

Foundations of Constitutional Government, Citizen Participation, and the Legislative Branch: Students explain the fundamental principles of American government, as expressed in the U.S. Constitution and other essential documents of American federalism. Students examine the responsibilities and opportunities of a citizen of the United States. Students analyze the functions of the legislative branch of the federal government. This course is used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure a project-based civics assessment is given at least once in grades 9 - 12. Compliance with [Federal Mandate 36 U.S. Code § 106](#) & [Freedom Week TCA § 49-6-1014](#) is part of quarter one instruction.

Standards	Student Friendly “I Can” Statements
<p style="text-align: center;"><u>Foundations of Constitutional Government</u></p> <p>GC.01 Examine the influences of leading European thinkers (e.g. John Locke, Charles-Louis Montesquieu, Thomas Hobbes) and other roots of American government (e.g. Greek democracy, Roman Republic, <i>Magna Carta</i>). (C, E, P)</p> <p>GC.02 Examine the <i>Declaration of Independence</i> and American grievances against British rule. (H)</p> <p>GC.03 Identify the strengths and weaknesses of the <i>Articles of Confederation</i>. (H)</p>	<p>I can read and comprehend primary source documents (particularly John Locke’s and Jean Jacques Rousseau’s writings) that the Framers used as references in creating the American political system.</p> <p>I can explain the <u>Social Contract Theory</u> and make a connection between it and the overall purpose of government, in particular, the U.S. Government.</p> <p>I can cite evidence from the <i>Magna Carta</i>, Petition of Right, and English Bill of Rights and explain how the rights of American colonists were violated by the British government and how this led to the <i>Declaration of Independence</i>.</p> <p>I can define <u>confederation</u> and explain the structure of government and weaknesses the United States faced under the Articles of Confederation.</p>

C-Culture, E-Economics, G-Geography, H-History, P-Politics/Government, T-Tennessee

GC.04 Discuss the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists. (H)

GC.05 Describe the purposes and functions of government as outlined in the Preamble of the *Constitution*.

GC.06 Describe limited government within the *Constitution*, including:

- Checks and balances
- Civilian control of the military
- Federalism
- Judicial review
- Popular sovereignty
- Rule of law
- Separation of powers

I can explain why the Founding Fathers set up our government as they did, explaining differences between the *Articles of Confederation* and the *U.S. Constitution*.

I can explain the details of the Virginia Plan and New Jersey Plan and what led to the Great Compromise.

I can explain the different positions of the Federalists and Anti-Federalists, including views on government power, key political figures, and economic interests.

HONORS: I can cite evidence from the Federalist and Anti-Federalist papers concerning the fight over ratification.

I can define and provide examples for each of the six basic principles of the *U.S. Constitution*, including checks and balances, separation of powers, limited government, federalism, judicial review, and popular sovereignty.

I can define judicial review and explain how *Marbury v. Madison* established it.

I can define rule of law.

I can define federalism and explain how it relates to concurrent, enumerated (delegated) and reserved powers as well as plot the powers on a Venn Diagram.

HONORS: I can analyze and cite evidence from Federalist 51 concerning checks and balances.

GC.07 Describe the structure of the *Constitution* and the process to amend it.

GC.08 Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. (*T.C.A. § 49-6-1028*)
(C)

GC.09 Define the concepts of democracy and republic and examine the relationship between the two.

I can summarize the seven articles of the *U.S. Constitution*.

I can explain the two methods of proposing constitutional amendments from Article V of the *U.S. Constitution* and why the Founding Fathers set it up this way, including difficult and lengthy process, emphasis on federalism and checks and balances between states and federal government.

I can summarize the first eight Amendments and explain the personal protections they provide for citizens.

I can explain the relationship between the 9th and 10th Amendments and federalism.

Using examples, I can explain the relationship between national and state governments, emphasizing how and why conflicts arise in a federalist system and how they are resolved with the Supremacy Clause and checks and balances.

I can explain the difference between a “constitutional republic” and a “constitutional democracy”, give an example of each and identify current events demonstrating evidence of government limitations.

