

# Course Goals for Civics with Government

One Semester

Civic education is essential to the preservation and improvement of American constitutional democracy.

The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy.

—National Standards for Civics and Government

## Goal 1: Citizenship

SSPS.1.1.; SSPS.2.4.

Goal 1	Goal expansion	Student Learning Expectations from the Social Studies Curriculum Framework
1.1	Define <i>civics</i> and discuss the relevance of studying <i>civics</i>	PAG.1.1.; PAG.1.5.
1.2	Define what a citizen is and the process of becoming a citizen	PAG.1.4.; PAG.1.6.
1.3	Interpret and discuss responsibilities and duties of citizenship <ul style="list-style-type: none"> <li>• Voter registration and election turnout</li> </ul>	PAG.1.4.; PAG.1.5. PAG.1.1.
1.5	Apply citizenship concepts to everyday life <ul style="list-style-type: none"> <li>• Equality of all citizens under the law</li> <li>• Worth and dignity of individuals in a democratic society</li> <li>• Majority rule/minority rights</li> <li>• Individual freedoms</li> <li>• Necessity of compromise</li> <li>• Individual rights vs. public interests</li> </ul>	PPE.1.7.; PAG.1.4 PAG.1.2.  PAG.1.2.; PPE.1.7.  PAG.1.2.; PPE.1.3. PAG.1.2.; PPE.1.1 PAG.1.1.; PAG.1.5. PAG.1.1.; PAG.1.5.

## Goal 2: Government

SSPS.1.2.; SSPS.2.7.

Goal 2	Goal expansion	Student Learning Expectations from the Social Studies Curriculum Framework
2.1	Discuss the purposes and reasons for government	PAG.1.1.; TCC.1.2.
2.2	Compare the different types of governments, their ideologies and their origins (e.g., dictatorship, democracy, etc.)	TCC.1.2.; PAG.2.1
2.3	Understand functions, similarities and differences of local, state and national governments (e.g., bureaucracy, finances, civil service, public policy, community services, etc.)	PAG.1.4.; PAG.1.6.

### Goal 3: U. S. Constitution & Constitutional History

SSPS.1.3; SSPS.1.4.; SSPS.2.7.

Goal 3	Goal Expansion	Student Learning Expectations from the Social Studies Curriculum Framework
3.1	State the purpose of a constitution	PPE.2.7; PAG.1.3.
3.2	Explain the importance of historical documents and events that led to the development of the Constitution (e.g., Magna Carta, Mayflower Compact, Declaration of Independence, Articles of Confederation, Constitutional Convention, Federalist Papers, etc.)	TCC.1.2.; PAG.1.2.; PAG.1.3.
3.3	Examine the organizational structure and content of the United States Constitution	PAG.1.3.
3.4	Identify and interpret the principles incorporated in the Constitution (i.e., federalism, checks and balances, limited government, popular sovereignty, flexibility, separation of powers)	PAG.1.1.; PAG.1.3.

### Goal 4: Three Branches of Government

SSPS.1.3; SSPS.1.4.; SSPS.2.5.

Goal 4	Goal expansion	Student Learning Expectations from the Social Studies Curriculum Framework
4.1	Describe the organization, authority and function of each branch of the federal government <ul style="list-style-type: none"> <li>• Legislative Branch               <ul style="list-style-type: none"> <li>▪ Describe the organization, authority and function</li> </ul> </li> <li>• Executive Branch               <ul style="list-style-type: none"> <li>▪ Describe the organization, authority and function</li> <li>▪ Order of presidential succession</li> </ul> </li> <li>• Judicial Branch               <ul style="list-style-type: none"> <li>▪ Describe the organization, authority and function</li> <li>▪ Including an analysis of landmark Supreme Court cases and decisions (e.g., <i>Marbury v. Madison</i> (1803), <i>Dred Scott v. Sanford</i> (1857), <i>Plessy v. Ferguson</i> (1896), <i>Brown v. Board of Education</i> 1954), <i>Miranda v. Arizona</i> (1966), <i>Mapp v. Ohio</i>, <i>Roe v. Wade</i> (1973), <i>Tinker v. Des Moines</i> (1969), etc.)</li> </ul> </li> </ul>	PAG.1.1.; PAG.1.2.  PAG.1.5.; PAG.1.6.  PAG.1.1.; PPE.1.1.  TCC.1.3.; TCC.2.1.; PAG.1.6.
4.4	Explain and differentiate between criminal and civil laws	PAG.1.4.; PAG.1.5.; TCC.2.4.
4.5	Article IV of the United States Constitution	PAG.1.1.
4.6	Arkansas laws pertaining to students	TCC.2.1.

### Goal 5: Amendments and Rights

SSPS.1.3.; SSPS.2.7.

Goal 5	Goal expansion	Student Learning Expectations from the Social Studies Curriculum Framework
5.1	Analyze the fundamental rights of individuals as incorporated in the Bill of Rights	TCC.1.2.; PAG.1.3.

## Goal 6: Political Parties and Elections

SSPS.1.1.; SSPS.2.2.; SSPS.2.5.

Goal 6	Goal expansion	Student Learning Expectations from the Social Studies Curriculum Framework
6.1	Analyze the development, growth and power of political parties	TCC.1.1.; TCC.1.6.
6.2	Distinguish the positive and negative influences of media coverage on the political process <ul style="list-style-type: none"> <li>• News reporting</li> <li>• Political cartoons</li> <li>• Editorials</li> <li>• Campaign advertising</li> <li>• Public opinion polls</li> <li>• Use of propaganda techniques</li> </ul>	TCC.1.1.; PPE.1.2.

## Goal 7: Global Relationships

SSPS.1.2.; SSPS.2.6.

Goal 7	Goal expansion	Student Learning Expectations from the Social Studies Curriculum Framework
7.1	Describe how the world is divided politically and give examples of ways the United States and other nations interact (e.g., trade, diplomacy, treaties and agreements, military action, economics, international organizations, etc.)	TCC.1.5.; PPE.1.4.; PAG.2.2.