



G *United States* GOVERNMENT

Democracy In Action

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STANDARDS	PAGE REFERENCES
Strand 3 Government	
Concept 1 Foundations of Government	
<p>PO 1. Examine the foundations of democratic representative government:</p> <ul style="list-style-type: none"> a. Greek direct democracy b. Roman republic 	<p>The following references may be used during classroom discussion to meet this standard.</p> <p>Student Edition: 5, 20-24 <i>Checking for Understanding</i> 24 #1, #4 <i>Comparing Governments</i> 20 <i>Recalling Facts</i> 32 #4</p> <p>Teacher Wraparound Edition: CLA 19; L1 19; MLS 20</p>
<p>PO 2. Trace the English roots of American democracy:</p> <ul style="list-style-type: none"> a. Magna Carta b. English Bill of Rights c. Representative government – Parliament, colonial assemblies, town meetings 	<p>Student Edition: 20, 35-40, 802, 803 <i>Analyzing Primary Sources</i> 93 <i>Concepts in Action</i> 40 <i>Section Assessment</i> 40 #5 <i>Understanding Concepts</i> 60 #1</p> <p>Teacher Wraparound Edition: CTA 38; MLS 37</p>

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<p>PO 3. Describe the philosophical roots of American Democracy:</p> <ul style="list-style-type: none"> a. moral and ethical ideals from Judeo-Christian tradition b. John Locke and social contract c. Charles de Montesquieu and separation of powers 	<p>Student Edition: 37-38, 46-47 <i>Recalling Facts</i> 60 #2</p> <p>Teacher Wraparound Edition: LPP 37</p>
<p>PO 4. Examine the fundamental principles (e.g., equality, natural rights of man, rule of law) in the Declaration of Independence</p>	<p>Student Edition: 46-47, 355, 391, 770-773 <i>Analyzing Primary Sources</i> 33 <i>Recalling Facts</i> 60 #5 <i>Section Assessment</i> 47 #5 <i>Understanding Concepts</i> 60 #1 <i>We the People</i> 43</p> <p>Teacher Wraparound Edition: CTA 45</p>
<p>Concept 2 Structure of Government</p>	
<p>PO 1. Analyze why the weak central government and limited powers of the Articles of Confederation demonstrated the need for the Constitution.</p>	<p>Student Edition: 48-52, 245, 577, 808-811 <i>Government Under the Articles of Confederation</i> 49 <i>Section Assessment</i> 52 #1, #5 <i>Understanding Concepts</i> 60 #2</p> <p>Teacher Wraparound Edition: L1 49; MLS 50</p>
<p>PO 2. Analyze the creation of United States Constitution:</p> <ul style="list-style-type: none"> a. representative government as developed by the Great Compromise and the Three-Fifths Compromise b. Federalism c. Separation of Powers/Checks and Balances d. Judicial Review e. Amendment Process 	<p>Student Edition: 53-58, 63-67 <i>Major Principles of the Constitution</i> 65 <i>Section Assessment</i> 58 #1 <i>System of Checks and Balances</i> 66</p> <p>Teacher Wraparound Edition: C 58, 75; CLA 64; CTA 66, 79; L1 54</p>

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<p>PO 3. Examine the United States federal system of government:</p> <ul style="list-style-type: none"> a. powers of the national government b. powers of the state governments c. powers of the people 	<p>Student Edition: 95-102, 103-105, 106-110 <i>Division of Federal and State Powers</i> 97 <i>Section Assessment</i> 105 #4, 110 #1 <i>Understanding Concepts</i> 118 #1, #2</p> <p>Teacher Wraparound Edition: CTA 98; L1 96; MLS 108</p>
<p>PO 4. Describe the steps leading to the adoption of the Constitution:</p> <ul style="list-style-type: none"> a. Federalist and Anti-Federalist positions (e.g., The Federalist Papers) b. Bill of Rights ratification 	<p>Student Edition: 15, 56-58, 812-814, 815-816, 817 <i>Concepts in Action</i> 58 <i>Section Assessment</i> 58 #5, #6 <i>Understanding Concepts</i> 60 #3</p> <p>Teacher Wraparound Edition: CLA 54; MLS 55</p>
<p>PO 5. Analyze the structure, powers, and roles of the legislative branch of the United States government:</p> <ul style="list-style-type: none"> a. specific powers delegated in Article I of the Constitution b. role of competing factions and development of political parties lawmaking process c. different roles of Senate and House d. election process and types of representation a. influence of staff, lobbyists, special interest groups and political action committees (PACs) 	<p>Student Edition: 132-137, 138-140, 141-145, 146-150, 157-165, 167-171, 194-198</p> <p>Teacher Wraparound Edition: CLA 139, 142, 158, 182</p>
<p>PO 6. Analyze the structure, powers, and roles of the executive branch of the United States government:</p> <ul style="list-style-type: none"> a. specific powers delegated in Article II of the Constitution b. roles and duties of the president c. development and function of the executive branch, including the cabinet and federal bureaucracy d. election of the president through the nomination process, national conventions, and electoral college 	<p>Student Edition: 213-219, 220-226, 228-232, 234-239, 245-250, 252-259 <i>Concepts in Action</i> 232, 239 <i>The Electoral College System</i> 222 <i>Line of Presidential Succession</i> 217 <i>Section Assessment</i> 259 #4</p> <p>Teacher Wraparound Edition: CLA 214, 221, 235; CTA 223; MLS 230</p>

