

**UNITED STATES GOVERNMENT
AND
ESL UNITED STATES GOVERNMENT**

FRAMEWORK

**Adopted by the
Anchorage School Board
April 21, 1997**

**Materials Adopted on
May 12, 1997**

**Social Studies Program
Anchorage School District**



**ANCHORAGE SCHOOL DISTRICT
Social Studies Program**

MEMORANDUM

May, 1997

From: Doug Phillips, Social Studies Program Coordinator

Subject: United States Government Framework

This document represents the final framework for the required twelfth grade United States Government course and materials which have been adopted by the Anchorage School Board in the spring of 1997. This framework and the materials are the combined work effort of an outstanding committee composed of students, educators, and community members. This committee met throughout the 1996-97 school year to design the course and recommend instructional materials. Members of the Committee included:

Fran Marbarger	Community Member
Amber Johnson	Student, Bartlett High School
Alyssa Dragnich	Student, Dimond High School
Kathryn Werdal	Community Member
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Sharon Clawson	Teacher, Service High School
Phil Barnes	Teacher, Steller Secondary School
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Thanks also to Steve Cline, Ethel Bottcher, and others who contributed to the Committee.

United States Government is a vital course that helps students to understand their roles and responsibilities as a citizen. This framework includes five core areas that are foundational to the course. These are:

- Foundations of Government
- Institutions and Policy Making
- Principles of the United States Constitution
- Roles and Responsibilities of the Citizen
- Political Behavior

Louis Brandeis stated that "The only title in our democracy superior to that of President (is) the title of citizen." Thus the program developed and recommended by the Committee is intended to provide students with the background necessary to understand and responsibly fulfill their vital roles as citizens of Alaska and the United States.

United States Government

Mission Statement:

This course will promote an active citizenry with a working knowledge of the structure and function of the government of the United States.

Statements of Agreement

We believe that an empowered citizenry requires that:

1. Students should know the rights and responsibilities of citizenship in the United States.
2. A major goal of the United States government curriculum is to inspire active citizenship.
3. Understanding of United States government and the Constitution is necessary to the perpetuation of our democratic republic.
4. We live in a pluralistic society and students should explore a variety of viewpoints throughout the political spectrum.
5. Because of the relative isolation of Alaska, students need access to current information through the use of a variety of media technologies.
6. The examination of primary sources is essential to the study of United States government.
7. Every student should know the importance of government in their lives and their responsibilities as active participant in their government.
8. Students should recognize the uniqueness of U. S. government as it compares to other governmental systems.
9. Students should understand the political philosophies, belief systems, and political processes that led to the development and ongoing evolution of the United States government.
10. Some form of active citizen participation for students should be incorporated in government class.

United States Government Course Titles, Grade Levels, and Course Descriptions

Course Title: United States Government

Grade Level: 12 (one semester required)

Course Description: A required course designed for seniors. This course is founded on the belief that to become an informed and active citizen, an understanding of government is essential. This course will feature both the structure of government and the function of politics. It will include both theory and practical application of the following: 1) Foundations of United States government, 2) Institutions and policy making, 3) Principles of the United States Constitution, 4) Roles and responsibilities of the citizen and 5) Political behavior.

Course Title: Advanced Placement Comparative Government and Politics

Grade Level: 12 (one semester)

Course Description: This course is designed for the student who is capable of doing lower division college work. The course provides intensive study of the different political and economic systems of the following countries: United Kingdom, France, Russia, China, and Mexico, India, or Nigeria. This course will prepare students for the Advanced Placement test in AP Comparative Government and Politics.

Course Title: Advanced Placement United States Government and Politics

Grade Level: 12 (one semester)

Course Description: This course is designed for the student who is capable of doing lower division college work. The AP American Government and Politics class will address the following topics: 1) Constitutional underpinnings of United States government, 2) Political beliefs and behaviors, 3) Political parties and interest groups, 4) The three branches of national government, 5) Public policy making and 6) Civil liberties and civil rights. This course will prepare students for the Advanced Placement test in United States Government and Politics and will fulfill the requirement for United States Government.

