Missouri Social Studies

Government 9-12 Expanded

Tools of Social Science Inquiry I

1 **History: Continuity and Change** I.1

A Create and use tools to analyze a chronological sequence of events related to a study of government. I.1.A

a create diagrams to analyze a chronological sequence of events related to a study of government I.1.A.A

b create charts to analyze a chronological sequence of events related to a study of government I.1.A.B

c create maps to analyze a chronological sequence of events related to a study of government I.1.A.C

d create timelines to analyze a chronological sequence of events related to a study of government I.1.A.D

e use diagrams to analyze a chronological sequence of events related to a study of government I.1.A.E

f use charts to analyze a chronological sequence of events related to a study of government I.1.A.F

g use maps to analyze a chronological sequence of events related to a study of government I.1.A.G

h use timelines to analyze a chronological sequence of events related to a study of government I.1.A.H

i use primary sources to analyze a chronological sequence of events related to a study of government I.1.A.I

j use primary sources to identify cause and effect relationships between events related to a study of government I.1.A.J

B Explain connections between historical context and peoples' perspectives about government at the time. I.1.B

a explain connections between historical/political context and peoples' perspectives about government during various time periods I.1.B.A

b explain connections between historical/social context and peoples' perspectives about government during various time periods I.1.B.B

c explain connections between historical/economic context and peoples' perspectives about government during various time periods I.1.B.C

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C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue. I.1.C

- a develop a research plan which applies an aspect of government to a contemporary issue I.1.C.A
- b identify appropriate resources for investigating social studies topics I.1.C.B
- c create a research product which applies an aspect of government to a contemporary issue I.1.C.C
- d present a research product which applies an aspect of government to a contemporary issue I.1.C.D
  - i Pose a compelling central question. I.1.C.D.I
  - ii Explain how the question builds on the ideas of experts. I.1.C.D.II
  - iii Use specific supporting questions grounded in expert ideas. I.1.C.D.III
  - iv Identify additional questions related to the central question. I.1.C.D.IV
  - v Consult multiple significant sources of various types. I.1.C.D.V
  - vi Critique the strengths and weakness of other ideas. I.1.C.D.VI
  - vii Apply an appropriate discipline lens to explain or argue in a precise nuanced way. I.1.C.D.VII
  - viii Plan and deliver a presentation based on task, audience, and purpose. I.1.C.D.VIII
  - ix Make strategic use of multimedia presentations. I.1.C.D.IX

D Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources. I.1.D

- a understand an inquiry lens uses disciplinary lenses I.1.D.A
  - i concepts I.1.D.A.I
  - ii knowledge I.1.D.A.II
  - iii reasoning I.1.D.A.III
  - iv tools I.1.D.A.IV
  - v viewpoints I.1.D.A.V
- b using an inquiry lens, develop compelling questions about government I.1.D.B
- c using an inquiry lens, determine helpful resources for investigating compelling questions about government I.1.D.C
- d using an inquiry lens, consider multiple points of view represented in those resources I.1.D.E

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E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem. I.1.E

a clearly, thoroughly, and precisely define a specific issue tied to government I.1.E.A

b analyze the causes of a specific issue tied to government using multiple significant examples from different contexts I.1.E.B

c analyze the consequences of a specific issue tied to government using multiple significant examples from different contexts I.1.E.C

d analyze the challenges faced by those trying to address the problems of a specific issue tied to government I.1.E.D

e prioritize the challenges faced by those trying to address the problems of a specific issue tied to government I.1.E.E

f analyze the opportunities faced by those trying to address the problems of a specific issue tied to government I.1.E.F

g prioritize the opportunities faced by those trying to address the problems of a specific issue tied to government I.1.E.G

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2 Government Systems and Principles I.2

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A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society. I.2.A

