bias. * research multiple sources to answer questions related to the social sciences and to develop an informed opinion. |
| **CC: Communicate and Conclude-**  Utilize research from a variety of sources to discuss policies and ideas in order to create a well-developed argument. | To demonstrate their ability to **communicate and conclude** informed opinions,students should:   * evaluate multiple sources of information to develop an informed opinion. * formulate an informed opinion and engage in positive discourse. * identify and evaluate public policy issues and outcomes to develop an informed opinion and generate possible alternative solutions. * debate public policy issues, clarify positions on those issues, and consider opposing viewpoints. |
| **IP: Informed Participation-**  Use acquired knowledge to engage in the governing process through informed decision making. | To demonstrate the practice of **informed participation**, students should:   * use acquired knowledge to participate in the political process as an informed citizen. * participate in community events to develop higher levels of collaboration, problem solving, and interpersonal skills. * utilize technology, resources, and critical thinking skills to discern legitimacy and detect bias at the local, state, national, and global level. |

## 

**Foundations of Democracy**

**Standard 1:** Demonstrate an understanding of the fundamental historical and philosophical principles and ideas that led to the development of the American constitutional democracy.

**Enduring Understanding:** The principles of American democracy are reflected in the founding documents and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

**Expository Narrative:**

The fundamental historical and philosophical principles and ideas ~~that~~ led to the development of the American constitutional democracy. Learners will complete inquiry into the origins and varying styles of government, the purpose of government in a democracy, and the historical and philosophical origins of the American constitutional government. Additionally, the analysis of the founding documents and principles and major debates and compromises that led to the creation, formation, and ratification of the Constitution and the American constitutional democracy is necessary in order to become informed citizens with the ability to participate in their government. Upon mastering these principles and fundamental values, the learners will investigate and communicate their importance and apply them to abstract and real world situations while providing the foundation for subsequent learning in this course.

As learners progress through the ideas of the ancient societies, Enlightenment thinkers, and various other philosophies, it is important to encourage inquiry into the founding documents and principles that led to the creation and design of the American constitutional democracy along with the roles debates played in the shaping of our country.

In a democracy, an inherent conflict exists between the rights of individuals and the well-being of the larger group.  Constitutional principles and fundamental values often lead to conflicts in society, as reflected in the ideas of liberty and authority, justice and equality, and individual rights versus the common good. In theory, agreement exists concerning fundamental values and principles. However, in practice, disagreements over the meaning of these principles and values are still present. As citizens of the United States are keepers of their own rights and the rights of others, either through individual or collective action, it is imperative that an informed citizenry comprehend the Constitution as a living document, capable of being altered and interpreted differently over time as needed, and that these changes may impact them personally. However, an understanding of the fundamental values of America’s constitutional democracy and their reflection in the principles of the United States Constitution is necessary to carry on the American idea of constitutional government. While the Constitution guarantees the rights of the people within the United States, the enjoyment of those rights comes with responsibilities to ensure their strength and endurance and continue to help shape American society in the spirit of the historical and philosophical principles that led to the current American constitutional democracy.

**Foundations of Democracy**

**Possible questions for inquiry:**Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 1 and the themes of the course.

* What is the purpose of government?
* How did early democracies, republics, Enlightenment principles, and English law influence and impact the foundation of the American constitutional democracy? What had the greatest impact on the foundation of the American constitutional democracy?
* How does the Constitution allow for political participation from individuals, groups, and states?
* How has the American idea of constitutional government shaped American society?
* Evaluate the role of the founding documents in the execution of the American democracy.
* Evaluate the idea of having both civil rights and civil responsibilities and how it influenced the founding ideals of the United States. What is more important, civil rights or civil responsibilities?

**Foundations of Democracy**

**Standard 1:** Demonstrate an understanding of the fundamental historical and philosophical principles and ideas that led to the development of the American constitutional democracy.

**Enduring Understanding:** The principles of American democracy are reflected in the founding documents and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

**Indicator USG.1.ER:** Analyze the philosophical influences on core political principles in the American constitutional democracy.

This indicator was developed to encourage inquiry into the historical and philosophical origins of American government and the purpose of government in a democracy. This includes inquiry into the legacies of Greek democracy and Roman republicanism, as well as the impact of Enlightenment thinkers on the formation of America’s constitutional democracy.

