**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States Government***

|  |  |  |
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| **Standard** | **Dates Taught** | **Notes** |
| **The Role of the Citizen**  |
| **USG-RC-1:** Introduce the basic values of American democracy and bring students into a discussion of how citizens have the opportunity to participate in the governing of the nation. |  |  |  |  |  |
| **USG-RC-2:** Each citizen makes a choice as to what degree he or she participates in civic life. There are consequences to these choices – who is elected, what laws are passed, how we define and protect human rights. |  |  |  |  |  |
| **USG-RC-3:** How do we define civic values, politics, and government? Why are these things relevant to our lives as Americans? |  |  |  |  |  |
| **Ideas:** civic values |  |  |  |  |  |
| enlightenment |  |  |  |  |  |
| democracy |  |  |  |  |  |
| direct democracy |  |  |  |  |  |
| indirect democracy |  |  |  |  |  |
| citizen |  |  |  |  |  |
| republic |  |  |  |  |  |
| constitutional republic |  |  |  |  |  |
| right and responsibilities |  |  |  |  |  |
| freedom |  |  |  |  |  |
| rule of law |  |  |  |  |  |
| **People/Roles:**  |  |  |  |  |  |
| citizens |  |  |  |  |  |
| subjects |  |  |  |  |  |
| **Places/Institutions:**   |  |  |  |  |  |
| political parties  |  |  |  |  |  |
| oligarchy |  |  |  |  |  |
| monarchy |  |  |  |  |  |
| democracy |  |  |  |  |  |
| republic |  |  |  |  |  |
| **Events:**  |  |  |  |  |  |
| human rights |  |  |  |  |  |
| civil rights |  |  |  |  |  |
| Declaration of Independence |  |  |  |  |  |
| U. S. Constitution/Bill of Rights |  |  |  |  |  |
| voter registration/voting process |  |  |  |  |  |

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| --- | --- | --- |
| **Standard** | **Dates Taught** | **Notes** |
| **Principals and Foundations of the U.S. Constitution (#1)** |
| **USG-USC-1:** The Constitution of the United States was written by a small number of men over a short period of time. The beliefs, values, and ideas worked into the fabric of that document developed and evolved over a long period of time and were influenced by a wide range of cultural and historical experiences. |  |  |  |  |  |
| **USG-USC-2:** Students need more than a superficial knowledge of that background.  |  |  |  |  |  |
| **USG-USC-3:** Students needs to know that Greek democracy did not include the commitment to human and civil rights considered essential to modern democracy. |  |  |  |  |  |
| **USG-USC-4:** The distinctive characteristics of American society that have influenced our choice of government are commitment to equality, a strong sense of individualism, and a society with tremendous ethnic, religious, and cultural diversity. Students need to think about and discuss the implications of these distinctive characteristics on our civic life and institutions. |  |  |  |  |  |
| **Ideas:**  |  |  |  |  |  |
| enlightenment |  |  |  |  |  |
| patriotism |  |  |  |  |  |
| limited government |  |  |  |  |  |
| popular sovereignty |  |  |  |  |  |
| separate of power |  |  |  |  |  |
| checks and balances |  |  |  |  |  |
| federalism |  |  |  |  |  |
| rule of law |  |  |  |  |  |
| natural rights |  |  |  |  |  |
| compromise |  |  |  |  |  |

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|  |  |  |
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| **Standard** | **Dates Taught** | **Notes** |
| **Principals and Foundations of the U.S. Constitution (#2)** |
| **People/Roles:**  |  |  |  |  |  |
| Plato |  |  |  |  |  |
| Founding Fathers |  |  |  |  |  |
| Locke |  |  |  |  |  |
| Montesquieu |  |  |  |  |  |
| Voltaire |  |  |  |  |  |
| **Places/Institutions:**   |  |  |  |  |  |
| Philadelphia |  |  |  |  |  |
| Greece |  |  |  |  |  |
| Rome |  |  |  |  |  |
| Parliament |  |  |  |  |  |
| **Events:**  |  |  |  |  |  |
| Magna Carta |  |  |  |  |  |
| Constitutional Convention |  |  |  |  |  |
| Declaration of Independence |  |  |  |  |  |
| Articles of Confederation |  |  |  |  |  |
| ratification of the Constitution |  |  |  |  |  |