Course Title: ESL United States Government

Grade Level: 12 (one semester)

Course Description: This required course is designed for seniors who have been identified and assessed as being bilingual according to State law and District procedures. Bilingual students enrolled in this course are developing their English language skills, as well as expanding their social studies conceptual skills. This course is founded on the belief that to become an informed

and active citizen, an understanding of United States government is essential. It will feature the structure of government and the function of politics, as well as theory and practical application of the following: 1) Foundations of United States government, 2) Institutions and policy making, 3) Principles of the United States Constitution, 4) Roles and responsibilities of the citizen and 5) Political behavior. The course content is aligned with the district's curriculum, yet is adapted to meet the bilingual student's English language needs, proficiency level, and prior knowledge, linguistic and cultural.

United States Government Student Goals

Through the United States Government course students will:

1. Understand U. S. political culture.
2. Understand the foundations of U. S. Government.
3. Understand the principles and dynamics of the Constitutions of the United States and Alaska and how these documents impact their daily lives.
4. Understand the powers and responsibilities of the three branches of government and the concept of checks and balances.
5. Understand their liberties, rights, and responsibilities as a citizen and understand how these can only be preserved by enlightened participation in the democratic process. (e.g. voting, voicing an opinion, volunteerism)
6. Understand that politics is an integral part of civilized social interaction.
7. Analyze information logically and apply it to decision/making and problem solving.
8. Explore multiple points-of-view and effectively express and defend their own.
9. Know and use the avenues available to them for effecting change in their government at the local, state and national levels.

United States Government

Student Objectives

I. FOUNDATIONS OF GOVERNMENT

A. THEORY: The student will:

1. Examine 200 years of Feudalism, Constitutional tradition, English and French traditions (i.e. Locke, Hobbes, Montesquieu, Rousseau) and Jefferson (theory of self-evident truths, equality, rights, consent of the governed, withdrawal of consent).
2. Identify and analyze major contributions of the English and French traditions to the foundation of the constitutional structure of the United States.
3. Compare and contrast the ideas of confederation and Federalism.
4. Recognize the uniqueness of U. S. government.
5. Identify, compare, and contrast different forms of government including monarchy, parliamentary, and unitary systems.
6. Trace the evolution of federal power and identify examples of these changes, (e.g., equal rights, executive power, judicial review).

B. APPLICATION: The student will:

1. Know the type of government used in the United States and be able to describe its characteristics and how it developed.
2. Identify major contributions of each of selected political theorists (Locke, Hobbes, Montesquieu, Rousseau, Jefferson) vis-a-vis U. S. government.
3. Make concrete observations about the continuing conformity of U. S. government to original basic principles.
4. Compare and contrast the English Bill of Rights with the U. S. Bill of Rights to identify similarities/differences.
5. Compare and contrast the Articles of Confederation with the U. S. Constitution.
6. Identify evidence and examples of the thinking of Locke, Hobbes, etc., in federal and state constitutions (e.g., recall, impeach, separation of power, levels of government).

C. SKILLS: The student will use/develop the following skills:

1. Comparing
2. Contrasting
3. Identifying
4. Observing
5. Researching

D. VOCABULARY: The student will understand and use the following terminology:

1. Federalism
2. Confederation
3. Monarchy
4. Parliamentary
5. Unitary
6. Theorist
7. "Consent of the governed"
8. Anarchy

II. INSTITUTIONS & POLICY MAKING

A. THEORY: The student will:

1. Explain separation of powers as they apply to the federal system of government in the United States.
2. Identify checks and balances evident in U. S. Government.
3. Describe how policy making impacts their lives and property.

EXECUTIVE BRANCH

1. Describe the roles of the President, Vice President and bureaucracy.
2. Identify and describe the expressed, implied, inherent powers of the President, Vice President and bureaucracy. (strict and loose construction).
3. Describe how the power of the Presidency has evolved.
4. Identify the role of governor and local executives (e.g.. mayor).
5. Identify the limits on the power of the executive as defined in the Constitution.
6. Describe the quasi legislative role of the bureaucracy. (e.g., FAA, FCC, regulation).

