

# U.S. Government

## Social Studies Academic Standards

Revised 2022

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

Prerequisites: None

## U.S. Government Academic Standards & Disciplinary Concepts

### 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, civil liberties, civil rights, and 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. Students will demonstrate an understanding of the basic concepts and processes of the American political system.

### Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

### Related Laws for Social Studies

- A.C.A. § 1-5-109. Prisoners of War Remembrance Day.
- A.C.A. § 1-5-112. POW/MIA Recognition Day.
- A.C.A. § 1-5-113. Native American Heritage Week.
- A.C.A. § 1-5-114. Juneteenth Independence Day.
- A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.
- A.C.A. § 6-16-101. Celebrate Freedom Week.
- A.C.A. § 6-16-105. United States Flag.
- A.C.A. § 6-16-106. Arkansas Flag.
- A.C.A. § 6-16-107. Patriotic Observances Generally.
- A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.
- A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.
- A.C.A. § 6-16-121. African-American History – Teaching materials.
- A.C.A. § 6-16-122. American Heritage.
- A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.
- A.C.A. § 6-16-154. Holocaust Education.
- A.C.A. § 6-16-124. Arkansas History – Required Social Studies Course.
- A.C.A. § 6-17-703. Arkansas History Professional Development.

**Teacher Note:** Not all state statutes apply to the current grade level content.

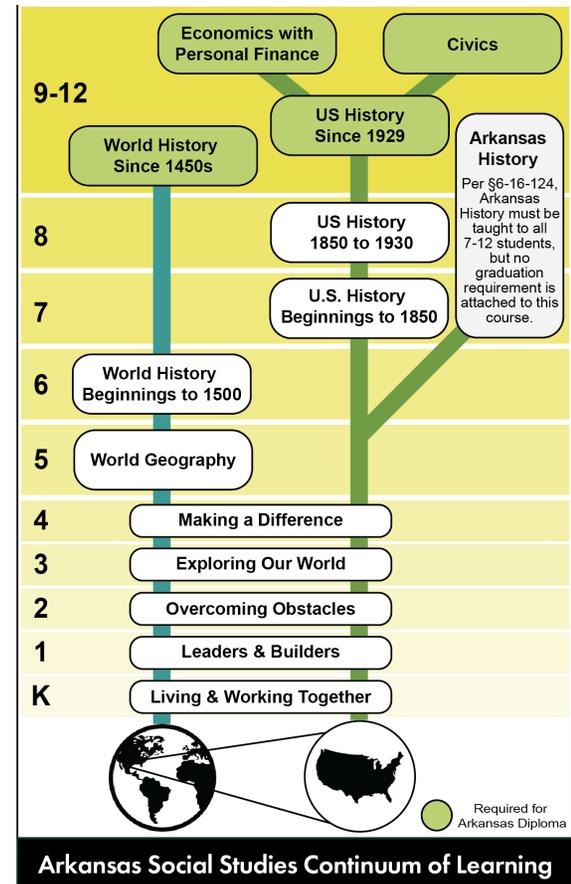


Figure 1

# U.S. Government Academic Standards & Disciplinary Concepts

## 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. *U.S. Government does not need Arkansas Department of Education approval.* These standards do not meet the Grades 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Academic Standards written for the course in Grades 7-8 or the Arkansas History Curriculum Framework for the course in Grades 9-12 to fulfill the one-semester Arkansas History requirement as defined in Act 787 of 1997.

## Nomenclature Explained

■ icon indicates KPEs or SPEs that focus on topics in K-6 which relate to Arkansas and may be used to fulfill A.C.A. § 6-16-124