**Depth of Knowledge:** Level 3: Complex Reasoning  
  
**Target Skill:   
ER: Establish Relationships-**Clearlyidentify, explainand draw connections between ideas and terms.

**Possible Content associated with the skill of Establishing Relationships:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Explore how various Enlightenment philosophers influenced ~~on~~ the Declaration of Independence.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Foundational Principles: *Due Process, Natural Rights, Representative Government, Republicanism, Rule of Law, Separation of Powers, Social Contract*
* Fundamental Values/Rights
* Influential Philosophers: *Blackstone, Hobbes, Jefferson, Locke, Montesquieu, Rousseau, Voltaire*
* Foundational Documents: *Articles of Confederation, Common Sense, English Bill of Rights, Declaration of Independence, Magna Carta*
* English Civil Law

**Foundations of Democracy**

**Standard 1:** Demonstrate an understanding of the fundamental historical and philosophical principles and ideas that led to the development of the American constitutional democracy.

**Enduring Understanding:** The principles of American democracy are reflected in the founding documents and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

**Indicator USG.1.IN:** Interpretfounding documents and principles that led to the creation of the American constitutional democracy.

This indicator was developed to encourage inquiry into the historical and philosophical origins of the American constitutional government presented in the Founding Documents, which provide the structure and framework on which the nation is governed. This indicator also encourages inquiry into the ideas that influenced the Framers of the Constitution and their contributions to the creation of the Constitution.

**Depth of Knowledge:** Level 2: Basic Reasoning   
  
**Target Skill:   
IN: Interpret-** Gather, interpret, and use evidence, including primary and secondary sources, to analyze data and establish an informed opinion.

**Possible Content associated with the skill of Interpreting:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Evaluate which limitations of the Articles of Confederation that led to the call for a Constitutional Convention.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Basic Principles of the Constitution: *Checks and Balances, Constitutionalism, Federalism, Limited Government, Popular Sovereignty, Separation of Powers, Judicial Review*
* Founding Documents: *Articles of Confederation, Bill of Rights, Constitution, Declaration of Independence, Federalist Papers [4, 10, 37, 47, 51, 84], Magna Carta*
* Founding Principles: *Due Process, Natural Rights, Representative Government, Republicanism, Rule of Law, Separation of Powers, Social Contract*
* Fundamental Values/Rights

**Foundations of Democracy**

**Standard 1:** Demonstrate an understanding of the fundamental historical and philosophical principles and ideas that led to the development of the American constitutional democracy.

**Enduring Understanding:** The principles of American democracy are reflected in the founding documents and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

**Indicator USG.1.CC:** Analyze the major debates and compromises underlying the formation and ratification of the Constitution.

This indicator was developed to encourage inquiry into the crucial events and conflicts that led to the ratification of the United States Constitution. This indicator also encourages inquiry into the major debates and compromises at the Constitutional Convention and how economic, political, and social goals impacted the formation of the new government.

**Depth of Knowledge:**.   
Level 2: Basic Reasoning.

**Target Skill:   
CC: *Communicate and conclude***- Utilize research from a variety of sources to discuss policies and ideas in order to create a well-developed argument.

**Possible Content associated with the skill of Communicating and Concluding:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Compare and contrast the plans presented for the Constitution and determine the reasons the ultimate plan was chosen.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Bicameral Legislature
* Constitutional Convention (*including: Commerce & Slave Trade Compromise, Connecticut Compromise, New Jersey Plan, Three-Fifths Compromise, Virginia Plan*)
* Federalists & Antifederalists (*including: argument for Bill of Rights*)
* Foundational Documents: *(including: Bill of Rights, Common Sense, Federalist Papers [4, 10, 37, 47, 51, 84])*
* Supreme Court Cases: *Marbury vs. Madison (1803)*, *McCulloch vs. Maryland (1819)*

**Foundations of Democracy**

**Standard 1:** Demonstrate an understanding of the fundamental historical and philosophical principles and ideas that led to the development of the American constitutional democracy.

**Enduring Understanding:** The principles of American democracy are reflected in the founding documents and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

**Indicator USG.1.P:** Investigate and communicate the importance of constitutional principles and fundamental values and apply them in abstract and real world situations.

This indicator was developed to encourage inquiry into how the American idea of constitutional government has distinctively shaped American society. Further inquiry into this indicator focuses on the extent to which the Constitution is a living document, capable of being altered over time as needed, and how these changes may personally impact students.