- a analyze laws to determine how governmental systems have intended consequences for individuals in society I.2.A.A
- b analyze laws to determine how governmental systems have unintended consequences for individuals in society I.2.A.B
- c analyze laws to determine how governmental systems have intended consequences for groups in society I.2.A.C
- d analyze laws to determine how governmental systems have unintended consequences for groups in society I.2.A.D
- e analyze policies to determine how governmental systems have intended consequences for individuals in society I.2.A.E
- f analyze policies to determine how governmental systems have unintended consequences for individuals in society I.2.A.F
- g analyze policies to determine how governmental systems have intended consequences for groups in society I.2.A.G
- h analyze policies to determine how governmental systems have unintended consequences for groups in society I.2.A.H
- i analyze processes to determine how governmental systems have intended consequences for individuals in society I.2.A.I
- j analyze processes to determine how governmental systems have unintended consequences for individuals in society I.2.A.J
- k analyze processes to determine how governmental systems have intended consequences for groups in society I.2.A.K
- l analyze processes to determine how governmental systems have unintended consequences for groups in society I.2.A.L
- m consider a political decision and make predictions about intended consequences for individuals in society I.2.A.M
- n consider a political decision and make predictions about unintended consequences for individuals in society I.2.A.N
- o consider a political decision and make predictions about intended consequences for groups in society I.2.A.O
- p consider a political decision and make predictions about unintended consequences for groups in society I.2.A.P

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B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems. I.2.B

a identify the powers of citizens to address and solve problems I.2.B.A

b identify the responsibilities of citizens to address and solve problems I.2.B.B

c understand institutions I.2.B.C

d identify the powers of institutions to address and solve problems I.2.B.D

e identify the responsibilities of institutions to address and solve problems I.2.B.E

f develop a plan that seeks to solve a problem in the community, state or country I.2.B.F

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3 Geographic Study I.3

A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government. I.3.A

a create maps based on data supported by facts I.3.A.A

b create visuals based on data supported by facts I.3.A.B

c create charts based on data supported by facts I.3.A.C

d create graphs based on data supported by facts I.3.A.D

e create diagrams based on data supported by facts I.3.A.E

f use maps to explain relationships about government I.3.A.F

g use visuals to explain relationships about government I.3.A.G

h use charts to explain relationships about government I.3.A.H

i use graphs to explain relationships about government I.3.A.I

j use diagrams to explain relationships about government I.3.A.J

k use maps to reveal patterns or trends about government I.3.A.K

l use visuals to reveal patterns or trends about government I.3.A.L

m use charts to reveal patterns or trends about government I.3.A.M

n use graphs to reveal patterns or trends about government I.3.A.N

o use diagrams to reveal patterns or trends about government I.3.A.O

p determine relevant sources of information based on context I.3.A.P

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B Analyze the relationship between of the geography of the original 13 colonies and the formation of United States government. I.3.B

- a analyze how physical geography affected the creation of the U.S. Constitution I.3.B.A
- b analyze how cultural geography affected the creation of the U.S. Constitution I.3.B.B
- c analyze how physical geography affected the creation of the Declaration of Independence I.3.B.C
- d analyze how cultural geography affected the creation of the Declaration of Independence I.3.B.D
- e analyze how physical geography affected historical changes to the processes of government I.3.B.E
- f analyze how cultural geography affected historical changes to the processes of government I.3.B.F

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4 Economic Concepts I.4

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A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and governments. I.4.A

a understand opportunity cost I.4.A.A

b understand cost/benefit analysis I.4.A.B

c examine the opportunity cost to individuals for individual economic decisions I.4.A.C

d examine the opportunity cost to governments for individual economic decisions I.4.A.D

e examine the real cost(s) to individuals for individual economic decisions I.4.A.E

f examine the real cost(s) to governments for individual economic decisions I.4.A.F

g examine the benefit(s) to individuals for individual economic decisions I.4.A.G

h examine the benefit(s) to governments for individual economic decisions I.4.A.H

i examine the opportunity cost to individuals for public (governmental) economic decisions I.4.A.I

j examine the opportunity cost to governments for public (governmental) economic decisions I.4.A.J

k examine the real cost(s) to individuals for public (governmental) economic decisions I.4.A.K

l examine the real cost(s) to governments for public (governmental) economic decisions I.4.A.L

m examine the benefit(s) to individuals for public (governmental) economic decisions I.4.A.M

n examine the benefit(s) to governments for public (governmental) economic decisions I.4.A.N

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5 People, Groups, and Cultures I.5