HONORS: I can cite examples of unitary, federal and confederate government and explain how the United States relates to all three.

Citizen Participation

GC.31 Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including: (C, T)

- Being informed on civic issues
- Obeying the law
- Paying taxes
- Respecting the rights of others
- Serving as a juror
- Serving in the military or alternative service
- Volunteering and performing public service
- Voting

GC.32 Explain the role of political parties in the nomination process for presidential candidates and the importance of and difference between primaries, caucuses, and general elections. (T)

GC.33 Describe the role of the media as a means of communicating information and how it influences the importance of issues and public opinion. (T)

I can identify the responsibilities of citizens include obeying the law, serving jury duty, and paying taxes.

I can list various methods of communication used by public officials to connect to the public.

I can list local requirements to serve on a jury and voting requirements, including establishing state citizenship.

I can create a timeline explaining how the United States developed into a two-party system and what factors continue to promote it.

I can define caucus (both Republican and Democratic), the two types of direct primaries (open and closed), and general elections and explain the difference.

I can describe how public opinion polls affect individual's voting behavior.

I can describe methods used in constructing public opinion polls and how the wording can affect poll results and voter behavior/response.

I can define media bias and cite textual examples to explain how the media influences public opinion regarding government and politics.

GC.34 Describe the means that citizens use to participate in the political process, including: (T)

- Campaigning
- Demonstrating
- Lobbying
- Petitioning
- Running for office
- Voting

Legislative Branch

GC.35 Explain the requirements to be considered a natural-born U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test. (T)

GC.10 Analyze Article I and the 17th Amendment of the *Constitution* as they relate to the legislative branch, including eligibility for office, roles, length of terms, and election to office for representatives and senators, respectively. (H)

I can list the means of political participation in the political process, emphasizing voting and recent voter behavior and turnout.

I can list ways citizens participate in government through petitions, protesting, and speaking at council meetings.

I can define initiative, referendum, and recall elections and explain how and why they help to increase political participation and voter turnout.

HONORS: I can explain how a person’s political party affiliation is linked to certain social, economic, etc. indicators and how those patterns change over time.

I can identify the right of Congress to create rules on naturalization and explain the process of becoming a naturalized citizen.

I can list the constitutional qualifications to serve in the House of Representatives and Senate and terms in office and the role of the Vice-President.

I can list informal qualifications for members of Congress.

I can explain the significance of the 17th amendment.

I can identify the length of a House of Representatives and Senators term, as well as a session and term of Congress.

GC.11 Describe the census and its role in redistricting and reapportionment, including the role of *Baker v. Carr*. (T)

I can explain the Supreme Court decision of *Baker v. Carr* and its role in the redistricting process.

I can explain the constitutional reason why the government takes a census every ten years and how that census leads to reapportionment, redistricting, and gerrymandering.

I can evaluate how population shifts affect congressional representation.

GC.12 Identify leadership positions of the legislative branch, including:

I can create a chart of Congressional leadership in both houses and explain the selection process for their respective positions.

- Majority and minority leaders
- President pro tempore
- Role of the vice president
- Speaker of the House

GC.13 Describe the process of how a bill becomes a law.

I can create a flow chart of how a bill becomes a law, including the steps a bill takes through both houses of Congress and the differences between the process in the House and the Senate including House Rules Committee, filibuster, and cloture.

GC.14 Identify the Tennessee representatives and senators to U.S. Congress. (T)

I can name my current Representative for my district and the current U.S. Senators.

GC.15 Describe the powers of U.S. Congress, including: (H)

- Appropriations
- Commerce
- Confirmations
- Declaration of war
- Implied powers
- Necessary and proper clause

I can list and give historic examples of the enumerated powers of Congress, including the power to impeach, power to tax, borrow, and issue copyrights and patents.

I can explain Congress role in the budget making process and identify the most significant federal taxes collected today and describe federal borrowing.

