Teaching & Learning Standards



Cherokee County School District

AMERICAN GOVERNMENT/CIVICS

Social Studies

American Government/Civics
Social Studies

The government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

Social Studies standards integrate four dimensions of study throughout the curriculum: **Information Processing Skills (ISPs)**, **Map and Globe Skills (MGSs)**, **Disciplinary Domains (DDs),** and the **Reading Standards for Literacy in History/Social Studies (RHSS)** and the **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST).** These four dimensions provide a comprehensive framework that emphasizes active engagement, interdisciplinary connections, and K-12 Connecting Themes and Enduring Understandings. Together, they show how social studies standards engage *students* in obtaining, evaluating, and communicating information.

Information Processing Skills	Map and Globe Skills	Disciplinary Domains	Reading and Writing Standards
IPS. 1: **Compare** similarities and differences (A)	**MGS.1:** Introduce the use of a compass rose to successfully identify cardinal directions (north, south, east, west). (A)	Historical Understandings (H)	**Reading Standards:** • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity
IPS. 2: **Organize** items chronologically (A)	**MGS.2:** Introduce the use of intermediate directions when describing location (northeast, southeast, northwest, southwest). (A)		
IPS.3: **Identify** issues and/or problems and alternative solutions (A)	**MGS.3:** Use a letter/number grid system to determine location. (A)		
IPS.4: Distinguish between facts and opinion. (A)	**MGS.4:** Compare and contrast the categories of natural, cultural, and political features on a map. (A)	Geographic Understandings (G)	
IPS.5: Identify main idea, detail, sequence of events, and cause and effect in a social studies context. (A)	**MGS.5:** Use graphic scales to determine distances on a map. (A)		
IPS.6: Identify and use primary and secondary sources. (A)	**MGS.6:** Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps. (A)		

IPS.7: Interpret timelines, charts, and tables. (A)	**MGS.7:** Use a map to explain the impact of geography on historical and current events. (A)	Government/Civic Understandings (CG)	**Writing Standards:** • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing
IPS.8: Identify social studies reference resources to use for a specific purpose. (A)	**MGS.8:** Draw conclusions and make generalizations based on information from maps. (A)		
IPS.9: Construct charts and tables. (A)	**MGS.9:** Use latitude and longitude to determine location. (D)		
IPS.10: Analyze artifacts. (A)			
IPS.11: Draw conclusions and make generalizations. (A)	**MGS.10:** Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities. (A)		
IPS.12: Analyze graphs and diagrams. (A)			
IPS.13: Translate dates into centuries, eras, or ages. (A)		Economic Understandings (E)	
IPS.14: Formulate appropriate research questions. (A)	**MGS.11:** Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations. (A)		
IPS.15: Determine adequacy and/or relevancy of information. (A)			
IPS.16: Check for consistency of information. (A)	**MGS.12:** Use geographic technology and software to determine changes, identify trends, and generalize about human activities. (I)		
IPS.17: Interpret political cartoons. (A)			

The goal of the **Information Processing Skills (IPS)** is for a student to be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and/or make decisions. Students are working to master these skills over multiple grade levels. **Map and Globe Skills (MGS)** are the expected skills that a student should successfully use to retrieve social studies information from maps. The expected level of mastery for IPS and MGS are indicated by one of the following letters in parentheses: Introduced (I), Developing (D), Mastery (M), and Application (A). **Disciplinary Domains** are the four areas of fundamental concepts that students need to understand to develop a deep knowledge of social studies. The **Reading Standards for Literacy in History/Social Studies (RHSS)** and the **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST)** emphasize the importance of content literacy in the social studies classroom.

Semester 1 (August – December)

Unit 1 – Foundations (2 weeks)

CG.1: Compare and contrast various systems of government.

CG.1.b: Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic

CG.1.c: Determine how the role of the executive differs in presidential and parliamentary systems of governments.

CG.2: Demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

CG.2.b: Analyze the impact of the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), Rousseau (The Social Contract), and Montesquieu (The Spirit of the Laws) on our concept of government.

CG.1.a: Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government

CG.1.d: Differentiate between a direct democracy, representative democracy, and/or a republic.

CG.2.a: Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Right, and the English Bill of Rights.

CG.2.c: Analyze the ways in which the philosophies listed in element 2b influenced the Declaration of Independence.

CG.16.c: Explain the meaning and history of the Pledge of Allegiance.

RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RHSS4: Determine the meaning of words or phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No.10).

WHST1: Write arguments focused on *discipline-specific content*.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Unit 2 – United States Constitution (4 weeks)

CG.3: Demonstrate knowledge of the framing and structure of the United States Constitution.

CG.3.a: Analyze debates during the drafting of the Constitution, including the Three-Fifths Compromise, the Great Compromise, and the Commerce Clause.

CG.3.c: Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty.

CG.5: Demonstrate knowledge of the federal system of government described in the United States Constitution.

CG.5.b: Define and provide examples of enumerated, implied, concurrent, reserved, and denied powers.

CG.5.d: Analyze the Supremacy Clause found in Article VI and the role of the U.S. Constitution as the "supreme law of the land."

CG.7: Demonstrate knowledge of civil liberties and civil rights.

CG.7.a: Define civil liberties as protections against government actions (e.g., First Amendment).

CG.7.b: Define civil rights as equal protections for all people (e.g., Civil Rights Act, Brown v. Board of Education, etc.)

CG.18: Examine how American ideals of freedom and democracy protect against the threats of totalitarian ideology.