**Depth of Knowledge:**.   
Level 4-Extended Thinking:   
  
**Target Skill:   
IP: *Informed*** ***participation-*** Engage in the political process using acquired knowledge to perform civic duties.

**Possible Content associated with the skill of Informed Participation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Determine which societal issues today could spark specific Constitutional Amendments.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Basic Principles of the Constitution: *Checks and Balances, Constitutionalism, Federalism, Limited Government, Popular Sovereignty, Separation of Powers, Judicial Review, Amendment Process*
* Foundational Principles: *Due Process, Natural Rights, Representative Government, Republicanism, Rule of Law, Separation of Powers, Social Contract, property rights*
* Fundamental Values/Rights
* Regularly discuss age-appropriate current events and inquire about how they affect our lives in the present and predict if and how they will have an effect in the future.

**Government Structure**

**Standard 2:**  Demonstrate an understanding of the structure and functions of government at all levels in the United States.

**Enduring Understanding:** In the American constitutional democracy, power is widely distributed and checks prevent one branch of government from becoming too powerful and seizing powers from the other branches of government. National, state, and local governments are in positions where they must all compete and cooperate in order to govern effectively.

**Expository Narrative for Standard 2:**

Possessing an understanding of the structure and functions of government at all levels in the United States is an important component of being a productive citizen. This standard addresses the powers of government enumerated in Articles I-III of the Constitution with the ultimate goal of the learners understanding the setup of the three branches of government. In addition, students should grasp the concept of federalism and division of powers through inquiries into how power and responsibility are distributed, shared, and limited based on the U.S. Constitution as well as how their state and local governments function. Finally, students should understand the importance of the rule of law as a major founding and guiding principle in the American Republic.

**Government Structure**

**Possible Questions for Inquiry for Standard 2:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the concepts in Standard 2 and the themes of the course

* What are the roles and responsibilities of each branch of government, and how do they apply to the function of government and my life?
* Does the amendment process contribut~~ed~~ to a stable government?
* What is the purpose of federalism?
* What is the changing role of state government within the American Constitutional government?
* What is the role of the rule of law within the court system in the United States?
* What challenges does our system of government face in meeting our country’s changing population?
* When should Executive Privilege be exercised?

**Government Structure**

**Standard 2:**  Demonstrate an understanding of the structure and functions of government at all levels in the United States.

**Enduring Understanding:** In the American constitutional democracy, power is widely distributed and checks prevent one branch of government from becoming too powerful and seizing powers from the other branches of government. National, state, and local governments are in positions where they must all compete and cooperate in order to govern effectively.

**Indicator USG.2.ER:** Explain the authority, organization, purposes, and responsibilities of the three branches of government as enumerated in Articles I–III in the Constitution.

This indicator was developed to encourage inquiry into the formal and informal structure, roles, and operations of the legislative, executive, and judicial branches of the national government, including the specific powers of each branch. Additionally, this indicator promotes inquiry into the extent to which the three branches are interdependent.

**Depth of Knowledge:**   
Level 1-Recall of Information  
**Target Skill:   
ER: *Establish relationships-*** Clearly state, define, explain, and draw connections between ideas and terms.

**Possible Content associated with the skill of Establishing Relationships:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Create a graphic organizer explaining the powers of each branch of government.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Congressional Law-Making
* Constitutional Amendments, Articles, and Clauses: *(including: Articles I-III, Interstate Commerce Clause, Necessary & Proper [Elastic] Clause, Bill of Rights)*
* Judicial Branch: *(including: Appointment of Federal Judges, Civil vs. Criminal Cases, Judicial Activism vs. Judicial Restraint, Jurisdiction, Types of Federal Courts)*
* Judicial Review *(Marbury v Madison)*
* Major Sources of Governmental Revenue (All Levels): *(including: various taxes, grants, governmental corporation revenue, etc.)*

**Government Structure**

* Powers of Congress: *(Impeachment, Powers Related to the Preamble)*
* Powers of the Executive: *(Executive Order, Executive Privilege, War Powers)*
* Roles of the President *(chief diplomat, commander in chief, chief of state, chief administrator, party chief, chief legislator, chief citizen)*
* Supreme Court Cases: *Gibbons v. Ogden (1824), McCulloch v. Maryland (1819)*

**Government Structure**

**Standard 2:**  Demonstrate an understanding of the structure and functions of government at all levels in the United States.

