

COMMUNITY UNIT SCHOOL DISTRICT 200

American Government High School One Semester Regular Level

1. Subject Expectation (State Goal 14) **The student will understand, analyze, and compare political systems, with an emphasis on the United States.**

Essential Learning 1 (Learning Standard A)	Understand and explain basic principles of the United States government
---	--

Critical Content	14.A.5	Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups <ul style="list-style-type: none">• trace the origins of United States political traditions and the democratic process• develop an understanding of the fundamental concepts of separation of powers and checks and balances• understand the responsibilities of citizenship in a democracy• generalize the meaning for and purpose of the Declaration of Independence• define and distinguish the difference between government, politics, public policy, and political systems• identify the key principles of the Constitution• explain key principles of the American Federal system of government• describe contemporary controversies regarding the principle of federalism and states' rights• categorize rights granted to American citizens through the Bill of Rights• debate several relevant civil liberties issues in today's society* • analyze significant U.S. Supreme Court Decisions that address equal protection and due process issues
	*	
	*	

Essential Learning 2 (Learning Standard B)	Understand the structures and functions of the political systems of Illinois, the United States and other nations
---	--

Critical Content	14.B.5	Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism) <ul style="list-style-type: none">• recognize the difference between the American political system and others throughout the world• list the strengths and weaknesses of the American electoral system
------------------	--------	--

* exceeds state standards as cited

- outline the structure and jurisdiction of the U.S. and Illinois court systems
- identify the structure and organization of the legislative branch
- outline the responsibilities of congressional members
- describe the relationship between Congress and the other branches of the Federal Government
- diagram the extensive law-making process
- identify the Constitutional provisions regarding the presidency in the Executive Branch
- recognize the expansion of presidential power in the Executive Branch
- * • role play the process behind electing the President
 - define the role of the Electoral College
- contrast the structure and functions of the state (Illinois) and federal governments

**Essential Learning 3
(Learning Standard C)**

Understand election processes and responsibilities of citizens

- Critical Content 14.C.5 Analyze the consequences of participation and non-participation in the electoral process
- define the inherent challenges to operating a successful democratic government
 - summarize the importance and impact of political parties on our political system
 - recognize the various steps in the electoral process
 - identify why citizens do and do not vote in American elections, both past and present
 - participate in the democratic responsibilities afforded to every American citizen
 - understand the diversity of political views and rights
 - utilize the DuPage County voter registration process
 - generalize the advantages and disadvantages of the Electoral College system
 - predict how technology will impact our present electoral process(e.g., voting over the Internet to increase voter participation)

**Essential Learning 4
(Learning Standard D)**

Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations

- Critical Content 14.D.5 Interpret a variety of public policies and issues from the perspectives of different individuals and groups
- relate current events to existing world governmental systems and ideologies
 - identify influential people in the political process of the United States
 - compile the essential steps in our electoral process from primaries through the electoral college
 - account for the purpose and impact of political parties in our political system
 - indicate the role of interest groups and the impact they

* exceeds state standards as cited

- have in a democratic society
- * • identify what people and offices influence a President’s decision making
- * • explain the ebb and flow of third party influence on the American political process

Essential Learning 5 (Learning Standard E)	Understand United States foreign policy as it relates to other nations and international issues
---	--

- | | | |
|------------------|--------|--|
| Critical Content | 14.E.5 | Analyze relationships and tensions among members of the international community <ul style="list-style-type: none"> • understand the specific roles of Congress, President, and the people in the functions of U.S. foreign policy |
| | * | <ul style="list-style-type: none"> • categorize the Presidents’ roles in American foreign policy • identify the U.S. Government’s actions in maintaining relations with the world • evaluate the costs and benefits of the U.S. government in maintaining relationships with international organizations (e.g., the United Nations, NATO) |

Essential Learning 6 (Learning Standard F)	Understand the development of United States political ideas and traditions
---	---

- | | | |
|------------------|--------|---|
| Critical Content | 14.F.5 | Interpret how changing geographical, economic, technological, and social forces affect United States political ideas and traditions <ul style="list-style-type: none"> • account for the social forces that influence our own individual beliefs • trace the growth of natural rights, beginning with the Declaration of Independence • determine the changing role of political parties and their contribution to American politics |
| | * | <ul style="list-style-type: none"> • track the expansion of suffrage through a historical context • debate the advantages and disadvantages of the establishment of a free press |

2. Subject Expectation (State Goal 16) The student will understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Essential Learning 2 (Learning Standard B)	Understand the development of significant political events
---	---

- | | | |
|--------------------------|---------|---|
| Critical Content
(US) | 16.B.5a | Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time <ul style="list-style-type: none"> • compare the Articles of Confederation and the Constitution • know the key compromises made during the Constitutional Convention |
|--------------------------|---------|---|

- recognize the impact that interest groups and political ideologies have on political parties and public policy in American politics
 - trace the process of electing the President throughout history
- *
(US) 16.B.5b Analyze how United States political history has been influenced by the nation’s economic, social, and environmental history
- explain the relationship between American public policy and our economic philosophies
 - evaluate the impact of the nation’s economic, social, and environmental history upon the American Constitution
 - analyze how suffrage and voter behavior has been changed by the nation’s economic, social, and environmental history
 - describe today’s interpretations of the Constitution from past perspectives
 - Examples
 - Plessy v. Ferguson -- Brown v. Board
 - Furman v. Georgia -- Gregg v. Georgia
 - Engle v. Vitale -- Sante Fe Independent School District v. Doe
- (W) 16.B.5b Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history
- identify the different political systems of the world
 - monarchy vs. republic
 - unitary vs. federal vs. confederacy
 - parliamentary vs. presidential
 - democracy vs. dictatorship