

## UNITED STATES GOVERNMENT

**Standard USG-1:** The student will demonstrate an understanding of foundational political theory, concepts, and application.

### **Enduring Understanding:**

To appreciate the governmental system of the United States, citizens must understand the nature and purpose of government in general. An understanding of basic political ideas allows nations to organize and structure the institutions of government in the most effective, logical manner. To understand and evaluate basic governmental function, organization, and effectiveness, the student will...

### **Indicator:**

USG-1.1 Analyze political theories related to the existence, necessity, and purpose of government including natural rights, balance of the public and private interests, and physical and economic security.

**Taxonomy:** Analyze/Conceptual Knowledge – 4/B

### **Previous and Future Knowledge:**

Students will have had minimal exposure to political theory as a distinct topic. Students have studied the basic role and functions of government as exemplified in history, why certain structures of government developed, (democracy, feudalism, totalitarian, etc.) and the philosophical considerations for the basis of governments.

### **It is essential for students to know:**

The focus of this indicator is on why government exists. The most common justifications on the need of government revolve around justice, protection of rights, or security, and these purposes dictate the structure and function of government. In general, government is an institution that helps prevent social chaos and provides an avenue for people to work together in solving problems for the common good. It is an attempt to systemically provide structure for society, without which either anarchy or a constant power struggle would ensue. Good government provides a structure of organizing society in such a way that it operates as a single entity that maximizes the potential of realizing societal goals and values while valuing the rights of individuals. Students should be able to explain the role of government in resolving conflict arising from diverse opinions, in promoting economic security, and providing physical protection and defense for its people. Students will need to distinguish between the public and private spheres and the way government bridges the competing interests of the two. There should be a basic understanding that politics is the way in which decision-making is determined and implemented in all governmental systems.

### **It is not essential for students to know:**

It is not necessary for students to know all the political theories relating to the purpose of government.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.
- Model informed participatory citizenship.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Analyze**

Differentiating

Organizing

Attributing

or any verb from the **Remember, Understand, or Apply** cognitive process dimensions.

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**Taxonomy:** Analyze/Conceptual Knowledge – 4/B

### **Previous and Future Knowledge:**

Students will have had minimal exposure to political theory as a distinct topic. Students have studied the basic role and functions of government as exemplified in history, why certain structures of government developed, (democracy, feudalism, totalitarian, etc.) and the philosophical considerations for the basis of governments.

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## UNITED STATES GOVERNMENT

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### **Enduring Understanding:**

To appreciate the governmental system of the United States, citizens must understand the nature and purpose of government in general. An understanding of basic political ideas allows nations to organize and structure the institutions of government in the most effective, logical manner. To understand and evaluate basic governmental function, organization, and effectiveness, the student will...

### **Indicator:**

**USG 1.2** Analyze components of government and the governing process including politics, power, authority, sovereignty, legitimacy, public institutions, efficacy, and civic life.

**Taxonomy:** Analyze/Conceptual Knowledge - 4/B

### **Previous and Future Knowledge:**

While students will have studied the role and impact of government in historical events and movements they have not had the opportunity to scrutinize governmental components in relation to its function and purpose.

### **It is essential for students to know:**

Government is a functioning entity dependent upon the elements that are part of this indicator. Since government is the mechanism that promotes the common goal and will of its citizens, it therefore must possess the ability to execute and enforce legitimate directives on the political entity that it rules. The more these elements work in conjunction and align, the more able government is to operate in its intended manner - creating a stable, responsive, and self-directing political environment for governance. Therefore, it is necessary to define and explain the role of each of these elements in the governing process and how the absence or limited development of any element impacts governing. It is important for students to understand the nature and interaction of these components in governance.

**Politics:** the process by which governing decisions are made and implemented within or between societies.

**Power:** the ability to influence the political process, decision-making, and execution of policy in an intended direction. In politics, power is the ability to exercise influence or control over the actions and behavior of others.

**Authority:** Having legitimate decision-making and executive power. Authority involves voluntary acceptance rather than coercion, carries the expectation of compliance and is a necessary attribute for government to perform its functions.

**Sovereignty:** Having the power and right to rule – referencing the ultimate governing authority within a state.

**Legitimacy:** The recognition and acceptance of the governing structure, principles, authority, and expression by the citizens of a political unit.

**Public Institutions:** A created system or organization designed to execute public policy or meet the needs of society at large. Public institutions are the medium through which policy is enacted.

**Efficacy:** The ability to be effective and capable in performing an action. Political efficacy generally refers either to the institution of government itself (the effectiveness of government in determining/implementing policy) or to citizens (the ability or effectiveness of citizens in influencing government policy/decisions).

**Civic Life:** Relating to the citizen and his ability to influence and participate in the political process.

It should be noted that vocabulary definitions are NOT the learning that this indicator calls for but rather are provided as an aid to the teacher. As such, while it is necessary for students to know these terms the definitions should NOT be the focus of learning. The intent of the indicator is for the students to analyze components of government and how these components relate to the governing process. For example, upon analysis, the student should be able to explain the role of legitimacy in fostering citizen acceptance of policy or in providing a mechanism for citizens to impact or change policy as compared to revolution or rebellion against an illegitimate government.

**It is not essential for students to know:**

While it may be helpful to study examples/non-examples of these characteristics in political systems, it is not necessary for students to know all the ways these characteristics could be manifested or abused in a political system.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Analyze**

Differentiating

Organizing

Attributing

or any verb from the **Remember, Understand, or Apply** cognitive process dimensions.

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### **Enduring Understanding:**

To appreciate the governmental system of the United States, citizens must understand the nature and purpose of government in general. An understanding of basic political ideas allows nations to organize and structure the institutions of government in the most effective, logical manner. To understand and evaluate basic governmental function, organization, and effectiveness, the student will...

### **Indicator:**

**USG 1.3** Evaluate the role and relationship of the citizen to government in democratic, republican, authoritarian, and totalitarian systems.

**Taxonomy:** Evaluate/Conceptual Knowledge - 5/B

### **Previous and Future Knowledge:**

Students will have had significant exposure to the relationship between citizens and government. They also have been introduced to historical examples of republican, authoritarian, and totalitarian governments (6-5.1, 7-2.3, 7-4.4 and USHC 1.5) and should have a basic understanding of what these governments represent and how they operate.

### **It is essential for students to know:**

The power, rights, and roles of citizens in governance vary depending upon the type of government a nation has. While the student will engage in a more detailed analysis of governmental systems in USG 1.6 and USG 2.1, the basic focus of this indicator is the relationship of citizen to government within context of authority (USG 1.2). Students need to recognize the continuum these governments represent – from direct democracy in which the citizen makes direct governing decisions and has immediate and ultimate authority, to totalitarian in which the government asserts authority and attempts to establish total control over the lives of citizens. In this indicator it is vital for students to understand that democratic and republican systems of government are distinct systems that may complement one another but are not synonymous.

