

United States Government

Social Studies
Curriculum Framework

Revised 2014

Course Title: United States Government
 Course/Unit Credit: 0.5
 Course Number: 474100
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12
 Prerequisite: Civics

United States Government

Course Focus and Content

United States Government is a one-semester course that focuses on the theoretical concepts relating to the foundations of government and the practical application of these concepts as they relate to American federalism, to civil liberties, to civil rights, and to our national government. Basic concepts of state and local government and their relationships with the federal government are also examined. Topics include the constitutional framework; federalism; the three branches of government, including the bureaucracy; civil rights and liberties; political participation and behavior; and policy formation. Upon completion, students will demonstrate an understanding of the basic concepts and participatory processes of the American political system.

Skills and Application

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. United States Government does not require Arkansas Department of Education approval.

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in Dimensions 1, 3, and 4 of The College, Career, & Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills. Dimension 2 sets forth the conceptual content, and the alignment to this dimension is embedded in the student learning expectations (SLEs).

Dimension 1 – Questions	Dimension 3 – Sources and Evidence	Dimension 4 – Communicating Ideas
1. Construct compelling questions that promote inquiry around key ideas and issues	4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others
3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view		8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes
Engage in disciplinary thinking across the social sciences in Grades K-12		

Strand	Content Standard
Political Philosophy	1. Students will analyze the multiple perspectives of various sources that shaped the formation of the United States government.
	2. Students will analyze the rationale of the Founding Fathers in selecting a republican, representative democracy over other forms of government.
Structure of the Constitution	3. Students will analyze the organization and content of the U.S. Constitution.
Structure and Functions of the Government	4. Students will analyze the structure, organization, and functions of the federal government.
	5. Students will analyze the concept of federalism in the United States.
	6. Students will assess the relationship between the federal government and the economy.
Interpretation and Application of Constitutional Principles	7. Students will analyze various interpretations of the U.S. Constitution.
	8. Students will analyze the application of U.S. constitutional principles to address local and national issues.

Notes:

1. Words that appear in italics within this document are defined in the glossary.
2. The examples given (e.g.,) are suggestions to guide the instructor.
3. Arkansas ELA Standards (ELA-Literacy alignment) key, R.CCR.1 = College and Career Ready Anchor Standard.Reading.1
4. College, Career, & Civic Life C3 Framework for Social Studies State Standards (C3 alignment) key, D2.His.1.9-12 = Dimension 2.History. 1st K-12 Pathway.Grades 9-12
5. The course strands, content standards, and the SLEs are meant to be taught in an integrated manner.
6. The ADE course curriculum framework is intended to assist in district curriculum development, 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; these decisions are left to local districts.

Strand: Political Philosophy

Content Standard 1: Students will analyze the multiple perspectives of various sources that shaped the formation of the United States government.

		ELA- Literacy Alignment	C3 Alignment
PP.1.USG.1	Examine multiple points of view from a variety of Greek, Roman, and Enlightenment thinkers to discuss ways they influenced the formation of the United States government	R.CCR.9 W.CCR.9	D1.3, 5.9-12 D2.Civ.2, 8, 14.9-12 D2.Geo.5, 6, 7.9-12 D2.His.1, 4, 5, 6, 14, 16.9-12 D3.1, 2, 3, 4.9-12 D4.2, 5.9-12
PP.1.USG.2	Analyze the influence of social, economic, and political factors within the American colonies on the formation of the American government	R.CCR.1, 2, 3 W.CCR.9	D2.Civ.2, 6, 8.9-12 D2.Eco.1, 9.9-12 D2.His.4.9-12 D3.1, 2, 3, 4.9-12 D4.2.9-12

Strand: Political Philosophy

Content Standard 2: Students will analyze the rationale of the Founding Fathers in selecting a republican, representative democracy over other forms of government.