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***CHECKLIST*:** ***H.S. – United States Government***

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| **Standard** | **Dates Taught** | **Notes** |
| **The Structure and Function of the Federal Government**  |
| **USG-FG-1:** Students need a detailed look at each of the three branches of government for a deep understanding of the stgructure and processes of governing. |  |  |  |  |  |
| **USG-FG-2:** In order to realize the relevance of what they are learning, students need ongoing discussion of current political events incorporated into the course. |  |  |  |  |  |
| **USG-FG-3:** Students should learn the names of key members of each branch of government, and be following some ongoing issues facing the nation and the state. |  |  |  |  |  |
| **USG-FG-4:** Domestic and foreign policy issues should be discussed, as well as any current Supreme Court decisions. |  |  |  |  |  |
| **Ideas:**  |  |  |  |  |  |
| federalism |  |  |  |  |  |
| separation of powers |  |  |  |  |  |
| express and implied powers |  |  |  |  |  |
| concurrent and reserved powers |  |  |  |  |  |
| judicial review |  |  |  |  |  |
| **People/Roles**:  |  |  |  |  |  |
| president |  |  |  |  |  |
| senator |  |  |  |  |  |
| representative |  |  |  |  |  |
| Electoral College |  |  |  |  |  |
| Supreme Court Justices |  |  |  |  |  |
| Cabinet |  |  |  |  |  |
| **Places/Institutions:**   |  |  |  |  |  |
| legislative |  |  |  |  |  |
| executive |  |  |  |  |  |
| judicial |  |  |  |  |  |
| Capitol |  |  |  |  |  |
| **Events:**  |  |  |  |  |  |
| elections |  |  |  |  |  |

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| **Standard** | **Dates Taught** | **Notes** |
| **Human and Civil Rights in American Democracy (#1)** |
| **USG-HCR-1:** Students need to understand that American democracy evolved from the “tyranny of the majority” that could be in ancient Greek democracy into a model based on individual rights, protection of the minority, and compatible with a culturally diverse society. |  |  |  |  |  |
| **USG-HCR-2:** Students need to know how concepts of rights have changed over time and how social and government institutions have responded to issues of rights and diversity. |  |  |  |  |  |
| **USG-HCR-3:** Key Supreme Court cases such as Dred Scott, Plessy, Brown, and Miranda, as well as the Bill of Rights, may be used as a foundation for class discussion. |  |  |  |  |  |
| **USG-HCR-4:** Students should know the basic outline of the history of the Civil Rights Movement, the struggle for women’s suffrage, and later movements for equality. |  |  |  |  |  |
| **Ideas:**  |  |  |  |  |  |
| procedural due process |  |  |  |  |  |
| substantive due process |  |  |  |  |  |
| habeas corpus |  |  |  |  |  |
| bills of attainder |  |  |  |  |  |
| ex post facto laws |  |  |  |  |  |
| cruel and unusual punishment |  |  |  |  |  |
| civil disobedience |  |  |  |  |  |

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| **Standard** | **Dates Taught** | **Notes** |
| **Human and Civil Rights in American Democracy (#2)** |
| **People/Roles:**  |  |  |  |  |  |
| civic responsibilities |  |  |  |  |  |
| immigration and naturalization |  |  |  |  |  |
| *Griswold v. Connecticut* |  |  |  |  |  |
| *Miranda v. AZ* |  |  |  |  |  |
| *Engel v. Vitale* |  |  |  |  |  |
| Dred Scott |  |  |  |  |  |
| *Plessy v. Ferguson* |  |  |  |  |  |
| *Brown v. Topeka Board of Education* |  |  |  |  |  |
| **Places/Institutions:**   |  |  |  |  |  |
| student’s rights |  |  |  |  |  |
| Miranda Rules |  |  |  |  |  |
| Supreme Court |  |  |  |  |  |
| civil rights law |  |  |  |  |  |
| American with Disabilities Act (ADA) |  |  |  |  |  |
| Title I |  |  |  |  |  |
| Title IX |  |  |  |  |  |
| affirmative action |  |  |  |  |  |
| **Events:**  |  |  |  |  |  |
| fair and speedy trial |  |  |  |  |  |
| capital punishment |  |  |  |  |  |
| hate crime |  |  |  |  |  |
| diversity |  |  |  |  |  |
| segregation |  |  |  |  |  |