**Enduring Understanding:** In the American constitutional democracy, power is widely distributed and checks prevent one branch of government from becoming too powerful and seizing powers from the other branches of government. National, state, and local governments are in positions where they must all compete and cooperate in order to govern effectively.

**Indicator USG.2.IN:** Analyze how power and responsibility are distributed, shared, and limited in the American constitutional government.

This indicator was developed to encourage inquiry into how the principles of American democracy are reflected in the Constitution and the Bill of Rights, as well as in the organization and actions of federal, state, and local governmental entities. Further inquiry encourages discourse on how the interpretation and application of American democratic principles continue to evolve over time.

**Depth of Knowledge:**   
Level 3: Complex Reasoning

**Target Skill:**

**IN: Interpret** ***-*** Gather, interpret, and use evidence, including primary and secondary sources, to analyze data and establish an informed opinion.

**Possible Content associated with the skill of Interpreting:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Research examples where one branch of government has exercised their check(s) over another branch or should have.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Amendment Process: (*including:* *Informal and Formal Amendment Processes)*
* Congressional Law-Making (*including: committees, veto, filibuster, individual roles of the House and Senate*)
* Constitutional Amendments, Articles, and Clauses: *(including: Amendments [all], Articles I-IV, Full Faith & Credit Clause, Interstate Commerce Clause, Necessary & Proper [Elastic] Clause, Supremacy Clause)*
* Federalism *(including: Interstate Compacts, Extradition, Grants, Historical Tensions impeachment)*

**Government Structure**

* Major Sources of Governmental Revenue (All Levels): *(including: various taxes, grants, governmental corporation revenue, etc.)*
* Powers of Congress: *(Impeachment, Powers Related to the Preamble)*
* Powers of the Executive: *(Executive Order, Executive Privilege, War Powers)*
* Powers of Government *(including: Concurrent, Denied, Expressed [Enumerated], Inherent, Implied, and Reserved Powers)*

**Government Structure**

**Standard 2:**  Demonstrate an understanding of the structure and functions of government at all levels in the United States.

**Enduring Understanding:** In the American constitutional democracy, power is widely distributed and checks prevent one branch of government from becoming too powerful and seizing powers from the other branches of government. National, state, and local governments are in positions where they must all compete and cooperate in order to govern effectively.

**Indicator USG.2.CC:** Explain how governments in South Carolina are organized and how they function in the American constitutional government.

This indicator was developed to encourage inquiry into how state and local governments are organized and how they function under the American constitutional government. This indicator encourages further inquiry into how federalism provides for several levels of government supported by many state and local officials.

**Depth of Knowledge:**   
Level 2: Basic Reasoning  
  
**Target Skill:   
CC: *Communicate and Conclude***- Utilize research from a variety sources to discuss policies and ideas in order to create a well-developed argument.

**Possible Content associated with the skill of Communicating and Concluding:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Compare and contrast the roles of state government with the federal government.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Federalism *(including: Interstate Compacts, Extradition, Grants, Historical Tensions, impeachment)*
* Major Sources of Governmental Revenue (All Levels): *(including: various taxes, grants, governmental corporation revenue, etc.)*
* Powers of Government *(including: Concurrent, Denied, Expressed [Enumerated], Inherent, Implied, and Reserved Powers)*
* Supreme Court Cases: *Gibbons v. Ogden (1824), McCulloch v. Maryland (1819)*
* Local governmental issues

**Government Structure**

**Standard 2:**  Demonstrate an understanding of the structure and functions of government at all levels in the United States.

**Enduring Understanding:** In the American constitutional democracy, power is widely distributed and checks prevent one branch of government from becoming too powerful and seizing powers from the other branches of government. National, state, and local governments are in positions where they must all compete and cooperate in order to govern effectively.

**Indicator USG.2.IP:** Synthesize why the rule of law has a central place in American society and the impact it has on the American political system.

This indicator was developed to encourage inquiry into how the U.S. Constitution shapes the actions of governments and politics, draws its authority from the people, and defines the extent and limits of government power and the rights of citizens. This indicator also promotes inquiry into the reasons particular laws have been passed and the role of the federal and state judiciary system to resolve arising controversies.

