

SOCIAL STUDIES

SS51—American Government

Course #: SS-51
Course Name: American Government

Grade Level: 12
Level of Difficulty: Average to High
of Credits: 1

Prerequisites: None

The following Social Studies performance objectives are integrated throughout the entire course:

CIVICS/GOVERNMENT SKILLS

- S3C4 PO 3** Examine the basic political, social responsibilities of citizenship:
- a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington’s Farewell Speech, campaign work, community action, written communication), volunteerism
 - b. obligations of upholding the constitution
 - c. obeying the law, serving on juries, paying taxes, voting, and military service
 - d. analyzing public issues, policy making, and evaluation candidates
- S3C4 PO 4** Demonstrate the skills and knowledge (e.g., group problem solving, public speaking, petitioning and protesting) needed to accomplish public purposes.

The following Reading and Writing performance objectives are integrated throughout the entire course:

LANGUAGE ARTS CONNECTION

Reading

- S1C4 Vocabulary** Acquire and use new vocabulary in relevant contexts
- S1C6 Comprehension Strategies** Employ strategies to comprehend text
- S3C1 Expository Text** Identify, analyze and apply knowledge of the purpose, structures, and elements of expository text.
- S3C3 Persuasive Text** Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.

Writing

- S1C1 PO1** Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers record of writing ideas and discussion, printed material or other sources).
- S1C1 PO3** Determine the intended audience of a writing piece.
- S1C1 PO5** Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.
- S2C1 PO1** Maintain a clear, narrow focus to support the topic.
- S2C1 PO3** Provide sufficient, relevant, and carefully selected details for support.
- S2C4 PO1** Use accurate, specific, powerful words and phrases that effectively convey the intended message.
- S2C4 PO1** Use words that evoke clear images.

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LANGUAGE ARTS CONNECTION

Writing (continued)

S2C6 PO1 Use capitals correctly for:

- a. proper nouns.
 - holidays
 - place/regional names
 - languages
 - historical events
 - organizations
 - academic courses (e.g., algebra/Algebra I)
 - product names
- b. words used as names (e.g., Grandpa, aunt Lyn)
- c. literary titles (book, story, poem, play song)
- d. titles
- e. abbreviations
- f. proper adjectives (e.g., German shepherd, Chinese restaurant).

S2C6 PO9 Spell words correctly.

S3C2 PO1 Write a multi-paragraph essay (e.g., comparer/contrast, cause/effect, process) that:

- a. includes background information to establish the thesis (hypothesis, essential question), as appropriate.
- b. states a thesis (hypothesis, essential question) with a narrow focus.
- c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons.
- g. includes relevant factors and variables that need to be considered.
- i. includes an effective conclusion.

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Foundations of Government			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S3C5-PO1: Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections).</p>		<ul style="list-style-type: none"> • monarchies • dictatorship • theocracy • oligarchy • parliamentary • unitary • proportional elections 	
<p>S3C1-PO1: Examine the foundations of democratic representative government: a. Greek direct democracy. b. Roman republic</p>	<p>S3C1-PO2: Trace the English roots of American democracy: a. Magna Carta b. English Bill of Rights c. Representative government – Parliament, colonial assemblies, town meetings</p> <p>S3C1-PO3: Describe the philosophical roots of American Democracy: a. moral and ethical ideals from Judeo-Christian tradition b. John Locke and social contract c. Charles de Montesquieu and separation of powers</p> <p>S3C1-PO4: Examine the fundamental principles (e.g., equality, natural rights of man, rule of law) in the Declaration of Independence.</p>	<ul style="list-style-type: none"> • direct democracy • republic • Magna Carta • English bill of rights • representative government • Parliament • John Locke • social contract • separation of powers • natural rights • rule of law • Declaration of Independence • Thomas Jefferson 	

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Foundations of Government			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S3C1-PO1: (continued)</p>	<p>S3C4-PO3: Examine the basic political, social responsibilities of citizenship: a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington’s Farewell Speech), volunteerism</p>	<ul style="list-style-type: none"> • civic virtue 	<p>Service Learning</p> <ul style="list-style-type: none"> • Contact an elected official via written communication. • Students identify a community issue and take action to impact a solution (Project Citizen: Level 2) • Volunteer with a civic organization (see school service learning coach for suggestions)

