

## **Social Studies Curriculum**

### **12th Grade - American Government**

#### **Overarching Essential Question:**

What does it mean to be a knowledgeable, active participant in our American Democracy and how will I proceed as an informed and conscientious citizen of our world?

#### **Essential Understandings:**

- Principles and structure of power, authority, and governance, including the Constitutional underpinnings and political philosophies, of the national and Montana governments.
- Elements of local, state and national elections and civic responsibility.
- Historical patterns relating to public policy over time.
- Economic principles impact on decision making in national and global economies including the financing of the American political system and elections.
- Impact of human interaction on society and how political beliefs are formed, evolve, and are communicated through political participation.
- Historical, contemporary, constitutional and judicial information of civil rights and civil liberties in the United States.

#### **Essential Skills**

- Research, analyze and adapt an inquiry process (i.e. identify a question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product and process) using a variety of sources. (RH.3, RH.6, RH.8, RH.9, RH.10) (WHST.5, WHST.6, WHST.10)

- Research and apply criteria to evaluate information (e.g. origin, authority, accuracy, bias and distortion of information and ideas). (RH.2, RH.4) (WHST.7, WHST.9)
- Synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g. elections, judicial proceedings, economic choices, community service projects). (RH.1, RH.3) (WHST.1)
- Gather relevant information from multiple sources (oral, print, and digital) and examine government problem-solving in laws, policies, ethical issues, and impacts for society resulting from public policy. (RH.1, RH.3, RH.7, RH.9, RH.10) (WHST.2, WHST.4, WHST.8)

### **Power Standards:**

The **power** standards **for the content area of social studies**--civics/government, geography, history, economics, and culture/diversity, represent five major strands within the overarching umbrella of social studies. In 12th grade, these five strands are addressed through the lens of American Government, focusing on a variety of governmental and societal issues from the past and present.

### **Process Standards:**

Process standards are embedded within the **power** standards of civics/government, geography, history, economics, and culture/diversity. These standards reflect student understanding of how to access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations (**Montana Content Standard 1**).



**Civics/Government (C)            State Content Standard 2:**

**Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.**

**Essential Questions:**

- *What is the significance of government?*
- *Why do civic life, politics, and government exist at all and how does each fulfill human needs?*
- *What is the role of the United States in world affairs (how do our actions affect other nations and how do their actions affect us)?*
- *What are the advantages and disadvantages of a federal system?*

**Students will:**

- C.1.** Identify and apply the major foundations and formations of a state.
- C.2.** Examine and interpret the changes in Western political thought and their influences on modern American democracy.
- C.3.** Distinguish ways in which each branch of American government has gained/lost political power through time.
- C.4.** Identify the major forms of government in the world today and compare and contrast them to that of the United States.
- C.5.** Identify representative political leaders and philosophies from selected historical and contemporary settings.
- C.6.** Assess and analyze issues of sovereignty (i.e. tribal, state, territorial) in a federal system.
- C.7.** Compare and contrast various elements of governmental systems as they seek to protect the rights and needs of various groups within the concept of a just society.
- C.8.** Examine the Constitution, laws, and court decisions and the impact they have on the rights and responsibilities of citizens.

**Geography (G)                      State Content Standard 3:**

**Students apply geographic knowledge and skills (e.g., location, place, human/ environmental interactions, movement and regions).**

**Essential Questions:**

- *How do regional differences affect domestic governmental politics and policy?*
- *How do regional differences affect foreign governmental politics and policy?*

**Students will:**

- G.1.** Compare and contrast the impact of American policy, both foreign and domestic, on our federal system.
- G.2.** Explain how federal, state, and/or local governments have responded to population shifts and/or major physical changes.
- G.3.** Examine how human settlements impact governmental policies and vice versa (e.g. statehood, incorporation, voting blocks, precincts, zoning, annexation).
- G.4.** Compare and contrast the relationship of power between local, state, and federal jurisdictions.

**History (H)****State Content Standard 4:**

**Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**

**Essential Questions:**

- *How does the past impact government policy over time?*
- *How and why is the past relevant to me, my community, our nation, and the world?*
- *How do conflicts, their resolution, and resulting cooperation shape societies?*

**Students will:**

**H.1.** Examine various documents and other sources having impact on the legal, political, and constitutional heritage of Montana and the United States.

**H.2.** Apply historical and/or contemporary evidence to support a position on a public policy issue.

**H.3.** Examine the impact that American people, events and ideas have had on immigrants, indigenous peoples and other minority groups.

**H.4.** Explore the major issues concerning tribal sovereignty and the current status of the American Indian tribes in Montana and the U.S. (e.g., gambling, artifacts, repatriation, natural resources, jurisdiction).

**Economics (E) State Content Standard 5:**

**Students make informed decisions based on an understanding of the economic principals of production, distribution, exchange, and consumption.**

**Essential Questions:**

- *What role should government play in economic systems?*
- *What impacts our American economy?*
- *How does/should economic inequality affect policy-making?*

**Students will:**

- E.1.** Investigate features of command, mixed and/or free market economies.
- E.2.** Evaluate the allocation of goods and/or services through the public sector (e.g., both the federal and Montana budgets).
- E.3.** Investigate influences on decision-making in fiscal policies of America.
- E.4.** Explain the impact of fiscal policy (both domestic and foreign) on the lives of individuals and families.
- E.5.** Assess the Federal Government's role in interstate commerce.

