

Social Studies - American Government

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Assessment	Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis					
Standard 1: History						
Goal 1.1: Build an understanding of the cultural and social development of the United States.	No goals or objectives in American Government.					
Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.	No goals or objectives in American Government.					
Goal 1.3: Identify the role of American Indians in the development of the United States.	No goals or objectives in American Government.					
Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.	No goals or objectives in American Government.					
Goal 1.5: Trace the role of exploration and expansion in the development of the United States.	No goals or objectives in American Government.					
Goal 1.6: Explain the rise of human civilization.	No goals or objectives in American Government.					
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.	No goals or objectives in American Government.					
Goal 1.8: Build an understanding of the cultural and social development of human civilization.	No goals or objectives in American Government.					
Goal 1.9: Identify the role of religion in the development of human civilization.	No goals or objectives in American Government.					
Standard 2: Geography						
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	No goals or objectives in American Government.					
Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.	No goals or objectives in American Government.					
Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.	No goals or objectives in American Government.					
Goal 2.4: Analyze the human and physical characteristics of different places and regions.	No goals or objectives in American Government.					

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Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.	No goals or objectives in American Government.					

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Standard 3: Economics						
Goal 3.1: Explain basic economic concepts.	No goals or objectives in American Government.					
Goal 3.2: Identify different influences on economic systems.	No goals or objectives in American Government.					
Goal 3.3: Analyze the different types of economic institutions.	No goals or objectives in American Government.					
Goal 3.4: Explain the concepts of good personal finance.	No goals or objectives in American Government.					
Standard 4: Civics and Government						
Goal 4.1: Build an understanding of the foundational principles of the American political system.	9-12.G.4.1.1 Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England. (503.01a, c)		<ul style="list-style-type: none"> Define limited, ordered, and representative government. Describe the historical documents and their impact on Natural Rights philosophy. Explain the fundamentals we gleaned from the Magna Carta (1215). Explain the fundamentals we gleaned from the English Bill of Rights 1689. Explain the ideas that lead to the development of common law. Describe the origins of constitutional law in western civilization. 	limited government • ordered government • representative government • common law • natural rights • constitutional law	<ul style="list-style-type: none"> Create an example of a constitution based on the fundamental ideals of natural rights, the Magna Carta, common law and English Bill of Rights. Compare and contrast in a graph the fundamental rights established in the Magna Carta and English Bill of Rights. In an essay, analyze the ideas of Locke and Hobbs. 	American Government Resources\Obj. 4.1.1
	9-12.G.4.1.2 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791) in the United States. (503.01e)		<ul style="list-style-type: none"> Explain the factors that led to the Declaration of Independence. Explain the fundamental rights listed in the Declaration of Independence. Describe the Articles of Confederation. Evaluate the weaknesses of the Articles of Confederation. List the features of the original charters and the first State constitutions. Summarize the major compromises that the delegates agreed to make and the effects of those compromises. Describe the historical milestones that led to the creation of limited government in the United States. 	Proprietary Colony • Charter Colony • Royal Colony • Ratification • Framers • Virginia Plan • New Jersey Plan • Connecticut Compromise • Three-Fifths Compromise • Commerce and Slave Trade Compromise • Federalists • Anti-Federalists • Confederation • Bicameral • Unicameral • Boycott • Delegate • Albany Plan	<ul style="list-style-type: none"> Create a timeline showing the steps that led the ratification of the United States Constitution. Identify the most important steps in the process. Write a letter to the editor of your local newspaper, about your opinion whether or not the Constitution should be ratified. List positive aspects of the document. List the negative aspects of the document. Make suggestions for improvement of the document. 	American Government Resources\Obj. 4.1.2
	9-12.G.4.1.3 Analyze the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution. (503.01b)		<ul style="list-style-type: none"> Compare and contrast the Article of Confederation with the United States Constitution. Analyze the ideas of the Declaration of Independence. Examine why the Bill of Rights was included in the United States Constitution. Analyze the essential ideals and objectives of the original organizing documents of the United States. 	Preamble • Articles • Rule of Law • Separation of Powers • Checks and Balances • Judicial Review • Federalism	<ul style="list-style-type: none"> Create a classroom constitution. Rewrite the Bill of Rights, in everyday plain language. 	American Government Resources\Obj. 4.1.3
	9-12.G.4.1.4 Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism. (503.01c)		<ul style="list-style-type: none"> Explain the concept of social contract. Explain the six basic principles of the United States Constitution. Justify the use of a written constitution. Explain the central principles of the United States governmental system. 	Constitution, Popular Sovereignty, Separation of Powers, Federalism, Majority rule with Minority Rights, Checks and Balances, Limited Government	<ul style="list-style-type: none"> Debate federal powers vs. state powers. Use the following key terms in the debate and their importance in this debate: written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism. 	American Government Resources\Obj. 4.1.4

