

United States Government High School

Social Studies *Priority Academic Student Skills (PASS)* Correlations

NOTE: Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

Book Abbreviations:

CACAG = Contemporary’s American Civics and Government

T = Transparency

BLM = Blackline Master

Standard 1: The student will demonstrate process skills in social studies.	
1. Identify, analyze, and interpret primary and secondary sources, such as artifacts, letters, photographs, art, documents, newspapers, and contemporary media (e.g., television, motion pictures, and computer-based technologies) that reflect events in United States government and politics. 📖	CACAG, pp. 6, 14, 23-6, 48-75, 183, 195, 202, 215, 223, 255, 268, 270, 284, 286, 305, 319, 369, 456-65; T 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; BLM 8, 15, 36, 43, 50, 57, 64, 85, 141, 148, 162
2. Interpret economic and political issues as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs. 📖	CACAG, pp. 37, 82, 116, 150, 305, 324, 340, 361, 399; T 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; BLM 4, 18, 32, 37, 39, 43, 44, 46, 53, 60, 79, 81, 86, 93, 93, 116, 121, 328, 128, 130, 142, 149, 158, 165
3. Make distinctions among propaganda, fact and opinion; evaluate cause and effect relationships; and draw conclusions in examining documentary sources. 📖	CACAG, pp. 14, 183, 202, 215, 231, 255, 270, 286, 305, 435; T 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; BLM 8, 15, 36, 43, 50, 57, 64, 85, 141, 148, 162
4. Develop discussion, debate, and persuasive writing and speaking skills, focusing on enduring issues (e.g., individual rights <i>versus</i> the common good, and problems of intolerance toward cultural, ethnic, and religious groups). 📖	CACAG, pp. 100, 136, 257-63, 415, 435, 545; T 18, 19, 20; BLM 13, 34, 51, 55, 62, 90
Standard 2: The student will define government as the formal institution with the authority to make and implement binding decisions about such matters as distribution of resources, allocation of benefits and burdens, and management of conflicts.	CACAG, pp. 4-12; T 20; BLM 1-7
Standard 3: The student will analyze the philosophical and historical development of government as an institution.	

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1. Discuss the development of democracy in ancient Greece and Rome, the United Kingdom, and the American colonies.	CACAG, pp. 5-35; T 18, 19, 20;
2. Examine and interpret the contributions of Locke, Hobbes, Rousseau, Montesquieu, and Blackstone to contemporary political theory and governmental structure.	CACAG, pp. 5, 23; T 18, 19, 20;
Standard 4: The student will describe the purpose of government and analyze how its powers are acquired, used, and justified.	
1. Distinguish between civic life (i.e., the public life of the citizen concerned with community and national affairs) and private life (i.e., the personal life of the individual devoted to the pursuit of private interests).	CACAG, p. 13; T 19;
2. Examine political authority, its sources and functions, and the difference between authority and power without authority.	CACAG, pp. 9-12, 41, 57; T 18, 19, 20; BLM 1-7
3. Distinguish between and explain the essential characteristics of limited and unlimited governments, and identify historical and contemporary examples of each.	CACAG, pp. 16, 33, 40, 42, 381; BLM 1-7
4. Research examples of formal institutions with the authority to control and direct the behavior of those in a society (e.g., tribal councils, courts, monarchies, and democratic legislatures).	CACAG, pp. 103-7, 383-5, 402, 404, 418, 420, 422, 425, 426 T 18, 19, 20; BLM 29-35, 141-147
Standard 5: The student will compare and contrast how governments are organized in terms of the number of people who have access to power (i.e., despotism, oligarchy, republic, and democracy), where power is located (i.e., unitary, federal, and confederal), and the relationship between the legislative and executive branches (i.e., presidential and parliamentary).	CACAG, pp. 9-12, 418-9; T 18, 19, 20; BLM 1-7, 155-161
Standard 6: The student will analyze and describe examples of fundamental United States constitutional principles contained in the <i>Magna Carta</i>, <i>English Bill of Rights</i>, <i>Declaration of Independence</i>, <i>Articles of Confederation</i>, <i>Constitution</i>, <i>Federalist Papers</i>, and the <i>Bill of Rights</i> and subsequent amendments.	CACAG, pp. 16-8, 22-80, 460-1; T 2, 18, 19, 20; BLM 8-14, 15-21
Standard 7: The student will identify and explain the fundamental concepts of the system of government of the United States.	
1. The equality of all citizens under the law	CACAG, pp. 33-4, 232, 234, 256, 259; T 1; BLM 8-14, 85-91, 92-98
2. Majority rule and minority rights	
3. The fundamental worth and dignity of the individual	
4. The necessity of compromise	CACAG, pp. 33-4; BLM 8-14
5. Individual freedom	CACAG, pp. 67, 229, 232, 234-53; BLM 85-91
6. The rule of law	CACAG, p. 18
7. Constitutionalism and limited government	CACAG, pp. 16, 18, 33, 40, 42, 381; BLM 8-14
8. Democracy and republicanism	CACAG, pp. 12, 418, 423
9. Consent of the governed	CACAG, p. 7