		ELA-Literacy Alignment	C3 Alignment
PP.2.USG.1	Analyze social, economic, and political factors that influenced the American colonists to overthrow British monarchical rule	R.CCR.3 W.CCR.2, 3	D1.5.9-12 D2.Civ.2.9-12 D2.Eco.6.9-12 D2.Geo.5.9-12 D2.His.1,4, 5.9-12 D3.1, 2.9-12
PP.2.USG.2	Analyze social, economic, and political factors that influenced the Founding Fathers to limit the powers of government	R.CCR.3 W.CCR.7	D2.Civ.4.9-12 D2.His.1,5.9-12
PP.2.USG.3	Evaluate the Declaration of Independence as a persuasive argument justifying revolution	W.CCR.2	D2.Civ.8, 14.9-12 D2.Eco.1.9-12 D2.His.1, 2, 4, 5, 11, 14, 16.9-12 D3.1, 2, 4.9-12 D4.1, 3.9-12
PP.2.USG.4	Construct explanations of the decision to establish a republican, representative democracy by the Founding Fathers	R.CCR.3 W.CCR.1	D2.His.11.9-12 D4.2, 4, 5.9-12

Strand: Structure of the Constitution

Content Standard 3: Students will analyze the organization and content of the United States Constitution.

		ELA- Literacy Alignment	C3 Alignment
SC.3.USG.1	Analyze the underlying causes and events that led the Founding Fathers to replace the Articles of Confederation with the U.S. Constitution	R.CCR.1, 2, 3, 9 W.CCR.2, 7, 8, 9 SL.CCR.1, 4, 6	D2.Civ.4.9-12 D2.Eco.9.9-12 D2.His.1, 2, 4, 5, 16.9-12 D4.2.9-12
SC.3.USG.2	Analyze the purposes of government in relation to the Preamble	R.CCR.5 W.CCR.1	D2.Civ.1, 4.9-12 D4.2.9-12
SC.3.USG.3	Evaluate the rationale for the organization of articles of the U.S. Constitution	R.CCR.5 W.CCR.2	D2.Civ.1, 4.9-12 D2.His.5, 14.9-12 D3.3.9-12 D4.2.9-12
SC.3.USG.4	Analyze the purposes of the Bill of Rights	R.CCR.5 W.CCR.1	D2.Civ.1, 4.9-12 D2.His.6.9-12 D4.2.9-12
SC.3.USG.5	Compare the arguments expressed in the debate over ratification of the U.S. Constitution	R.CCR.1, 2, 3, 9 W.CCR.2, 4, 7, 8, 9 SL.CCR.1, 4, 5, 6	D2.Civ.3.9-12 D2.Eco.1.9-12 D2.Geo.5.9-12 D2.His.4, 5.9-12 D3.1, 2, 4.9-12

Strand: Structure and Functions of the Government

Content Standard 4: Students will analyze the structure, organization, and functions of the federal government.

		ELA-Literacy Alignment	C3 Alignment
SFG.4.USG.1	Analyze the powers and responsibilities of the federal government (e.g., enumerated, implied, delegated, concurrent, reserved)	R.CCR.1 W.CCR.8	D2.Civ.1, 4.9-12 D2.His.2.9-12 D4.2.9-12
SFG.4.USG.2	Analyze the reasons for and effectiveness of a system of checks and balances within the federal government	R.CCR.2 W.CCR.7	D2.Civ.1, 4.9-12 D2.His.2.9-12 D3.1.9-12 D4.2.9-12
SFG.4.USG.3	Examine the composition and roles of the presidential cabinet and federal agencies and continuity and change over time	R.CCR.2 W.CCR.7, 8	D2.Civ.1, 4, 11.9-12 D2.His.2.9-12 D4.2.9-12
SFG.4.USG.4	Evaluate the role of the federal <i>bureaucracy</i> as a “fourth branch” of the federal government	R.CCR.9 W.CCR.1	D2.Civ.1, 4, 6, 13.9-12 D3.1, 3.9-12

Strand: Structure and Functions of the Government

Content Standard 5: Students will analyze the concept of federalism in the United States.

		ELA-Literacy Alignment	C3 Alignment
SFG.5.USG.1	Analyze the foundation and structure of <i>federalism</i> as prescribed in the Supremacy Clause of Article VI and the Fourteenth Amendment to the Constitution	R.CCR.2 W.CCR.7	D2.Civ.4, 8.9-12 D2.His.9.9-12 D4.2.9-12
SFG.5.USG.2	Analyze the division of power and interrelationships between federal and state government	R.CCR.1 W.CCR.7	D1.5.9-12 D2.Civ.1, 4, 6.9-12 D4.2.9-12
SFG.5.USG.3	Analyze the relationships among the states as prescribed in the Full Faith and Credit Clause of Article IV	R.CCR.9 W.CCR.2	D2.Civ.3, 4, 6, 11, 12.9-12 D4.2.9-12
SFG.5.USG.4	Examine the reasons and processes for amending the U.S. Constitution (e.g., informal, formal)	R.CCR.2 W.CCR.2	D2.Civ.4, 14.9-12 D3.1.9-12

Strand: Structure and Functions of Government

Content Standard 6: Students will assess the relationship between the federal government and the economy.