As part of this indicator it is important that students not confuse the Democratic and Republican Parties in the United States with systems of government. It might be useful for the teacher to note that it is because the democratic and republican principles are such a vital part of the American political culture that the political parties have chosen to utilize these terms in naming their parties.

Students will need to be able to summarize the basic components for each of these forms of government and how they apply to citizens and governance. This indicator builds upon the components of USG 1.2 as they relate to the citizen and these types of governments, and the evaluation of these governments should be in context of the role of the citizen in relation to

governance. Understanding of this indicator, i.e. the interaction of government and citizens, also lays the foundation for USG-4 where students will build more detailed knowledge about the role of the citizen in the American political system.

**Democratic:** Political system based on the principle of citizen participation and influence in development of public policy.

**Republican:** A form of government that functions through the use of representatives elected by the citizens. Republican government is often referred to as “representative” government.

**Authoritarian:** Structure of government in which power is concentrated in an individual or small group and is built upon the demand of absolute obedience by citizens to this authority.

**Totalitarian:** 20<sup>th</sup> century governmental structure or principle in which the state exercises centralized, absolute control of all aspects of life for individual citizens.

It should be noted that vocabulary definitions are NOT the learning that this indicator calls for but rather are provided as an aid to the teacher. As such, while it is necessary for students to know these terms, term definitions should NOT be the focus of learning. The intent of the indicator is for the students to evaluate the role and relationship of the citizen to government within these systems. For example, the student should be able to analyze the nature of totalitarian systems and democratic systems and evaluate the role of the citizen in each system, noting that citizens have a more participatory role in democratic systems as compared to totalitarian systems.

**It is not essential for students to know:**

Students do not need to identify all the nations that have utilized these systems of government. It is not essential to understand every way in which these systems manifest the citizen and government relationship.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.
- Model informed participatory citizenship.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Evaluate**

Checking

Critiquing

or any verb from the **Remember, Understand, Apply, or Analyze** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-1:** The student will demonstrate an understanding of foundational political theory, concepts, and application.

### **Essential Understanding:**

To appreciate the governmental system of the United States, citizens must understand the nature and purpose of government in general. An understanding of basic political ideas allows nations to organize and structure the institutions of government in the most effective, logical manner. To understand and evaluate basic governmental function, organization, and effectiveness, the student will...

### **Indicator:**

**USG 1.4** Analyze the institutional and organizational structure of government that allows it to carry out its purpose and function effectively, including the branches of government, and legitimate bureaucratic institutions.

**Taxonomy:** Analyze/Conceptual Knowledge - 4/B

### **Previous and Future Knowledge**

Students will have studied the branches of government in the American political system. As a result they will have some knowledge of the powers associated with these three branches. There will have been no exposure to the role of bureaucracy in governing. Students have some background in the organizational structure of government and how that allows government to function from the grade 4 standards.

### **It is essential for students to know:**

Like any institution, government has to have a functioning structure in order to operate. The ability of government to meet its purpose is directly related to how it is organized. This indicator builds upon USG 1.1 through USG 1.3 in that students must understand the purpose of government and the governing process if they are to grasp the critical nature of a governing system. The focus of this indicator is for students to analyze the legislative, executive, and judicial functions and recognize that bureaucracy is necessary for government to carry out the duties associated with these functions. Students will get a more detailed analysis and association of government organization and function in USG 1.6 and USG 3.2. In this indicator, it is important for students to understand there is a difference between legitimate bureaucratic entities and bureaucratic waste, and that bureaucracy should, in theory, always be directly tied to a governing function.

### **It is not essential for students to know:**

Students do not have to identify or understand the purpose of all the bureaucratic departments of the United States government.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.\*

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Analyze**

Differentiating

Organizing

Attributing

or any verb from the **Remember, Understand, or Apply** cognitive process dimensions.

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### **Indicator:**

**USG 1.5** Evaluate limited government and unlimited governments with regard to governing, including rule of law, role of constitutions, civil rights, political freedom, economic freedom, and ability of citizens to impact or influence the governing process.

**Taxonomy:** Evaluate/Conceptual Knowledge - 5/B

### **Previous and Future Knowledge:**

Students have studied several civilizations, cultures, and time periods that have contrasted the nature of limited and unlimited governments throughout history (7-2; USHC-1). There has been some study of societies attempting to influence government but the historical focus will primarily have been on militant actions (examples – revolutions and rebellions) in addressing a delinquent government (7-2.4). Some exposure, but little emphasis, has been provided on peaceful, historical means of addressing governmental concerns with the United States Civil Rights Movement being one notable exception to traditional militancy (5-3.2, 5-5.3; 8-7.2; USHC-8.1). Students will also have completed case studies of authoritarian governments.

### **It is essential for students to know:**

There is a difference between limited and unlimited government. Students should be able to identify characteristics of each and summarize the impact of each form on the lives of citizens. Given case studies, students should be able to identify a government as limited or unlimited based on its method(s) of operation and the interrelationship it has with its citizens. Students should understand that “limited” is a relative term and the limits placed on government are a direct result of the acknowledged purpose of that government. Key components in comparing limited and unlimited governments are included in this indicator. It is necessary for students to have a working knowledge of each component and how it relates to classifying a government as limited or unlimited. Each of these elements, when allowed to function freely and appropriately, promotes the liberty and freedom of citizens and restricts governments’ ability to consolidate power. Students need to understand that the creation of a limited government was a key goal in creating the American constitutional system and is a foundational component of classical liberalism, not to be confused with the modern political usage of the term, which emphasizes government’s commitment to liberty through the protection of individual rights. Students should understand that an unlimited government would limit the operation and function of these components so as to obtain power for itself at the expense of the freedom of its citizens.

**Limited Government:** The political principle and structure in which minimal authority and power is granted to government and is restricted to only that which is necessary for government to perform its stated functions. The government's function and power is limited.

**Unlimited Government:** Political principle and structure that allows for a government to expand its authority and power as it deems necessary in order to accomplish its goals and objectives.

**Rule of Law:** Political principle based on the supremacy of established law over the discretion of public officials ("rule of man") in the execution of government functions. Established law is equally applied to all citizens.

**Constitutions:** Framework that outlines the structure and function of government. Constitutions can be written (formal, codified framework of government) or unwritten (relies on precedent, tradition, etc. with no single, codified framework).

**Civil Rights:** Those personal rights that are granted and protected by the state.

**Political Freedom:** The right of an individual to engage and participate in political activities without fear of reprisal.

**Economic Freedom:** The ability of individuals to voluntarily engage in economic decision making without undue influence or coercion in a social structure that provides support and protection of necessary economic institutions.

It should be noted that vocabulary definitions are NOT the learning that this indicator calls for but rather are provided as an aid to the teacher. As such, while it is necessary for students to know these terms but term definitions should NOT be the focus of learning. The intent of the indicator is for the students to evaluate limited and unlimited governments in relation to the stated characteristics of the indicator. For example, in a limited government the constitution would lay out the structure and function of the government and the government would then operate within that framework, whereas in an unlimited government the constitution might either be ignored or it would be manipulated to justify government expansion of power.

