

Civics/American Government

Social Studies
Curriculum Framework

Revised 2006

Course Title: Civics/American Government
 Course/Unit Credit: 1
 Course Number:
 Teacher Licensure: Secondary Social Studies

Civics / American Government

Civics/American Government provides a study of the structure and functions of the United States government, the government of Arkansas, and political institutions. Civics/American Government examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course stresses application, problem-solving, higher-order thinking skills, and the use of classroom performance-based/open-ended assessments with rubrics. One year of Civics/Government or Civics is required by the Standards of Accreditation for Smart Core graduates.

Strand	Standards
Citizenship	1. Students shall examine citizenship.
	2. Students shall examine rights, responsibilities, privileges, and duties of citizens.
Government	3. Students shall analyze the purposes of government.
	4. Students shall compare the different types of government.
United States Constitution	5. Students shall explain the importance of historical documents, events, and people that led to the development of the United States Constitution.
	6. Students shall analyze the organization and structure of the United States government as defined by the United States Constitution.
	7. Students shall analyze the fundamental rights of individuals as incorporated in the United States Constitution.
Structure of Government	8. Students shall analyze the organization, authority, and function of the federal and state government.
Laws	9. Students shall evaluate federal, state, and local laws.
	10. Students shall examine Arkansas laws pertaining to students.
Political Parties and Elections	11. Students shall analyze the development of political parties.
	12. Students shall examine the influence of media on politics.
	13. Students shall evaluate the election process in the federal, state, and local governments.
Global Relations	14. Students shall examine the foreign policy of the United States in a global context.

Strand: Citizenship
Content Standard 1: Students shall examine citizenship.

C.1.CAG.1	Discuss the relevance of the study of <i>civics</i>
C.1.CAG.2	Explain the role of citizenship
C.1.CAG.3	Explain what constitutes a citizen
C.1.CAG.4	Discuss the process of becoming a citizen: <ul style="list-style-type: none">• native born (e.g., <i>jus soli</i>, <i>jus sanguinus</i>)• naturalization
C.1.CAG.5	Explain and apply citizenship concepts to everyday life: <ul style="list-style-type: none">• equality of all citizens under the law• worth and dignity of individuals in a democratic society• majority rule/minority rights• individual freedoms• individual rights versus public interest

Strand: Citizenship

Content Standard 2: Students shall examine rights, responsibilities, privileges, and duties of citizens.

C.2.CAG.1	Compare and contrast responsibilities and duties of citizenship: <ul style="list-style-type: none">• jury duty• taxes• selective service• compulsory education• obeying laws• being an informed citizen
C.2.CAG.2	Distinguish between rights and privileges of citizenship (e.g., voting, driving, education)

Strand: Government

Content Standard 3: Students shall analyze and evaluate the purposes of government.

G.3.CAG.1	Explain the purposes of government
G.3.CAG.2	Analyze how government acquires power
G.3.CAG.3	Examine the role of government in protecting the rights of the people (e.g., courts)
G.3.CAG.4	Evaluate the role of government in settling disputes (e.g., <i>arbitration, mediation, Wagner Act</i>)

Strand: Government

Content Standard 4: Students shall compare the different types of government.

G.4.CAG.1	Categorize the characteristics of limited and unlimited government
G.4.CAG.2	Compare and contrast the different types of governmental ideology: <ul style="list-style-type: none">• dictatorship (e.g., <i>totalitarian</i>, military junta, despot)• absolute monarchy• <i>direct democracy</i>• <i>indirect democracy</i>• <i>parliamentary democracy</i>

Strand: United States Constitution

Content Standard 5: Students shall examine the importance of historical documents, events, and people that led to the development of the United States Constitution

USC.5.CAG.1	Explain the importance of historical documents and events that influenced the structure and meaning of the United States Constitution: <ul style="list-style-type: none">• Magna Carta - 1215• Mayflower Compact - 1620• Glorious Revolution - 1688• English Bill of Rights - 1689• Declaration of Independence - 1776• Articles of Confederation – 1781• state (colonial) Constitutions• Shays' Rebellion - 1786• Constitutional Convention –1787• The Federalist Papers – 1787-1788
USC.5.CAG.2	Examine the contributions to the United States Constitution by the following individuals using primary source documents: <ul style="list-style-type: none">• John Locke• Baron de Montesquieu• Jean-Jacques Rousseau• Founding Fathers
USC.5.CAG.3	Explain the <i>social contract theory of government</i>
USC.5.CAG.4	Describe the process of ratifying the United States Constitution

Strand: United States Constitution

Content Standard 6: Students shall analyze the organization and structure of the United States government as defined by the United States Constitution.