"C.1" indicates the first civics disciplinary standard

"2" specifies that it is an expectation for 2nd grade

"3" indicates which knowledge or skill performance expectation

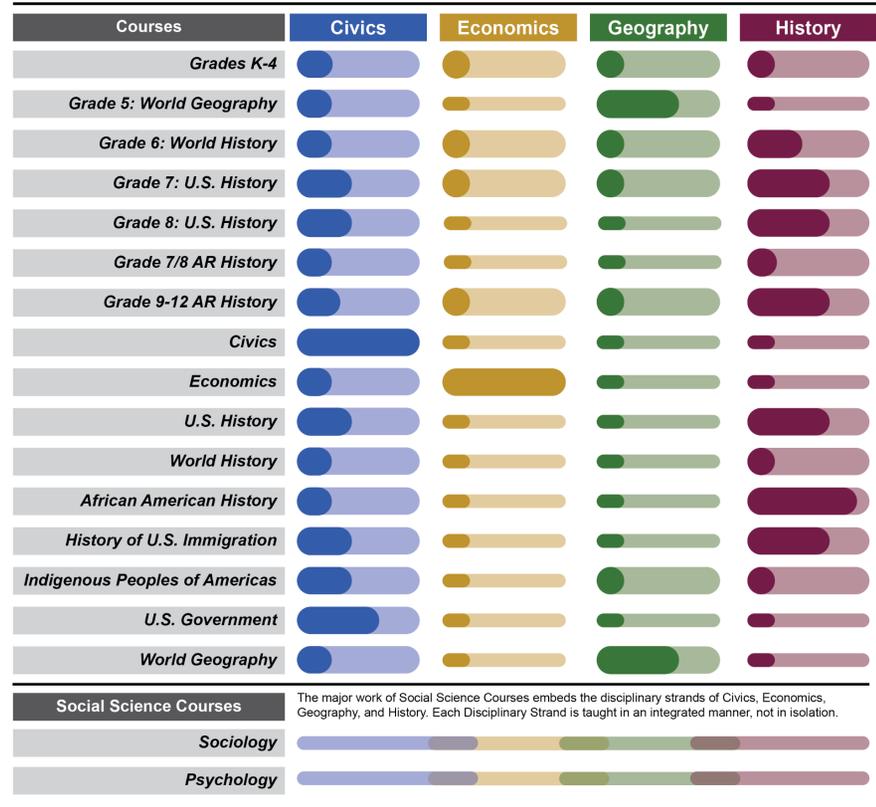
Standard  
Grade or Course  
KPE or SPE

## Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.

## Integration of Disciplinary Strands

The following graphic demonstrates the integration of the Disciplinary Strands and highlights the emphasis of the Disciplinary Standards within and across each grade and/or course.



**U.S. Government  
Academic Standards & Disciplinary Concepts**

**The College, Career, and Civic Life C3 Framework for Social Studies State Standards**

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 four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and 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** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

<b>Dimension 1 Developing Questions and Planning Inquiries</b>	<b>Dimension 3 Evaluating Sources and Using Evidence</b>	<b>Dimension 4 Communicating Conclusions and Taking Informed Action</b>
<ol style="list-style-type: none"> <li>1. Construct compelling questions that promote inquiry around key ideas and issues</li> <li>2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</li> <li>3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</li> </ol>	<ol style="list-style-type: none"> <li>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</li> <li>5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</li> </ol>	<ol style="list-style-type: none"> <li>6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</li> <li>7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</li> <li>8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes</li> </ol>

<b>Dimension 2<sup>1</sup> Applying Disciplinary Concepts and Tools</b>				
Civics	Economics	Geography	History	Social Sciences
<ul style="list-style-type: none"> <li>● Civic and Political Institutions</li> <li>● Participation and Deliberation</li> <li>● Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>● Economic Decision-Making</li> <li>● Exchange and Markets</li> <li>● Growth and Stability</li> <li>● The National Economy</li> <li>● The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>● Geographic Representations: <i>Spatial Views of the World</i></li> <li>● Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>● Human Populations: <i>Spatial Patterns and Movements</i></li> <li>● Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>● Change, Continuity, and Context</li> <li>● Perspectives</li> <li>● Historical Sources and Evidence</li> <li>● Causation and Argumentation</li> </ul>	<ul style="list-style-type: none"> <li>● Psychology</li> <li>● Sociology</li> </ul>

<sup>1</sup> Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

# U.S. Government Academic Standards & Disciplinary Concepts

## K-12 Disciplinary Standards Overview

Civics	Economics	Geography	History
<p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p>	<p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p>	<p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p>

## U.S. Government Academic Standards & Disciplinary Concepts

### Disciplinary Standards At a Glance

<b>Disciplinary Strand</b>	Disciplinary Standard
<b>Disciplinary Component</b>	<ul style="list-style-type: none"> <li>Grade or Course Specific Components</li> </ul>

<b>Civics</b>	C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.
<b>Structure and Functions of the Government</b>	<ul style="list-style-type: none"> <li>Structure, organization, and functions of the federal government</li> <li>Concept of federalism in the United States</li> <li>Relationship between the federal government and the economy</li> </ul>

<b>Civics</b>	C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.
<b>Structure of the Constitution</b>	<ul style="list-style-type: none"> <li>Organization and content of the United States Constitution</li> </ul>

<b>Civics</b>	C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.
<b>Political Philosophy</b>	<ul style="list-style-type: none"> <li>Multiple outside perspectives of various sources that shaped the formation of the United States government</li> <li>Rationale of the Founding Leaders in selecting a democratic republic over other forms of government</li> </ul>

<b>Civics</b>	C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.
<b>Interpretation and Application of Constitutional Principles</b>	<ul style="list-style-type: none"> <li>Various interpretations of the U.S. Constitution</li> <li>Application of U.S. constitutional principles to address local and national issues</li> </ul>

#### Disciplinary Note

The major work of the U.S. Government course includes the disciplinary strands of Civics, Economics, Geography, and History. Each disciplinary strand is meant to be taught in an integrated manner, not in isolation.