**It is not essential for students to know:**

Students do not need to be able to identify all examples of governments that have been either limited or unlimited in nature.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Evaluate**

Checking

Critiquing

or any verb from the **Remember, Understand, Apply, or Analyze** cognitive process dimensions.

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### **Indicator:**

USG 1.6 Evaluate the organization of government in confederal, federal, and unitary systems, including the distribution of power and the advantages and disadvantages of each system.

**Taxonomy:** Evaluate/Conceptual Knowledge - 5/B

### **Previous and Future Knowledge**

There has been limited exposure to the structure and function of these governmental systems. Students will have had limited encounters with the Articles of Confederation, the federalism of the Constitution, and the Confederate government during the Civil War (4-4; USHC1.4, 3.1). The connection between the structure of these governmental systems and these historical examples will have been superficial.

### **It is essential for students to know:**

Students need to understand the differences in the structure of these governmental systems, especially how those structures relate to the exercise of power in governance. Students should be able to examine the characteristics of a governmental system and identify it as confederal, federal, or unitary. They should also be able to determine which system would be most or least effective in handling the various responsibilities that governments face. Students should understand how power is distributed among the various levels of government within each system – at the national level with a unitary, the regional/provincial level in a confederacy, and shared between national and regional in a federal system. It is important for students to understand that each system has advantages and disadvantages in governing. Advantages of each system include, but are not limited to the following. In a *unitary system* – uniform policies and laws, few conflicts between levels of government, limited duplication of efforts, and national unity and identity, responds quickly to national issues; in a *confederal system* – decision-making is made at a level closer to the people, government is more responsive, prevents the development of large, central government that could abuse power; and a *federal system* – promotes national unity while respecting regional differences, pairs the best level of government for problem solving to the issue at hand, balances power among the levels of government, reasoned, balanced approach to policy issues. Disadvantages of each system include, but are not limited to the following. A *unitary system* – out of touch with local issues, slow to resolve local problems, least directly responsive to citizens; a *confederal system* – inability to enforce national laws, lack of national

unity, lack of common laws, very little national accountability; and a *federal system*– duplication of effort, confusion and lack of uniformity among laws, conflict over which level of government should handle individual issues. This indicator is a culmination of the standard in which students demonstrate an understanding of the purpose, functions, and structure of government and how these relate to specific governmental systems. Students should be able to evaluate these systems based upon legitimate criteria set forth throughout the standard.

**It is not essential for students to know:**

Students do not need to identify all the nations of the world who currently operate, or have done so in the past, under these types of systems.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Evaluate**

Checking

Critiquing

or any verb from the **Remember, Understand, Apply, or Analyze** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-2:** The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles.

**Enduring Understanding:**

As it exists today, the United States Constitution is a product of numerous influences that were critical not only to its inception but also to its evolution over time. The principles set forth in the Constitution serve as the framework upon which United States government was established and on which it operates today. To understand the advancement of the principles, the student will...

**Indicator:**

USG 2.1 Summarize core principles of United States government including limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.

**Taxonomy:** Understand/Conceptual Knowledge - 2/B

**Previous and Future Knowledge:**

Students will have studied some of these principles in previous grades, most notably 8-3.3, USHC-1.5, and USG-1. Students will be asked to analyze and evaluate these principles in subsequent indicators and standards in United States Government.

**It is essential for students to know:**

The principles of this indicator are the core principles that have guided the creation and development of government in America. These principles developed over time and were influenced by historical examples such as British heritage, American experiences, and the expression of political philosophies. While this indicator only calls for summarization, students should have a thorough understanding of these principles so they can evaluate and analyze American political development and the application of these principles in subsequent indicators and standards.

**Limited Government:** The political principle and structure in which minimal authority and power is granted to government, and is restricted to only that which is necessary for government to perform its stated functions. The government's function and power is limited.

**Federalism:** A system of government in which power and authority are shared between the national (central) government and the regional/provincial government. [In the United States the regional governments would be each individual state government]. In the United States the national government is often referred to as the *federal* government. Federalism seeks to balance the concentration of power between the national and regional governments. In the United States Constitution these powers are generally referred to as either enumerated [powers delegated to the national government], reserved [powers reserved to the states], or concurrent [powers shared by each level of government]. The Tenth Amendment is the pivotal constitutional passage advocating the principle of federalism.

**Checks and Balances:** An application of limited government in which each branch and/or level of government has the ability to “check” (restrict) the functions and exercise of power by other branches/levels of government.

**Separation of Powers:** An application of limited government in which the legislative, executive, and judicial powers and functions of government are allocated to separate, distinct branches of government.

**Rule of Law:** Political principle based on the supremacy of established law over the discretion of public officials (“rule of man”) in the execution of government functions. Established law is equally applied to all citizens.

**Popular Sovereignty:** The political concept that ultimate sovereignty resides with the people, both individually and corporately, of a society. Government is created and given authority through the consent of the people thereby the people retain the right to “alter or abolish” the government.

**Republicanism:** A form of government that functions through the use of representatives elected by the citizens. Republican government is often referred to as “representative” government. The concept of having citizen interests represented in government institutions, most notably the legislatures, was a critical component of in the development of American government.

**Individual Rights:** The concept and application of guaranteed individual rights any person within a society regardless of group affiliation.

**Freedom:** The ability to make individual decisions without undue influence or coercion. Coercion can exist through political or social entities.

**Equality:** The state of persons being equal, especially in terms of rights. A distinction is generally made between equality of opportunity/treatment and equality of outcome. Equality if based on personhood, i.e. the state of being human, as opposed to status, utilitarianism, or nature.

**Self-government:** The concept of political autonomy and independence that applies to *both* the individual and society at-large within a political unit and is expressed as both a right and a responsibility within the unit. It is important to understand the duality of self-government. This duality first references the ability of an individual to apply a moral standard to their life and thereby “govern” self and then encompasses the corporate right of a people to govern themselves through their political institutions.

The indicator calls for students to summarize these basic political principles on which American government is based. Summarizing is part of the “understanding” cognitive dimension and, as such, calls for deeper learning than just defining vocabulary terms. It should be noted that vocabulary definitions are NOT the learning that this indicator calls for but rather are provided as an aid to the teacher. In subsequent indicators and standards students will be asked to analyze and evaluate these principles in relation to governance in the United States.

**It is not essential for students to know:**

It is not essential for students to know other political principles on which government could be organized.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
- Analyze and evaluate evidence, arguments, claims, and beliefs.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

## UNITED STATES GOVERNMENT

**Standard USG-2:** The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles.

### **Enduring Understanding:**

As it exists today, the United States Constitution is a product of numerous influences that were critical not only to its inception but also to its evolution over time. The principles set forth in the Constitution serve as the framework upon which United States government was established and on which it operates today. To understand the advancement of the principles, the student will...