		ELA-Literacy Alignment	C3 Alignment
SFG.6.USG.1	Analyze the impact of the federal government's <i>fiscal policy</i> on the economy (e.g., taxing, spending)	R.CCR.1, 6 W.CCR.10	D2.Civ.3,5, 6.9-12 D2.Eco.6, 7.9-12 D2.His.14.9-12 D3.1, 3.9-12
SFG.6.USG.2	Evaluate the roles various government agencies play in maintaining the nation's economic health	R.CCR.8 W.CCR.8	D2.Civ.6.9-12 D2.Eco.6, 7, 8.9-12 D2.His.14.9-12 D4.1, 2.9-12

Strand: Interpretation and Application of Constitutional Principles
 Content Standard 7: Students will analyze various interpretations of the U.S. Constitution.

		ELA-Literacy Alignment	C3 Alignment
IACP.7.USG.1	Analyze major U.S. Supreme Court decisions affecting our understanding of the U.S. Constitution (e.g., Marbury v. Madison, McCullah v. Maryland)	R.CCR.7 W.CCR.1, 7	D2.Civ.12.9-12 D3.1, 2.9-12 D4.1, 2.9-12
IACP.7.USG.2	Explain ways the U.S. Constitution and U.S. Supreme Court decisions have and have not protected civil liberties from governmental intrusion	R.CCR.7 W.CCR.1, 2	D2.Civ.12.9-12 D3.1, 2.9-12 D4.2.9-12
IACP.7.USG.3	Evaluate how <i>judicial activism</i> and <i>judicial restraint</i> have affected U.S. Supreme Court decisions over time	R.CCR.7 W.CCR.7	D2.Civ.12.9-12 D3.1, 2.9-12 D4.1.9-12
IACP.7.USG.4	Analyze various federal laws, policies, and rulings concerning civil rights of individuals and groups	R.CCR.7 W.CCR.1	D2.Civ.12.9-12 D3.1, 2.9-12 D4.1, 2.9-12

Strand: Interpretation and Application of Constitutional Principles

Content Standard 8: Students will analyze the application of U.S. constitutional principles to address local and national issues.

		ELA-Literacy Alignment	C3 Alignment
IACP.8.USG.1	Examine various reasons for and subsequent effects of amendments to the U.S. Constitution after the Bill of Rights	R.CCR.8 W.CCR.8	D2.Civ.13.9-12 D2.His.1, 2, 14, 16.9-12 D3.1, 2.9-12 D4.2.9-12
IACP.8.USG.2	Apply constitutional principles to a variety of current issues (e.g., popular sovereignty, separation of powers, checks and balances, <i>federalism</i>)	R.CCR.9 W.CCR.7	D2.Civ.4.9-12 D3.3.9-12 D4.2.9-12
IACP.8.USG.3	Analyze local and national issues addressing fundamental rights of individuals (e.g., civil liberties, <i>due process</i> , equal protection)	R.CCR.1, 2, 3, 4, 6, 8, 9 W.CCR.2, 4, 7, 8, 9 SL.CCR.1, 4, 5, 6	D2.Civ.5, 7, 8, 10.9-12 D2.His.1, 2.9-12 D3.1, 2.9-12 D4.2.9-12

Glossary for United States Government

Bureaucracy	The group of independent administrative agencies of the federal government which, while technically part of the executive or legislative branches of government, are sometimes referred to as part of the fourth branch
Due process	Constitutional requirement government may not arbitrarily or unfairly deprive a person of rights or property
Federalism	A concept of sharing of government authority based on the division of power between a central government and sovereign member states
Fiscal Policy	Use of taxation and government spending to influence the economy
Judicial activism	A theory of judicial interpretation that suspects rulings of being based on personal or political considerations rather than on existing law
Judicial restraint	A theory of judicial interpretation that encourages judges to limit the exercise of their own power and to hesitate to strike down laws unless they are obviously unconstitutional

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