USC.6.CAG.1	Describe the reason for the organization of government in the United States Constitution
USC.6.CAG.2	Compare delegated, concurrent, and reserved powers
USC.6.CAG.3	Explain limitations on the powers of government: <ul style="list-style-type: none">• Writ of Habeas Corpus• <i>Bill of Attainder</i>• <i>Ex Post Facto</i>
USC.6.CAG.4	Describe the procedures required to amend the United States Constitution
USC.6.CAG.5	Analyze the consequences of constitutional amendments on citizenship, voting rights, <i>due process</i> of law, and societal changes

Strand: United States Constitution

Content Standard 7: Students shall examine the fundamental rights of individuals as incorporated in the United States Constitution.

USC.7.CAG.1	Examine the rights protected by the <i>Bill of Rights</i> that are not specifically stated in the United States Constitution (e.g., right of privacy)
USC.7.CAG.2	Examine the fundamental rights of individuals as incorporated in the <i>Bill of Rights</i>
USC.7.CAG.3	Investigate limitations or restrictions on criminal punishment (e.g., Eighth Amendment, Fourteenth Amendment)
USC.7.CAG.4	Analyze court cases that demonstrate how the United States Constitution protects the rights of individuals (e.g., <u>Brown v. Board of Education</u> , <u>Miranda v. Arizona</u> , <u>Tinker v. Des Moines</u> , <u>Gideon v. Wainwright</u>)
USC.7.CAG.5	Examine changes in civil rights legislation (e.g., affirmative action, Americans with Disabilities Act (ADA), Civil Rights Acts of 1964-1965, Voting Rights Act of 1964)
USC.7.CAG.6	Identify United States presidents and summarize their roles in the Civil Rights movements: <ul style="list-style-type: none">• Harry S. Truman• John F. Kennedy• Lyndon B. Johnson

Strand: Structure of Government

Content Standard 8: Students shall examine the purpose, organization, authority, and function of the federal, state, and local government.

SG.8.CAG.1	Discuss the legislative branch of government at the federal and state levels: <ul style="list-style-type: none">• purpose• organization• authority• function
SG.8.CAG.2	Discuss the executive branch of government at the federal and state levels: <ul style="list-style-type: none">• purpose• organization• authority• function
SG.8.CAG.3	Discuss the judicial branch of government at the federal and state levels: <ul style="list-style-type: none">• purpose• organization• authority• function
SG.8.CAG.4	Analyze the <i>separation of powers</i> and the system of <i>checks and balances</i> at the federal and state levels
SG.8.CAG.5	Discuss the organization of various forms of local government (e.g., county, mayor-council, city manager, commission)
SG.8.CAG.6	Compare and contrast federal, state, and local governments (e.g., <i>bureaucracy</i> , finances, civil service, public policy, community services)

Strand: Laws

Content Standard 9: Students shall evaluate federal, state, and local laws.

L.9.CAG.1	Compare and contrast concurrent powers and supremacy of laws at the federal, state, and local levels
L.9.CAG.2	Describe the supremacy of federal laws
L.9.CAG.3	Discuss the process by which a bill becomes a law
L.9.CAG.4	Examine the difference between a statute and an ordinance
L.9.CAG.5	Define the concept of <i>full faith and credit</i> as it applies to the relationship between states
L.9.CAG.6	Identify the source, purpose, and function of laws
L.9.CAG.7	Explain the need for active and ongoing change in laws
L.9.CAG.8	Distinguish between criminal and civil laws (<i>tort</i>)
L.9.CAG.9	Explain the phases of a criminal case: <ul style="list-style-type: none">• hearing• indictment• arraignment• trial• penalty
L.9.CAG.10	Compare and contrast referendum, initiative, and recall

Strand: Laws

Content Standard 10: Students shall examine of Arkansas laws pertaining to students.

