

Civics for One Semester

Social Studies Curriculum Framework

Revised 2006

Course Title: Civics for One Semester

Course/Unit Credit: 0.5

Course Number: 472000

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Civics for One Semester

Civics for One Semester provides a study of the structure and functions of the United States government, the government of Arkansas, and political institutions. Civics for One Semester also examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course stresses application, problem-solving, higher-order thinking skills, and the use of classroom performance-based/open-ended assessments with rubrics. Civics for One Semester fulfills the minimum Civics requirement for Core Curriculum graduates and does not require Arkansas Department of Education approval.

| Strand | Standards |
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| Citizenship | 1. Students shall examine citizenship. |
| | 2. Students shall examine the rights, responsibilities, privileges, and duties of citizens. |
| Government | 3. Students shall examine the purposes of government. |
| | 4. Students shall compare the different types of government. |
| United States Constitution | 5. Students shall explain the importance of historical documents, events, and people that led to the development of the United States Constitution. |
| | 6. Students shall describe the organization and structure of the United States government as defined by the United States Constitution. |
| | 7. Students shall analyze the fundamental rights of individuals. |
| Structure of Government | 8. Students shall describe the organization, authority, and function of the federal and state government. |
| Laws | 9. Students shall examine federal, state, and local laws. |
| | 10. Students shall examine Arkansas laws pertaining to students. |
| Political Parties and Elections | 11. Students shall analyze the development of political parties. |
| | 12. Students shall examine the influence of media on politics. |
| | 13. Students shall discuss the election process in the federal, state, and local governments. |

Strand: Citizenship

Content Standard 1: Students shall examine citizenship.

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| C.1.CCC.1 | Discuss the relevance of the study of <i>civics</i> |
| C.1.CCC.2 | Explain the role of citizenship |
| C.1.CCC.3 | Explain what constitutes a citizen |
| C.1.CCC.4 | Discuss the process of becoming a citizen: <ul style="list-style-type: none">• native born (e.g., <i>jus soli</i>, <i>jus sanguinus</i>)• naturalization |
| C.1.CCC.5 | Explain and apply citizenship concepts to everyday life: <ul style="list-style-type: none">• equality of all citizens under the law• majority rule/minority rights• individual freedoms• individual rights versus public interest• patriotism |

Strand: Citizenship

Content Standard 2: Students shall examine the rights, responsibilities, privileges, and duties of citizens.

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| C.2.CCC.1 | Compare and contrast the responsibilities and duties of citizenship: <ul style="list-style-type: none">• being an informed citizen• compulsory education• jury duty• obeying laws• selective service• taxes |
| C.2.CCC.2 | Distinguish between rights and privileges of citizenship (e.g., voting, driving, education) |

Strand: Government

Content Standard 3: Students shall examine the purposes of government.

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| G.3.CCC.1 | Explain the purposes of government |
| G.3.CCC.2 | Describe how governments acquire power |
| G.3.CCC.3 | Examine the role of government in protecting the rights of the people (e.g., courts) |

Strand: Government

Content Standard 4: Students shall compare the different types of government.

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| G.4.CCC.1 | Compare and contrast the different types of governmental ideology: <ul style="list-style-type: none">• dictatorship• <i>direct democracy</i>• <i>indirect democracy</i> |
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Strand: United States Constitution

Content Standard 5: Students shall explain the importance of historical documents, events, and people that led to the development of the United States Constitution

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| USC.5.CCC.1 | Discuss the meaning of constitution and constitutional government |
| USC.5.CCC.2 | Explain the importance of historical documents and events that influenced the structure and development of the United States Constitution: <ul style="list-style-type: none">• Mayflower Compact - 1620• Declaration of Independence - 1776• Articles of Confederation - 1781• Constitutional Convention –1787 |
| USC.5.CCC.3 | Describe the contributions of the following individuals to the United States Constitution using primary source documents: <ul style="list-style-type: none">• John Locke• Jean Jacques Rousseau• Founding Fathers |

Strand: United States Constitution

Content Standard 6: Students shall describe the organization, authority, and function of the United States government as defined by the United States Constitution.

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| USC.6.CCC.1 | Describe the reason for the organization of government in the United States Constitution |
| USC.6.CCC.2 | Describe the procedures required to amend the United States Constitution |
| USC.6.CCC.3 | Compare delegated, concurrent, and reserved powers |

Strand: United States Constitution

Content Standard 7: Students shall analyze the fundamental rights of individuals.