**Teacher Note:** Concepts of the Economic, Geography, and History strands are implicitly addressed in the embedded KPEs and SPEs.

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Economics	Geography	History
<ul style="list-style-type: none"> <li>● Economic Decision-Making</li> <li>● Exchange and Markets</li> <li>● Growth and Stability</li> <li>● The National Economy</li> <li>● The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>● Geographic Representations: <i>Spatial Views of the World</i></li> <li>● Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>● Human Populations: <i>Spatial Patterns and Movements</i></li> <li>● Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>● Change, Continuity, and Context</li> <li>● Perspectives</li> <li>● Historical Sources and Evidence</li> <li>● Causation and Argumentation</li> </ul>

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**Civics - Structure and Functions of the Government**

C.2 Students will analyze the organization and structure of the United States Constitution and its role in defining the powers and functions of the federal government.

- Structure, organization, and functions of the federal government
- Concept of federalism in the United States
- Relationship between the federal government and the economy

**Knowledge and Skill Performance Expectations**

**U.S. Government**

**C.2.USG.1**

Analyze the purpose, organization, powers, and function of the legislative branch of government, including the legislative process and the role of the Senate in giving states equal representation, using Article I of the Constitution and other primary and secondary sources.

**C.2.USG.2**

Analyze the purpose, organization, powers, and function of the executive branch of government, including the electoral college process, duties of the President, and supporting executive branch agencies using Article II of the Constitution and other primary and secondary sources.

**C.2.USG.3**

Analyze the purpose, organization, powers, and function of the judicial branch of government, including judicial review and the origin and duties of the court system and Supreme Court, as outlined by Article III of the Constitution, *Marbury vs. Madison*, and other primary and secondary sources.

**C.2.USG.4**

Analyze the powers and responsibilities of the federal government:

- Enumerated
- Implied
- Delegated
- Concurrent
- Reserved

**C.2.USG.5**

Analyze the reasons for and effectiveness of a system of checks and balances within the federal government.

**C.2.USG.6**

Examine the continuity and change over time of the composition and roles of the Presidential Cabinet and federal agencies.

**C.2.USG.7**

Evaluate the development and limitations of the federal bureaucracy as a “fourth branch” of the federal government.

**U.S. Government  
Academic Standards & Disciplinary Concepts**

**C.2.USG.8**

Analyze the foundation and structure of federalism as prescribed in the Supremacy Clause of Article VI, the Tenth Amendment, and the Fourteenth Amendment to the Constitution.

**C.2.USG.9**

Analyze the division of power and the relationships between federal and state government.

**C.2.USG.10**

Analyze the relationships among the states as prescribed in the Full Faith and Credit Clause of Article IV.

**C.2.USG.11**

Examine the reasons and processes for amending the U.S. Constitution, including the role of Congress, state legislatures, and convention of the states (Article V).

**C.2.USG.12**

Analyze the impact of the federal government's fiscal policy on the economy and the citizens of the United States, including taxing, spending, regulation, and printing of currency.

**C.2.USG.13**

Evaluate the roles and effectiveness various government agencies play in maintaining the nation's economic health.

**U.S. Government  
Academic Standards & Disciplinary Concepts**

**Civics - Structure of the Constitution**

C.2 Students will analyze the organization and structure of the United States Constitution and its role in defining the powers and functions of the federal government.

• **Organization and content of the United States Constitution**

**Knowledge and Skill Performance Expectations**

**U.S. Government**

**C.2.USG.14**

Analyze the underlying causes and events that led the Founders to replace the Articles of Confederation with the U.S. Constitution, including Shays' Rebellion, the perceived weaknesses of the Articles of Confederation, and disputes between states.

**C.2.USG.15**

Analyze the purposes of government as explained in the Preamble to the U.S. Constitution.

**C.2.USG.16**

Evaluate the rationale for the organization of articles of the U.S. Constitution.

**C.2.USG.17**

Analyze the purposes of the Bill of Rights.

**C.2.USG.18**

Compare the arguments expressed in the debate over ratification of the U.S. Constitution, including Federalist and Anti-Federalist Papers.

**Teacher Note:** Teachers may want to consider Federalist Papers such as numbers 1, 9, 10 and Anti-Federalist Papers such as Brutus #1 when teaching this standard.