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|  |  |  |
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| **Standard** | **Dates Taught** | **Notes** |
| **Domestic and Foreign Policy (#1)** |
| **USG-DFP-1:** Students need to understand that in American democracy citizens are the “ruling class.” |  |  |  |  |  |
| **USG-DFP-2:** The level of understanding of complex political, economic, and social issues required of the informed, thoughtful, engaged citizen is as critical for the voter as for those elected. As students study past and current domestic and foreign policy issues, it is important they learn information literacy skills to effectively research and evaluate sources, support their positions with evidence, and be able to take part in civil discourse over issues they may feel strongly about. |  |  |  |  |  |
| Domestic Policy  |
| **Ideas:**  |  |  |  |  |  |
| fiscal policy |  |  |  |  |  |
| Gross Domestic Product (GDP) |  |  |  |  |  |
| Gross National Product (GNP) |  |  |  |  |  |
| employment |  |  |  |  |  |
| entitlements |  |  |  |  |  |
| safety net/social services |  |  |  |  |  |
| **People/Roles**:  |  |  |  |  |  |
| Adam Smith |  |  |  |  |  |
| Karl Marx |  |  |  |  |  |
| John Maynard Keyes |  |  |  |  |  |
| Presidential Cabinet positions |  |  |  |  |  |
| **Places/Institutions:**   |  |  |  |  |  |
| student’s rights |  |  |  |  |  |
| Miranda Rules |  |  |  |  |  |
| Supreme Court |  |  |  |  |  |
| civil rights law |  |  |  |  |  |
| American with Disabilities Act (ADA) |  |  |  |  |  |
| Title I |  |  |  |  |  |
| Title IX |  |  |  |  |  |
| affirmative action |  |  |  |  |  |

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|  |  |  |
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| **Standard** | **Dates Taught** | **Notes** |
| **Domestic and Foreign Policy (#2)** |
| **Events:**  |  |  |  |  |  |
| fair and speedy trial |  |  |  |  |  |
| capital punishment |  |  |  |  |  |
| hate crime |  |  |  |  |  |
| diversity |  |  |  |  |  |
| segregation |  |  |  |  |  |
| **Foreign Policy**  |
| **Ideas:**  |  |  |  |  |  |
| alliances |  |  |  |  |  |
| population & economic shifts |  |  |  |  |  |
| role of US in world |  |  |  |  |  |
| isolationism |  |  |  |  |  |
|  diplomatic recognition |  |  |  |  |  |
| treaties (role and process) |  |  |  |  |  |
| hard power vs. soft power |  |  |  |  |  |
| national security |  |  |  |  |  |
| role of technology |  |  |  |  |  |
| **People/Roles**:  |  |  |  |  |  |
| secretary of state  |  |  |  |  |  |
| president as chief diplomat |  |  |  |  |  |
| foreign service |  |  |  |  |  |
| ambassadors |  |  |  |  |  |
| United Nations (UN) |  |  |  |  |  |
| Security Council |  |  |  |  |  |
| **Places/Institutions:**   |  |  |  |  |  |
| UN |  |  |  |  |  |
| North Atlantic Treaty Organization (NATO) |  |  |  |  |  |
| International Monetary Fund (IMF) |  |  |  |  |  |
| Group of 8 (G8) |  |  |  |  |  |
| North American Free Trade Agreement (NAFTA) |  |  |  |  |  |
| European Union (EU) |  |  |  |  |  |
| World Bank |  |  |  |  |  |
| **Events:**  |  |  |  |  |  |
| Monroe Doctrine  |  |  |  |  |  |
| Roosevelt Corollary |  |  |  |  |  |
| military deployment |  |  |  |  |  |
| formation of UN |  |  |  |  |  |
| terrorism |  |  |  |  |  |
| Arab Spring |  |  |  |  |  |
| emergence of Asian power |  |  |  |  |  |