A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created. I.5.A

a when analyzing primary sources, consider point-of-view I.5.A.A

b when analyzing primary sources, consider bias I.5.A.B

c when analyzing primary sources, consider audience I.5.A.C

d when analyzing primary sources, consider purpose I.5.A.D

e when analyzing primary sources, consider political circumstances I.5.A.E

f when analyzing primary sources, consider social circumstances I.5.A.F

g when analyzing primary sources, consider economic circumstances I.5.A.G

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B Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments. I.5.B

- a examine origins of social stratification I.5.B.A
- b examine origins of economic stratification I.5.B.B
- c examine origins of ethnic stratification I.5.B.C
- d examine origins of gender stratification I.5.B.D
- e examine impacts of social stratification I.5.B.E
- f examine impacts of economic stratification I.5.B.F
- g examine impacts of ethnic stratification I.5.B.G
- h examine impacts of gender stratification I.5.B.H
- i identify cause-and-effect relationships between social stratification and government I.5.B.I
- j identify cause-and-effect relationships between economic stratification and government I.5.B.J
- k identify cause-and-effect relationships between ethnic stratification and government I.5.B.K
- l identify cause-and-effect relationships between gender stratification and government I.5.B.L
- m articulate challenges of diversity in society I.5.B.M
- n articulate benefits of diversity in society I.5.B.N

Historical Foundations II

1 History: Continuity and Change II.1

A Trace the evolution of government in the English colonies to explain American colonists' expectations for self-rule. II.1.A

- a Philosophies II.1.A.A
  - i Enlightenment era II.1.A.A.I
  - ii Social contract theory II.1.A.A.II
- b Documents II.1.A.B
  - i Magna Carta II.1.A.B.I
  - ii Mayflower Compact II.1.A.B.II
  - iii Common Sense II.1.A.B.III
- c Events II.1.A.C
  - i Establishment of colonial legislatures (House of Burgesses) II.1.A.C.I
  - ii Salutary neglect II.1.A.C.II
  - iii Continental Congresses II.1.A.C.III

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B Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals. II.1.B

- a Declaration of Independence II.1.B.A
- b Natural rights / John Locke II.1.B.B
- c Unalienable rights II.1.B.C
- d Right to revolution II.1.B.D
- e Consent of the governed II.1.B.E
- f Social contract II.1.B.F
- g Popular sovereignty II.1.B.G

C Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule. II.1.C

- a distinguish parts of the U.S. Constitution II.1.C.A
- b Greece: direct democracy II.1.C.B
- c Rome: representative democracy (republic) II.1.C.C
- d British Parliament (separation of powers) II.1.C.D
- e Bicameral legislature II.1.C.E
- f Rule of Law II.1.C.F

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D Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups and societies. II.1.D

- a identify the effects that democratic governments have on peoples' freedoms II.1.D.A
- b identify the effects that democratic governments have on peoples' protections II.1.D.B
- c identify the effects that democratic governments have on peoples' civic participation II.1.D.C
- d identify the effects that authoritarian governments have on peoples' freedoms II.1.D.D
- e identify the effects that authoritarian governments have on peoples' protections II.1.D.E
- f identify the effects that authoritarian governments have on peoples' civic participation II.1.D.F
- g identify source of power for democratic governments - will of the people II.1.D.G
- h identify sources of power for authoritarian governments II.1.D.H
  - i force II.1.D.H.I
  - ii heredity II.1.D.H.II
  - iii divine right II.1.D.H.III
- i describe advantages of democratic governments with regards to participation II.1.D.I
- j describe advantages of democratic governments with regards to majority rule / minority rights II.1.D.J
- k describe advantages of democratic governments with regards to rights of citizens II.1.D.K
- l describe disadvantages of democratic governments with regards to participation II.1.D.L
- m describe disadvantages of democratic governments with regards to majority rule / minority rights II.1.D.M
- n describe disadvantages of democratic governments with regards to rights of citizens II.1.D.N
- o describe advantages of authoritarian governments with regards to participation II.1.D.O
- p describe advantages of authoritarian governments with regards to majority rule / minority rights II.1.D.P
- q describe advantages of authoritarian governments with regards to rights of citizens II.1.D.Q

