



<p><u>Course Title:</u> Government</p>		
<p><u>Description:</u></p> <p>American Government is a one semester course required for graduation. Students study a basic overview of the development of the U.S. Government, political beliefs and process, and the three branches of government. The focus is on the national government, with additional information on state and local politics, and civic duty and responsibility.</p>		
Reporting Topic	Grade Level Standards	Competency Statement
<p>Three Branches of Government</p>	<ul style="list-style-type: none"> • Evaluate the powers and responsibilities of local, state, tribal, national, and international civic and political institutions, how they interact and the role of government in maintaining order. (21st century skills)(SS-Gov.9-12.13). • Integrate multiple geographic representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.(SS-Geo.9-12.14). • Distinguish patterns and causes of stratification that lead to social inequalities, and their impact on both individuals and groups. (SS-Soc.9-12.15). • Evaluate and explain the relationships among the branches of government, including federalism, separation of powers, the supremacy clause, the necessary and proper clause, judicial review, executive privilege, pocket veto, executive orders, quorum, filibuster, and other related topics. (21st century skills)(SS-Gov.9-12.17). • Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels. (21st century skills) (SS-Gov.9-12.23). • Analyze how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases. (21st century skills) (SS-Gov.9-12.24). • Compare and contrast the institutions and systems of Iowa government and politics that are unique to the state including but not limited to 	<p>Evaluate and explain the relationships among the three branches of government.</p>



	<p>Iowa's unique role in presidential selection and in the special status of Meskwaki lands as non-reservation lands. (SS-Gov.9-12.27).</p>	
<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
Foundations and Origins	<ul style="list-style-type: none"> Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time, and changes in participation over time. (21st century skills)(SS-Gov.9-12.14). Analyze the origins of government with attention to the purpose(s) of government, various theories of democracy, rule of law, and alternative models from other nations and groups. (21st century skills) (SS-Gov.9-12.15). Evaluate how the U.S. Constitution establishes the Rule of Law, governmental powers and responsibilities, as well as limits to a government. (21st century skills)(SS-Gov.9-12.16). Assess the impact of economic activities and political decisions on urban, suburban, and rural regions. (SS-Geo.9-12.20). Explain the mechanisms of political socialization in American democracy such as the effects of the family, school, community, and media in influencing one's political decisions. (21st century skills)(SS-Gov.9-12.21). Identify and evaluate the contributions of Iowans who have played a role in promoting civic and democratic principles. (21st century skills)(SS-Gov.9-12.22). 	Analyze the history, philosophies, and theories of various government systems.
<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
Linkage Institutions	<ul style="list-style-type: none"> Explain the formation of groups and the creation and development of societal norms and values. (SS-Soc.9-12.13). Identify characteristics of groups, and the influences that groups and individuals have on each other. (SS-Soc.9-12.14). Analyze the influence different individual members of a group can have on the collective thought and behavior of the group as a whole. (SS-Psy.9-12.15). Critique the influence of intermediary institutions on government and 	Critique and recognize the power of the external influences on government.



	<p>policy such as, interest groups, political parties, the mass media, campaigns, caucuses, elections, PACs, and local, state, tribal, and international organizations. (21st century skills) (SS-Gov.9-12.18).</p> <ul style="list-style-type: none">● Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, civil disobedience, and any alternative methods to participation. (21st century skills)(SS-Gov.9-12.19).● Explain the significance of civic values to a well-functioning democracy including concepts such as conviction vs. compromise, majority rule vs. minority rights, state interests vs. individual interests, rights vs. responsibilities, and other related topics. (21st century skills)(SS-Gov.9-12.20).● Evaluate the intended and unintended consequences of the implementation of public policy, specifically looking at the bureaucracy, citizen feedback, public opinion polls, interest groups, media coverage, and other related topics. (21st century skills)(SS-Gov.9-12.25).● Analyze the historical, contemporary, and emerging patterns of political action and activism including voter demographics, party trends over time, polling data, campaign strategies and trends, and alternative means of participating. (21st century skills) (SS-Gov.9-12.26).● Identify local and state issues in Iowa and evaluate formal and informal courses of action used to affect policy. (SS-Gov.9-12.28)	
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