**Depth of Knowledge:**   
Level 3: Complex Reasoning  
  
**Target Skill:   
IP: *Informed*** ***Participation-*** Engage in the political process using acquired knowledge to perform civic duties.

**Possible Content associated with the skill of Informed Participation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Explain why a specific law has been challenged and ultimately deemed Constitutional or unconstitutional.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Amendment Process: (*including: Informal and Formal Amendment Processes)*
* Congressional Law-Making
* Constitutional Amendments, Articles, and Clauses: *(including: Amendments [all], Articles I-IV, Full Faith & Credit Clause, Interstate Commerce Clause, Necessary & Proper [Elastic] Clause, Supremacy Clause)*
* Federalism *(including: Interstate Compacts, Extradition, Grants, Historical Tensions impeachment)*
* Judicial Branch: *(including: Appointment of Federal Judges, Civil vs. Criminal Cases, Judicial Activism vs. Judicial Restraint, Jurisdiction, Types of Federal Courts)*

**Government Structure**

* Powers of Government *(including: Concurrent, Denied, Expressed [Enumerated], Inherent, Implied, and Reserved Powers)*

**The Political Process**

**Standard 3:** Demonstrate an understanding of the political process in determining and shaping public policy and the political climate in the United States.

**Enduring Understanding:** American political beliefs are shaped by an understanding of founding principles, core values, and changing demographics that in turn shape one’s belief about government and ideological trends related to public policy. Governing is achieved through an individual's participation in government both directly and indirectly which results in multiple avenues for influence on the policy making process.

**Expository Narrative for Standard 3:**

The executive, legislative, and judicial branches all play a role in creating domestic, foreign, defense, economic, social, and other political policies, but these policies are not created in a vacuum, without input and influence from the American citizenry and other organizations. While the officials of the US government, whether elected or appointed, have their own ideas of what policies must be enacted to carry out the agendas of the US Government, these officials are ultimately held accountable by the American electorate and must pay particular attention to public opinion on each of the policies and the needs of the nation. Therefore, the measurement of public opinion and the ability to understand and this opinion are important factors in the success of governmental policies and the government as a whole. Elections, interest groups, the media, and personal contacts all reflect public opinion, but do not provide accurate measurements of it. The most reliable measure of public opinion is scientifically conducted opinion polls. The type of poll, sampling techniques, type and format of questions all impact the media’s report of public opinion data that can impact elections and policy debates.

**The Political Process**

**Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 3 and the themes of the course.

* What is the role of citizens in the development of government policy?
* What are the types of public policy in American government?
* What is the impact of American core values on trends in political ideology over time?
* What is the role of linkage institutions in trends in the development and changes to American political parties?
* Does the media have a positive or negative impact on the American people?
* What role should social media play in elections?
* Is the Electoral College needed in the 21st Century?

**The Political Process**

**Standard 3:** Demonstrate an understanding of the political process in determining and shaping public policy and the political climate in the United States.

**Enduring Understanding:** American political beliefs are shaped by an understanding of founding principles, core values, and changing demographics that in turn shape one’s belief about government and ideological trends related to public policy. Governing is achieved through an individual's participation in government both directly and indirectly which results in multiple avenues for influence on the policy making process.

**Indicator USG.3.ER:** Describe the policy making process in the American constitutional government.

This indicator was developed to encourage inquiry into public policy as a result of interactions among various stakeholders, institutions, and processes. This indicator also promotes inquiry into how public policy is made at all levels of government and how investigations of these policy networks in domestic, economic, and foreign policy shows relationships to federalism, the impact of interest groups, parties, and elections.

**Depth of Knowledge:**   
Level 1-Recall of Information  
 **Target Skill:   
ER: Establish Relationships-**Clearlyidentify, explainand draw connections between ideas and terms.

**Possible Content associated with the skill of Establishing Relationships:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3*

* Describe how a bill becomes a law or describe the process for creating and ratifying an amendment to the Constitution and the influence lobbyists have on the process.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Linkage Institutions: (*including: Media, Interest Groups, Political Parties, Elections*)
* Lobbying and Lobbyists
* Types of Policy (*including: Defense, Domestic, Foreign, Economic, Social*)
* Political Participation (*including: monitoring and influencing government*)
* Public Opinion (*including: measurements, influences, demographics, etc.*)

**The Political Process**

**Standard 3:** Demonstrate an understanding of the political process in determining and shaping public policy and the political climate in the United States.