### **Indicator:**

**USG 2.2** Analyze developmental influences on the core political principles of American government including Greek democracy, Roman republicanism, the Judeo-Christian heritage, and the European philosophers John Locke, Charles de Montesquieu, and William Blackstone.

**Taxonomy:** Analyze/Conceptual Knowledge – 4/B

**Previous and Future Knowledge:** Students will have studied aspects of Greek and Roman government in Standard 6-2. Additionally students would have been introduced to the political concepts and philosophy of the Enlightenment in Standard 7-2 as well as USHC 1-5.

### **It is essential for students to know:**

This indicator addresses some of the major influences on United States Government and the Constitution. Students should be able to analyze the components of this indicator and relate these components to the development of core principles from USG 2.1. It is critical that students understand the legacy of these elements and make the connection between them and the formulation of core principles in American government. It is necessary for students to critique government in ancient Greece and Rome, examine Christian political philosophy, and study the writings of the political philosophers named in the indicator in order to understand the role and influence of these elements on core political principles in America. In the most basic sense, students should understand the role of the citizen in Greek city-states, Athens in particular, in political discourse and decision-making. It is important to understand that Greek philosophers such as Aristotle championed the idea that government should rule in the best interests of its citizens. Students should be aware of the structure of republican government in Rome which allowed for representation of various groups and promoted separation of powers as well as checks and balances. Students should be aware of the Christian influence promoting the worth of the individual, leading to the advancement of self-government, as well as the ability of individuals to have a direct relationship with those in authority thereby promoting accountability and limited government. Additionally students need to recognize the impact of philosophical and legal ideas promoted during this era. John Locke's interpretation of the social contract on limited government and popular sovereignty had an immense impact on American government and helped provide the philosophical basis for the Declaration of Independence. According to Locke there was a higher law than the constitutional or political law that guided governments. This higher law was based on the "God-given" rights of every human which laid the foundation for

the concepts of human equality and accountability of government to its citizens. According to Locke, and immortalized in the Declaration, governments were created to protect these inherent rights and, if it failed to do so, then citizens had a right to overthrow that government and create a new government. Montesquieu admired the English system of government and his writings influenced structural characteristics of American government, including checks and balances, separation of powers, and limited government. Finally, as the preeminent legal scholar of his time, Blackstone's writings aided in the development of the rule of law, especially as it relates to the rights of persons, such as a jury trial, expressed in the 5<sup>th</sup> and 6<sup>th</sup> Amendments. Furthermore, Blackstone's *Commentaries* helped provide guidance for early legal decisions until the American judiciary developed a more mature legal tradition of its own. Each of these elements was instrumental in the process of developing the political principles guiding American government and should be studied with the intent of analyzing that influence.

**It is not essential for students to know:**

It is not necessary for students to understand the full structure of government in the Greek and Roman civilizations or to be able to identify the various positions in these systems. It also is not essential for students to be familiar with all the political ideas and writings of the philosophers but only with those that impacted the development of American government.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
- Analyze and evaluate evidence, arguments, claims, and beliefs.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Analyze**

Differentiating

Organizing

Attributing

or any verb from the **Remember, Understand, or Apply** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-2:** The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles.

### **Enduring Understanding:**

As it exists today, the United States Constitution is a product of numerous influences that were critical not only to its inception but also to its evolution over time. The principles set forth in the Constitution serve as the framework upon which United States government was established and on which it operates today. To understand the advancement of the principles, the student will...

### **Indicator:**

**USG 2.3** Analyze the British heritage that fostered development of the core political principles of American government including the Magna Carta, the Petition of Right (1628), the Glorious Revolution, the English Bill of Rights, and the Mayflower Compact.

**Taxonomy:** Analyze/Conceptual Knowledge – 4/B

### **Previous and Future Knowledge:**

Students have been exposed to the nature and importance of some of these documents previously in grades six, seven, Modern World History, and United States History and the Constitution (6-5.2, 7-2, MWH 5-2, and USHC 1).

### **It is essential for students to know:**

This indicator focuses specifically on the influence of the British political system and heritage on the development of American political principles. The British system, and colonial experiences under this system, was critical in shaping American political principles and the development of American government. It is necessary for students to understand the role and influence for each of these events/documents in this development. The Magna Carta was instrumental in limiting executive power, creating representative assemblies, establishing rule of law, and protecting individual rights. The Petition of Right (1628) further promoted the ideas of individual liberty and rights while strengthening the tradition of assemblies representing the voice of the people against tyrannical government. Additionally, it advanced the principles of separation of powers and checks and balances when Parliament called into question the King's authority to enact certain measures without Parliament's consent. The Glorious Revolution further developed these principles and exemplified the legitimacy of revolution in holding government accountable to its purpose. The English Bill of Rights built upon these actions and solidified the concepts of individual rights and rule of law. Finally, the Mayflower Compact exemplified the idea of social contract, preceding Locke, and self-government, as well as the idea that law had to be established and enacted within a framework based on principles.

### **It is not essential for students to know:**

Students do not need to know the dates of these writings and events. It is not necessary for them to identify key persons associated with these events or place these events in historical context.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
- Analyze and evaluate evidence, arguments, claims, and beliefs.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Analyze**

Differentiating

Organizing

Attributing

or any verb from the **Remember, Understand, or Apply** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-2:** The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles.

### **Enduring Understanding:**

As it exists today, the United States Constitution is a product of numerous influences that were critical not only to its inception but also to its evolution over time. The principles set forth in the Constitution serve as the framework upon which United States government was established and on which it operates today. To understand the advancement of the principles, the student will...

### **Indicator:**

USG 2.4 Evaluate significant American founding documents in relation to core political principles, including the Declaration of Independence, Articles of Confederation, state constitutions, the United States Constitution, *The Federalist* papers and the Bill of Rights.

**Taxonomy:** Evaluate/Conceptual Knowledge – 5/B

### **Previous and Future Knowledge:**

Students have had significant opportunities to study the basics of this indicator. In the grade 4, students were introduced to the Declaration of Independence, the Articles of Confederation, the United States Constitution, and the Bill of Rights. These topics are again points of emphasis in United States History and the Constitution. Meanwhile, the founding documents of the United States also comprise a portion of the standards in both the seventh and eighth grades.

### **It is essential for students to know:**

These are some of the most critical political documents in American history and reflect the core political principles on which the nation was founded. It is important for students to understand these documents not only in a historical sense but as instruments that provide the structure and framework on which the nation is governed. This indicator calls for students to evaluate these documents in relation to the core principles of USG 2.1; therefore students should examine these documents with that purpose in mind. Students should examine the Declaration of Independence and note the characteristics of individual rights, limited government, and self-government on which the philosophical justification for the document is based. They should detail how the Articles of Confederation sought to limit the power of the national government. Students should recognize arguments about checks and balances, individual rights, separation of powers, or federalism in *The Federalist* papers (Federalist 51, 84, 47, or 10 and 37 respectively). Students should analyze the bills of rights in various state constitutions, identifying these political principles. Students should note how Articles 1, 2, and 3 in the Constitution provide for separation of powers, rules of law, and checks and balances while the Bill of Rights promotes individual rights or federalism (Amendment 10). The myriad combinations of documents and political principles are all manifestations of these principles, but an understanding of each of these principles, how they relate to the nature and purpose of these documents, and how the two

– principles and documents – relate to the governance of the United States is essential. Students should evaluate these various documents in relation to American political principles.