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<p>PO 7. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions:</p> <ol style="list-style-type: none"> specific powers delegated by the Constitution in Article III judicial review developed in <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>Gibbons v. Ogden</i> dual court system of state and federal courts 	<p>Student Edition: 305-310, 312-317, 320-326, 331-335, 336-341 <i>The Federal Court System</i> 306 <i>Federal Judicial Circuits and Districts</i> 314 <i>Judicial Review</i> 307</p> <p>Teacher Wraparound Edition: CTA 308; MLS 333; PG 325</p>
<p>PO 8. Analyze the structure, power, and organization of Arizona’s government as expressed in the Arizona Constitution:</p> <ol style="list-style-type: none"> direct democracy by initiative, referendum, and recall processes election process such as redistricting, (e.g., gerrymandering, clean elections), voter registration, and primaries the structure and processes of Arizona’s legislature the roles of the Governor, Secretary of State, Treasurer, Attorney General, and Superintendent of Public Instruction appointment and continuing election of judges. 	<p>The following references are for state governments in general and may be applied to the state of Arizona.</p> <p>Student Edition: 637-640, 641-647, 648-654, 656-658 <i>Concepts in Action</i> 640</p> <p>Teacher Wraparound Edition: C 654; CLA 642, 649, 657; ETC 653; ECP 636;MLS 639, 643</p>
<p>PO 9. Analyze the forms, structure, powers and roles of local government:</p> <ol style="list-style-type: none"> county government, boards of supervisors, sheriffs, county attorneys, and others mayor, council, city manager, and other city officials issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation) special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college) 	<p>Student Edition: 663-668, 669-675, 677-682 <i>Analyzing Primary Sources</i> 685 <i>Concepts in Action</i> 675, 682 <i>Issues to Debate</i> 683 <i>Municipal Governments</i> 667 <i>State and Local Government Income and Expenditures</i> 674 <i>State and Local Spending on Criminal Justice</i> 652</p> <p>Teacher Wraparound Edition: CLA 664, 670, 678; ECP 662; MLS 671</p>
<p>PO 10. Examine the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts).</p>	<p>Student Edition: 394-395, 665</p> <p>Teacher Wraparound Edition: CTA 394; ICA 340</p>

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<p>PO 11. Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts).</p>	<p>Student Edition: 7, 100, 129, 163, 315-316 <i>For the Record</i> 107</p> <p>Teacher Wraparound Edition: CTA 315; ETC 100; L3 100</p>
<p>Concept 3 Functions of Government</p>	
<p>PO 1. Analyze the functions of government as defined in the Preamble to the Constitution.</p>	<p>Student Edition: 13-14, 63, 775</p> <p>Teacher Wraparound Edition: C 17; MLS 691</p>
<p>PO 2. Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments.</p> <p>a. Constitutional mandates (e.g., the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws)</p> <p>b. Fourth, Fifth, Sixth, Seventh, and Eighth Amendments</p> <p>c. protection provided by the Fourteenth Amendment</p>	<p>Student Edition: 85-87, 88-89, 158, 356-357, 398-401, 406, 427-428, 438</p> <p><i>The Bill of Rights</i> 86</p> <p><i>Other Constitutional Amendments</i> 88</p> <p><i>Recalling Facts</i> 448 #3</p> <p>Teacher Wraparound Edition: CTA 401; ETC 403</p>
<p>PO 3. Examine various sources of government funding:</p> <p>a. federal - income tax, duties , excise taxes, corporate tax</p> <p>b. state - income tax, sales tax</p> <p>c. local - property tax, sales tax</p>	<p>Student Edition: 555-559, 656-657, 673-675</p> <p><i>Concepts in Action</i> 559, 658</p> <p><i>Estimated Federal Taxing and Spending, 2005</i> 557</p> <p><i>Government and You</i> 558</p> <p>Teacher Wraparound Edition: CLA 556, 657; CTA 558; EC 74; L1 556; MLS 557; TFR 558</p>
<p>PO 4. Describe the regulatory functions of government pertaining to consumer protection, environment, health, labor, transportation, and communication.</p>	<p>Student Edition: 281-283, 548-549, 576-583, 584-589, 590-595, 597-602</p> <p>Teacher Wraparound Edition: CTA 600; ECP 574; ICA 579; MLS 577</p>
<p>PO 5. Describe the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, parks, environmental protection)</p>	<p>Student Edition: 575-583, 584-589, 590-595, 597-602</p> <p><i>Concepts in Action</i> 583, 595, 602</p> <p>Teacher Wraparound Edition: CTA 593; MLS 577, 599</p>