LEGISLATIVE BRANCH

1. Identify and describe the powers and structure of the United States House of Representatives and Senate.
2. Describe the process of how a bill becomes a law.
3. Describe the impact of Congress, committees, staff, political interest groups, and bureaucrats on legislation.
4. Describe the limits on the power of the legislative branch.
5. Describe the roles and powers of the members of the House and Senate.
6. Identify and describe the expressed, implied, and inherent powers of the Legislative branch.
7. Define and provide examples of limited power.
8. Identify the power of the states in the Senate to filibuster.
9. Describe the purpose and investigative role of ombudsman.
10. Compare and contrast the Alaska state legislature with Congress.

JUDICIAL

1. Identify and describe the structure, organization, powers, and procedures of state and federal courts.
2. Identify and describe the powers and roles of judges and justices.
3. Define and provide examples of judicial review and the rule of law (supremacy clause).
4. Describe the selection process of the judiciary.
5. Differentiate between criminal, constitutional and civil cases in protecting individuals and property.
6. Recognize the significance of a tradition based judiciary.
7. Identify and describe the expressed and inherent powers of the federal court system.
8. Describe the adversarial system of justice used in the United States.

9. Explain the principle of "presumption of innocence."
10. Describe what is meant by "burden of proof" in civil and criminal cases.
11. Describe the steps in trial and appeal process.
12. Explain the role of the petit and grand juror.

B. APPLICATION: The student will:

EXECUTIVE BRANCH

1. Research and identify examples of executive roles, powers and privileges in historical or current sources.
2. Recognize and analyze the impact of agencies and commissions in their own lives.
3. Identify the legitimacy of executive behavior.
4. Recognize situations where an abuse of executive power has occurred.

LEGISLATIVE BRANCH

1. Compare and contrast House and Senate structures and powers.
2. Follow the process of a bill becoming a law.
3. Compare and contrast the relationships between representatives and constituents on Federal, state, and local levels.
4. Analyze how current laws affect their lives and property.
5. Use the Internet to find out the status of a bill that is related to Alaska.
6. Participate in a practical legislature simulation or public hearing.
7. Contact their legislator on an issue of concern.

JUDICIAL BRANCH

1. Research examples of current law from their origins.
2. Compare and contrast state and federal court organizational structures.
3. Analyze how a case law or Supreme Court decision impacts their lives.

4. Follow a court case from its introduction at the state level through the Supreme Court.
5. Visit a state or federal court.
6. Participate in a mock trial.

C. SKILLS: The student will use/develop the following skills:

1. Research - use of sources.
2. Analyzing, categorizing, discriminating.
3. Letter writing.
4. Role playing.
5. Diagramming.
6. Analysis.
7. Interviewing, listening.
8. Note taking.
9. Use various sources.
10. Debate issues.

D. VOCABULARY The student will understand and use the following terminology:

1. Executive
2. Legislative
3. Judicial
4. Expressed powers
5. Implied powers
6. Inherent powers
7. Concurrent powers
8. Bureaucracy powers
9. Quasi-legislature
10. Checks and balances
11. Supremacy clause
12. Filibuster
13. Standing committee
14. Select committee
15. Conference committee
16. Joint committee
17. Debate
18. Veto
19. Line item veto
20. Reasonable doubt
21. Legal precedent
22. Judicial tradition

23. Loose construction
24. Strict construction
25. Franking privilege

III. PRINCIPLES OF THE U. S. CONSTITUTION

A. THEORY: The student will:

1. Understand that the Constitution is a dynamic document balancing the freedom and rights of the individual against the power of government.
2. Delineate the power and limits implicit in the Constitution.
3. Identify and describe the Constitutionally mandated rights, and describe the relationship that should exist between government and the individual.
4. Understand the use of conflict and compromise as a means of averting tyranny and reaching consensus.
5. Differentiate between informal and formal processes of amending the Constitution.
6. Differentiate between the written and unwritten Constitution.
7. Understand how minority rights are protected and have been extended through the amendment process.
8. Understand that all laws must reflect and not be in conflict with the principles of the Constitution.
9. Define the meaning of the term "unconstitutional" and provide examples of laws/actions that have been found to be unconstitutional.