**It is not essential for students to know:**

Students do not have to know the authors of the various documents nor the dates the documents were created. Students need to be able to analyze and evaluate the documents and relate them to the political principles of USG 2.1, but they do not need to memorize the individual sections or portions of the documents that relate to a specific principle.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
- Analyze and evaluate evidence, arguments, claims, and beliefs.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Evaluate**

Checking

Critiquing

or any verb from the **Remember, Understand, Apply, or Analyze** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-2:** The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles.

### **Enduring Understanding:**

As it exists today, the United States Constitution is a product of numerous influences that were critical not only to its inception but also to its evolution over time. The principles set forth in the Constitution serve as the framework upon which United States government was established and on which it operates today. To understand the advancement of the principles, the student will...

### **Indicator:**

USG 2.5 Evaluate significant American historical documents in relation to the application of core principles (e.g. the Virginia and Kentucky Resolutions, the Ordinance of Nullification, the Seneca Falls Declaration, the Emancipation Proclamation, Martin Luther King Jr.'s "Letter from a Birmingham Jail", the eleventh through the twenty-seventh amendments to the Constitution, and critical Supreme Court cases).

**Taxonomy:** Evaluate/Conceptual Knowledge – 5/B

**Previous and Future Knowledge:** Students have had extensive exposure to many of these documents in relation to various political principles, especially the concepts of equality and freedom. Previous knowledge would have been built most strongly in the study of slavery, civil rights, and suffrage in standards 5-5.3, 8-4, 8-7, USHC 3, 4, 6, and 8.1.

### **It is essential for students to know:**

The focus of this indicator is for students to understand how the political principles of USG 2.1 have been manifested in American history. Students will analyze the historical events of this indicator and evaluate those events in relation to the core principles. The focus will be on the political principles rather than the cause, course, and effect of events typically associated with historical analysis. Students should evaluate the Virginia and Kentucky Resolutions as expressions of federalism and compare them to the Nullification Crisis. Students should analyze the paradoxical conflict of rule of law and individual rights, i.e. civil disobedience in "Letter from a Birmingham Jail." Students should apply the concept of federalism to the Nullification Crisis. The concepts of equality and self-government should be examined in the Seneca Falls Declaration or the 14<sup>th</sup>, 15<sup>th</sup>, or 19<sup>th</sup> Amendments. The focus of this indicator is on the expression and development of political principles over time.

### **It is not essential for students to know:**

Students do not need to identify the people involved in the development of each document nor do they need to know the cause and consequences of each document. They should be able to evaluate these documents in relation to political principles.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
- Analyze and evaluate evidence, arguments, claims, and beliefs.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Evaluate**

Checking

Critiquing

or any verb from the **Remember, Understand, Apply, or Analyze** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-3:** The student will demonstrate an understanding of the basic organization and function of United States government on the national, state and local levels as outlined in the United States Constitution and the role of federalism in addressing distribution of power.

### **Enduring Understanding:**

The organization and structure of government at the national, state, and local levels in the United States is based upon principles established in the United States Constitution. The most fundamental aspects of organized government within the United States are the distribution of power, oversight, and responsibilities that function to limit the ability of any one institution of that government to concentrate power. To understand the structure and organization of United States government as the embodiment of constitutional principles, the student will...

### **Indicator:**

USG 3.1 Evaluate the Constitution as the written framework of the United States government, including expression of the core principles of limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.

**Taxonomy:** Evaluate/Conceptual Knowledge – 5/B

### **Previous and Future Knowledge:**

Students have an extensive background in most of the components of this indicator having studied them in grades four, seven, eight, and United History and the Constitution (4-3, 4-4, 7-2, 8-3 and USCH-1). Students have not been asked to apply these principles as a point of evaluation nor have they had much exposure to the complexity of self-government.

### **It is essential for students to know:**

It is essential that students have a working knowledge of the organization and structure of the Constitution. In this indicator, students are required to go deeper into the Constitution and evaluate the organizing principles of government and how those principles are laid out in the document. Building upon previous indicators (USG 2.1), it is essential for students to be able to analyze the Constitution as a document, apply political principles, and then evaluate the Constitution as a principle-based document. It is essential for students to have an extensive understanding of these basic principles and the expression of these principles in a written framework of government.

### **It is not essential for students to know:**

Students will not be asked to evaluate the validity or lack of validity of the principles themselves or the principles as worthy ideas in framing government. It is not necessary for students to be familiar with other principles by which government can be organized.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.
- Analyze and evaluate evidence, arguments, claims, and beliefs.
- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Evaluate**

Checking

Critiquing

or any verb from the **Remember, Understand, Apply, or Analyze** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-3:** The student will demonstrate an understanding of the basic organization and function of United States government on the national, state & local levels as outlined in the United States Constitution and the role of federalism in addressing distribution of power.

### **Enduring Understanding:**

The organization and structure of government at the national, state, and local levels in the United States is based upon principles established in the United States Constitution. The most fundamental aspects of organized government within the United States are the distribution of power, oversight, and responsibilities that function to limit the ability of any one institution of that government to concentrate power. To understand the structure and organization of United States government as the embodiment of constitutional principles, the student will...

### **Indicator:**

**USG 3.2** Evaluate the formal and informal structure, role, responsibilities, and authority of the legislative, executive, and judicial branches of the national government as the embodiment of Constitutional principles.

**Taxonomy:** Evaluate/Conceptual Knowledge – 5/B.

### **Previous and Future Knowledge:**

Students have had minimal exposure to the ideas of this indicator but have had opportunities to identify the three branches of government. Students have not studied how the structure of government is a reflection of political principles.

### **It is essential for students to know:**

Separation of powers, the division of legislative, executive, and judicial functions among distinct branches of government, is part of the basic framework of American government. In this indicator, students will study Articles 1-3 of the Constitution as the legitimate authority on the requirements, duties, and responsibilities of the three branches of the national government. Students will examine the basic manner in which these branches function. Students should understand the role of the committee system in Congress and how it operates; the organization of congressional leadership; constituency, incumbency, and lobbying; legislative oversight and the process for passing laws. In the executive branch, students should understand the nature of presidential leadership and power, including making appointments, enacting policies, and establishing doctrines; and the role of the cabinet; White House Office; and federal bureaucracy; For the judicial branch, students should understand the organization of the federal judiciary; original and appellate jurisdiction; the types and nature of judicial opinions; and their relation to the rule of law. Finally, students should understand the interdependency of the three branches and how the principle of checks and balances forces the branches to work together rather than to operate in isolation, thereby limiting the ability of any one branch to consolidate power and dominate government for a protracted period of time. It is essential for students to be able to evaluate the structure of government laid out in the Constitution as reflective of the political principles listed in USG 2.1 and USG 3.1. Students should understand how the law-making

process, including the president's ability to veto and Congress's ability to override vetoes as examples of checks and balances and separation of powers. Students should examine lobbying as a form of self-government. They should critique the role of the federal bureaucracy as either being reflective of or the antithesis of limited government.

