

# CW HS American Government

Grade level range. Course. Theme. Strand. Expectation

**Theme 1- Tools of Social Science Inquiry-** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.

**Theme 2: Historical Foundations**—The foundations of American government were shaped by western ideas which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.

**Theme 3: Structure of Government**—Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.

**Theme 4: Government in Action** - The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might, in turn, influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.

**Strands:** 1 History: Continuity and Change, 2. Government Systems and Principles, 3. Geographical Study, 4. Economic Concepts, 5. People, Groups and Cultures.

HS American Government: Strand 1 History: Continuity and Change			
Theme 1: Tools of Social Science Inquiry			
Code	Adopted Standards	Code	Current MLS
<b>Disciplinary Tools</b>  <b>9-12.GV.1.CC.A</b>	A. Create and use tools to analyze a chronological sequence of related events that happen at the same time.	TSSI. 7.A TSSI.7.B TSSI. 7.F	Distinguish between and analyze <b>primary sources</b> and <b>secondary sources</b> Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies. Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts
<b>Disciplinary Tools</b>  <b>9-12.GV.1.CC.B</b>	B. Explain connections among historical context and peoples' perspectives at the time.	PR.1.A.d	Describe the historical foundations of the United States governmental system as reflected in the following documents <ol style="list-style-type: none"> <li>1. Magna Carta</li> <li>2. Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory</li> <li>3. Mayflower Compact</li> <li>4. Declaration of Independence</li> <li>5. Articles of Confederation</li> </ol>
<b>Disciplinary Tools</b>  <b>9-12.GV.1.CC.C</b>	C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.		
<b>Disciplinary Tools</b>  <b>9-12.GV.1.CC.D</b>	D. Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources.		

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<p><b>Disciplinary Tools</b> 9-12.GV.1.CC.E</p>	<p>E. Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.</p>		
<p><b>Theme 2: Historical Foundations</b></p>			
<p><b>Key Concepts and Understandings</b> 9-12.GV.2.CC.A</p>	<p>A. Trace the evolution of government in the English colonies to explain colonists' expectations for self-rule.</p>	<p>PR.1.A.d</p>	<p>Describe the historical foundations of the United States governmental system as reflected in the following documents</p> <ol style="list-style-type: none"> <li>1. Magna Carta</li> <li>2. Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory</li> <li>3. Mayflower Compact</li> <li>4. Declaration of Independence</li> <li>5. Articles of Confederation</li> </ol>
<p><b>Key Concepts and Understandings</b> 9-12.GV.2.CC.B</p>	<p>B. Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.</p>	<p>PR.1.A.d</p>	<p>Describe the historical foundations of the United States governmental system as reflected in the following documents</p> <ol style="list-style-type: none"> <li>1. Magna Carta</li> <li>2. Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory</li> <li>3. Mayflower Compact</li> <li>4. Declaration of Independence</li> <li>5. Articles of Confederation</li> </ol>
<p><b>Key Concepts and Understandings</b> 9-12.GV.2.CC.C</p>	<p>C. Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.</p>	<p>PR.1.A.e</p>	<p>Identify and give examples of democracies and republics</p>
<p><b>Key Concepts and Understandings</b> 9-12.GV.2.CC.D</p>	<p>D. Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups and societies.</p>		
<p><b>Theme 3: Structure of Government</b></p>			
<p><b>Key Concepts and Understandings</b> 9-12.GV.3.CC.A</p>	<p>A. Explain how the central debates during the Constitutional Convention were resolved.</p>	<p>USH.3a.L</p>	<p>Assess the changing roles of the following:</p> <ol style="list-style-type: none"> <li>1. checks and balances</li> <li>2. separation of powers</li> <li>3. federalism</li> <li>4. define and explain judicial review</li> </ol>
<p><b>Key Concepts and Understandings</b> 9-12.GV.3.CC.B</p>	<p>B. Explain how concerns over a strong central government were addressed to provide for the ratification of the Constitution.</p>	<p>USH.3a.I</p>	<p>Analyze the evolution of American democracy, its ideas, institutions and political processes, including:</p> <ol style="list-style-type: none"> <li>1. Constitution and amendments</li> <li>2. struggle for civil rights</li> <li>3. expanding role of government</li> </ol>
<p><b>Key Concepts</b></p>	<p>C. Trace significant changes in the role, powers, and size of the</p>	<p>PR.1.A.c</p>	<p>Assess the changing roles of government</p>

