For History Government And Social Studies

Adopted April 16, 2013

High School

United States Government

Kansas Course Code # 04151

The high school government course builds upon and adds to students' previous learning of history, government, economics, and geography to assist them in becoming truly informed, thoughtful, and engaged citizens in a democracy. Citizenship requires basic knowledge and understanding. Understanding the principles of checks and balances, the separation of powers, the organization of the three branches of government, and the complex relationship between the federal, state, and local government are all essential to being an informed citizen. While such knowledge is essential, it is not adequate to fully and effectively meet the duties and responsibilities of citizenship. The student must understand how the Constitution embodies the purposes, values, and principles of American democracy, and be able to use that understanding in fulfilling the "job" of citizen. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the Standards and Benchmarks. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated, but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the "doing" of government/civics rather than simple acquisition of content knowledge.

- The Role of Citizen: Civic Values, Politics, and Government
- Principles and Foundations of the U.S. Constitution
- The Structure and Function of the Federal Government
- Human and Civil Rights in American Democracy
- Domestic and Foreign Policy
- State and Local Government
- Politics, Interest Groups, and Media

Standards

- 1. Choices have consequences.
- 2. Individuals have rights and responsibilities.
- 3. Societies are shaped by beliefs, idea, and diversity.
- 4. Societies experience continuity and change over time.
- 5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the U.S. Government course.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations, and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will focus on the Standards and Benchmarks, not specific content. The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the "doing" of government rather than simple acquisition of content knowledge.

As they prepare to teach the United States Government course, teachers should review the Profile of the 21st Century Learner and the Kansas Social Emotional and Character Development Model Standards endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should come to the U.S. Government course with a foundational knowledge of the story of how the United States came into being and developed a government based on the principles laid out in the Declaration of Independence. The basic structure of the government, including the three branches, separation of powers, and checks and balances should already be part of their background knowledge from previous learning of U.S. history. In world history they should have learned about the Enlightenment's influence on both the structure and principles of the American government. Certainly the narrative of U.S. and world history, to which they have been exposed, will have introduced them to the concepts of democracy and totalitarianism, the interaction of government and the economy, and the struggle for human and civil rights that has occurred throughout history. Students should possess a general understanding of Kansas and its geography, symbols, industry, and culture, and identify with a community or region of the state. They should have basic geography skills and an awareness of the different regions of the U.S. and the world. They should have experience with the "Best Practices and Literary Expectations" of the Kansas standards and should be aware of the discipline's ways of thinking or habits of mind.

Connecting with Future Learning

While a small percentage of students will pursue the post-secondary study of political science at the university level, most will cease their formal education about U.S. government in high school. Most of them, it is to be hoped, will participate in society as informed, thoughtful, engaged citizens and voters. Students should leave high school equipped with a "citizen's toolkit" that should give them the ability to better understand the complex domestic and international issues which will directly and indirectly impact their lives and assist them in making decisions as individuals and citizens. Students should be able to link learning in this class to future learning as they fuse experience, knowledge, and reasoning to understand, identify, and solve problems.

Instructional Narrative and Content Outline

The content included in this outline is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of U.S. government would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. The outline is not a list of required items, and so, was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. It would be impossible for students to learn, for example, about judicial review without also learning about the Supreme Court decision that established it. So Marbury v. *Madison* does not appear in this outline.

This also means that the outline should be amended in ways that best fit the instructional needs of students. While retaining the integrity of the outline's scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order.

The Role of the Citizen: Civic Values, Politics, and Government

The first unit of the U.S. Government course is an excellent place to 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. Each citizen makes a choice as to what degree he or she participates in civic life. There are consequences to the choices citizens make—who is elected, what laws are passed, how we define and protect human and civil rights. 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

Sample Compelling Questions

How much freedom do we want? (Standard 1)

- How can I use my knowledge and exercise my rights and responsibilities as a citizen to improve the country and community? (Standard 2)
- Which form of government is the best? (Standard 3)
- How do people come to be governed? (Standard 4)
- Why is government necessary? (Standard 5)

Principles and Foundations of the U.S. Constitution

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. Students need more than a superficial knowledge of that background. It is not enough to say "Greece is the birthplace of Democracy." They also need to know that Greek democracy did not include the commitment to human and civil rights considered essential to modern democracy.