STANDARDS	PAGE REFERENCES
<p>Concept 4 Rights, Responsibilities, and Roles of Citizenship</p>	
<p>PO 1. Analyze basic individual rights and freedoms guaranteed by Amendments and laws:</p> <ol style="list-style-type: none"> freedom of religion, speech, press, assembly, and petition in the First Amendment right to bear arms in the Second Amendment Ninth Amendment and guarantee of people’s unspecified rights civil rights in the Thirteenth and Fourteenth Amendments voting rights in the Fifteenth, Nineteenth, Twenty third, Twenty fourth, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965 conflicts which occur between rights (e.g., the tensions between the right to a fair trial and freedom of the press, and between majority rule and individual rights) right to work laws 	<p>Student Edition: 355-357, 358-364, 366-370, 371-375, 376-382 <i>Concepts in Action</i> 364 <i>Supreme Court Cases to Debate</i> 365 Teacher Wraparound Edition: C 364; CLA 356, 359, 367; CTA 361, 379; MLS 360, 368</p>
<p>PO 2. Define citizenship according to the Fourteenth Amendment</p>	<p>Student Edition: 391-397 <i>Concepts in Action</i> 397 <i>Section Assessment</i> 397 #4 <i>Participating in Local Government</i> 421 <i>Recalling Facts</i> 420 #3 Teacher Wraparound Edition: CLA 392; CTA 394; ETC 396; MLS 393</p>
<p>PO 3. Examine the basic political, social responsibilities of citizenship:</p> <ol style="list-style-type: none"> connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington’s Farewell Speech), volunteerism obligations of upholding the Constitution obeying the law, serving on juries, paying taxes, voting, and military service analyzing public issues, policy making, and evaluating candidates 	<p>Student Edition: 195, 396-397, 625 <i>Government and You</i> 616 <i>The Law and You</i> 315 <i>Politics and You</i> 546 <i>Section Assessment</i> 625 #5 Teacher Wraparound Edition: ETC 396</p>
<p>PO 4. Demonstrate the skills and knowledge (e.g., group problem solving, public speaking, petitioning and protesting) needed to accomplish public purposes.</p>	<p>Student Edition: <i>Participating in Government</i> 79, 101, 136, 210, 414, 478, 552</p>

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<p>PO 5. Describe the role and influence of political parties, interest groups, and mass media:</p> <ul style="list-style-type: none"> a. political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism) b. influence of interest groups, lobbyists, and PAC's on elections, the political process and policy making c. influence of the mass media on elections, the political process and policy making 	<p>Student Edition: 458-462, 464-470, 503-507, 08-513, 514-517, 527-534 <i>Concepts in Action</i> 462, 507, 513 <i>Government and You</i> 506 Teacher Wraparound Edition: CLA 459, 504; CTA 506, 511; ECP 526; MLS 460</p>
<p>Concept 5 Government Systems of the World</p>	
<p>PO 1. Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections).</p>	<p>Student Edition: 689-694, 696-701 <i>Comparing Governments</i> 20, 246, 567, 692, 723 Teacher Wraparound Edition: CLA 690</p>
<p>PO 2. Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.</p>	<p>Student Edition: 607-613, 614-620, 621-625, 627-630 <i>Concepts in Action</i> 613, 620 <i>U.S. Foreign Aid</i> 629 Teacher Wraparound Edition: CLA 615; CTA 610; ECP 606</p>
<p>PO 3. Describe world governmental and nongovernmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross).</p>	<p>Student Edition: 24, 627-629, 702-706, 710-711, 734-735 <i>Concepts in Action</i> 706 <i>Organization of the United Nations</i> 703 Teacher Wraparound Edition: CLA 703; CTA 705; ETC 704</p>