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The Constitution			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S3C2-PO1: Analyze why the weak central government and limited powers of the Articles of Confederation demonstrated the need for the Constitution.</p>		<ul style="list-style-type: none"> • Articles of Confederation • Constitution 	
<p>S3C2-PO2: Analyze the creation of United States Constitution: a. The Philadelphia Convention b. The Virginia and New Jersey Plans c. Representative government as developed by the Great Compromise and the Three-Fifths Compromise d. Federalism e. Separation of Powers/Checks and Balances f. Judicial Review g. Amendment Process</p>	<p>S3C2-PO4: Describe the steps leading to the adoption of the Constitution: a. Federalist and Anti-Federalist positions (e.g., The Federalist Papers) b. Bill of Rights c. ratification</p> <p>S3C3-PO1: Analyze the functions of government as defined in the Preamble to the Constitution.</p> <p>S3C3-PO2: Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments. a. Constitutional mandates (e.g., the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws</p> <p>S3C4-PO1: Analyze basic individual rights and freedoms guaranteed by Amendments and laws: a. freedom of religion, speech, press, assembly and petition in the First Amendment b. right to bear arms in the Second Amendment c. quartering of soldiers in the Third Amendment</p>	<ul style="list-style-type: none"> • Virginia and New Jersey Plans • James Madison • Great Compromise • Three-fifths compromise • Federalism • Checks and Balances • Judicial Review • Federalist • Anti-Federalist • The Federalist Papers • Bill of Rights • ratification • Preamble • due process of law • Amendments • Habeas Corpus • Bill of Attainder • ex post facto laws • popular sovereignty • full faith and credit clause • supremacy clause 	<p>Service Learning</p> <ul style="list-style-type: none"> • Create brochure, pamphlet, or other summarization of the Constitution (give to eighth grade teacher to integrate service learning)

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The Constitution			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S3C2-PO2: (continued)</p>	<p>S3C3-PO2: Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments. a. Fourth, Fifth, Sixth, Seventh and Eighth Amendments</p> <p>S3C4-PO1: Analyze basic individual rights and freedoms guaranteed by Amendments and laws: a. Ninth Amendment and guarantee of people’s unspecified rights b. civil rights in the Thirteenth and Fourteenth Amendments</p> <p>S3C3-PO2: Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments. a. protection provided by the Fourteenth Amendment</p> <p>S3C4-PO2: Define citizenship according to the Fourteenth Amendment.</p> <p>S3C4-PO1: Analyze basic individual rights and freedoms guaranteed by Amendments and laws: a. voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty-fourth, and Twenty-sixth Amendments b. cover any amendments that have not been covered (e.g. Amendments 11-27)</p>	<ul style="list-style-type: none"> • civil rights 	<p>Service Learning</p> <ul style="list-style-type: none"> • Register to vote

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The Constitution			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S3C2-PO3: Examine the United States federal system of government:</p> <ul style="list-style-type: none"> a. powers of the national government (i.e. implied, expressed, inherent, concurrent, reserved, denied) b. powers of the state governments (states rights and the 10th Amendment) c. powers of the people 			

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The Legislative Branch			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S3C2-PO5: Analyze the structure, powers, and roles of the legislative branch of the United States government:</p> <ul style="list-style-type: none"> a. specific powers delegated in Article I of the Constitution b. role of competing factions and development of political parties c. lawmaking process d. different roles of Senate and House e. election process and types of representation f. influence of staff, lobbyists, special interest groups and political action committees (PACs) g. Congressional leadership (i.e. speaker, whips, Vice President, majority/minority leader, president pro temp; e.g., current Congressional leadership) 	<p>S4C1-PO2: Interpret maps and images (i.e. Congressional district maps).</p> <p>S3C2-PO11: Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts).</p>	<ul style="list-style-type: none"> • legislative branch • factions • political parties • Senate • House of Representatives • lobbyists • political action committees • speaker • whips • Vice President • majority/minority leader • president pro temp • Congressional district maps • Gerrymandering • U.S. federal auspices • protectorates • territories • federal districts • qualifications for House and Senate • impeachment • bicameral • filibuster 	<p>Service Learning</p> <ul style="list-style-type: none"> • Write a letter to a representative or senator regarding a national or international issue of concern to the student. • Work on a campaign.

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The Executive Branch			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S3C2-PO6: Analyze the structure, powers, and roles of the executive branch of the United States government: a. specific powers delegated in Article II of the Constitution b. roles and duties of the president (e.g., formal and informal qualifications to be president) c. development and function of the executive branch, including the cabinet and federal bureaucracy d. election of the president through the nomination process, national conventions, and electoral college e. succession to the presidency – 25th Amendment f. presidential appointments confirmed by the Senate</p>	<p>S3C3-PO3: Examine various sources of government funding: a. federal - income tax, duties, excise taxes, corporate tax b. state - income tax, sales tax c. local - property tax, sales tax</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>Continued Vocab. • federal income tax • duties • excise taxes • corporate tax • state sales tax • local property tax</p> </div>	<ul style="list-style-type: none"> • executive branch • cabinet • bureaucracy • national conventions • electoral college • succession • implied • expressed • inherent • concurrent • reserved • denied • states rights <p>← More vocabulary at left</p>	<p>Service Learning</p> <ul style="list-style-type: none"> • Work on a campaign. • Volunteer on the campaign of the students choice, then write letters to the editor on the candidate/ experience • Write a multi-paragraph on the campaign experience
<p>S3C3-PO4: Describe the regulatory functions of government pertaining to consumer protections, environment, health, labor, transportation and communication.</p>	<p>S3C3-PO5: Describe the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, parks, environmental protection).</p>	<ul style="list-style-type: none"> • regulatory functions • Social Security 	
<p>S3C5-PO2: Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.</p>		<ul style="list-style-type: none"> • sanctions 	
<p>S3C5-PO3: Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross).</p>		<ul style="list-style-type: none"> • non-governmental organizations 	