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<p>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</p>	<p>9-12.G.4.2.1 Identify the three branches of federal government, their powers, and responsibilities. (504.01a)</p>		<ul style="list-style-type: none"> • List and define the three branches of federal government. • Distinguish each role of the branches of the federal government. • Examine the relationship between the branches of government using the system of checks and balances. • Identify the three branches of federal government, their powers, and responsibilities. 	<p>Legislative • Executive • Judicial • Judicial Review • Veto • Nomination • Impeachment</p>	<ul style="list-style-type: none"> • Diagram the three branches of the United States Government 	<p>American Government Resources\Obj. 4.2.1</p>
	<p>9-12.G.4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments. (504.01b)</p>		<ul style="list-style-type: none"> • Define federalism. • Explain why the framers chose this system of government. • Identify which powers are delegate to and denied to the federal government. • Examine the reserve powers clause. • Explain the role of local governments in the federal system. • Discuss the unique relationship between tribal governments and the United States Congress. • Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments. 	<p>Federalism • Division of Powers • Delegated Powers • Expressed Powers • Implied Powers • Inherent Powers • Reserved Powers • Exclusive Power • Concurrent Powers • Enabling Act • Act of Admission • Grant-In-Aid Program • Revenue Sharing • Categorical Grant • Block Grant • Project Grant • Interstate Compact • Full Faith and Credit Clause • Extradition • Privileges and Immunities • Clause</p>	<ul style="list-style-type: none"> • Create a pictogram depicting the hierarchal relationship of the different governments (federal, state, local and tribal) in the United States. 	<p>American Government Resources\Obj. 4.2.2</p>
	<p>9-12.G.4.2.3 Analyze and explain sovereignty and the treaty/trust relationship the United States has with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing. (504.01d)</p>		<ul style="list-style-type: none"> • Define sovereignty. • Describe the reservation system. • Explain treaties, regarding hunting, fishing, and land leasing. • Analyze and explain sovereignty and the treaty/trust relationship with the United States has with the American Indians tribes. 	<p>Sovereignty • Treaty • Land Leasing</p>	<ul style="list-style-type: none"> • Debate the concept of the reservation system. • Debate the relationship the federal government has with Native Americans in regard to treaties and trust. • Compare and contrast state fish and game laws with Native American hunting fishing treaties. 	<p>American Government Resources\Obj. 4.2.3</p>
	<p>9-12.G.4.2.4 Analyze the role of political parties and other political organizations and their impact on the American system of government. (504.01e)</p>		<ul style="list-style-type: none"> • List the five functions of political parties. • Distinguish between minor parties and the two major parties in the United States. • Discuss the development of the two party system in the United States. • Compare and Contrast the two party system with the multi-party system of other countries. • List and identify other political organizations and their impact on the American system of government. • Analyze the role of political parties and other political organizations and their impact on the American system of government. 	<p>Political Party • Major Party • Minor Party • Nominations • Bonding Agent Function • Partisanship • Watchdog</p>		<p>American Government Resources\Obj. 4.2.4</p>
	<p>9-12.G.4.2.5 Explain the electoral process at each level of government. (506.01c)</p>		<ul style="list-style-type: none"> • Explain the different types of primary elections. • Describe the Electoral College. • Compare and contrast the Electoral College's strengths and weaknesses. • Analyze the relationship between the state and federal elections. • Analyze the relationship between the local and state elections. • Explain the electoral process at each level of government. 	<p>Primary Election • Electoral College • Electoral Process • Open Primary • Closed Primary • Blanket Primary • Absentee Voting • Precinct • Coattail Effect • Polling Place • Subsidy • Soft Money • Hard Money • McCain-Finergold Act • Political Action Committee • Caucus • Convention</p>	<ul style="list-style-type: none"> • Model an election in your classroom with students running for offices in all levels of government. • Encourage students to participate in an election. • Register eligible students to vote. • Invite candidates to participate in a classroom discussion. 	<p>American Government Resources\Obj. 4.2.5</p>