**It is not essential for students to know:**

It is not essential for students to know the specific organization of the Constitution.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Analyze and evaluate evidence, arguments, claims, and beliefs.
- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Evaluate**

Checking

Critiquing

or any verb from the **Remember, Understand, Apply, or Analyze** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-3:** The student will demonstrate an understanding of the basic organization and function of United States government on the national, state & local levels as outlined in the United States Constitution and the role of federalism in addressing distribution of power.

### **Enduring Understanding:**

The organization and structure of government at the national, state, and local levels in the United States is based upon principles established in the United States Constitution. The most fundamental aspects of organized government within the United States are the distribution of power, oversight, and responsibilities that function to limit the ability of any one institution of that government to concentrate power. To understand the structure and organization of United States government as the embodiment of constitutional principles, the student will...

### **Indicator:**

**USG 3.3** Analyze federalism and its application in the United States, including the concepts of enumerated, concurrent, and reserved powers, the meaning of the ninth and tenth amendments, the principle of states' rights, the promotion of limited government, the protection of individual rights; and the potential for conflict among the levels of government.

**Taxonomy:** Analyze/Conceptual Knowledge – 4/B

### **Previous and Future Knowledge:**

Students will be somewhat familiar with the term “states’ rights” but have had no connection between the term and the concept of federalism. Students have had no significant exposure to the ideas of enumerated, concurrent, and reserved powers.

### **It is essential for students to know:**

Federalism is a system of government in which power is divided and shared, somewhat equally, between central (national) and provincial (regional) governments. The United States operates in this type of system and federalism has traditionally been viewed as a major factor in limiting the authority and power of the national government and thereby protecting individual rights. Support for this principle, developed in the United States under the weak national government of the Articles of Confederation, was seen as a compromise between creating an ineffective confederate government and a domineering national government that would use its authority to consolidate power. Federalism is reflected in the United States Constitution through enumerated, concurrent, and reserved powers and is reinforced in the 10<sup>th</sup> Amendment. Enumerated powers, also known as delegated powers, are those powers granted specifically to the national government in the Constitution. Generally, these enumerated powers are laid out in the first three articles of the Constitution detailing the structure and function of the legislative, executive, and judicial branches. The most significant example of enumerated powers is Article 1, Section 8 of the Constitution. Concurrent powers are those powers shared by both the national and state (regional) governments. These powers are generally associated with the need of government to function. Examples include the power to tax, to create courts, and to regulate commerce.

Reserved powers refer to those powers that are reserved for state governments. This principle is best conveyed through the 10<sup>th</sup> Amendment. Historically, these have usually been referred to as states' rights. Reserved powers cannot be listed because of the range of their expression but generally these powers focus on the internal affairs of states. There are two problems inherent to a federal system of government: duplication of efforts by the levels of government, and conflict over which level of government has authority in conflicting venues. Government inefficiency created through duplication of efforts is typically addressed through attempting to create greater cooperation between the national and state governments but the success of such efforts is usually limited. The issue of proper division of authority is generally settled by the judiciary when conflict arises between the national and state governments. Students should understand that federalism is also a key component in protecting individual rights. It was generally accepted that the "closer" (local and state) the government to the people the more responsive that government would be to the people and the less it would be able to deny civil liberties whereas a "distant" (national) government would be more likely to consolidate power and abridge the rights of the people. Structurally, federalism helps prevent the consolidation of power in a national government and thereby protects the basic rights and freedoms of the individual.

**It is not essential for students to know:**

Even though students will be required to analyze the concept of federalism and its application in history, it is not essential for students to know specific historical examples of federalism and how those have impacted the political and social development of the United States.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Analyze and evaluate evidence, arguments, claims, and beliefs.
- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Analyze**

Differentiating

Organizing

Attributing

or any verb from the **Remember, Understand, or Apply** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-3:** The student will demonstrate an understanding of the basic organization and function of United States government on the national, state and local levels as outlined in the United States Constitution and the role of federalism in addressing distribution of power.

### **Enduring Understanding:**

The organization and structure of government at the national, state, and local levels in the United States is based upon principles established in the United States Constitution. The most fundamental aspects of organized government within the United States are the distribution of power, oversight, and responsibilities that function to limit the ability of any one institution of that government to concentrate power. To understand the structure and organization of United States government as the embodiment of constitutional principles, the student will...

### **Indicator:**

**USG 3.4** Analyze the organization and responsibilities of local and state governments in the United States federal system, including the role of state constitutions, the limitations on state governments, the typical organization of state governments, the relationship between state and local governments, and major responsibilities of state governments.

**Taxonomy:** Analyze/Conceptual Knowledge – 4/B

### **Previous and Future Knowledge:**

Students have studied the history of South Carolina, including the governmental organization of the state in grades three and eight (3-3, 8-2, and 8-3).

### **It is essential for students to know:**

The United States is organized as a federal system which means power is distributed geographically between the national (central) and state (regional) governments. Under the United States Constitution, the power and authority of the states is generally expressed as either concurrent or reserved powers. [See USG 3.3] Each of the fifty states has a written constitution that lays out the structure and function of government and reflects a combination of the state's history and culture, American political principles [USG 2.1] and competing political interests of the state. Broadly speaking, state governments are organized in the same manner as the national government with three branches carrying out legislative, executive, and judicial functions. The executive branch for state governments is headed by a governor, while every state except Nebraska has a bi-cameral legislature. Based upon the power granted to governors, some states are classified as "weak governor" while others are "strong governor" states. South Carolina is generally considered a "weak governor" state with the preponderance of power centered in the General Assembly. State constitutions and laws must conform to the principles of the United States Constitution and are not allowed to circumvent or supersede the Constitution. In general, state constitutions are more detailed and longer than the national government's document. A major reason for this difference is the need to organize and deal with local governments within the state. The sheer number and types of local government make inter-governmental functions between state-local governments much more complex and intricate than the relationship of

national-state governments. Types of local governments include, but are not limited to county, city, municipal, townships, and school districts. Local governments deal with a variety of issues from zoning regulations, property and building codes/regulations, local schools, recreational areas, and police and fire protection. State government responsibilities generally center on internal matters of the state and the power of the state to carry out its functional responsibilities. Examples of typical matters handled by state governments are criminal codes, public education (including public universities), professional licensing, regulation of public utilities, and state labor laws. One way in which the functions of state governments significantly differ from that of the national government is in the use of initiatives and referendums. These processes allow for citizens to more directly participate in the governing and political processes. The initiative allows for citizens to introduce legislation and/or constitutional amendments while the referendum permits citizens to “veto” state legislation through petitioning and voting on the matter.