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Academic Standards & Disciplinary Concepts**

**Civics - Political Philosophy**

C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.

- Multiple outside perspectives of various sources that shaped the formation of the United States government
- Rationale of the Founding Fathers in selecting a democratic republic over other forms of government

**Knowledge and Skill Performance Expectations**

**U.S. Government**

**C.3.USG.1**

Examine how the writings of John Locke, John Winthrop, Charles-Louis Montesquieu, Jean-Jacques Rousseau, William Blackstone, and other sources influenced the formation of the United States government.

Other sources may include:

- Key documents (e.g., Magna Carta, English Bill of Rights, Mayflower Compact)
- Greek (e.g., Aristotle, Greek democracy)
- Roman (e.g., separation of powers, representative democracy)
- Judeo-Christian traditions

**C.3.USG.2**

Analyze the influence of social, economic, religious, and political factors within the American colonies, including the concept of self-government, on the formation of the American government.

**C.3.USG.3**

Analyze social, economic, religious, and political factors that influenced the American colonists to overthrow British monarchical rule, including acts of Parliament and King George III that disrupted the colonists' way of life and governance.

**C.3.USG.4**

Analyze social, economic, religious, and political factors, including the Great Awakening, which influenced the Founders to limit the powers of government.

**Teacher Note:** Many Founders, through teachings originating from the Great Awakening, believed human nature leaned towards greed and corruption, and therefore, placing government power in the hands of a few would lead to an erosion of personal liberties. As a result, structures should be put in place that limit and distribute government power, thereby protecting individual liberty.

**C.3.USG.5**

Evaluate the Declaration of Independence as a persuasive argument for justifying revolution.

**C.3.USG.6**

Analyze the Constitutional Convention and Federalist Papers to explain the decision by the Founders to establish a democratic republic.

**Teacher Note:** Specific Federalist Papers to consider would be numbers 9, 10, 39, and 51.

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Academic Standards & Disciplinary Concepts**

**Civics - Interpretation and Application of Constitutional Principles**

C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.

- Various interpretations of the U.S. Constitution
- Application of U.S. constitutional principles to address local and national issues

**Knowledge and Skill Performance Expectations**

**U.S. Government**

**C.4.USG.1**

Analyze major U.S. Supreme Court decisions affecting our understanding of the U.S. Constitution, including *Marbury vs. Madison* and *McCullah vs. Maryland*.

**C.4.USG.2**

Explain ways the U.S. Constitution and U.S. Supreme Court decisions have defined, recognized, and protected or not protected civil liberties, due process, and equal protection from governmental intrusion over time.

**Teacher Note:** Specific Supreme Court decisions may include:

- *Dred Scott vs. Sandford*
- *Plessy vs. Ferguson*
- *Korematsu vs. United States*
- *Brown vs. Board of Education*
- *Tinker vs. Des Moines*
- *Miranda vs. Arizona*
- *New Jersey vs. TLO*
- *Goss vs. Lopez*
- *Loving vs. Virginia*
- *Kennedy vs. Bremerton School District*

**C.4.USG.3**

Define different judicial philosophies and evaluate how they have governed Supreme Court decisions over time:

- Judicial activism
- Judicial restraint
- Originalism
- Textualism
- Contextualism
- Judicial pragmatism (i.e., “Living Constitution”)

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**C.4.USG.4**

Analyze various federal laws, policies, and rulings concerning civil rights of individuals and groups.

**Teacher Note:** This may include:

- Civil Rights Act of 1964 and 1968
- Voting Rights Act of 1965
- Immigration Act of 1965
- Individuals with Disabilities Education Act of 1975
- Americans with Disabilities Act of 1990
- Indian Child Welfare Act
- Tribal Self-Governance Act
- Equal Pay Act of 1963
- Title IX

**C.4.USG.5**

Examine causes and effects of amendments to the U.S. Constitution after the Bill of Rights.

**C.4.USG.6**

Apply constitutional principles, such as popular sovereignty and checks and balances, to a variety of current issues using landmark rulings.

**Teacher Note:** This may include:

- Federalism (e.g., *South Dakota vs. Dole*, *United States vs. Lopez*, *Raich vs. Gonzalez*)
- Free speech and free exercise of religion (e.g., *Kennedy vs. Bremerton School District*)
- Regulation of student speech (e.g., *Bethel School District #43 vs. Fraser*, *Mahanoy Area School District vs. B.L.*)
- Ownership and use of firearms (e.g., *District of Columbia vs. Heller*, *McDonald vs. City of Chicago*)
- Eminent domain (e.g., *Kelo vs. City of New London*)