L.10.CAG.1	Identify Discuss Arkansas laws applicable to juveniles: <ul style="list-style-type: none">• bullying• <i>Extended Juvenile Jurisdiction</i>• health-related issues• juvenile court• school laws• victims' rights
------------	---

Strand: Political Parties and Elections

Content Standard 11: Students shall analyze the development of political parties.

PPE.11.CAG.1	Analyze the development and growth of political parties: <ul style="list-style-type: none">• two party system• <i>factions</i>• third parties• role of citizens
PPE.11.CAG.2	Analyze various influences on political parties: <ul style="list-style-type: none">• interest groups• lobbyists• <i>Political Action Committees (PACs)</i>

Strand: Political Parties and Elections

Content Standard 12: Students shall examine the influence of media on politics.

PPE.12.CAG.1	Discuss the influence of media coverage on the political process: <ul style="list-style-type: none">• news reports• political cartoons• editorials• campaign advertising• public opinion polls• use of <i>propaganda</i> techniques
PPE.12.CAG.2	Examine the influence of the Internet on the political process
PPE.12.CAG.3	Discuss biases in forming public opinion

Strand: Political Parties and Elections

Content Standard 13: Students shall evaluate the election process in the federal, state, and local governments.

PPE.13.CAG.1	Describe the election process in the federal, state, and local governments: <ul style="list-style-type: none">• campaign finance• campaign strategies• voter registration• factors affecting election turn-out• voter interest• nominating process (e.g., direct primary, <i>caucus</i>)
PPE.13.CAG.2	Discuss the complexities of vote tabulation and certifying elections
PPE.13.CAG.3	Explain the role of the electoral college in the election process

Strand: Global Relations

Content Standard 14: Students shall examine the foreign policy of the United States in a global context.

GR.14.CAG.1	Describe the function of the United Nations
GR.14.CAG.2	Describe the relationship between the United States and the United Nations

Appendix

Glossary for Civics/American Government

Arbitration	Submitting a controversy to an impartial person (the arbitrator) to render a decision, which may or may not be binding
Bill of Rights	The first ten amendments to the United States Constitution concerning basic individual liberties
Bureaucracy	A government or other organization with many different departments and complex rules and procedures
Caucus	Closed meeting of party members to select candidates
Checks and balances	A system in which each branch of government is able to limit the power of the other branches
Civics	The study of citizenship and government
Direct Democracy	A government in which citizens hold the power to rule and make the laws
Due Process	Constitutional requirement government may not arbitrarily or unfairly deprive a person of rights or property
Extended Juvenile Jurisdiction	Arkansas law which allows to be punished beyond age of 21
Factions	Any subgroups within a larger organization
<i>Full Faith and Credit Clause-Article IV</i>	Recognize validity of other states law
<i>Indirect democracy</i>	A means of governance by the people through elected representatives
<i>Jus sanguinus (Law of blood)</i>	Same citizenship as parents
<i>Jus soli (Law of Soli)</i>	Citizen of nation at birth
Mediation	An attempt by an impartial third party to help resolve a dispute
Parliamentary democracy	A government in which voters elect representatives to a law-making body which chooses a prime minister to head the government
Political Action Committee-PAC	Committee which makes political contributions on behalf of a special interest group
Propaganda	The manipulation of people's beliefs, values, and behavior by using symbols (such as flags, music, or oratory) and other psychological tools
Separation of powers	Dividing government powers between the executive, legislative, and judicial branches
Social Contract Theory of Government	Theory of society in which government is a contract between government and governed to provide protection
Tort	A private or civil wrong or injury that exists by virtue of society's expectations
Totalitarian	A governing system in which a ruling elite holds all power and controls all aspects of society
Wagner Act	Creates National Labor Relations Boards