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| USC.7.CCC.1 | Analyze fundamental rights of individuals as incorporated in the <i>Bill of Rights</i> |
| USC.7.CCC.2 | Identify changes occurring over time in the interpretation of the <i>Bill of Rights</i> |
| USC.7.CCC.3 | Examine changes in civil rights legislation (e.g., affirmative action, Americans with Disabilities Act (ADA), Civil Rights Acts of 1964-65, Voting Rights Act of 1964) |

Strand: Structure of Government

Content Standard 8: Students shall describe the organization, authority, and function of federal and state government.

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| SG.8.CCC.1 | Discuss the legislative branch of the government at the federal and state levels: <ul style="list-style-type: none">• purpose• organization• authority• function |
| SG.8.CCC.2 | Discuss the executive branch of the government at the federal and state levels: <ul style="list-style-type: none">• purpose• organization• authority• function |
| SG.8.CCC.3 | Discuss the judicial branch of the government at the federal and state levels: <ul style="list-style-type: none">• purpose• organization• authority• function |
| SG.8.CCC.4 | Describe the <i>separation of powers</i> in the system of <i>checks and balances</i> |

Strand: Laws

Content Standard 9: Students shall examine federal, state, and local laws.

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| L.9.CCC.1 | Examine the source, purpose, and function of laws |
| L.9.CCC.2 | Explain the need for active and ongoing change in laws |
| L.9.CCC.2 | Distinguish between criminal and civil laws |

Strand: Laws

Content Standard 10: Students shall examine Arkansas laws pertaining to students.

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| L.10.CCC.1 | Discuss Arkansas laws applicable to juveniles: <ul style="list-style-type: none">• bullying• <i>Extended Juvenile Jurisdiction</i>• health-related issues• juvenile court• school laws• victims' rights |
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Strand: Political Parties and Elections

Content Standard 11: Students shall analyze the development of political parties.

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| PPE.11.CCC.1 | Analyze the development and growth of political parties: <ul style="list-style-type: none">• two party system• role of citizens |
| PPE.11.CCC.2 | Analyze various influences on political parties: <ul style="list-style-type: none">• interest groups• lobbyists• <i>Political Action Committees (PACs)</i> |

Strand: Political Parties and Elections

Content Standard 12: Students shall examine the influence of media on politics.

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| PPE.12.CCC.1 | Discuss the influence of media coverage on the political process: <ul style="list-style-type: none">• news reports• political cartoons• public opinion polls• use of <i>propaganda</i> techniques• campaign advertising |
| PPE.12.CCC.2 | Discuss biases in the formation of public opinion |
| PPE.12.CCC.3 | Discuss the influence of the Internet on the political process |

Strand: Political Parties and Elections

Content Standard 13: Students shall discuss the election process in the federal, state, and local governments.

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| PPE.13.CCC.1 | Describe the election process in the federal, state, and local governments: <ul style="list-style-type: none">• voter registration• voter interest or apathy• nominating process (e.g., <i>direct primary</i>, nominating committee, <i>caucus</i>) |
| PPE.13.CCC.2 | Discuss the complexities of vote tabulation and certifying elections |

Appendix

Glossary One Semester

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| Bill of Rights | The first ten amendments to the United States Constitution concerning basic individual liberties |
| Bureaucracy | A government or other organization with many different departments and complex rules and procedures |
| Caucus | Closed meeting of party members to select candidates |
| Checks and balances | A system in which each branch of government is able to limit the power of the other branches |
| Civics | The study of citizenship and government |
| Direct democracy | A government in which citizens hold the power to rule and make the laws |
| Direct primary | Candidates for political office are nominated by voters |
| Extended Juvenile Jurisdiction | Arkansas law which allows juveniles to be punished beyond age of 21 |
| Full Faith and Credit Clause-Article IV | Recognize validity of other states law |
| Indirect democracy | A means of governance by the people through elected representatives |
| Jus sanguinus (Law of blood) | Same citizenship as parents |
| Jus soli (Law of Soli) | Citizen of nation at birth |
| PAC-Political Action Committee | Committee which makes political contributions on behalf of a special interest group |
| Propaganda | The manipulation of people's beliefs, values, and behavior by using symbols (such as flags, music, or oratory) and other psychological tools |
| Separation of powers | Dividing government powers between the executive, legislative, and judicial branches |