



# HENRY COUNTY SCHOOLS

Better Together.



## AMERICAN GOV'T./CIVIC

| SOCIAL STUDIES |

# HENRY

Teaching & Learning Standards





# Teaching & Learning Standards

## **Social Studies**

### **American Government/ Civics**

*Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards*

**HCS Graduate Learner Outcome** *As a Henry County graduate, I will analyze the physical and political geography of various local, national, and global regions to understand their impact on societies of the past, present and future.*

GA Standard Code

**Map and Globe Skills** **Use maps to retrieve social studies information.**

Map and Globe Skills Use geographic technology and software to determine changes, identify trends, and generalize about human activities

**HCS Graduate Learner Outcome** *As a Henry County graduate, I will apply my understanding of our founding documents, civic ideals and practices, and rights and responsibilities to actively participate as an engaged citizen.*

GA Standard Code

**SSCG1 Compare and contrast various systems of government.**

SSCG1a Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government.

SSCG1b Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic.

SSCG1c Determine how the role of the executive differs in presidential and parliamentary systems of governments.

SSCG1d Differentiate between a direct democracy, representative democracy, and/or a republic.

**SSCG2 Demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.**

SSCG2a Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Right, and the English Bill of Rights.

SSCG2b Analyze the impact of the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), Rousseau (The Social Contract), and Montesquieu (The Spirit of the Laws) on our concept of government.

SSCG2c Analyze the ways in which the philosophies of Hobbes (Leviathan), Locke (Second Treatise on Government), Rousseau (The Social Contract), and Montesquieu (The Spirit of the Laws) influenced the Declaration of Independence.

**SSCG3 Demonstrate knowledge of the framing and structure of the United States Constitution.**

- SSCG3a Analyze debates during the drafting of the Constitution, including the Three-Fifths Compromise, the Great Compromise, and the Commerce Clause.
- SSCG3b Analyze how the Constitution addresses the weaknesses of the Articles of Confederation.
- SSCG3c Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty.
- SSCG3d Explain the key ideas in the debate over ratification made by the Federalists and the Anti-Federalists.

**SSCG4 Demonstrate knowledge of the organization and powers of the national government.**

- SSCG4a Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution.
- SSCG4b Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

**SSCG5 Demonstrate knowledge of the federal system of government described in the United States Constitution.**

- SSCG5a Explain and analyze the relationship of state governments to the national government.
- SSCG5b Define and provide examples of enumerated, implied, concurrent, reserved, and denied powers.
- SSCG5c Analyze the ongoing debate that focuses on the balance of power between state and national governments as it relates to current issues.
- SSCG5d Analyze the Supremacy Clause found in Article VI and the role of the U.S. Constitution as the “supreme law of the land.
- SSCG5e Describe the roles of Congress and the states in the formal process of amending the Constitution.

**SSCG6 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.****SSCG7 Demonstrate knowledge of civil liberties and civil rights.**

- SSCG7a Define civil liberties as protections against government actions (e.g., First Amendment).
- SSCG7b Define civil rights as equal protections for all people (e.g., Civil Rights Act, Brown v. Board of Education, etc.)
- SSCG7c Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation.
- SSCG7d Identify how amendments extend the right to vote.

**SSCG8 Demonstrate knowledge of the legislative branch of government.**

SSCG8a Cite the formal qualifications for representatives and senators listed in the Constitution.

SSCG8b Describe the election process for representatives and senators and how the 17th Amendment impacted the election of senators.

SSCG8c Compare the terms of office for each chamber of Congress and explain the Founders' intent.

SSCG8d Compare and contrast the powers of each chamber of Congress (e.g., power of the purse, 16th Amendment, treaties, etc.)

SSCG8e Explain the steps in the legislative process.

SSCG8f Explain the functions of various leadership positions and committees within the legislature.

SSCG8g Analyze the positive and negative role lobbyists play in the legislative process.