**It is not essential for students to know:**

It is not essential for students to know the specific structure or political organization of any particular state.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.
- Analyze and evaluate evidence, arguments, claims, and beliefs.
- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Analyze**

Differentiating

Organizing

Attributing

or any verb from the **Remember, Understand, or Apply** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-4:** The student will demonstrate an understanding of civil rights and liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture.

**Enduring Understanding:**

An informed, participatory citizenry is essential to the American political process. To understand what it means to be an American citizen, the student will...

**Indicator:**

USG 4.1 Evaluate the role of the citizen in the American political process including, civic responsibilities and the interaction between the citizen and government.

**Taxonomy:** Evaluate/Conceptual Knowledge – 5/B

**Previous and Future Knowledge:**

Students have had no significant instruction associated with the content of this indicator. They will have been exposed to citizen interaction with the government, most notably when studying the American Revolution in the 3<sup>rd</sup>, 4<sup>th</sup>, and 8<sup>th</sup> grades, and in United States History and the Constitution as well as when studying the civil rights movement in grades five and eight and in United States History and the Constitution.

**It is essential for students to know:**

A citizen is a person who is a member of a nation, either by birth or through the naturalization process. In the United States, the citizen is considered the linchpin in the functioning of American government, and numerous core political principles relate to the role of citizens, including self-government, popular sovereignty, republicanism, and individual rights. As expressed in the Declaration of Independence, America was uniquely created upon the foundational principle that government's purpose is to secure the rights of individuals. The focus was on the individual citizen and the relationship between citizen and government. Government owes its existence to the "consent of" citizens therefore the citizen owes allegiance to that government and has a responsibility to ensure the government functions properly. Popular sovereignty dictates that ultimate authority in a nation rests with its citizens. As such, for a free government to exist the citizen has a responsibility to exercise the rights and authority of citizenship and to prevent government encroaching upon the natural rights of citizens. It is an axiom that in a democratic government citizens get the government they deserve. Citizens do not have a free reign to create a "democratic tyranny." Republicanism is a feature that tempers the extremes of popular sovereignty protecting the rights of the minority while allowing government to effectively function in the face of unfettered populism. This balance allows citizens to control government through the legitimate political process while preventing capricious, coercive rule based upon the whims of the populous.

**It is not essential for students to know:**

It is not essential for students to understand the role of the non-citizen in the United States. They do not need to evaluate the role of citizens in other nations or political systems.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Understand responsible citizenship in relation to the state, national, and international communities.
- Explain his or her relationship to others in the global community.
- Explain contemporary patterns of human behavior, culture, and political and economic systems.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Evaluate**

Checking

Critiquing

or any verb from the **Remember, Understand, Apply, or Analyze** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-4:** The student will demonstrate an understanding of civil rights and liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture.

**Enduring Understanding:**

An informed, participatory citizenry is essential to the American political process. To understand what it means to be an American citizen, the student will...

**Indicator:**

USG 4.2 Analyze the process of political socialization and its relation to political participation.

**Taxonomy:** Analyze/Conceptual Knowledge – 4/B

**Previous and Future Knowledge:**

Students have had no significant instruction associated with the content of this indicator.

**It is essential for students to know:**

Political socialization is the process of how citizens develop their political opinions and views of political life. The fundamental process of political socialization is established in childhood but continues into adulthood and is the manner through which citizens develop beliefs, attitudes, and values related to governing and the political arena. The socialization process varies for each individual but there are several factors that are generally influential in the development of political values. Among these are family, religion, the media, the educational system, friends, clubs and organizations, and the public behavior of political institutions. Because beliefs drive action, political socialization is critical in determining the amount and manner of political participation of citizens.

**It is not essential for students to know:**

Because the influences for any individual are varied, students are not responsible for knowing all of the factors that could influence the political socialization of a person.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Understand responsible citizenship in relation to the state, national, and international communities.
- Explain his or her relationship to others in the global community.
- Explain contemporary patterns of human behavior, culture, and political and economic systems.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Analyze**

Differentiating

Organizing

Attributing

or any verb from the **Remember, Understand, or Apply** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-4:** The student will demonstrate an understanding of civil rights and liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture.

**Enduring Understanding:**

An informed, participatory citizenry is essential to the American political process. To understand what it means to be an American citizen, the student will...

**Indicator:**

USG 4.3 Evaluate the role and function of common avenues utilized by citizens in political participation, including political parties, voting, polls, interest groups, and community service.

**Taxonomy:** Evaluate/Conceptual Knowledge – 5/B

**Previous and Future Knowledge:**

Students have been exposed to the development of political parties in the United States in United States History and the Constitution but have had no significant exposure to the various avenues of political participation in the United States.

**It is essential for students to know:**

The manner and degree to which citizens participate in the political process is largely determined by the political values and beliefs that citizens develop during political socialization. If citizens have developed a strong political efficacy, they are more likely to participate in a variety of political activities over a sustained period. Citizens who believe government is responsive and that their “voice is heard” are likely to engage in political activities while those who are disengaged or apathetic are less likely to engage in such activities. Students should understand that citizens choose various avenues to reflect or represent their political interests. In examining measures listed in the indicator, students should evaluate the effectiveness of each in promoting political participation and understand why these measures are the ones in which citizens are most likely to engage.

Because political participation is a fluctuant characteristic, the manner in which this indicator will be taught will vary over time and place. It is probable, and helpful, that teachers will use historical examples to aid students in understanding this principle, however the intent of the indicator is for students to evaluate current practices of behavior in regard to citizen participation through these and other common avenues. Typical historical examples might include the development of various political parties, Republican, Progressive, Dixiecrats, etc.; dealing with citizen concerns; and how these parties’ key issues were incorporated into the political discourse. While it is helpful to utilize historical examples, the focus of the indicator is on current usage of these avenues.

**It is not essential for students to know:**

Students do not have to know specific historical examples of citizen participation in the United States.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Understand responsible citizenship in relation to the state, national, and international communities.
- Explain his or her relationship to others in the global community.
- Explain contemporary patterns of human behavior, culture, and political and economic systems.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Evaluate**

Checking

Critiquing

or any verb from the **Remember, Understand, Apply, or Analyze** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-4:** The student will demonstrate an understanding of civil rights and liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture.

**Enduring Understanding:**

An informed, participatory citizenry is essential to the American political process. To understand what it means to be an American citizen, the student will...

**Indicator:**

USG 4.4 Analyze the process through which citizens monitor and influence public policy, including political parties, interest groups, the media, lobbying, donations, issue advocacy, and candidate support.

**Taxonomy:** Analyze/Conceptual Knowledge – 4/B

**Previous and Future Knowledge:**

Students have had no significant learning associated with the content of this indicator.