**Enduring Understanding:** American political beliefs are shaped by an understanding of founding principles, core values, and changing demographics that in turn shape one’s belief about government and ideological trends related to public policy. Governing is achieved through an individual's participation in government both directly and indirectly which results in multiple avenues for influence on the policy making process.

**Indicator USG.3.IN:** Interprethow American political beliefs are shaped by the founding principles, core values, and changing demographics of America, and how those beliefs led to the creation of ideological trends which affect public policy over time.

This indicator was developed to encourage inquiry into the variety of beliefs that individual citizens hold about their government, their leaders, and the United States political system in general and how those beliefs are formed and evolve over time. The indicator also promotes inquiry into how citizen beliefs about government are shaped by a variety of factors and ultimately leads to political ideologies that shape and influence public debates and choices in the American constitutional government.

**Depth of Knowledge:**   
Level 2: Basic Reasoning

**Target Skill:   
IN: *Interpret-*** Gather, interpret, and use evidence, including primary and secondary sources, to analyze data and establish an informed opinion.

**Possible Content associated with the skill of Interpreting:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Identify patterns in the makeup and changing stance of political parties over time.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* American Political Culture
* Core American Values
* Ideological Trends (*including: Nationalist, Populist, Interventionist*)
* Measurements of public opinion
* Political Socialization

**The Political Process**

**Standard 3:** Demonstrate an understanding of the political process in determining and shaping public policy and the political climate in the United States.

**Enduring Understanding:** American political beliefs are shaped by an understanding of founding principles, core values, and changing demographics that in turn shape one’s belief about government and ideological trends related to public policy. Governing is achieved through an individual's participation in government both directly and indirectly which results in multiple avenues for influence on the policy making process.

**Indicator USG.3.CC:** Investigate the role of linkage institutions (i.e. media, interest groups, political parties), and explain how they shape public agenda and opinion.

This indicator was developed to encourage inquiry into the organizations and mechanisms that allow citizens to indirectly organize and communicate their interests and concerns which influence the public agenda and public policy.

**Depth of Knowledge:**  
Level 3: Complex Reasoning  
  
**Target Skill:   
CC: *Communicate and Conclude***- Utilize research from a variety of sources to discuss policies and ideas in order to create a well-developed argument.

**Possible Content associated with the skill of Communicating and Concluding:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Compare the impact of lobbying and the media on elections.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Demographic Factors Influencing Political Participation
* Interest Groups (including: Functions, Strategies, and Types)
* Political Ideologies (Conservative, Liberal, Libertarian, etc.)
* Political Parties (*including: types, development, alignment, fundraising, structure, influence of third and issue parties*)
* Measurements of public opinion
* Media: (*including: Mass Media, Media Bias, critical evaluation of media outlets, concentration of major media outlets, role of consumerism in mass media*)

**The Political Process**

**Standard 3:** Demonstrate an understanding of the political process in determining and shaping public policy and the political climate in the United States.

**Enduring Understanding:** American political beliefs are shaped by an understanding of founding principles, core values, and changing demographics that in turn shape one’s belief about government and ideological trends related to public policy. Governing is achieved through an individual's participation in government both directly and indirectly which results in multiple avenues for influence on the policy making process.

**Indicator USG.3.IP:** Explain how the electoral process works in federal elections and the effects those elections have on U.S. government.

This indicator was developed to encourage inquiry into how to gauge the fairness and effectiveness of the electoral process in the U.S. and the outcomes elections have on the U.S. government. This indicator was also developed to prompt inquiry into the historic struggles over the extension of suffrage and the impact of federal policies on campaigning and electoral rules.

**Depth of Knowledge:**   
Level 2: Basic Reasoning

**Target Skill:   
IP: *Informed*** ***Participation-*** Engage in the political process using acquired knowledge to perform civic duties.