CG.18.d: Explain how the ideals of American democracy conflict with those of totalitarianism.

CG.3.b: Analyze how the Constitution addresses the weaknesses of the Articles of Confederation

CG.3.d: Explain the key ideas in the debate over ratification made by the Federalists and the Anti-Federalists.

CG4: Demonstrate knowledge of the organization and powers of the national government.

CG.4.a: Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution.

CG.4.b: Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

CG.5.a: Explain and analyze the relationship of state governments to the national government.

CG.5.c: Analyze the ongoing debate that focuses on the balance of power between state and national governments as it relates to current issues.

CG.5.e: Describe the roles of Congress and the states in the formal process of amending the Constitution.

CG.6:	Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.
CG.7.c:	Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation.
CG.7.d:	Identify how amendments extend the right to vote.
CG.17.b:	Analyze the relationship among state and local governments.
CG.17.c:	Examine sources of revenue received by local governments.
CG.17.d:	Analyze the services provided by state and local governments.
CG.18.a:	Describe the role of government in totalitarian systems (e.g., communism and fascism).
CG.18.b:	Compare the structures, power-base, and decision-making processes of American democracy to those of totalitarian governments.
CG.18.c:	Compare the rights and responsibilities of citizens in American democracy to those in totalitarian governments.
CG.18.e:	Explain the causes for the growth and decline of totalitarian forms of government and American policies to resist their spread.
RHSS1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RHSS2:	Determine central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
WHST1:	Write arguments focused on *discipline-specific content*.
WHST4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 3 – Legislative Branch (3 weeks)

CG.8: Demonstrate knowledge of the legislative branch of government.

CG.8.c: Compare the terms of office for each chamber of Congress and explain the Founders' intent.

CG.8.d: Compare and contrast the powers of each chamber of Congress (e.g., power of the purse, 16th Amendment, treaties, etc.)

CG.8.e: Explain the steps in the legislative process.

CG.8.a: Cite the formal qualifications for representatives and senators listed in the Constitution.

CG.8.b: Describe the election process for representatives and senators and how the 17th Amendment impacted the election of senators.

CG.8.f: Explain the functions of various leadership positions and committees within the legislature

CG.8.g: Analyze the positive and negative role lobbyists play in the legislative process.

CG.9: Explain the impeachment and removal process and its use for federal officials as defined in the U.S. Constitution.

RHSS2: Determine central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 4 – Executive Branch (3 weeks)

CG.10: Demonstrate knowledge of the executive branch of government.

CG.10.d: Analyze the role of the Electoral College in electing the President and the clarification provided in the 12th Amendment.

CG.10.e: Distinguish between the roles of the President, including Commander in Chief of the Armed Forces, chief executive, chief agenda setter, chief of state, chief diplomat, and party leader

CG.10.a: Cite the formal qualifications listed in the Constitution for President of the United States.

CG.10.b: Describe informal qualifications common to past presidents.

CG.10.c: Identify term of office and describe the line of succession (e.g., 20th, 22nd, and 25th amendments).

CG.11.a: Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

CG.11.b: Explain the functions of the President's Cabinet.

CG.12 Describe the tools used to carry out United States foreign policy, including diplomacy and treaties; economic, military, and humanitarian aid; and sanctions and military intervention.

RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 5 – Judicial Branch (3 weeks)

CG.13: Demonstrate knowledge of the operation of the judicial branch of government.

CG.13.b: Explain the jurisdiction of the Supreme Court, federal courts, and the state courts.

CG.13.c: Examine how John Marshall established judicial review through his opinion in Marbury v. Madison and relate its impact.

CG.14: Demonstrate knowledge of the criminal justice process.

CG.14.c: Analyze the procedures in the criminal justice process.

- **CG.13.a:** Describe the selection and approval process for federal judges.
- **CG.13.d:** Describe how the Supreme Court selects and decides cases.
- **CG.13.e:** Compare the philosophies of judicial activism and judicial restraint and provide relevant examples (e.g., marriage, 2nd Amendment, death penalty, etc.)
- **CG.14.a:** Explain an individual's due process rights (e.g., 4th, 5th, 6th, and 14th amendments)
- **CG.14.b:** Categorize different types of crimes.
- **CG.14.d:** Examine the different types of sentences a convicted person can receive.
- **CG.14.e:** Contrast the procedures related to civil suits with criminal proceedings.
- **RHSS2:** Determine central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **RHSS4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- **WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 6 – Political Participation (3 weeks)

CG.15: Demonstrate knowledge of local, state, and national elections.

CG.15.a: Describe the historical development, organization, role, and constituencies of political parties.

CG.15.b: Describe the nomination and election process.

CG.16: Analyze the difference between involuntary and voluntary participation in civic life.

CG.16.a: Describe how and why citizens are required by law to pay taxes, serve on a jury, and register for military duty.

CG.16.b: Describe how citizens voluntarily and responsibly participate in the political process by voting, performing public service, being informed about current issues, and respecting differing opinions.

CG.15.c: Examine campaign funding and spending and the influence of special interest groups on elections

CG.15.d: Explain how recent policy changes and Supreme Court rulings have impacted the campaign finance process.

CG.15.e: Analyze the influence of media coverage, campaign advertising, and public opinion polls.

CG.17.a: Examine the structure of local governments with emphasis on counties and cities.

CG.17.e: Analyze limitations on state and local government that may be exercised by the citizens (e.g., the initiative, referendum, and recall).

RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST1: Write arguments focused on *discipline-specific content*.

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