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<p>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</p>	<p>9-12.G.4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights. (506.01d)</p>		<ul style="list-style-type: none"> • Define naturalization. • Explain a natural born citizen. • Summarize the obligations, responsibilities, and rights of an American citizen. • Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights. 	<p>Naturalization • Jus Sanguineus • Jus Soli</p>	<ul style="list-style-type: none"> • Model an election in your classroom with students running for offices in all levels of government. • Encourage students to participate in an election. • Register eligible students to vote. • Invite candidates to participate in a classroom discussion. 	<p>American Government Resources\Obj. 4.3.1</p>
	<p>9-12.G.4.3.2 Explain the implications of dual citizenship with regard to American Indians.</p>		<ul style="list-style-type: none"> • Explain the implications of dual citizenship with regard to American Indians. 	<p>Local Native American groups</p>	<ul style="list-style-type: none"> • Students will then have to discuss an issue in society that deals with Native Americans. 	<p>American Government Resources\Obj. 4.3.2</p>
	<p>9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level. (506.01b)</p>		<ul style="list-style-type: none"> • Explain the different types of primary elections. • Describe the Electoral College. • Compare and contrast the Electoral College's strengths and weaknesses. • Analyze the relationship between the state and federal elections. • Analyze the relationship between the local and state elections. • Explain the electoral process at each level of government. • Identify the ways in which citizens can participate in the political process at the local, state, and national level. 	<p>Political Process • Voting • Referendum • Petition • Registration • Convention • Caucus • Disenfranchise • Non-voting voters</p>	<ul style="list-style-type: none"> • Model an election in your classroom with students running for offices in all levels of government. • Encourage students to participate in an election. • Register eligible students to vote. • Invite candidates to participate in a classroom discussion. • Have students create and carry out a local political poll. 	<p>American Government Resources\Obj. 4.3.3</p>
	<p>9-12.G.4.3.4 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court, including Gideon v. Wainwright, Miranda v. Arizona. (490.01b)</p>	<p>• Idea options on land mark cases: Gitlow v. New York (1925), Mapp v. Ohio (1961), Pierce v. Society of Sisters (1925), Griswold v. Connecticut (1965), Roe v. Wade (1973), Texas v. Johnson (1989).</p>	<ul style="list-style-type: none"> • Explain the process of bringing a case to the Supreme Court. • Review the Bill of Rights. • Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court. 	<p>Majority Opinion (Concurring) • Minority Opinion (Dissenting) • Certificate, Certiorari • Writ of Habeas Corpus • Jurisdiction • Appellate Jurisdiction • Original Jurisdiction</p>	<ul style="list-style-type: none"> • Research the relationship between the court's decision and a specific case; and social/political reaction of the time to other case and to themselves. Have them list the responses and analyze them. • From the list of ten Supreme Court decisions the students researched and studied, have the students choose five decisions by the Supreme Court and tell why they feel they are important. This may be done individually or in small groups of three to five. • Have a district or county court judge talk to the class as a guest speaker or take a field trip to the district or county court to watch a local trial dealing with a Supreme Court decision or a constitutional right. Have students ask the judge supreme court questions. 	<p>American Government Resources\Obj. 4.3.4</p>
<p>Goal 4.4: Build an understanding of the evolution of democracy.</p>	<p>9-12.G.4.4.1 Analyze the struggles for the extension of civil rights. (490.01c)</p>	<ul style="list-style-type: none"> • Examine constitutional laws that brought about the extension civil rights ideals. • Examine court cases that lead to the extension of civil rights. • Examine groups that worked for and are working for the extension of civil rights. 	<ul style="list-style-type: none"> • Examine the 13th, 14th, 15th, and 19th amendments. • Explain the Civil Rights Act of 1964 and its importance on constitutional law. • Describe the growth of suffrage in the United States. • Explain the Voting Rights Act of 1965. • Examine constitutional laws that brought about the extension civil rights ideals. • Examine a few major Supreme Court cases that have dealt with civil rights. • Examine the struggles of the following: African Americans, Hispanic Americans, Japanese Americans, Chinese Americans, Women, and Native Americans. • Analyze the struggles for the extension of civil rights. 	<p>Civil Liberties • Civil Rights • Due Process Clause • Substantive Due Process • Procedural Due Process • Involuntary Servitude • Discrimination • Suffrage • Jim Crow Law • Separate But Equal Doctrine • Integration • De Jure Segregation • De Facto Segregation • Affirmative Action • Discrimination • Quota • Assimilation</p>	<ul style="list-style-type: none"> • View MLK's "I Have a Dream" speech, and analyze to what extent his dream have been realized. 	<p>American Government Resources\Obj. 4.4.1</p>

