

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
- 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**
- 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

2 Government Systems and Principles I.2

- 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
- 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

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
- 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

4 Economic Concepts I.4

- 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

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
- 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
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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
- 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
- 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**
- 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

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
- 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

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

4 Economic Concepts II.4

- 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

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
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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
- 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

2 Government Systems and Principles III.2

- 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
- 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](#)
 - ii judicial review [III.2.C.C.II](#)
 - i interprets law and resolves conflict [III.2.C.C.I](#)
 - 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](#)
- 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
 - 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
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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**
- 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**

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
- 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](#)

- 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](#)

5 People, Groups, and Cultures IV.5

- 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 extent 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
- 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](#)