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10. Liberties, privileges, rights, and responsibilities	CACAG, pp. 18, 67, 91-2, 229, 232-53; BLM 22-28, 85-91
Standard 8: The student will analyze the United States Constitution.	
1. Purposes expressed in the Preamble	CACAG, pp. 39, 48; T 18, 19, 20; BLM 17
2. Branches of government	CACAG, pp. 33, 43-7; T 1, 18, 19, 20; BLM 15-21
3. Powers and limitations	CACAG, pp. 43-7, 48-75, 224; T 3, 18, 19, 20; BLM 15-21
4. Amendment process	CACAG, pp. 40, 64, 66-75, 76-7, 82; T 1, 2, 18, 19, 20; BLM 22-28
Standard 9: The student will compare and contrast the roles of the legislative, executive, and judicial branches of government at the national, state, and local levels.	
1. Structures, functions, and authority	CACAG, pp. 43-7, 203-29, 101-48, 383-5, 385-7, 387-9, 402, 404; T 1, 4, 7, 10, 11, 13, 14, 18, 19, 20; BLM 15-21, 71-77, 78-84, 141-147
2. Federalism	CACAG, pp. 40-1, 83, 84-9, 94-98; T 3, 18, 19, 20; BLM 15-21, 22-28
3. Separation of powers	CACAG, pp. 40-1, 381; T 18, 19, 20; BLM 15-21
4. Checks and balances	CACAG, pp. 40-1, 131-2, 224, 381, 460; T 1, 18, 19, 20; BLM 15-21, 36-42
5. The extent to which power is shared rather than divided or separated (i.e., concurrent powers)	CACAG, pp. 86-7; T 3, 18, 19, 20; BLM 22-28
6. Procedures for constitutional and charter amendment	CACAG, pp. 40, 64, 76-7, 381-2; T 1, 2, 18, 19, 20; BLM 15-21, 141-147
Standard 10: The student will analyze how the Constitution has evolved since 1789.	
1. Examine the constitutional amendments, the conflicts or issues they addressed, and the reasons for their adoption.	CACAG, pp. 36, 48-9, 58, 64, 66-78, 85-8, 103, 156-7, 225, 233-53, 256-7, 262-3, 267, 298, 299-300, 327; T 1, 2, 10, 18, 19, 20;
2. Identify and explain the basic rulings in landmark Supreme Court cases, including <i>Marbury v. Madison (1803)</i> , <i>McCulloch v. Maryland (1819)</i> , <i>Plessy v. Ferguson (1896)</i> , <i>Brown v. Board of Education of Topeka, Kansas (1954)</i> , <i>Mapp v. Ohio (1961)</i> , <i>Miranda v. Arizona (1966)</i> , <i>Furman v. Georgia (1972)</i> , <i>United States v. Nixon (1974)</i> , and <i>Gregg v. Georgia (1976)</i> .	CACAG, pp. 42, 89, 119, 213, 226-8, 251, 259, 458; T 18, 19, 20; BLM 19, 26, 71, 75, 78-84
Standard 11: The student will explain and give contemporary examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision-making of government institutions. 📖	
	CACAG, pp. 141, 241, 275, 294, 306-9, 311, 313, 316, 320-2, 367-8, 385; T 18, 19, 20; BLM 113-119, 134-140

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<p>Standard 12: The student will describe the components of campaigns for national, state and local elective office, including the nominative process; campaign funding and spending, the influence of the media, advertising, and polling; reapportionment and redistricting; the role of the electoral college; and the term-limitation movement.</p>	<p>CACAG, pp. 34, 48, 50-1, 58, 69, 81, 89, 105-6, 149, 155, 167, 200, 241, 274, 277-83, 288-96, 306, 316-9, 321-4, 384; T 18, 19, 20; BLM 15-21, 29-35, 99-105, 106-112, 113-119</p>
<p>Standard 13: The student will explain the rights, responsibilities, and benefits of citizenship in the United States, such as voting, jury duty, obedience to lawful authority, and private ownership of property.</p>	<p>CACAG, pp. 36, 99, 214, 271-324, 339, 360, 376, 437; T 18, 19, 20; BLM 99-105, 106-112, 113-119</p>
<p>Standard 14: The student will compare and contrast the political and economic systems of the United States with those of major democratic and authoritarian nations. 📖</p>	<p>CACAG, pp. 416-54; T 18, 19, 20; BLM 155-161, 162-168</p>
<p>Standard 15: The student will identify and distinguish among the units of local government in Oklahoma (i.e., counties, cities, towns, and regional authorities) by analyzing local public issues.</p>	<p>CACAG, pp. 378-415; T 13, 14, 18, 19, 20; BLM 141-147, 148-154</p>
<p>Standard 16: The student will develop and practice the skills needed for informed participation in public affairs, including analyzing public issues, examining candidates for public office, evaluating the performance of public officials, and communicating with public officials. 📖</p>	<p>CACAG, pp. 14, 37, 81, 82, 99, 100, 115, 136, 149, 150, 167, 168, 182, 183, 201, 202, 214, 230, 231, 254, 255, 269, 270, 285, 286, 304, 305, 323, 324, 339, 340, 360, 361, 376, 377, 398, 399, 414, 415, 434, 435, 453, 454; T 18, 19, 20; BLM 13, 55, 62, 76, 90, 104, 111, 118, 132, 160</p>