

# Academic Calendar

## Academic Calendar:

(In alignment with Civics Content Expectations)

### 1st / 3rd Quarter Marking Period:

#### 1.2 Alternative Forms of Government

Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?

1.2.1 Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.

1.2.3 Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure.

(See USHG F1.1; F1.2)

1.2.4 Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)

2.1 Origins of American Constitutional Government (Note: Much of this content should have

been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.)

Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?

2.1.1 Explain the historical and philosophical origins of American

constitutional government and evaluate  
the influence of ideas found in the Magna Carta, English Bill of Rights,  
Mayflower Compact, Iroquois  
Confederation, Northwest Ordinance, Virginia Statute for Religious  
Freedom, Declaration of  
Independence, Articles of Confederation, and selected Federalist Papers  
(the 10th, 14th, 51st), John  
Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common  
Sense.

2.1.2 Explain the significance of the major debates and compromises  
underlying the formation and ratification  
of American constitutional government including the Virginia and New  
Jersey plans, the Great  
Compromise, debates between Federalists and Anti-Federalists, debates  
over slavery, and the promise for  
a bill of rights after ratification.

2.1.3 Explain how the Declaration of Independence, Constitution and Bill of  
Rights reflected political principles  
of popular sovereignty, rule of law, checks and balances, separation of  
powers, social compact, natural  
rights, individual rights, separation of church and state, republicanism  
and federalism.

2.2 Foundational Values and Constitutional Principles of American Government  
Explain how the American idea of constitutional government has shaped a  
distinctive American society through the  
investigation of such questions as: How have the fundamental values and  
principles of American constitutional  
government shaped American society?

2.2.1 Identify and explain the fundamental values of America's constitutional  
republic (e.g., life, liberty,  
property, the pursuit of happiness, the common good, justice, equality,  
diversity, authority, participation,  
and patriotism) and their reflection in the principles of the United States  
Constitution (e.g., popular  
sovereignty, republicanism, rule of law, checks and balances, separation  
of powers, and federalism).

### 3.2 Powers and Limits on Powers

Identify how power and responsibility are distributed, shared, and limited in  
American constitutional government  
through the investigation of such questions as: How are power and responsibility  
distributed, shared, and limited in the  
government established by the United States Constitution?

3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.

3.2.2 Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., *Marbury v. Madison*, *Gibbons v. Ogden*, *McCulloch v. Maryland*).

3.2.3 Identify specific provisions in the Constitution that limit the power of the federal government.

3.2.4 Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)

3.2.5 Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)

3.1 Structure, Functions, and Enumerated Powers of National Government  
Describe how the national government is organized and what it does through the investigation of such questions as:  
What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?

3.1.1 Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.

3.1.2 Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.

3.1.3 Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.

3.1.4 Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)

3.1.7 Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.

## 2nd / 4th Quarter Marking Period:

### 3.5 Other Actors in the Policy Process

Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?

3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.

3.5.2 Describe the origin and the evolution of political parties and their influence.  
(See Grade 5 SS; USHG 9.1.2)

3.5.3 Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).

3.5.4 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.

3.5.5 Evaluate the actual influence of public opinion on public policy.

3.5.6 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.

3.5.7 Explain the role of television, radio, the press, and the internet in political communication.

3.5.8 Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.

3.5.9 In making a decision on a public issue, analyze various forms of political communication (e.g., political

cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.

### 3.4 System of Law and Laws

Explain why the rule of law has a central place in American society through the investigation of such questions as:

What is the role of law in the American political system? What is the importance of law in the American political system?

3.4.1 Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like *Marbury v. Madison* and *U.S. v. Nixon*; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4)

3.4.2 Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)

3.4.3 Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).

3.4.4 Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).

3.4.5 Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.

### 4.1 Formation and Implementation of U.S. Foreign Policy

Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?

4.1.1 Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their

consequences (e.g., Spanish American War,  
(See USHG 6.2; 7.2; 8.1.2; 9.2.1).

Cold War containment)

4.1.2 Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.

4.1.3 Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).

4.1.4 Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3; 8.1.2)

## 6.1 Civic Inquiry and Public Discourse

Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?

6.1.1 Identify and research various viewpoints on significant public policy issues.

6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

6.1.3 Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.

6.1.4 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.

6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.