	<p>I can explain the Commerce Clause and list historical examples of expansion and retraction over time.</p> <p>I can explain the relationship between Congress and the President in regard to foreign policy and why the Constitution is set up that way.</p> <p>I can list the offices that the Senate confirms and their role in Presidential confirmations.</p> <p>HONORS: I can define <u>senatorial courtesy</u>.</p> <p>I can define <u>implied powers</u> and explain its significance with the Necessary and Proper clause, explain why the Necessary and Proper clause is also known as the Elastic clause and cite examples and explain the outcome of <i>McCulloch v. Maryland</i> as it relates to the Supremacy Clause.</p>
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The Executive Branch, the Judicial Branch, Civil Liberties, and Tennessee Government: Students analyze the functions of the executive branch of the federal government. Students analyze the functions of the judicial branch of the federal government. Students identify various liberties that are ensured through the *U.S. Constitution* and analyze court cases that have impacted the ways our liberties are protected. Students identify state leaders and explain state and local governance in Tennessee through exploration of the various structures and functions of government. This course is used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 9 - 12.

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;"><u>Executive Branch</u></p> <p>GC.16 Analyze Article II of the <i>Constitution</i> as it relates to the executive branch, including: (H)</p> <ul style="list-style-type: none"> ● Appointments ● Commander-in-chief of the military ● Eligibility for office ● Executive orders ● Length of term (22nd Amendment) ● Oath of office ● Powers of the president ● Succession (25th Amendment) ● Treaties 	<p>I can explain the process of Presidential appointments and identify the various positions to be filled.</p> <p>I can explain the significance of a civilian leader of the military and the impact of the War Powers Act of 1971.</p> <p>I can list and explain reasons why presidential powers have expanded by using textual evidence for support from historical examples.</p> <p>I can list the formal qualifications to serve as President.</p> <p>HONORS: I can research the use of executive orders and present findings and compare how presidents have used over time.</p> <p>I can explain the significance of the 22nd Amendment.</p> <p>I can describe the primary duties and powers of the Executive Branch as outlined in Article II of the <i>U.S. Constitution</i>.</p>

C-Culture, E-Economics, G-Geography, H-History, P-Politics/Government, T-Tennessee

GC.17 Identify major departments of the executive branch, including:

- Defense
- Education
- Justice
- State
- Treasury

GC.18 Explain the Electoral College system and compare and contrast arguments for and against it. (G, H)

I can list and define the enumerated executive powers.

I can explain the significance of Presidential succession and disability based on the 25th amendment

I can create a chart of Presidential succession and cite historical examples.

I can describe methods presidents use to influence events outside of the United States, including treaties, diplomacy, and military force.

I can list and describe the duties of the agencies used by the president in the executive branch.

I can identify historical policy changes in the major departments of the executive branch.

I can explain the relationship between the bureaucracy, standing committees, and interest groups and why they are called the “iron triangle.”

I can explain how each state’s number of Electoral College electors is determined and explain the reasoning behind the establishment of the Electoral College and how population shifts affect presidential elections and electoral votes.

I can explain how the President is selected when there is no candidate with a majority of electoral votes.

Judicial Branch

GC.19 Analyze Article III of the *Constitution* as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court.

GC.20 Explain the processes of selection and confirmation of Supreme Court justices.

GC.21 Explain the process of judicial review established by *Marbury v. Madison*. (H, T)

GC.22 Describe the Supreme Court’s role in determining the constitutionality of laws and acts of the legislative and executive branches. (T)

HONORS: I can compare and contrast arguments for and against the Electoral College and analyze and explain potential reforms, e.g. direct election, proportional allocation, congressional districts and the National Popular Vote Interstate Compact.

I can describe the primary duties and power of the Judicial Branch as outlined in Article III of the *U.S. Constitution*.

I can explain the process to remove a Supreme Court justice and historically analyze its relevance.

I can explain that Supreme Court Justices are appointed by the president and confirmed by 2/3rds of the United States Senate.

I can define judicial review and give historical examples of relevant cases.

I can list the various courts in the federal court system, including district courts, courts of appeals, and the Supreme Court and outline the process a case takes from its introduction to its final appeal.

I can define terms related to getting the Supreme Court to take a case, including “rule of four” and “writ of certiorari.”

I can define constitutional interpretation.

I can define judicial activism and judicial restraint.