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<b>and Understandings</b> 9-12.GV.3.CC.C	three branches of government over time	PR.1.B	<ol style="list-style-type: none"> <li>1. philosophy</li> <li>2. limits</li> <li>3. duties</li> </ol> <p>Explain the relevance and connection of constitutional principles in the following documents:</p> <ol style="list-style-type: none"> <li>1. U.S. Constitution</li> <li>2. Federalist Papers</li> <li>3. Amendments to Constitution, emphasizing Bill of Rights, Key Supreme Court decisions <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, <i>Miranda v. Arizona</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Topeka Board of Education</i></li> </ol>
<b>Key Concepts and Understandings</b> 9-12.GV.3.CC.D	D. Analyze the changing relationship between state and federal governmental power.	PR.1.A.c	<p>c. Assess the changing roles of government</p> <ol style="list-style-type: none"> <li>1. philosophy</li> <li>2. limits</li> <li>3. duties</li> </ol>

HS American Government: Strand 2 Government Systems and Principles			
Theme 1: Tools of Social Science Inquiry			
Code	Adopted Standards	Code	Current MLS
<b>Disciplinary Tools</b> 9-12.GV.1.GS.A	A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society	PR.2.A.a	Describe the structure of government and the purposes of laws (with emphasis on the federal and state governments) in general
<b>Disciplinary Tools</b> 9-12.GV.1.GS.B	B. Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.		
Theme 2: Historical Foundations			
<b>Key Concepts and Understandings</b> 9-12.GV.2.GS.A	A. Analyze how the codification of law impacted early civilizations and shaped enduring concepts government, law, and social order.	USH.3B.k	Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history
<b>Key Concepts and Understandings</b> 9-12.GV.2.GS.B	B. Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purpose and legacy of the Declaration of Independence.	PR.1.A.a	<p>Apply the following principles of republic to historical and contemporary issues:</p> <ol style="list-style-type: none"> <li>1. checks and balances</li> <li>2. separation of powers</li> <li>3. federalism</li> <li>4. representation</li> <li>5. popular sovereignty</li> <li>6. due process of law</li> <li>7. judicial review</li> </ol>
<b>Key Concepts and Understandings</b> 9-12.GV.2.GS.C	C. Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government.	PR.1.A.d	<p>Describe the historical foundations of the United States governmental system as reflected in the following documents:</p> <ol style="list-style-type: none"> <li>1. Magna Carta</li> <li>2. Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory</li> <li>3. Mayflower Compact</li> </ol>

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			4. Declaration of Independence 5. Articles of Confederation
<b>Theme 3: Structure of Government</b>			
<b>Key Concepts and Understandings</b>  <b>9-12.GV.3.GS.A</b>	A. Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.	PR.1.A.a	Apply the following principles of republic to historical and contemporary issues: 1. checks and balances 2. separation of powers 3. federalism 4. representation 5. popular sovereignty 6. due process of law 7. judicial review
<b>Key Concepts and Understandings</b>  <b>9-12.GV.3.GS.B</b>	B. Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.	PR.1.A.d	Describe the historical foundations of the United States governmental system as reflected in the following documents: 1. Magna Carta 2. Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, Social Contract Theory 3. Mayflower Compact 4. Declaration of Independence 5. Articles of Confederation
<b>Key Concepts and Understandings</b>  <b>9-12.GV.3.GS.C</b>	C. Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.	Pr.2.A.b	Explain the importance of the following principles of government: 1. limited government 2. majority rule and minority rights 3. constitution and civil rights 4. checks and balances 5. and the merits of the above principles
<b>Key Concepts and Understandings</b>  <b>9-12.GV.3.GS.D</b>	D. Describe and give examples of how the constitutional principle of checks and balances limits the power of government and leaders.	PR.1.A.a	Apply the following principles of republic to historical and contemporary issues:  1. checks and balances 2. separation of powers 3. federalism 4. representation 5. popular sovereignty 6. due process of law 7. judicial review
<b>Key Concepts and Understandings</b>  <b>9-12.GV.3.GS.E</b>	E. Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.	PR.1.B	Explain the relevance and connection of constitutional principles in the following documents: 1. U.S. Constitution 2. Federalist Papers 3. Amendments to Constitution, emphasizing Bill of Rights, Key Supreme Court decisions <i>Marbury v. Madison</i> , <i>McCulloch v. Maryland</i> , <i>Miranda v. Arizona</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Topeka Board of Education</i>
<b>Key Concepts and Understandings</b>  <b>9-12.GV.3.GS.F</b>	F. Compare the structure and functions of federal, state, and local government.	PR. 2A.a	Describe the structure of government and the purposes of laws (with emphasis on the federal and state governments) in general.