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	9-12.G.4.4.2 Analyze and evaluate states' rights disputes past and present. (490.01d)		<ul style="list-style-type: none"> • Define states' rights. • Examine the 10th Amendment. • Examine the impact of the 14th Amendment on states rights. • Compare and contrast states rights and federal rights. • Analyze and evaluate states' rights disputes past and present. 	Elastic Clause • Interstate Commerce Clause • Full Faith and Credit • States' Rights • Nullification • McCulloch v. Maryland (1819)		American Government Resources\Obj. 4.4.2
	9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government. (490.01e)		<ul style="list-style-type: none"> • Define Executive branch. • Define Legislative branch. • Define Judicial branch. • Evaluate the checks and balances system. • Evaluate the changing influence of the executive branch. • Provide and evaluate examples of the role of leadership in changing relationship among the different branches of American government. 	Executive Branch • Legislative Branch • Judicial Branch • Checks and Balance system • Executive Departments • Bureaucracy		American Government Resources\Obj. 4.4.3
	9-12.G.4.4.4 Discuss the interpretation and application of the United States Constitution.		<ul style="list-style-type: none"> • Define Judicial Review. • Explain the use of judicial precedence. • Discuss the organizational characteristics of the constitution. • Analyze the amendment process. • Compare and contrast how the Bill of Rights affects the individual past and present. • Predict what topic would set precedence as the next amendment to the United States Constitution. • Discuss the interpretation and application of the United States Constitution. 	Executive Branch • Legislative Branch • Judicial Branch • Checks and Balance system • Executive Departments • Civil Liberties • Civil Rights • Due Process Clause • Substantive Due Process • Procedural Due Process • Suffrage • Elastic Clause • Interstate Commerce Clause • Full Faith and Credit • States' Rights • Naturalization, Jus Sanguineous • Jus Soli • Primary Election • Electoral College	• Create and justify a new constitution.	American Government Resources\Obj. 4.4.4
Goal 4.5: Build an understanding of comparative government.	No objectives in American Government.					
Standard 5: Global Perspectives						
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	9-12.G.5.1.1 Compare different forms of government, such as presidential with parliamentary, unitary with federal, democracy with dictatorship.		<ul style="list-style-type: none"> • Compare and contrast presidential v. parliamentary systems. • Compare and contrast unitary v. federal v. confederate forms of government. • Compare and contrast democracy v. dictatorship. • Compare the different forms of government. 	Presidential • Parliamentary • Unitary • Federal • Confederate • Democracy • Dictatorship	• Evaluate the American system of government.	American Government Resources\Obj. 5.1.1
	9-12.G.5.1.2 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian. (505.01c)		<ul style="list-style-type: none"> • Discuss the mutual impact of contemporary environmental issues. • Discuss the impact of globalization on the world's economy. • Describe the United States role in world humanitarian efforts. • Compare and Contrast the different economic systems of the world. • Discuss the mutual impact of the ideas, issues, and policies amount nations, including environmental, economic, and humanitarian. 	Free Market Economy • Socialism • Communism • Capitalism • Laissez-faire • Mixed Economy • Laws of Supply and Demand • Global Warming • Environmental Protection Agency • Grant in Aide • Favored Nation Status	<ul style="list-style-type: none"> • List and explain the different economic systems of the world. • Analyze a recession in one part of the work and how it affects the rest of the world. • Classify countries of the world by the economic system used in each country. 	American Government Resources\Obj. 5.1.2

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	9-12.G.5.1.3 Describe the characteristics of United States foreign policy and how it has been made and implemented over time. (505.01a)		<ul style="list-style-type: none"> • Define foreign policy. • Discuss the transition from isolationism to internationalism. • Define containment. • Describe the regional security alliances in which the United States has been involved. • Describe the characteristics of United States foreign policy and how it has been implemented over time. 	Isolationism • Nationalism • Internationalism • Deterrents • Detent • Collective Security • NATO • Monroe Doctrine • Truman Doctrine • Containment	<ul style="list-style-type: none"> • List and describe the major foreign policy players within and outside of American government including the United Nations. • Have students develop a time line of major US foreign policy events based on the definitions developed from the lesson. • Explain the shift from isolationism to internationalism. • Have the students locate a story dealing with foreign policy in the news through newspaper articles, news summaries, or the Internet. • Describe how this policy is currently affecting local government. 	American Government Resources\Obj. 5.1.3
	9-12.G.5.1.4 Identify and evaluate the role of the United States in international organizations and agreements, such as United Nations, NAFTA, and the International Red Cross. (505.01b)		<ul style="list-style-type: none"> • Evaluate the role of the United States in United Nations. • Evaluate the role of the United States in NAFTA. • Evaluate the role of the United States in the International Red Cross. 	International Red Cross • NAFTA • United Nations • UN Security Council	<ul style="list-style-type: none"> • Describe the missions of each of the international organizations and the role of the United States. 	American Government Resources\Obj. 5.1.4