**Possible Content associated with the skill of Informed Participation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Explain the impact of a presidential election on the passage of a U.S. law.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Election Amendments (Twelfth Amendment, Fourteenth Amendment, Fifteenth Amendment, Nineteenth Amendment, Twenty-Third Amendment, Twenty-Fourth Amendment, Twenty-Sixth Amendment)
* Electioneering
* Presidential Elections (*including: Caucuses, Phases for Presidential Candidacy, Primaries, Electoral College, Conventions*)
* General election campaign strategies (e.g. swing states, balancing the ticket)
* Off-year elections

**The Political Process**

* Major Legislation: *(including: Federal Election Campaign Act (FECA), Federal Election Commission (FEC), Bipartisan Campaign Reform Act (BCRA), Civil Rights Act of 1964, Voting Rights Act of 1965*)
* Political Participation (*including: monitoring and influencing government*)
* Sources of Campaign Finance (*including: Hard Money, Soft Money, Political Action Committees, etc.*)
* Supreme Court Cases: (including: *Buckley v. Valeo, Citizens United v. Federal Election Commission)*

**Citizenship**

**Standard 4:** Demonstrate an understanding of the rights and responsibilities associated with citizenship in the United States.

**Enduring Understanding:** A strong constitutional democracy requires active participation on behalf of the people living under its authority. Knowledge of how to become a citizen, the rights and responsibilities of citizenship, and an understanding of how to participate in the political process helps to create civic engagement and preserve the American constitutional government.

**Expository Narrative:**

United States citizenship can be of great value to those who possess it and certainly to those who seek it, and it is the responsibility of all Americans to understand their rights and how the law works in order to receive the full benefits of their citizenship and to actively participate in the American political process to ensure those rights for themselves and future generations. Through inquiry into the criteria and processes for immigration and citizenship in the United States, and the changes to these immigration policies over time, the learners will begin to describe and evaluate ways in which these citizens can participate in the political process both within the United States and abroad. Upon understanding what it means to be a citizen in the United States, further inquiry is needed regarding the various economic, personal, and political rights and liberties citizens possess in the United States, how these rights and liberties can conflict with each other, and the government’s roles and responsibilities in providing equal protection under the law and equal access to society’s opportunities and public facilities.

Civic engagement is important to the health of a democratic nation. Well-functioning democracies are highly dependent on the active political participation of their citizens.  The type and level of political participation, or involvement in activities designed to influence public policy and leadership, is an important issue of democratic government these governments require large-scale participation of its citizens as means of ensuring that its policies, structures, and leaders are actively serving the needs and interests of its citizens. While voting remains the most widespread form of political participation in the United States, individuals also participate in a variety of other political or civic activities.  These activities could include work on community affairs, participation in political campaigns, or attending public meetings or councils. Citizens can also participate in social movements that sometimes take place outside the established channels, such as demonstrations, picket lines, and marches.

The study of American Government is not limited to the study of the Constitution and politics, but it also encompasses participation in classrooms, schools, neighborhoods, groups, and organizations.  Inquiry into the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society is also imperative.  Part of becoming a fully functioning, self-advocating member of society is learning to make contributions in these areas by discussing issues and making choices and judgments with information and evidence, civility and respect, and overall concern for fair procedures. The American constitutional democracy affords individuals numerous opportunities to participate in the political process, monitor elected officials, and hold government accountable for their

**Citizenship**

actions, but knowledge of the foundations of our American democracy, history, and principles is required for productive civic engagement. Civic engagement should take the form of not only the study of how others participate, but also an active commitment to practicing participation and taking informed action.

**Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 4 and the themes of the course.

* How have Americans created political change through collective and individual action?
* What changing values have influenced the changing qualifications for citizenship
* How has the Supreme Court extended and restricted rights over time?
* What are the various types of rights granted by the Constitution?
* What can you do to make our country better?

**Citizenship**

**Standard 4:** Demonstrate an understanding of the rights and responsibilities associated with citizenship in the United States.

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**Indicator USG.4.ER:** Describe the criteria and process for immigration to and citizenship in the U.S., and explain how the U.S. has expanded and limited the concept of citizenship over time.

This indicator was developed to encourage inquiry into how individuals become citizens in the U.S. and how the U.S. has expanded and limited citizenship over time. Further, examination promotes inquiry into the rights and responsibilities held by citizens of the U.S.

**Depth of Knowledge:**   
Level 2: Basic Reasoning

**Target Skill:   
ER: *Establish Relationships-*** Clearly state, define, explain, and draw connections between ideas and terms.

