Tennessee Social Studies

United States Government and Civics

Social Studies Practices

1. **Collect data and information from a variety of primary and secondary sources, including:** SSP.01
   1. Printed materials SSP.01.1
   2. Graphic representations SSP.01.2
   3. Field observations/Landscape analysis SSP.01.3
   4. Artifacts SSP.01.4
   5. Media and technology sources SSP.01.5
   6. Oral History SSP.01.6

2. **Critically examine a primary or secondary source in order to:** SSP.02
   1. Extract, summarize, and paraphrase significant ideas and relevant information SSP.02.1
   2. Discern differences between evidence and assertion SSP.02.2
   3. Recognize the significance of author's purpose, point of view, and bias SSP.02.3
   4. Draw logical inferences and conclusions SSP.02.4
   5. Assess the strengths and limitations of arguments SSP.02.5

3. **Synthesize data from a variety of sources in order to:** SSP.03
   1. Establish accuracy and validity by comparing sources to each other SSP.03.1
   2. Recognize disparities among multiple accounts SSP.03.2
   3. Frame appropriate questions for further investigation SSP.03.3

4. **Construct and communicate arguments by citing supporting evidence to:** SSP.04
   1. Demonstrate and defend an understanding of ideas SSP.04.1
   2. Compare and contrast viewpoints SSP.04.2
   3. Illustrate cause and effect SSP.04.3
   4. Predict likely outcomes SSP.04.4
   5. Devise new outcomes or solutions SSP.04.5
   6. Engage in appropriate civic discourse SSP.04.6

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5 **Develop historical awareness by:** SSP.05

1 Recognizing how and why historical accounts change over time SSP.05.1

2 Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy vs. present-mindedness SSP.05.2

3 Evaluating how unique circumstances of time and place create context and contribute to action and reaction SSP.05.3

4 Identifying patterns of continuity and change over time, making connections to the present SSP.05.4

6 **Develop geographic awareness by:** SSP.06

1 Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity SSP.06.1

2 Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales SSP.06.2

3 Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena SSP.06.3

4 Examining how geographers use regions and how perceptions of regions are fluid across time and space SSP.06.4

5 Analyzing interaction between humans and the physical environment SSP.06.5

Foundations of Constitutional Government: Students will explain the fundamental principles of American government, as expressed in the U.S. Constitution and other essential documents of American federalism.

1 **Describe the purpose and functions of government.** GC.01

2 **Compare and contrast different forms of government, such as monarchy, oligarchy, democracy, and republic.** GC.02

3 **Analyze the influence of various thinkers on the formation of U.S. government, such as William Blackstone, John Locke, Charles-Louis Montesquieu, and Thomas Hobbes.** GC.03

4 **Analyze the influence of past governments on the formation of the United States, such as Greek democracy, Roman republic, the Magna Carta, and the Mayflower Compact.** GC.04

5 **Examine the Declaration of Independence and American grievances against British rule.** GC.05

6 **Identify the strengths and weaknesses of the Articles of Confederation.** GC.06

7 **Discuss the Constitutional Convention of 1787, including major compromises (e.g., Great Compromise, Three-Fifths Compromise, importation of enslaved people, and the electoral college).** GC.07

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dentify key debates surrounding the ratification of the constitution between the 'ederalists (e.g., Federalist Papers) and Anti-federalists (e.g., Brutus

Papers). GC.08

9 **Describe the purposes of government as outlined in the Preamble of the Constitution.** GC.09

10 **Describe principles of limited government in the U.S. Constitution, including:** GC.10

1. Checks and balances GC.10.1
2. Federalism GC.10.2
3. Judicial Review GC.10.3
4. Popular sovereignty GC.10.4
5. Rule of law GC.10.5
6. Separation of powers GC.10.6

11 **Describe the structure of the Constitution and the process to amend it.** GC.11

The Legislative Branch: Students will analyze the functions of the legislative branch of the federal government.

12 **Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including:** GC.12

1. Election to office for representatives and senators GC.12.1
2. Eligibility for office GC.12.2
3. Length of terms GC.12.3
4. Roles and responsibilities GC.12.4

13 **Describe the census and its role in redistricting and reapportionment, including the role of Baker v. Carr and Shaw v. Reno.** GC.13

14 **Identify leadership positions in the legislative branch and describe their roles, including:** GC.14

1. Majority and minority leaders GC.14.1
2. President pro tempore GC.14.2
3. Role of the vice president GC.14.3
4. Speaker of the House GC.14.4

15 **Describe the legislative process from the introduction of a bill to a presidential action.** GC.15

16 **Identify Tennessee's U.S. Senators and the representative for the student's respective district.** GC.16

17 **Identify the enumerated, implied, and concurrent powers of the U.S. Congress.** GC.17