I can identify verdicts which are outcomes of judicial activism and judicial restraint.

Civil Liberties

GC.23 Evaluate the Supreme Court’s interpretations of the freedoms articulated in the 1st Amendment, including: (H, T)

- *Schenck v. United States*
- *Engel v. Vitale*
- *Tinker v. Des Moines*
- *Lemon v. Kurtzman*
- *New York Times v. United States*
- *Miller v. California*
- *Texas v. Johnson*

GC.24 Explain the 2nd Amendment and evaluate its various interpretations. (T)

GC.25 Evaluate the Supreme Court’s interpretations of freedoms in the 4th through 8th Amendments, including: (H, T)

- *Mapp v. Ohio*
- *Gideon v. Wainwright*
- *Miranda v. Arizona*

HONORS: I can compose a paragraph with supporting details and court case examples arguing either for judicial activism (the *U.S. Constitution* is a “living document”) or for judicial restraint (it is to be interpreted by the “original intent” of the Founding Fathers).

HONORS: I can Identify the significance of the Warren, Burger, Rehnquist, and Roberts courts.

I can explain the controversies resulting over the interpretations of civil liberties in speech, press, and the rights of students.

I can explain the concept of “clear and present danger” and how it applies to the 1st Amendment.

I can reference the 1st Amendment right of freedom of religion to explain the Establishment Clause and the Free Exercise Clause and how their interpretations have changed over time, including the Lemon Test.

I can analyze the cases of *Heller v. District of Columbia* and *McDonald v. Chicago* and their effect on the 2nd Amendment and the states.

HONORS: I can cite examples of different state laws concerning the 2nd amendment.

I can explain the controversies surrounding search and seizure, right to an attorney, and right to remain silent concerning the Bill of Rights.

GC.26 Evaluate the Supreme Court’s interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses, including:

- *Plessy v. Ferguson*
- *Gitlow v. New York*
- *Brown v. Board of Education*
- *Roe v. Wade*
- *Obergefell v. Hodges*

GC.27 Identify and explain legislation and legal precedents that established rights for the underserved, including Title IX and the Americans with Disabilities Act. (H, T)

Tennessee State and Local Government

GC.28 Identify the functions of departments and agencies of the executive, legislative, and judicial branches in the state of Tennessee. (T)

I can explain incorporation doctrine.

I can articulate with textual evidence the interpretations of the basic freedoms in the 1st Amendment and the due process and equal protection-of-the-law clauses of the 14th Amendment including:

- *Plessy v. Ferguson*
- *Gitlow v. New York*
- *Brown v. Board of Education*
- *Roe v. Wade*
- *Obergefell v. Hodges*

I can identify the significance of the following in advancing the rights of minorities – disabled, Hispanics and Asians including *Adarand Constructors v. Peña*, *Korematsu v. United States* and Americans with Disabilities Act.

I can identify the role of the Women’s Rights Movement and analyze the proposed and resulting legislation and legal precedents, such as the Equal Rights Amendment, Title IX and/or the Pay Equity Act.

I can list duties of agencies within the executive branch.

I can define citizen-legislature and identify Tennessee’s General Assembly as such and how the *Constitution* limits their “legislative days” and the balance between the grand divisions within the state.

I can explain the Tennessee Plan and how it affects the state court system, along with the difference between Chancery, Criminal, Circuit Courts and identify the current chief justice of the Tennessee State Supreme Court.

GC.29 Explain the differences among the types of local governments in Tennessee, including county, city, and metro governments, as well as the legal, fiscal, and operational relationships between them and the state government. (T)

GC.30 Identify the current governor of Tennessee and the representatives in the General Assembly. (T)

I can define unitary government and identify Tennessee as a unitary system.

I can define the structure of local governments including the mayoral model, commission model, metro model and specifically how it relates to Williamson County.

I can write an opinion piece with supporting details to explain the specific ways individuals can best serve their communities and participate in the political process at the local, state, and national levels of government.

I can identify the current governor of Tennessee and identify our current Governor's three main priorities and name my current representatives in the Tennessee Senate and House.