B. APPLICATION: The student will:

1. Identify examples of Constitutional principles evident in everyday life and identify and apply the correct principle to an event or situation.
2. Recognize and apply the concepts of federalism, separation of power, and checks and balances through observing the development of current events and policy.
3. Research the constitutionality of actions of the executive branch, legislature and courts, with respect to founding principles.

4. Know the recourse available to the individual, the state and the nation for actions that are believed to be unconstitutional.
5. Identify the article or amendment in the Constitution which gives or denies specific powers to each branch (checks and balances).

C. SKILLS: The student will use/develop the following skills:

1. Prioritizing
2. Analyzing
3. Synthesizing
4. Interpreting
5. Evaluating
6. Comparing
7. Contrasting
8. Researching

D. VOCABULARY: The student will understand and use the following terminology:

1. Bill of Rights (political rights, privacy rights, punishment, trial rights, pre-trial)
2. States rights
3. Federalism (understand types of power implied, expressed, concurrent, reserved)
4. National sovereignty
5. Popular sovereignty
6. Separation of powers
7. Concept of representational (Republican) principles
8. Miranda warning
9. Amendment
10. Checks and balances
11. Judicial activism
12. Tyranny
13. Consensus
14. Mandate
15. Conflict
16. Compromise
17. Amending process
18. Unconstitutional

IV. ROLES & RESPONSIBILITIES OF THE CITIZEN

A. THEORY: The student will:

1. Describe what is meant by citizenship in the United States.

2. Describe how a person becomes a citizen of the United States.
3. Identify and describe the personal, political, and economic rights of a United States citizen.
4. Describe the relationships among personal, political, and economic rights.
5. Identify the proper scope and limits of rights.
6. Describe the personal and civic responsibilities of citizens in the United States.
7. Describe civic dispositions or traits of private and public character that are important to the preservation and improvement of the U. S. constitutional democracy.

B. APPLICATION: The student will:

1. Define personal, political and economic wishes, needs, rights & privileges, then explain their relationship(s).
2. Demonstrate an understanding of the civic responsibilities of a well informed citizen.
3. Recognize and evaluate the importance of informed political, economic and social participation to the U. S. constitutional democracy.
4. Explain the importance of knowledge for competent and responsible participation in democracy in the U. S.
5. Identify and describe multiple forms of political participation.
6. Attend and/or participate in selected civic/government activities.

C. SKILLS: The student will use/develop the following skills:

1. Evaluate source documents.
2. Know how to register to vote.
3. Recognize propaganda, hidden agendas, special interests.
4. Interpret ballot referendums and initiatives.
5. Attend, listen, participate in political activity.
6. Organize (leadership).
7. Public speaking.
8. Letter writing.
9. Logical and critical thinking.
10. Persuasion.

11. Debate issues.
12. Evaluate, take, and defend positions.
13. Research (including the use of the Internet to identify governmental sources of information at the local, state, and national levels).

D. VOCABULARY: The student will understand and use the following terminology:

1. Citizen/citizenship
2. Propaganda
3. Ethics
4. Logic
5. Civility
6. Civil disobedience
7. Testify
8. Consent of governed
9. Civics
10. Civic virtue
11. Volunteerism

V. POLITICAL BEHAVIOR

A. THEORY: The student will:

1. Understand the components of political socialization.
2. Distinguish between liberal, conservative, radical, and reactionary ideas of the political spectrum.
3. Distinguish between political parties in the United States based on current and historical beliefs.
4. Understand and describe the process of nominating a presidential candidate.
5. Explain why we have an electoral college and its function.
6. Explain how the media, interest groups, and political action committees impact the political process.
7. Understand the process used to select state and local officials in Alaska.
8. Understand that conflict is inherent and important in a democracy, and that the quest for power is an essential element in politics.
9. Understand role, importance, and problems of moderates and moderation in our elections.

10. Understand that political labels may not accurately describe any one individual or group.
11. Recognize the importance of compromise and consensus.
12. Identify and prioritize the salient issues in an election campaign.
13. Understand how to initiate or remove government officials, laws, or regulations.