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r describe disadvantages of authoritarian governments with regards to participation II.1.D.R

s describe disadvantages of authoritarian governments with regards to majority rule / minority rights II.1.D.S

t describe disadvantages of authoritarian governments with regards to rights of citizens II.1.D.T

u identify the four functions of government II.1.D.U

i maintain order II.1.D.U.I

ii provide for the common good II.1.D.U.II

iii ensure national security II.1.D.U.III

iv resolve conflict II.1.D.U.IV

v identify characteristics of a state II.1.D.V

i population II.1.D.V.I

ii territory II.1.D.V.II

iii government II.1.D.V.III

iv sovereignty II.1.D.V.IV

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2 Government Systems and Principles II.2

A Analyze how the codification of law impacted early civilizations and shaped enduring concepts government, law, and social order. II.2.A

a Hammurabi's Code II.2.A.A

b search and seizure rights II.2.A.B

c property rights II.2.A.C

d punishment rights II.2.A.D

B Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purposes and legacy of the Declaration of Independence. II.2.B

a explain purposes of the Declaration of Independence II.2.B.A

b explain legacy of the Declaration of Independence II.2.B.B

c natural rights II.2.B.C

d social contract II.2.B.D

e due process of law II.2.B.E

i procedural due process II.2.B.E.I

ii substantive due process II.2.B.E.II

f popular sovereignty II.2.B.F

g limited government II.2.B.G

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- C Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government. II.2.C
  - a Articles as America's first constitution II.2.C.A
  - b strengths II.2.C.B
    - i winning the Revolutionary War II.2.C.B.I
    - ii Northwest Ordinance II.2.C.B.II
  - c weaknesses II.2.C.C
    - i lack of executive power II.2.C.C.I
    - ii lack of judicial power II.2.C.C.II
    - iii could not tax II.2.C.C.III
    - iv 9 of 13 votes needed to write a law II.2.C.C.IV
    - v unanimous vote needed to amend II.2.C.C.V
    - vi lack of power to regulate trade between the states II.2.C.C.VI
    - vii lack of power to regulate agreements between states and foreign nations II.2.C.C.VII
  - d Shays's Rebellion II.2.C.D

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3 Geographic Study II.3

- A Analyze how geography of North America influenced the governmental systems which developed there. II.3.A
  - a physical separation of the colonies from England II.3.A.A
  - b salutary neglect II.3.A.B
  - c federalism / state government / local government/ citizen control II.3.A.C

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4 Economic Concepts II.4

Skip to main content

A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures. II.4.A

a define various economic systems II.4.A.A

i capitalism / free market II.4.A.A.I

ii laissez-faire / free market II.4.A.A.II

iii mixed economies II.4.A.A.III

iv socialism II.4.A.A.IV

b analyze the impact of a free market system on the formation of U.S. governmental ideals II.4.A.B

c analyze the impact of a free market system on the formation of U.S. governmental principles II.4.A.C

d analyze the impact of a free market system on the formation of U.S. governmental structures II.4.A.D

e determine where governmental decisions fall on the continuum of economic systems II.4.A.E

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5 People, Groups, and Cultures II.5

A Analyze the varying perspectives of individuals and groups to explain emerging divisions and political philosophies as the United States was founded. II.5.A

a show how political differences began to emerge during the Constitutional Convention II.5.A.A

b show how political differences began to emerge during the ratification debate II.5.A.B

c sort perspectives of Federalist and Anti-Federalist writers II.5.A.C

d critique Federalist arguments in the ratification debate II.5.A.D

e critique Anti-Federalist arguments in the ratification debate II.5.A.E

Structure of Government III

1 History: Continuity and Change III.1

A Explain how the central debates of the Constitutional Convention were resolved. III.1.A

a Virginia Plan, New Jersey Plan, Connecticut Compromise III.1.A.A

b 3/5 Compromise III.1.A.B

c Slave Trade Compromise III.1.A.C

B Explain how concerns over a strong central government were addressed to provide for ratification of the Constitution. III.1.B

a differentiate arguments of Federalists and Anti-Federalists III.1.B.A

b analyze excerpts from The Federalist Papers III.1.B.B

c Bill of Rights as compromise III.1.B.C

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C Trace the significant changes in roles, powers and size of the three branches of government. III.1.C

a impact of the elastic clause III.1.C.A

b impact of the commerce clause III.1.C.B

c impact of Marbury v Madison III.1.C.C

d impact of McCulloch v Maryland III.1.C.D

e impact of the New Deal III.1.C.E

f impact of 14th Amendment incorporation III.1.C.F

g impact of judicial activism III.1.C.G

h impact of USA PATRIOT Act III.1.C.H

D Analyze the changing relationship between state and federal governmental powers. III.1.D

a federalism as expressed in III.1.D.A

i exclusive powers III.1.D.A.I

ii reserved powers and 10th Amendment III.1.D.A.II

iii concurrent powers III.1.D.A.III

iv denied powers III.1.D.A.IV

v supremacy clause III.1.D.A.V

b McCulloch v Maryland III.1.D.B

c myth of nullification III.1.D.C

d 14th Amendment incorporation III.1.D.D

e changing forms of federalism III.1.D.E

i dual federalism III.1.D.E.I

ii creative federalism III.1.D.E.II

iii fiscal federalism III.1.D.E.III

iv new federalism III.1.D.E.IV

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2 Government Systems and Principles III.2

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A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution. III.2.A

- a understand how constitutional principles support limited government III.2.A.A
  - i rule of law III.2.A.A.I
  - ii representation III.2.A.A.II
  - iii due process of law III.2.A.A.III
  - iv popular sovereignty III.2.A.A.IV
  - v federalism III.2.A.A.V
- b use these principles to analyze historical and current interpretations of the US Constitution III.2.A.B

B Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence. III.2.B

- a draw connections between Articles of Confederation / US Constitution and III.2.B.A
  - i natural rights / John Locke III.2.B.A.I
  - ii social contract III.2.B.A.II
  - iii due process of law III.2.B.A.III
  - iv popular sovereignty III.2.B.A.IV
- b evaluate extent to which the Articles of Confederation allowed individuals and groups equal access to the ideals of equality represented in the Declaration of Independence III.2.B.B
- c evaluate extent to which the US Constitution allows individuals and groups equal access to the ideals of equality represented in the Declaration of Independence III.2.B.C

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C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact. III.2.C

a identify the roles, responsibilities, and powers of the legislative branch III.2.C.A

i creates laws III.2.C.A.I

ii how a bill becomes a law III.2.C.A.II

iii committees III.2.C.A.III

iv elastic clause III.2.C.A.IV

b identify the roles, responsibilities, and powers of the executive branch III.2.C.B

i enforces laws III.2.C.B.I

ii executive orders III.2.C.B.II

iii pardons III.2.C.B.III

iv executive appointments III.2.C.B.IV

v president's cabinet general role and function III.2.C.B.V

vi roles of the president III.2.C.B.VI

c identify the roles, responsibilities, and powers of the judicial branch III.2.C.C

i interprets law and resolves conflict III.2.C.C.I

ii judicial review III.2.C.C.II

iii federal judicial court structure III.2.C.C.III

D Describe and give examples of how the constitutional principle of checks and balances limits the powers of government and leaders. III.2.D

a identify which branch is being checked and what type of check is happening in a given scenario III.2.D.A

b provide examples to explain why we have a system of checks and balances III.2.D.B

i veto III.2.D.B.I

ii veto override III.2.D.B.II

iii impeachment III.2.D.B.III

iv judicial review III.2.D.B.IV

v judicial appointments III.2.D.B.V

vi Senate approval III.2.D.B.VI

vii limited government III.2.D.B.VII

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E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law. III.2.E

a articulate the purpose of the amendments that apply to equality, people, and government III.2.E.A

i limited government: 1st, 4th, 5th, 8th III.2.E.A.I

ii individual protections: 2nd, 6th, 13th, 24th III.2.E.A.II

iii equality: 14th, 15th, 19th, 26th III.2.E.A.III

b provided a scenario, identify rights or constitutional protections in specific amendments III.2.E.B

i limited government: 1st, 4th, 5th, 8th III.2.E.B.I

ii individual protections: 2nd, 6th, 13th, 24th III.2.E.B.II

iii equality: 14th, 15th, 19th, 26th III.2.E.B.III

F Compare the structure and functions of local, state and federal governments. III.2.F

a sort governmental structures of federal, state, and local institutions III.2.F.A

b explain how state or local governmental institutions make, enforce, and interpret laws III.2.F.B

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3 Geographic Study III.3

A none III.3.A

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4 Economic Concepts III.4

- A Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution. III.4.A
  - a explain how the US Constitution addressed weaknesses of the Articles of Confederation regarding III.4.A.A
    - i interstate trade III.4.A.A.I
    - ii monetary policy III.4.A.A.II
    - iii taxation III.4.A.A.III
- B Analyze the changing roles of government in the economy throughout United States history. III.4.B
  - a analyze economic impact of III.4.B.A
    - i laissez-faire III.4.B.A.I
    - ii national bank III.4.B.A.II
    - iii Federal Reserve III.4.B.A.III
    - iv New Deal III.4.B.A.IV
    - v Great Society III.4.B.A.V
    - vi Reaganomics III.4.B.A.VI

5 People, Groups, and Cultures III.5

- A Analyze the varying perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies. III.5.A
  - a impact of events on the role of government and the role of individuals III.5.A.A
    - i Federalist and Anti-Federalist III.5.A.A.I
    - ii New Deal III.5.A.A.II
    - iii Civil rights movement III.5.A.A.III
    - iv Great Society III.5.A.A.IV
    - v New Conservatism III.5.A.A.V

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B Evaluate the intended and unintended impact of government decision making on individuals, groups, and society. III.5.B

a identify the pros and cons of governmental decisions on individuals and groups III.5.B.A

b identify the intended and unintended consequences of governmental decision on individuals and groups III.5.B.B

i Brown v Board of Education III.5.B.B.I

ii Affirmative Action III.5.B.B.II

iii Fiscal Policy III.5.B.B.III

iv Tax Policy III.5.B.B.IV

v Right to Work III.5.B.B.V

vi Immigration Policy III.5.B.B.VI

vii Environmental Protection Agency III.5.B.B.VII

Government in Action IV

1 History: Continuity and Change IV.1

A Analyze the changing power relationships between branches of the United States government over time. IV.1.A

a use primary sources to draw conclusions about how the roles of each of the branches have changed over time IV.1.A.A

b use secondary sources to draw conclusions about how the roles of each of the branches have changed over time IV.1.A.B

c analyze shifts in power among the three branches of government due to IV.1.A.C

i elastic clause IV.1.A.C.I

ii Marbury v. Madison IV.1.A.C.II

iii The New Deal IV.1.A.C.III

iv 14th Amendment incorporation IV.1.A.C.IV

v judicial activism IV.1.A.C.V

vi USA PATRIOT Act IV.1.A.C.VI

B Analyze changing ideals regarding an “active judiciary,” an “active legislature” and an “active executive branch” in United States government over time. IV.1.B

a identify perspectives on judicial activism IV.1.B.A

c identify perspectives on judicial restraint IV.1.B.C

b interpret perspectives on judicial restraint IV.1.B.B

d interpret perspectives on judicial restraint IV.1.B.D

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C Explain the powers and responsibilities of citizens and institutions to address and solve problems. IV.1.C

a referendum IV.1.C.A

b recall IV.1.C.B

c initiative IV.1.C.C

d petition IV.1.C.D

e advocacy IV.1.C.E

i individuals IV.1.C.E.I

ii political parties IV.1.C.E.II

iii interest groups IV.1.C.E.III

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2 Government Systems and Principles IV.2

A Evaluate the role and influence of contemporary political parties on government. IV.2.A

a explain how political parties impact the operation of government IV.2.A.A

i federal government IV.2.A.A.I

ii state government IV.2.A.A.II

iii local government IV.2.A.A.III

iv relationships between levels of government IV.2.A.A.IV

b determine the role of political parties in decision-making IV.2.A.B

c determine the pros and cons of political parties in decision-making by the government IV.2.A.C