**It is essential for students to know:**

Public policy refers to the plan or course of action that government takes to produce an intended effect or outcome. The manner in which the government decides policy is complex and is influenced by numerous factors such as structure of government, institutional development and impact, political agenda, informed citizenry, and political influence and participation of citizens. In a democratic political system the citizen should have a dynamic voice in determining public policy. In the United States, the political infrastructure for informing citizens of key policy issues and for citizens to express their preference on these issues is largely the same. Political parties, interest groups, and the media serve as a two-way conduit to convey information and to exert influence between political institutions and the citizen. Lobbying, campaign donations, issue advocacy and candidate/ party support are examples of activities that citizens may engage in to help influence and direct policy. Students should understand the importance of these institutions political parties, interest groups, and the media in promoting a democratic structure and giving the citizen a voice in developing public policy. It should be noted that there is debate about the possibility that policy influence is largely one way in the current environment, i.e. that the political parties, media, and interest groups control and determine the debate, communication, and influence between governing institutions and the citizens rather than serving as the conduit for communication between citizens and the governing institutions.

**It is not essential for students to know:**

Even though students are being asked to analyze the manner in which citizens influence public policy, it is not essential that they know the details of any specific policy or the way in which any particular policy has been developed or implemented.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Understand responsible citizenship in relation to the state, national, and international communities.
- Explain his or her relationship to others in the global community.
- Explain contemporary patterns of human behavior, culture, and political and economic systems.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Analyze**

Differentiating

Organizing

Attributing

or any verb from the **Remember, Understand, or Apply** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-4:** The student will demonstrate an understanding of civil rights and liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture.

**Enduring Understanding:**

An informed, participatory citizenry is essential to the American political process. To understand what it means to be an American citizen, the student will...

**Indicator:**

USG 4.5 Evaluate the importance of civil rights and civil liberties for citizens in American political culture and the protective role of the national government through the Bill of Rights, the judicial system, and the Fourteenth Amendment.

**Taxonomy:** Evaluate/Conceptual Knowledge – 5/B

**Previous and Future Knowledge:**

Students have studied the development of civil rights for various groups in United States history, most notably African Americans and women, in grades five, eight and United States History and the Constitution (5-1, 5-5, 8-5, 8-7, USHC-3, USHC-4, and USHC-8).

**It is essential for students to know:**

Individual freedom and the protection of that freedom from undue government power are fundamental components of the American political system. The opportunity for individuals to develop and pursue legitimate self-interests is foundational to United States political culture. A free society cannot exist without civil liberties. As such, it is critical for the institutional structure of government to protect and promote the civil liberties and civil rights of the individual. Though often used interchangeably, there is a difference between civil liberties and civil rights. Civil liberties are those liberties that people possess in their personhood and are to be protected from government. Civil rights are those rights guaranteed and protected in the development and implementation of policy in governance. In the development of the American political culture and system the protection “from government” (civil liberties) and the protection “of government” (civil rights) has largely been associated with the national government. The founders were acutely aware of the propensity of government to consolidate power and infringe upon the liberties of citizens. The United States Constitution was written in such a way to limit the national government’s power. Examples include listing both enumerated and reserved powers of government as well as prohibiting such actions of passing bills of attainder or ex post facto laws. Because it was structured to limit government power and protect individual liberty the United States Constitution is classified as a “negative” constitution. It should be noted the term negative references the power of government not the value of the document. The most critical component of the Constitution that protects civil liberties is the Bill of Rights. Added in 1791, the Bill of Rights is the most explicit acknowledgement of the importance of civil liberties and the need to protect those from government intrusion. The Bill of Rights provides the legal foundation for citizens to challenge the actions of government that are considered invasive or oppressive. As such, it has largely fallen to the judicial branch to oversee the protection of civil liberties and to

interpret the actions of government as either legitimate or overreaching in relation to the individual. One critical development relating to civil liberties and rights and governance is the development of the “incorporation doctrine”. Under the incorporation doctrine the Supreme Court has utilized the due process clause of the Fourteenth Amendment to apply the provisions of the Bill of Rights to state governments. It should be noted that not all of the provisions of the Bill of Rights have been applied to state governments, the most notable exceptions being the 2<sup>nd</sup>, 3<sup>rd</sup>, and 7<sup>th</sup> Amendments, with the 10<sup>th</sup> Amendment being largely non-applicable. The incorporation doctrine created a paradoxical outcome. On one hand it has helped protect civil liberties from the abuses of state governments, while on the other it has both weakened federalism, by extending the oversight of the national government over state governments, and expanded the intrusive power of national government, by placing an overt emphasis on proactive role of government on increasingly controversial and questionable social issues.

**It is not essential for students to know:**

Students do not have to know specific court cases that have dealt with civil rights.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Understand responsible citizenship in relation to the state, national, and international communities.
- Explain his or her relationship to others in the global community.
- Explain contemporary patterns of human behavior, culture, and political and economic systems.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Evaluate**

Checking

Critiquing

or any verb from the **Remember, Understand, Apply, or Analyze** cognitive process dimensions.

## UNITED STATES GOVERNMENT

**Standard USG-4:** The student will demonstrate an understanding of civil rights and liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture.

**Enduring Understanding:**

An informed, participatory citizenry is essential to the American political process. To understand what it means to be an American citizen, the student will...

**Indicator:**

USG 4.6 Explain how fundamental values, principles, and rights often conflict within the American political system; why these conflicts arise; and how these conflicts can be addressed.

**Taxonomy:** Understand/Conceptual Knowledge – 2/B

**Previous and Future Knowledge:**

Students have studied historical examples of conflicting values in American history in grades 4, 5, 8, and United States History and the Constitution (4-3, 4-5, 5-1, 5-5, 8-4, 8-5, 8-7, USHC-3, USHC-4, USHC-7 and USHC-8). These examples focus on the American Revolution, Antebellum issues, the advent of the Civil War, and the development of the Civil Rights Movement.

**It is essential for students to know:**

In a democratic society there is inherent conflict as various groups seek to achieve their goal(s). Students should be able to summarize typical conflicts that arise in democracies and look at specific contemporary examples of conflict as well as considering potential future conflicts in the United States. Typical conflicts may center on the use of economic resources, the role of the government, competing interests among groups, national interests versus state interests, acquisition of political power, or balancing security versus rights. Students need to be able to use these conflicts as models to assess the structure of the United States governmental system and how it is designed to provide a forum for these issues to be resolved. *Federalist No. 10* would provide an appropriate framework for teaching this indicator. There should be a strong focus on the ability of citizens to take action to address social and political concerns in American government.

**It is not essential for students to know:**

It is not essential for students to know specific examples of conflict or their resolutions from American history.

**Social Studies Literacy Skills for the 21<sup>st</sup> Century:**

- Understand responsible citizenship in relation to the state, national, and international communities.
- Explain his or her relationship to others in the global community.

- Explain contemporary patterns of human behavior, **culture**, and political and economic systems.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.