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	18 **Explain the process and significance of congressional elections (e.g., mid-term elections).** GC.18
The Executive Branch: Students will analyze the functions of the executive branch of the federal government.	**19** **Identify the arguments in Federalist Paper #70 that addresses the establishment of the executive office.** GC.19
	20 **Analyze Article II of the Constitution as it relates to the executive branch, including:** GC.20 1 Length of Term (i.e., 22nd Amendment) GC.20.1 2 Eligibility for office GC.20.2 3 Oath of office GC.20.3 4 Succession (i.e., 25th Amendment) GC.20.4 5 Impeachment GC.20.5
	21 **Describe the various powers and roles of the presidency, including:** GC.21 1 Commander-in-Chief GC.21.1 2 Treaty negotiation GC.21.2 3 Appointments GC.21.3 4 Executive orders GC.21.4 5 Pardons and clemency GC.21.5
	22 **Identify and describe the functions of executive branch departments and agencies (e.g., bureaucracies) in the United States, including:** GC.22 1 Defense GC.22.1 2 State GC.22.2 3 Treasury GC.22.3 4 Justice GC.22.4
	23 **Trace the sequence of a presidential election from initial candidacy through inauguration.** GC.23
	24 **Explain the Electoral College system, and compare and contrast arguments for and against it.** GC.24
The Judicial Branch: Students will analyze the functions of the judicial branch of the federal government	**25** **Identify the arguments in Federalist Paper #78 that addresses the establishment of the federal courts system.** GC.25
	26 **Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court.** GC.26
	Explain the processes of selection and confirmation of Supreme Court justices. GC.27

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28 **Explain the principle of judicial review established by Marbury v. Madison, and how it is used as a check on other branches of federal and state governments.** GC.28

Civil Rights and Civil Liberties: Students will identify variousliberties that are ensured through the Constitution and analyze court cases that have impacted the ways our liberties are protected.

29 **Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. (T.C.A. § 49-6-1028)** GC.29

30 **Analyze the First Amendment and its application to freedom of speech in historical and contemporary Supreme Court cases, including Schenck v. United States and Tinker v. Des Moines.** GC.30

31 **Analyze the First Amendment and its application to freedom of religion in historical and contemporary Supreme Court cases, including Engel v. Vitale and Wisconsin v. Yoder** GC.31

32 **Analyze the First Amendment and its application to freedom of press in historical and contemporary Supreme Court cases, including New York Times Co. v. United States and Hazelwood School District v. Kuhlmeier.** GC.32

33 **Describe the Supreme Court's interpretations of the Second Amendment, including:** GC.33

- 1 District of Columbia vs. Heller GC.33.1
- 2 McDonald vs. Chicago GC.33.2
- 3 The New York State Rifle and Pistol Association, Inc. vs. Bruen GC.33.3

34 **Describe the Supreme Court's interpretations of freedoms in the Fourth through Eighth Amendments, including:** GC.34

- 1 Mapp vs. Ohio GC.34.1
- 2 Gideon vs. Wainwright GC.34.2
- 3 Miranda vs. Arizona GC.34.3

35 **Describe the Supreme Court's interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses, including:** GC.35

- 1 Plessy vs. Ferguson and Brown vs. Board of Education GC.35.1
- 2 Roe vs. Wade and Dobbs vs. Jackson's Women's Health Organization GC.35.2
- 3 Loving vs. Virginia and Obergefell vs. Hodges GC.35.3

36 **Explain how constitutional provisions have supported and motivated social movements to expand the rights for under-represented groups.** GC.36

37 **Explain how the government has responded to social movements (e.g., Civil Rights Act of 1964, Title IX, Americans with Disabilities Act).** GC.37

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Explain developments in voting rights over time (e.g., 15th amendment, 19th amendment, Citizenship Act of 1924, Voting Rights Act of 1965, 24th Amendment,

26th Amendment, Shelby County v. Holder). GC.38

Tennessee State and Local Government: Students will identify state leaders and explain state and local governance in Tennessee through exploration of the various structures and functions of government.

39 **Identify the structures and functions of the executive, legislative, and judicial departments in the state of Tennessee.** GC.39

40 **Explain the differences among the types of local governments in Tennessee, including county, city, and metro governments, as well as the legal, fiscal, and operational relationships between them and the state government.** GC.40

41 **Identify current government officials at the state and local level.** GC.41

Citizen Participation: Students will examine the responsibilities and opportunities of a citizen of the United States.

42 **Describe what should be reasonably expected from any citizen or resident of the United States, and explain why it is important for the well-being of the nation, including:** GC.42

1 Being informed on civic issues GC.42.1

2 Serving in the military or alternative service GC.42.2

3 Obeying the law GC.42.3

4 Paying taxes GC.42.4

5 Volunteering and performing public service GC.42.5

6 Respecting the rights of others GC.42.6

7 Serving as a juror GC.42.7

8 Engaging in the voting process GC.42.8

9 Understanding unalienable rights GC.42.9

43 **Explain why civic engagement is important for the well-being of the nation and local communities.** GC.43

44 **Evaluate the benefits and challenges of digital news and social media to a democratic society.** GC.44

45 **Explain methods for evaluating information and opinion in print and online media (e.g., identifying author's purpose, determining the credibility of news articles, analyzing the messages of editorials and op-ep commentaries, assessing the validity of claims and sufficiency of evidence).** GC.45

46 **Describe opportunities for citizens to participate in the political process and to monitor and influence government, including:** GC.46

1 Campaigning GC.46.1

2 Petitioning GC.46.2

3 Demonstrating GC.46.3

4 Running for office GC.46.4

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5 Lobbying GC.46.5

6 Voting GC.46.6

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47 Explain the requirements to be considered a U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test. GC.47