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Theme 4: Government in Action			
<b>Key Concepts and Understandings</b>  9-12.GV.4.GS.A	A. Evaluate the role and influence of contemporary political parties on government.	USH.3a.M	Evaluate the roles and influence of political parties and interest groups.
<b>Key Concepts and Understandings</b>  9-12.GV.4.GS.B	B. Explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.	PR.1.A.b	Determine the civic responsibilities of individual citizens.
<b>Key Concepts and Understandings</b>  9-12.GV.4.GS.C	C. Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level	PR. 2a.C	Explain the processes pertaining to: <ol style="list-style-type: none"> <li>1. selection of political leaders (with an emphasis on presidential and parliamentary systems)</li> <li>2. functions and styles of leadership (including authoritarian, democratic and <i>laissez faire</i>)</li> <li>3. governmental systems</li> <li>4. how laws and rules are made, enforced, changed and interpreted</li> </ol>

<b>HS American Government: Strand 3 Geographical Study</b>			
Theme 1: Tools of Social Science Inquiry			
Code	Adopted Standards	Code	Current MLS
<b>Disciplinary Tools</b>  9-12.GV.1.G.A	A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends	TSSL.7.B	Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies.
<b>Disciplinary Tools</b>  9-12.GV.1.G.B	B. Analyze the relationship between of the geography of the original 13 colonies on the formation of United States government.		
Theme 2: Historical Foundations			
<b>Key Concepts and Understandings</b>  9-12.GV.2.G.A	A. Analyze how geography of North America influenced the governmental systems which developed there.		
Theme 4: Government in Action			
<b>Key Concepts and Understandings</b>  9-12.GV.4.G.A	A. Analyze state and federal electoral results to determine the influence of social, regional and demographic characteristics	USH.3a.K	Explain the importance of the following principles of government since Reconstruction: <ol style="list-style-type: none"> <li>1. majority rule and minority rights</li> <li>2. constitution and civil rights</li> <li>3. checks and balances</li> </ol>

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<b>HS American Government: Strand 4 Economic Concepts</b>			
<b>Theme 1: Tools of Social Science Inquiry</b>			
<b>Code</b>	<b>Adopted Standards</b>	<b>Code</b>	<b>Current MLS</b>
<b>Disciplinary Tools</b> <b>9-12.GV.1.EC.A</b>	A. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals.	ECP.4.A (econ)	Apply major economic concepts, such as: 1. scarcity 2. opportunity cost 3. factors of production (human resources, natural resources, and capital resources) 4. supply and demand (shortages and surpluses) 5. gross domestic product (GDP) 6. savings and investment 7. business cycle 8. profit 9. government regulation and deregulation 10. budgeting 11. income 12. unemployment and full employment 13. inflation and deflation
<b>Theme 2: Historical Foundations</b>			
<b>Key Concepts and Understandings</b> <b>9-12.GV.3.EC.A</b>	A. Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.	ECP. 4.H	Analyze the roles that people, businesses and government play in economic systems, such as: 1. monetary policy (why the Federal Reserve System influences interest rates and money supply) 2. fiscal policy (government taxation and spending)
<b>Key Concepts and Understandings</b> <b>9-12.GV.3.EC.B</b>	A. Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.	ECP.4.K	Identify the roles of government in a market economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)

<b>HS American Government: Strand 5 People, Groups, and Cultures</b>			
<b>Theme 1: Tools of Social Science Inquiry</b>			
<b>Code</b>	<b>Adopted Standards</b>	<b>Code</b>	<b>Current MLS</b>
<b>Disciplinary Tools</b> <b>9-12.GV.1.PC.A</b>	A. Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.	TSSI.7.F	Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts
<b>Disciplinary Tools</b> <b>9-12.GV.1.PC.B</b>	B. Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments.	RIG.6.L	Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects
<b>Theme 2: Historical Foundations</b>			
<b>Key Concepts</b>	A. Analyze the varying perspectives of individuals and groups to	PR. 2.C.a	Explain the processes pertaining to:

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<b>and Understandings</b>  <b>9-12.GV.2.PC.A</b>	explain emerging divisions and political philosophies as the United States was founded.		<ol style="list-style-type: none"> <li>1. selection of political leaders (with an emphasis on presidential and parliamentary systems)</li> <li>2. functions and styles of leadership (including authoritarian, democratic and <i>laissez faire</i>)</li> <li>3. governmental systems</li> <li>4. how laws and rules are made, enforced, changed and interpreted</li> </ol>
<b>Theme 3: Structure of Government</b>			
<b>Key Concepts and Understandings</b>  <b>9-12.GV.3.PC.A</b>	A. Analyze the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.	PR. 2.C.b	Evaluate the roles and influence of political parties and interest groups
<b>Key Concepts and Understandings</b>  <b>9-12.GV.3.PC.B</b>	B. Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.	RIG.6.N	Predict the consequences that can occur when: <ol style="list-style-type: none"> <li>1. institutions fail to meet the needs of individuals and groups</li> <li>2. individuals fail to carry out their personal responsibilities</li> </ol>
<b>Theme 4: Government in Action</b>			
<b>Key Concepts and Understandings</b>  <b>9-12.GV.4.PC.A</b>	A. Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.	RIG.6.M	Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs
<b>Key Concepts and Understandings</b>  <b>9-12.GV.4.PC.B</b>	B. Evaluate factors that shape public opinion on elections and policy issues.	RIG.6.L	Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects
<b>Key Concepts and Understandings</b>  <b>9-12.GV.4.PC.C</b>	C. Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.	PR.2.B.c	Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact