

Required Course for Seniors

American Government

Unit Themes

For the 2005-2008 school years

- Foundations of American Government
- United States Constitution and Bill of Rights
- Political Parties and Elections
- Executive Branch
- Judicial Branch
- Legislative Branch
- State and Local Government

Unit Themes

Starting with the 2008-09 school year

- United States Constitution and Bill of Rights
- Political Parties and Elections
- Executive Branch
- Judicial Branch
- Legislative Branch
- Public Policy and Services

State and Local Government

New Hampton Community School District

Social Studies Standards and Benchmarks-GOV

High School American Government Required Course for Seniors

SS.HSGOV.1: Culture: The students will examine the impact of culture and cultural diversity.

(MCGF)

SS.HSGOV.1A – C Benchmarks:

The student will be able to:

- A. Construct reasoned judgments about specific cultural responses to persistent human issues. (HOTS)
- B. Demonstrate the value of cultural diversity, as well as cohesion, within and across groups. (MCGF)
- C. Understands a variety of organizational models. (ES)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.HSGOV.2: Time, Continuity, and Change: The students will develop a historical perspective of the ways human beings view themselves in and over time. (GE) (NCDG)

SS. HSGOV.2A – D Benchmarks:

The student will be able to:

- A. Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity. (HOTS)
- B. Identify and describe significant historical periods and patterns of change within and

across culture such as the rise of nation-states and political revolution. (CS, GE)

C. Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments and to inform and evaluate actions concerning public policy issues. (HOTS)

D. Apply problem-solving and decision-making strategies to complex real-world situations. (ES)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS. HSGOV.3: People, Places and Environment : The students will make informed decisions by

understanding the organization of human populations, the physical earth, its resources and how they interrelate. (HOTS) (GE)

SS. HSGOV.3A – C Benchmarks:

The student will be able to:

A. Describe and compare how people create places that reflect culture, human needs, government policy, and current values. (CS, GE)

B. Propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations and the world. (GE, HOTS)

C. Know the possible long-term impact of trends in social roles, values, and technology on career choices and opportunities. (ES)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS. HSGOV.4: Individual Development and Identity : The students will utilize knowledge of

individual development and identity to gain insight into personal behavior. (CE) (ES)

(NCDG)

SS. HSGOV.4A – I Benchmarks:

The student will be able to:

A. Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life. (CS) (LS)

B. Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self. (MCGF)

C. Examine the interactions of ethnic, national, or cultural influences in specific situations or events. (MCGF)

D. Work independently and cooperatively within groups and institutions to accomplish goals. (HOTS)

E. Evaluate, take, and defend positions on current issues regarding the protection of individual rights. (CS)(HOTS)

F. Describe career plans that reflect the importance of lifelong learning. (NCDG)

G. Use a variety of strategies to support one's position. (ES)

H. Use objectivity in assessing other viewpoints. (ES)

I. Learn to respect and care for others. (GE)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS. HSGOV.5: Individuals, Groups, and Institutions : The students will understand how institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE) (ES) (NCDG) (MCGF)

SS. HSGOV.5A – J Benchmarks:

The student will be able to:

- A. Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society. (MCGF)
- B. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. (HOTS)
- C. Describe the various forms institutions take, and explain how they develop and change over time. (CS) (GE)
- D. Describe and examine belief systems basic to specific traditions and laws in contemporary and historical settings. (HOTS)
- E. Evaluate the role of institutions in furthering both continuity and change. (HOTS)
- F. Understand various leadership styles and their effectiveness in different situations. (ES)
- G. Understand and respect the concerns of members of other ethnic, gender, and age groups. (ES)
- H. Demonstrate interpersonal skills required for working with and for others. (NCDG)
- I. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner. (NCDG)
- J. Evaluate, take and defend positions on how well alternative forms of representation serve the purposes of constitutional government. (HOTS)(CS)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS. HSGOV.6: Power, Authority, and Governance : The students will understand the historic development of structures of power, authority, and governance and their evolving functions in contemporary society. (GE) (ES)

SS. HSGOV.6A – O Benchmarks:

The student will be able to:

- A. Examine persistence issues involving the rights, roles, and status of the individual in relation to the general welfare. (MCGF)
- B. Explain the purpose of government and analyze how its powers are acquired, used, and justified. (HOTS)
- C. Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity. (HOTS, GE)
- D. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations. (HOTS, GE)
- E. Identify alternatives in given decision-making situations. (NCDG)
- F. Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society. (HOTS)
- G. Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States. (GE, HOTS)
- H. Explain and apply ideas, theories and modes of inquiry drawn from political science to the examination of persistent issues and social problems. (HOTS)
- I. Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad. (GE)
- J. Apply the Big Six steps to information problem solving in Government. (HOTS)
- K. Explain the central ideas of American constitutional government and their history. (HOTS)
- L. Adapt solutions and decisions to incorporate new information and/or changing situations and requirements. (ES)
- M. Evaluate the feasibility of various solutions to problems. (ES)

N. Demonstrate how to express feelings, reactions and ideas in an appropriate manner. (NCDG)

O. Identify alternatives in given decision-making situations. (NCDG)

Assessed by: Planners, Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS. HSGOV.7: Production, Distribution, and Consumption: The students will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. (ES) (GE)

SS.GOV.7A – D Benchmarks:

The student will be able to:

A. Consider the costs and benefits to society of allocating goods and services through private and public sector. (HOTS)

B. Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of the government, banks, savings and investment, and capital. (HOTS, CE, CS)

C. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues. (CE)

D. Demonstrate and understanding of the global economy and how it affects each individual. (NCDG)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS. HSGOV.8: Science, Technology, and Society: The students will understand the re-

lationship between science, technology, and society when addressing human issues, problems, and opportunities. (TECH) (GE)

SS. HSGOV.8A – B Benchmarks:

The student will be able to:

A. Analyze how science and technology influence the core values, beliefs, and attitudes of society and how core values, beliefs, and attitudes of society shape scientific and technological change. (HOTS)

B. Evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies. (HOTS)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS. HSGOV.9: Global Connections: The students will be able to construct connections between their lives and the realities of global interdependence. (GE) (CE) (ES) (NCDG)

SS. HSGOV.9A – D Benchmarks:

The student will be able to:

A. Examine conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies and nations. (MCGF)

B. Analyze the causes, consequences and possible solutions to persistent, contemporary, and emerging global issues. (HOTS, GE)

C. Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights. (HOTS)

D. Describe and evaluate the role of international and multinational organizations in the global arena. (CS, GE, CE)

SS. HSGOV.10: Civic Ideals and Practices: The students will apply the ideals, principles and

practices of citizenship in a democratic republic through the development of civic attitudes and values. (ES) (NCDG)

SS. HSGOV.10A – N Benchmarks:

The student will be able to:

A. Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government such as individual human dignity, liberty, justice, equality, and rule of law. (HOTS)

B. Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities. (HOTS)

C. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues. (HOTS)

D. Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic. (CS, HOTS)

E. Analyze and evaluate the influence of various forms of citizen action on public policy. (HOTS)

F. Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making. (HOTS)

G. Participate in activities to strengthen the "common good" based upon careful evaluation of possible options for citizen action. (HOTS)

H. Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government. (HOTS)

I. Explain the importance of shared political and civic beliefs and values to the mainte-

nance of constitutional democracy in an increasingly diverse society. (HOTS)(CS)

J. Evaluate, take and defend positions on the role and importance of law in the American political system. (CS)(HOTS)

K. Evaluate issues regarding the personal responsibilities of citizens in American constitutional democracy. (HOTS)

L. Analyze issues regarding civic responsibilities of citizens in American constitutional democracy. (HOTS)

M. Know the criteria to evaluate own decision-making and problem-solving processes. (NCDG)

N. Demonstrate care and respect for others. (GE)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS. HSGOV.11: Habits of the Mind: The student will develop and apply the skills of critical thinking,

creative thinking and self-regulation to enhance social studies learning. (HOTS) (ES)

SS. HSGOV.11A – G Benchmarks:

The student will be able to:

A. Engage in creative thinking to solve problems, including engaging intensely in tasks even when answers or solutions are not immediately apparent, pushing the limits of his/her knowledge and abilities, generating, trusting, and maintaining his/her own standards of evaluation, and generating new ways of viewing a situation outside the boundaries of standard conventions. (HOTS, ES)

B. Utilize self-regulation techniques in their daily lives, including being aware of his/her

own thinking, planning, being aware of necessary resources, being sensitive to feedback, and evaluating the effectiveness of his/her actions. (HOTS, NCDG)

C. Utilize critical thinking in daily tasks, including being accurate and seeking accuracy, being clear and seeking clarity, being open-minded, restraining impulsivity, taking a position when the situation warrants it, and being sensitive to others' feelings and level of knowledge. (HOTS)

D. Apply problem-solving and decision-making strategies to complex real-world situations. (ES)

E. Demonstrate how to apply academic and occupational skills to achieve personal goals. (NCDG)

F. Use planners to assist self-regulation and planning. (HOTS)

G. Use the seven reading comprehension/thinking strategies to facilitate understanding in the social studies setting. (HOTS)

Assessed by: Planners, Student Performance/Product, Quizzes, Tests, and Teacher Observation

Benchmark Identification:

CS - Communication Skills Benchmark

LS - Learning Skills Benchmark

CE - Career Education Benchmark

MCGF - Multicultural Gender Fair Benchmark

HOTS - Higher Order Thinking Skills Benchmark

GE - Global Education Benchmark

TECH - Technology Benchmark

ES - Employability Skills Benchmark

NCDG - National Career Development Guidelines Benchmark

Materials and Resources

(List all materials and resources. Be specific.)

Textbooks: United States Government: Democracy in Action

Glencoe, 2005

Textbook Supplemental Materials

Periodicals: Current Issues and Topics

Newspapers: Des Moines Register

Waterloo Courier

Magazines: Time

Newsweek

US News and Report

Internet Websites: News sites www.cnn.com

www.foxnews.com

www.msnbc.com

National Government Sites www.whitehouse.gov

www.house.gov

www.senate.gov

www.supremecourtus.gov

State Government Sites www.state.ia.us

www.legis.state.ia.us

www.state.ia.us/governor

Republican National Committee www.rnc.org

Democratic National Committee www.democrats.com

Video: Gideon's Trumpet

Iowa Caucus V 00965

Political participation V04410

Various Current Event Videos