**Culture/Diversity (D) Montana Content Standard 6:**

**Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

**Essential Questions:**

- *How does cultural diversity impact a society?*
- *In what ways do religion/spirituality, beliefs and values contribute to progress, regress, or stagnation in society?*
- *What happens when cultures converge or collide?*
- *Who are society's leaders and what do they reveal about a culture?*
- *Is it ever appropriate for culture/humanity to trump law?*

**Students will:**

- D.1.** Assess the ways political groups (e.g., political parties, interest groups, elected officeholders, unions) meet human needs and concerns and contribute to personal political identity.
- D.2.** Explore the impact of American Indians and other cultural groups on the legal and political relationships between and among the tribal, state, and federal governments.
- D.3.** Evaluate the effects of racial and ethnic conflict on the laws and policies of Montana and the nation.
- D.4.** Examine laws, policies, ethical issues, and impacts arising from the use of technology on societies and on the decision making process.
- D.5.** Examine the development of civil liberties and civil rights by legislative, executive and judicial interpretation and substantive/essential rights and liberties.
- D.6.** Analyze the interactions and impact of individuals, groups, and the institutions of government in the development of economic, domestic, and foreign policy.



	<i>Unit</i>	<i>Content Standard</i>	<i>Learner Outcomes (Students Will...)</i>
<b>Semester 1</b>	<b>Political Beliefs and Behaviors (Foundations, Comparative Systems)</b>	C.1 C.2 C.4 E.1	<p><b>C.1</b></p> <ul style="list-style-type: none"> <li>a. Explain the foundations of state and sovereignty; origin theories--force, evolutionary, divine right, and social contract</li> <li>b. Examine the political spectrum and understand various political ideologies, including their own.</li> </ul> <p><b>C.2</b></p> <ul style="list-style-type: none"> <li>a. explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights</li> <li>b. examining the writings of Hobbes, Locke</li> <li>c. analyzing the natural rights philosophies expressed in the Declaration of Independence</li> </ul> <p><b>C.4</b></p> <ul style="list-style-type: none"> <li>a. describing the distribution of governmental power within unitary, federal, parliamentary, presidential, confederate systems.</li> </ul> <p><b>E.1</b></p> <ul style="list-style-type: none"> <li>a. Distinguish between economic systems and how they relate to various types of government systems.</li> </ul>
	<b>CONSTITUTIONAL UNDERPINNINGS</b>	C.2 C.4 H.1	<p><b>C.2</b></p> <p>The student will apply the 5 concepts of American Democracy with historical and contemporary issues:</p> <ul style="list-style-type: none"> <li>a) fundamental worth and dignity of the individual</li> <li>b) equality of all citizens under the law</li> <li>c) majority rule and minority rights</li> <li>d) necessity of compromise</li> <li>e) freedom of the individual.</li> </ul> <p><b>C.4</b></p> <ul style="list-style-type: none"> <li>a. analyze and critique the ratification debates through the Federalist essays</li> <li>b. identify the purposes for government stated in the Preamble</li> <li>c. examine the fundamental principles upon which the Constitution is based, including the rule of law, popular sovereignty, limited government,</li> </ul>

			separation of powers, checks and balances, judicial review, and federalism
			d. illustrate the structure of the national government as outlined in Articles I, II, and III
			e. describe and give examples of the amendment process (formal and informal)
		<b>H.1</b>	
			a. analyze and critique Marbury v. Madison, Articles of Confederation, anti-federalist papers, Declaration of Independence
<b>POLITICAL PARTIES, ELECTIONS AND CAMPAIGNS, INTEREST GROUPS, MASS MEDIA</b>	C.5	<b>C.5</b>	
	G.2		a. Examine the evolution of political parties over time.
	G.3		b. Describe the organization and role of current political parties.
	H.2	<b>G.2</b>	
	D.1		a. apply the demographics of voters to political party platforms
	D.6	<b>G.3</b>	
			a. Understand the makeup of wards and precincts of various voting districts
			b. examining the impact of reapportionment and redistricting on voting, elections and policy making
		<b>H.2</b>	
			a. Examining legislation and court decisions, i.e. Citizens United, McCain-Feingold Act, to evaluate their impact on the electoral process.
		<b>D.1</b>	
			a. Assess the formation of interest groups and their ability to meet the needs of voters
			b. Analyze the influence of media coverage, campaign advertising, and public opinion polls
		<b>D.6</b>	
			a. Make conclusions on the relationship between campaign spending, PACs, tax advocacy groups, elections, and overall policy making
<b>CIVIL LIBERTIES</b>	C.8	<b>C.8, H.2, H.3, D.3, D.5</b>	

**Semester 2**

**FEDERALISM**

G.3  
H.2  
H.3  
D.3,5

- a. Examine and apply Constitutional Freedoms: 1. Freedom of Religion- Establishment clause, separation of church & State, Free exercise clause 2. Freedom of Speech 3. Freedom of Press, Assembly and Petition 4. Right to Bear Arms 5. Right to Privacy Constitutional Right to a Fair Trial 4. Constitutional Rights before Trial- procedural due process, search & seizure, probable cause, exclusionary rule, Miranda Rule 5. Constitutional Rights at Trial presumption of innocence, right to jury, right to an attorney, speedy public trial, self-incrimination 6. Constitutional rights after Trial - purpose- types of punishment, cruel and unusual, double jeopardy
- b. analyze due process of law expressed in the 5th and 14th Amendments
- c. Explore the balance between individual liberties and the public interest
- d. Explain every citizen’s right to be treated equally under the law

**G.3**

- a. Explain selective incorporation of the Bill of Rights

C.6  
G.4  
H.4  
E.5  
D.2

**C.6, H.4, D.2**

- a. identifying the tribes and reservations located in Montana
- b. describing the relationship between the Congress and the federally recognized tribes as established by treaties, Marshall Trilogy, plenary power, and various legislation
- c. describing the organization of tribal governments – executive, legislative, and judicial systems

**G.4**

- a. explaining the relationship of the state governments to the national government as well as state to state relationships via the full faith and credit clause and privileges and immunities clause
- b. describing the extent to which power is shared (concurrent powers)
- c. identifying the powers denied state (delegated powers and supremacy clause) and national governments (10th amendment)

**E.5**

- a. Examining landmark Supreme Court cases that focus on the balance of power between state and national governments in the context of the

commerce clause (McCulloch v. Maryland, Gibbons v. Ogden, Heart of Atlanta Motel v. U.S., U.S. v Lopez)

- b. Explain the importance of the grant system in establishing dual, cooperative and new federalism

**LEGISLATIVE**

C.3,5  
 G.1,3  
 H.2,3  
 E.2,3,4,5  
 D.3,4,5,6

**C.3, C.5**

- a. Delegated Powers
- b. Functions that address the check and balance of powers (oversight, impeachment, bill process)
- c. Leadership-Speaker of the house, president pro-tempore, President of the Senate,

**G.1, G.3**

- a. Assess the effect of congressional policy making on various levels of government
- b. Various effects of redistricting on political outcomes (gerrymandering, reapportionment, voting blocks, precincts)

**H.2,H.3**

- a. Understand and apply the bill making process to policy decisions and its affects on various human populations

**E.2,E.3,E.4,E.5**

- a. Explain budget process between legislative and executive branches in the allocation of resources as it pertains to current political priorities and the impact on people
- b. Analyze the use of the commerce clause in forming policy

**D.3,D.6**

- a. Explore how diverse groups influence national policy making (i.e. gender, race, ethnicity, indigenous peoples, religious groups)

**D.4, D.6**

- a. Evaluate the influence of policy making on contemporary issues in technology

**D.5, D.6**

- a. Trace the development of policies that have affected civil liberties and civil rights over time

**EXECUTIVE**

C.3  
C.5  
G.1  
H.2  
E.2  
E.3  
E.4  
E.5  
D.6

**C.3**

- a. Explain and describe the Constitutional powers and roles of the president
- b. **Identify** formal checks on the president versus informal checks on the president
- c. **Examine the factors that contribute to the growth** of presidential power and executive branch over time

**C.5**

- a. Identify current leadership **in the executive branch**
- b. **Examine the effects of** presidential actions during periods of history

**G.1**

- a. **Identify** current foreign policy, **compare and contrast** how it changes between administrations, and **analyze** influences on decision making in foreign policy
- b. **Identify** the current domestic policy, **compare and contrast** how it changes between administrations and **analyze** influences on decision making in domestic policy

**E.2, E.3, E.4, E5**

- a. Examine the executive role in developing the budget and fiscal policy; how it demonstrates the president's priorities and impacts individual lives

**JUDICIAL (CIVIL RIGHTS)**

C.3  
C.8  
H.1  
H.2  
E.5  
D.3  
D.5

**C.3**

- a. **Explain** the jurisdiction of the local, state and federal courts
- b. **Examine the impact of** John Marshall establishing the Supreme Court as an independent, co-equal branch of government through his opinion in Marbury v. Madison (judicial review)
- c. Understand the political process involved in the selection and nomination of Supreme Court Justices

**C.8**

- a. **Describe** how the Supreme Court decides cases
- b. **Compare** the philosophies of judicial activism and judicial restraint

**H.1, H.2, E.5**

- a. Identify landmark court cases and apply case precedent to current policy issues (I.E. McCulloch v. Maryland, Gibbons v. Ogden, Heart of Atlanta Motel v. US, U.S. v Lopez, **Marshall Trilogy**)

**D.3, D.5**

- a. Assess the impact of Supreme Court cases on civil rights and liberties (I.E. Plessy v. Ferguson, Brown v. Board of Education, Univ. California v. Bakke, Loving v. Virginia)