B. APPLICATION The student will:

1. Research voting patterns of various regions in the U. S., explain significant changes, and hypothesize reasons for these changes.
2. Develop and conduct a political poll (for sampling public opinion).
3. Assist in conducting a non-partisan "candidates night."
4. Become involved in mock election activities.
5. Become involved in voter registration and their right to vote.
6. Determine the significance of the electoral vote in each state.
7. Compare and contrast U. S. public perceptions of politicians and political leaders.
 - a. Analyze the consequences of negative public perceptions of politicians.
 - b. Assess how they might acquire and use political power.
 - c. Develop a tracking system for candidate positions on issues.
8. Conduct research from multiple sources to determine the accuracy of media reports on political candidates and issues.
9. Use the Internet to locate sources related to political parties and the political spectrum.

C. SKILLS: The student will use/develop the following skills:

1. Research
2. Interview
3. Letter write
4. Take polls
5. Vote
6. Voter registration
7. Use political power

8. Lobby
9. Use logic and rational analysis to arrive at positions.
10. Participate in a mock congress
11. Participate in mock elections
12. Discussion/dialogue
13. Debate
14. Organize

D. VOCABULARY: The student will understand and use the following terminology:

1. Political culture
2. Republican
3. Democrat
4. Electoral College
5. Media
6. Political action committee (P.A.C.)
7. Politics
8. Political spectrum
9. Reactionary
10. Conservative
11. Moderate
12. Liberal
13. Radical
14. Right wing
15. Left wing
16. Hawk
17. Dove
18. Caucus
19. Primary
20. Incumbent
21. Lame duck
22. Ideology
23. Open/closed primaries
24. National nominating conventions
25. Recount
26. Political machine
27. Big government
28. G.O.P.
29. Plurality
30. Majority
31. Third party
32. Gerrymandering
33. Initiative
34. Referendum
35. Recall

Materials Adopted for United States Government

Textbooks

Government in America. Richard J. Hardy. McDougal Littell/ Houghton Mifflin Inc., 1996.

United States Government. Richard Remy, Glencoe/McGraw-Hill, 1998.

ESL United States Government Textbooks

United States Government. Jane Wilcox Smith and Carol Sullivan. American Guidance Service, Inc., 1997.

Exploring American Citizenship. John R. O'Connor and Robert M. Goldberg. Globe Fearon, 1995.

Steller High School Textbook

Approaching Democracy. Larry Berman and Bruce Allen Murphy. Prentice-Hall, Inc., 1996.

Other Adopted Instructional Materials

American Legacy: The United States Constitution and other Essential Documents of American Democracy. Center for Civic Education, 1997

The Home Rule Charter for the Municipality of Anchorage, Alaska. Anchorage Area Charter Commission

The Constitution of the State of Alaska. State of Alaska

Alaska's Constitution: A Citizen's Guide. Gordon S. Harrison. University of Alaska, Anchorage

We the People: The Citizen and the Constitution. Center for Civic Education, 1995

Powers of the President. American Broadcasting Company Interactive, Glencoe/McGraw-Hill

Powers of the Congress. American Broadcasting Company Interactive, Glencoe/McGraw-Hill

Powers of the Supreme Court. American Broadcasting Company Interactive, Glencoe/McGraw-Hill

The 88 Vote. American Broadcasting Company Interactive, Glencoe/McGraw-Hill

Martin Luther King, Jr. American Broadcasting Company Interactive, Glencoe/McGraw-Hill

Other Adopted Instructional Materials, Continued

Communism and the Cold War. American Broadcasting Company Interactive,
Glencoe/McGraw-Hill

Focus on Government. American Broadcasting Company Interactive,
Glencoe/McGraw-Hill

Modern Presidential Campaigns. American Broadcasting Company Interactive,
Glencoe/McGraw-Hill

Electing the President. American Broadcasting Company Interactive,
Glencoe/McGraw-Hill

The Democratic Party. AIMES Multimedia

The Republican Party. AIMES Multimedia

Eyes on the Prize. Public Broadcasting System

The Primary Source Document Series. Perfection Form Company

American Government. Social Studies School Service, 1994

Supreme Court Cases That Changed the Nation. Guidance Associates

The Bill of Rights in Action. American Bar Association, 1991