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| **Standard** | **Dates Taught** | **Notes** |
| **State and Local Government**  |
| **USG-SLG-1:** Students will directly interact with state and glocal government more than with the federal government.. |  |  |  |  |  |
| **USG-SLG-2:** Students should be introduced to the organization and functions of city and county government and the role of school boards. |  |  |  |  |  |
| **USG-SLG-3:** It would be useful for students to follow one or two issues of local significance, such as city, county, or school board policy that directly affect them. |  |  |  |  |  |
| **USG-SLG-4:** Local and state elected official as well as local journalists are possible guest speakers for government classes. |  |  |  |  |  |
| **USG-SLG-5:** Federalism should be reinforced while studying state and local government. |  |  |  |  |  |
| **Ideas:**  |  |  |  |  |  |
| federalism |  |  |  |  |  |
| may council government |  |  |  |  |  |
| council manager government |  |  |  |  |  |
| eminent domain |  |  |  |  |  |
| **People/Roles**:  |  |  |  |  |  |
| mayor |  |  |  |  |  |
| council/commissioners |  |  |  |  |  |
| state legislators |  |  |  |  |  |
| governor |  |  |  |  |  |
| state judicial system |  |  |  |  |  |
| **Places/Institutions:**   |  |  |  |  |  |
| county and municipal government |  |  |  |  |  |
| school districts |  |  |  |  |  |
| special districts (water, sewer, transportation, industrial) |  |  |  |  |  |
| **Events:**  |  |  |  |  |  |
| public services |  |  |  |  |  |
| licenses/permits/certifications |  |  |  |  |  |
| public servants |  |  |  |  |  |
| zoning |  |  |  |  |  |
| budgeting (state and local) |  |  |  |  |  |

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| **Standard** | **Dates Taught** | **Notes** |
| **State and Local Government**  |
| **USG-PM-1:** Informed citizens need to understand how the political process works, the role of interest groups, and the role of media, in spreading information. |  |  |  |  |  |
| **USG-PM-2:** Citizens thoughtfully evaluate evidence presented by media and interest groups in order to form their political opinions. Once an opinion has been formed, they actively engage in the political process. |  |  |  |  |  |
| **Ideas:**  |  |  |  |  |  |
| conservatism |  |  |  |  |  |
| primary and general elections |  |  |  |  |  |
| citizen involvement in campaigns |  |  |  |  |  |
| liberalism |  |  |  |  |  |
| libertarianism |  |  |  |  |  |
| role of journalism |  |  |  |  |  |
| gerrymandering |  |  |  |  |  |
| grassroots movements |  |  |  |  |  |
| party platforms |  |  |  |  |  |
| traditional media |  |  |  |  |  |
| **People/Roles**:  |  |  |  |  |  |
| lobbyist |  |  |  |  |  |
| interest groups |  |  |  |  |  |
| political parties |  |  |  |  |  |
| **Places/Institutions:**   |  |  |  |  |  |
| candidate forums |  |  |  |  |  |
| primary and general elections |  |  |  |  |  |
| campaign finance |  |  |  |  |  |
| state and national conventions |  |  |  |  |  |
| public libraries |  |  |  |  |  |
| **Events:**  |  |  |  |  |  |
| 2000 elections |  |  |  |  |  |
| electoral college |  |  |  |  |  |
| electoral process |  |  |  |  |  |
| *Citizens United v. Federal Election Commission* |  |  |  |  |  |