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Judicial Branch / Civil Liberties

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S3C2-PO7: Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions: a. specific powers delegated by the Constitution in Article III b. specifics of the nominating process, lifetime appointments, good behavior c. judicial review developed in Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden d. dual court system of state and federal courts</p>	<p>S3C4-PO1: Analyze basic individual rights and freedoms guaranteed by Amendments and laws: a. Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965 b. conflicts which occur between rights (e.g., the tensions between the right to a fair trial and freedom of the press, and between majority rule and individual rights)</p>	<ul style="list-style-type: none"> • precedent • judicial branch • judicial review • Marbury v. Madison • McCulloch v. Maryland • Gibbons v. Ogden • dual court system • Voting Rights Act of 1965 • majority rule • original jurisdiction • due process of law • Miranda vs. Arizona • jurisdiction 	

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<p>S3C2-PO7: (continued)</p>	<p>Re-teach the Bill of Rights and the 14th Amendment using specific court case studies e.g.:</p> <ul style="list-style-type: none"> • Baker v. Carr • Bethel School District v. Frasier • Bush v. Gore • Brown v. Board of Education • Engle v. Vitale • Escobedo v. Illinois • Fuhrman v. Georgia • Gideon v. Wainwright • Gitlow v. New York • Gregg v. Georgia • Griswold v. Connecticut • Hazelwood School District v. Kuhlmeier • in re Gault • Korematsu v. U.S. • Lemon v. Kurtzman • Mapp v. Ohio • Miranda v. Arizona • New Jersey v. T.L.O. • New York Times v. United States • Regents of the Univ. of California v. Bakke • Roe v. Wade • Tinker v. Des Moines • Texas v. Johnson • United States v. Nixon 		

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Arizona Government			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S3C2-PO8: Analyze the structure, power, and organization of Arizona’s government as expressed in the Arizona Constitution:</p> <ol style="list-style-type: none"> a. direct democracy by initiative, referendum, and recall processes b. election process such as redistricting, (e.g. gerrymandering, clean elections), voter registration, primaries c. the structure and processes of Arizona’s legislature d. the roles of the Governor, Secretary of State, Treasurer, Attorney General, Superintendent of Public Instruction e. appointment and continuing election of judges 	<p>S3C3-PO3: Examine various sources of government funding:</p> <ol style="list-style-type: none"> a. federal - income tax, duties, excise taxes, corporate tax b. state - income tax, sales tax c. local - property tax, sales tax 	<ul style="list-style-type: none"> • initiative • referendum • recall • redistricting • gerrymandering • clean elections • voter registration • primaries • Governor • Secretary of State • Treasurer • Attorney General • Superintendent of Public Instruction • Superior court 	<p>Service Learning</p> <ul style="list-style-type: none"> • Work on a campaign
<p>S3C2-PO9: Analyze the forms, structure, powers and roles of local government:</p> <ol style="list-style-type: none"> a. county government, board of supervisors, sheriffs, county attorneys, and others b. mayor, council, city manager, and other city officials c. issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation) d. special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college) 	<p>S4C6-PO1: Analyze how geographic knowledge, skills, and perspectives (e.g. use of Geographic Information Systems in urban planning, reapportionment of political units, locating businesses) are used to solve contemporary problems.</p> <p>S4C6-PO2: Analyze different points of view on the use of renewable and non-renewable resources in Arizona.</p>	<ul style="list-style-type: none"> • board of supervisors • sheriffs • county attorneys • city manager • zoning • annexation • reapportionment • Central Arizona Project 	

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Arizona Government			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S4C4-PO3: Analyze the effects of migration on places of origin and destination, including border areas (e.g. immigration and its effects on Arizona).</p>		<ul style="list-style-type: none"> • migration 	
<p>S3C2-PO10: Examine the sovereignty of tribal government and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts).</p>		<ul style="list-style-type: none"> • sovereignty • tribal government • jurisdiction 	

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Parties, Interest Groups, Media			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S3-C4-PO5: Describe the role and influence of political parties, interest groups, and mass media:</p> <ul style="list-style-type: none"> a. political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism) b. influence of interest groups, lobbyists, and PAC’s on elections, the political process and policy making c. influence of the mass media on elections, the political process and policy making d. political parties – major, minor, two party systems and multi-party systems e. grass roots movements as interest groups (e.g. United Farm Workers, civil rights, women’s rights) 	<p>S4C2-PO4: Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions.</p> <p>S4C2-PO7: Analyze sides of scientific debates over how human actions (e.g., global warming, ozone decline) modify a region – interest groups and debate over social policy</p> <p>S3C4-PO1: Analyze basic individual rights and freedoms guaranteed by Amendments and laws:</p> <ul style="list-style-type: none"> a. right to work laws 	<ul style="list-style-type: none"> • liberalism • conservatism • progressivism • libertarianism • interest groups • mass media • two party systems • multi-party systems • grass roots movements • demographic • right to work laws 	<p>Service Learning</p> <ul style="list-style-type: none"> • Write a letter to the editor concerning a local issue • Participate in a local march or action concerning a civil rights issue • Distribute voter registration information

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