i provide candidates for elections IV.2.A.C.I

ii inform the public about issues IV.2.A.C.II

iii gerrymandering, etc IV.2.A.C.III

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- B Explain a citizen’s legal obligations, as well as opportunities, for engaging with and using local, state, and federal governments to shape decision making. IV.2.B
  - a determine the significance of individual and group actions toward the promotion of the common good IV.2.B.A
  - b identify citizens' political rights IV.2.B.B
    - i voting IV.2.B.B.I
    - ii letter writing IV.2.B.B.II
    - iii protesting IV.2.B.B.III
    - iv attending meetings IV.2.B.B.IV
    - v being educated and informed IV.2.B.B.V
    - vi using initiative/referendum/recall IV.2.B.B.VI
  - c identify citizens' political responsibilities IV.2.B.C
    - i selective service IV.2.B.C.I
    - ii paying taxes IV.2.B.C.II
    - iii following laws IV.2.B.C.III
    - iv jury duty IV.2.B.C.IV
- C Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level. IV.2.C
  - a differentiate between primary and general elections IV.2.C.A
  - b explain the purpose and process of the Electoral College IV.2.C.B
  - c differentiate between the Electoral College and direct elections IV.2.C.C
  - d explain procedures for nominating and confirming judges IV.2.C.D
  - e explain procedures for nominating and confirming heads of executive departments and agencies IV.2.C.E

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3 **Geographic Study** IV.3

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A Analyze state and federal electoral results to determine the influence of social, regional and demographic characteristics. IV.3.A

a make generalizations and find trends about how groups of people have voted based on IV.3.A.A

i gender IV.3.A.A.I

ii age IV.3.A.A.II

iii ethnicity IV.3.A.A.III

iv income IV.3.A.A.IV

v religion IV.3.A.A.V

vi education IV.3.A.A.VI

vii urban v rural IV.3.A.A.VII

viii regional voting patterns IV.3.A.A.VIII

b make election predictions based on generalizations IV.3.A.B

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4 Economic Concepts IV.4

A Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good. IV.4.A

a show the value and virtue of paying taxes to benefit individuals IV.4.A.A

b show the value and virtue of paying taxes to benefit businesses IV.4.A.B

c show the value and virtue of paying taxes to benefit the common good IV.4.A.C

d identify public goods IV.4.A.D

e explain how fiscal policy determines who pays taxes IV.4.A.E

f explain how fiscal policy affects individuals and groups IV.4.A.F

i progressive taxes IV.4.A.F.I

ii regressive taxes IV.4.A.F.II

iii direct taxes IV.4.A.F.III

iv indirect taxes IV.4.A.F.IV

g explain how collected taxes are used IV.4.A.G

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5 People, Groups, and Cultures IV.5

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A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals. IV.5.A

a compare and contrast the purpose of political parties and interest groups IV.5.A.A

b compare and contrast the functions of political parties and interest groups IV.5.A.B

c compare and contrast ways for individuals to be involved in political parties and interest groups IV.5.A.C

d determine whether a scenario represents a political party or an interest group IV.5.A.D

e determine the influence of money on political parties and interest groups IV.5.A.E

f determine events that cause interest groups to form IV.5.A.F

i PAC and Super PAC IV.5.A.F.I

ii lobbyists IV.5.A.F.II

iii Citizens United v Federal Election Commission IV.5.A.F.III

B Evaluate factors that shape public opinion on elections and policy issues. IV.5.B

a draw conclusions about the opinions of different groups based on opinion polls IV.5.B.A

b identify factors that shape the perspectives and opinions of individuals IV.5.B.B

i gender IV.5.B.B.I

ii race IV.5.B.B.II

iii age IV.5.B.B.III

iv income IV.5.B.B.IV

v religion IV.5.B.B.V

vi rural vs urban IV.5.B.B.VI

c determine the extend to which media influences public opinion and electoral decisions IV.5.B.C

i media bias IV.5.B.C.I

ii framing of issues IV.5.B.C.II

iii news agenda (what gets covered) IV.5.B.C.III

iv use of media during elections IV.5.B.C.IV

C none IV.5.C

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D Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities. IV.5.D

- a make predictions about the reactions of the people in response to unpopular government policy IV.5.D.A
  - i protests IV.5.D.A.I
  - ii initiative / recall / referendum IV.5.D.A.II
  - iii boycotts IV.5.D.A.III
  - iv unrest IV.5.D.A.IV
  - v disorder IV.5.D.A.V
- b make predictions about what will occur if people fail to fulfill their responsibilities and duties IV.5.D.B
  - i representatives that do not align to the will of the people IV.5.D.B.I
  - ii deteriorating infrastructure IV.5.D.B.II
  - iii legal consequences IV.5.D.B.III
  - iv perception of the government's legitimacy IV.5.D.B.IV
  - v economic decline IV.5.D.B.V