**SSCG9 Explain the impeachment and removal process and its use for federal officials as defined in the U.S. Constitution.****SSCG10 Demonstrate knowledge of the executive branch of government.**

SSCG10a Cite the formal qualifications listed in the Constitution for President of the United States.

SSCG10b Describe informal qualifications common to past presidents.

SSCG10c Identify term of office and describe the line of succession (e.g., 20th, 22nd, and 25th amendments).

SSCG10d Analyze the role of the Electoral College in electing the President and the clarification provided in the 12th Amendment.

SSCG10e Distinguish between the roles of the President, including Commander in Chief of the Armed Forces, chief executive, chief agenda setter, chief of state, chief diplomat, and party leader

**SSCG11 Explain the functions of the departments and agencies of the federal bureaucracy.**

SSCG11a Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

SSCG11b Explain the functions of the President's Cabinet.

**SSCG12 Describe the tools used to carry out United States foreign policy, including diplomacy and treaties; economic, military, and humanitarian aid; and sanctions and military intervention.**

**SSCG13 Demonstrate knowledge of the operation of the judicial branch of government.**

- SSCG13a Describe the selection and approval process for federal judges.
- SSCG13b Explain the jurisdiction of the Supreme Court, federal courts and the state courts.
- SSCG13c Examine how John Marshall established judicial review through his opinion in Marbury v. Madison and relate its impact.
- SSCG13d Describe how the Supreme Court selects and decides cases.
- SSCG13e Compare the philosophies of judicial activism and judicial restraint and provide relevant examples (e.g., marriage, 2nd Amendment, death penalty, etc.)

**SSCG14 Demonstrate knowledge of the criminal justice process.**

- SSCG14a Explain an individual's due process rights (e.g., 4th, 5th, 6th, and 14th amendments).
- SSCG14b Categorize different types of crimes.
- SSCG14c Analyze the procedures in the criminal justice process.
- SSCG14d Examine the different types of sentences a convicted person can receive.
- SSCG14e Contrast the procedures related to civil suits with criminal proceedings.

**SSCG15 Demonstrate knowledge of local, state, and national elections.**

- SSCG15a Describe the historical development, organization, role, and constituencies of political parties.
- SSCG15b Describe the nomination and election process.
- SSCG15c Examine campaign funding and spending and the influence of special interest groups on elections.
- SSCG15d Explain how recent policy changes and Supreme Court rulings have impacted the campaign finance process.
- SSCG15e Analyze the influence of media coverage, campaign advertising, and public opinion polls.

**SSCG16 Analyze the difference between involuntary and voluntary participation in civic life.**

- SSCG16a Describe how and why citizens are required by law to pay taxes, serve on a jury, and register for military duty.
- SSCG16b Describe how citizens voluntarily and responsibly participate in the political process by voting, performing public service, being informed about current issues, and respecting differing opinions.
- SSCG16c Explain the meaning and history of the Pledge of Allegiance.

**SSCG17 Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.**

- SSCG17a Examine the structure of local governments with emphasis on counties and cities.
- SSCG17b Analyze the relationship among state and local governments.
- SSCG17c Examine sources of revenue received by local governments.
- SSCG17d Analyze the services provided by state and local governments.
- SSCG17e Analyze limitations on state and local government that may be exercised by the citizens (e.g., the initiative, referendum, and recall)

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will question, research, communicate and defend discipline-based processes and knowledge.*

GA Standard Code  
Information  
Processing Skills

**Locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.**

Reading Standards for  
Literacy in  
History/Social Studies  
(RHSS)

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Reading Standards for  
Literacy in  
History/Social Studies  
(RHSS)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Reading Standards for  
Literacy in  
History/Social Studies  
(RHSS)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Reading Standards for  
Literacy in  
History/Social Studies  
(RHSS)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Reading Standards for  
Literacy in  
History/Social Studies  
(RHSS)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.