**Possible Content associated with the skill of Establishing Relationships:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Explain the possible reasons for the changes to U.S. citizenship requirements over time.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Alien (*including: Resident Alien, Non-Resident Alien, Enemy Alien, Refugee, Illegal Aliens*)
* Paths to Citizenship (*including birth to an American parent, naturalization, “Law of the Soil”*)
* Losing Citizenship (*including: expatriation, punishment for a crime, denaturalization*)
* Immigration Policy

**Citizenship**

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**Indicator USG.4.IN:** Distinguish between various economic, personal, and political rights of citizens in the U.S., and how these rights can sometimes conflict with each other.

This indicator was developed to encourage inquiry into the rights the Constitution protects and the responsibilities citizens have through active participation to ensure those rights for themselves and future generations. This indicator also promotes inquiry into how the Constitution of the United States, Bill of Rights, and additional amendments emphasize liberty and individual rights and how these rights often conflict with each other.

**Depth of Knowledge:**  
Level 3: Complex Reasoning

**Target Skill:   
IN: *Interpret-*** Gather, interpret, and use evidence, including primary and secondary sources, to analyze data and establish an informed opinion.

**Possible Content associated with the skill of Interpreting:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Identify an example of a civil right that the government failed to protect and explain the rationale.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Amendments (*including Freedoms guaranteed by Bill of Rights, Thirteenth Amendment, Fourteenth Amendment, Fifteenth Amendment, Free Exercise Clause, Due Process Clause, Establishment Clause)*
* Bills of attainder
* Civil Rights vs Civil Liberties
* Considerations and criteria used to deny, limit, or extend protection of individual rights (*including: clear and present danger, time, place and manner restrictions on speech, security, libel, or slander, public safety, and equal opportunity*)
* De facto vs De jure discrimination

**Citizenship**

* Ex post facto laws
* Supreme Court Cases: (*including: Dred Scott v. Sandford (1857), Gitlow v. New York (1925), Plessy v. Ferguson (1896), Brown v. Board of Education (1954*)
* Types of Rights: Economic, Personal, Political, Property, Privacy
  + Writ of habeas corpus

**Citizenship**

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**Indicator USG.4.CC:** Analyze contemporary issues and governmental responses at various levels in terms of how they have provided equal protection under the law and equal access to society’s opportunities and public facilities.

This indicator was developed to encourage inquiry into how individual rights have evolved through social movements, constitutional provisions, and landmark legislation. Further investigation prompts inquiry into how marginalized Americans have struggled and continue to push for equality and expanded rights.

**Depth of Knowledge:**   
Level 4-Extended Reasoning

**Target Skill:   
CC: *Communicate and Conclude***- Utilize research from a variety sources to discuss policies and ideas in order to create a well-developed argument.

**Possible Content associated with the skill of Communicating and Concluding:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Compare and contrast the role of the 14th Amendment in landmark Supreme Court decisions.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Amendments (*including Bill of Rights, Thirteenth Amendment, Fourteenth Amendment, Fifteenth Amendment, Nineteenth Amendment, Free Exercise Clause, Due Process Clause, Establishment Clause)*
* Considerations and criteria used to deny, limit, or extend protection of individual rights (*including: clear and present danger, time, place and manner restrictions on speech, security, libel, or slander, public safety, and equal opportunity*)
* De facto vs De jure discrimination

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* Major Legislation: *(including: Immigration Act of 1924, Civil Rights Act of 1964, Voting Rights Act of 1965, Title I, Title IX, Individuals with Disabilities Education Act)*
* Social Movements (*including: Individual/Collective Actions in regards to minorities, women, the disadvantaged*)

**Citizenship**

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**Indicator USG.4.IP:** Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels.

This indicator was developed to encourage inquiry into the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society. This indicator also promotes inquiry into the function of civic participation in addressing public issues and the importance of discussing issues and making judgments with balanced information, evidence, civility, respect, and fairness.

**Depth of Knowledge:**.   
Level 4-Extended Reasoning  
  
**Target Skill:   
IP: *Informed*** ***Participation-*** Engage in the political process using acquired knowledge to perform civic duties.

**Possible Content associated with the skill of Informed Participation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Formulate a plan to propose a new piece of legislation.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Civic Inquiry & Discourse
* Civic Virtue
* Duties of Citizens and Responsibilities of Civic Life
* Formulation of political campaigns
* Formulation of plan to change a law
* Teacher discretion is needed to determine appropriate contemporary issues that affect their local community or society at large.