There are also distinctive characteristics of American society which have influenced our choice of government. These include a commitment to equality, a strong sense of individualism, and a society with tremendous ethnic, racial, 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, separation of power, checks and balances, federalism, rule of law, natural rights, compromise

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

Sample Compelling Questions

- What is the role of compromise in our diverse democracy? (Standard 1)
- What is the more important role of government, to protect rights or maintain order? (Standard 2)
- How well does the Constitution reflect the ideas in the Declaration of Independence? (Standard 3)
- How has the idea "All men are created equal" changed over time? (Standard 4)
- What is meant by "We the People"? (Standard 5)

The Structure and Function of the Federal Government

While the government course deals with many important ideas that lend themselves to discussion and debate, there is also a certain amount of foundational knowledge students need to understand about how government is structured and functions. A detailed look at each of the three branches is necessary for deep understanding of the structure and processes of governing. In order for students to realize the relevance of what they are learning, an ongoing discussion of current political events should be incorporated into the course. 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. Domestic and foreign policy issues should be discussed, as well as any current Supreme Court decisions.

> **Ideas** federalism, separation of powers, expressed and implied

> > powers, concurrent and reserved powers, judicial review

People/Roles president, senator, representative, Electoral College, Supreme

Court Justices, Cabinet

Place/Institutions legislative, executive, judicial, Capitol

Events elections

Sample Compelling Questions

Why did the founders choose a Federal system? (Standard 1)

How have Supreme Court cases affected society? (Standards 2)

How is the Constitution a living document? (Standard 3)

How has the role of government changed? (Standard 4)

Which of the three branches wields the most power? (Standard 5)

Human and Civil Rights in American Democracy

Students need to understand that American democracy evolved from the "tyranny of the majority" that could be found in ancient Greek democracy into a model based on individual rights, protection of the minority, and compatible with a culturally diverse society. Students need to know how concepts of rights have changed over time and how social and governmental institutions have responded to issues of rights and diversity. 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. 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

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,

Americans with Disabilities Act (ADA), Title I, Title IX,

affirmative action

Events fair and speedy trial, capital punishment, hate crime, diversity,

segregation

Sample Compelling Questions

What might justify acts of civil disobedience? (Standard 1)

Where do your rights end and your neighbor's begin? (Standard 2)

How could it be possible for everyone to be in a minority group? (Standard 3)

What is the role of the Supreme Court in determining human and civil rights? (Standard 4)

In what ways might limits on our rights be justified? (Standards 5)

Domestic and Foreign Policy

Students need to understand that in American democracy citizens are the "ruling class." 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 follow the issues, they can explore a variety of media from different perspectives. As students study past and current domestic and foreign policy issues, it is important that 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.

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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 Wall Street, Federal Reserve, Government Accountability Office

(GA0)

economic fluctuations/business cycle, depression, recession, **Events**

laws vs. regulation

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

Sample Compelling Questions

How and why does the United States decide to participate in treaties and international organizations? (Standard 1)

- How should the United States' ideas on rights influence foreign policy? (Standard 2)
- How do "American values" influence foreign and domestic policy? (Standard 3)
- How do historical and current circumstances affect foreign and domestic policy? (Standard
- What should be the role of the United States in the world? (Standard 5)

State and Local Government

As citizens, most students will directly interact with state and local government more than with the federal government. Students should be introduced to the organization and functions of city and county government and the role of school boards. 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. Local and state elected official as well as local journalists are possible guest speakers for government classes. Federalism should be reinforced while studying state and local government.

> **Ideas** federalism, mayor 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),

licenses/permits/certifications, public services, public servants, **Events**

zoning, budgeting (state and local)

Sample Compelling Questions

- How and why do local governments influence the choices people make on where they live and work? (Standard 1)
- What level of government is best able to protect the rights of minority groups? (Standard
- How does a community's diversity affect state and local governments? (Standard 3)
- What is the impact of state and local government on the quality of life in my community? (Standard 4)

Which level of government (federal, state, local) should have the most impact on our lives? (Standard 5)

Politics, Interest Groups, and Media

Informed citizens need to understand how the political process works, the role of interest groups, and the role of media, in spreading information. 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** primary and general elections, citizen involvement in

> > campaigns, conservatism, liberalism, libertarianism, role of journalism, gerrymandering, grassroots movements, party

platforms, internet vs. traditional media

People/Roles interest groups, political parties, lobbyist

Places/Institutions candidate forums, primary and general elections, campaign

finance, state and national conventions, public libraries

2000 election, electoral college, electoral process, Citizens **Events**

United v. Federal Election Commission

Sample Compelling Questions

- How should we decide what to believe? (Standard 1)
- How do personal values and beliefs influence who we vote for? (Standards 2)
- How do diversity and the varied ideas and beliefs of a community affect the political system? (Standard 3)
- How has the role of the lobbyist and media in politics changed over time? (Standard 4)
- What should be the responsibilities of the media and interest groups in a democracy? (Standard 5)