

<p>COURSE: UNITED STATES GOVERNMENT AND THE POLITICAL ECONOMY</p> <p>UNITS OF CREDIT: One Year (Required)</p> <p>PREREQUISITES: None</p> <p>GRADE LEVELS: 12</p>	<p>COURSE OVERVIEW:</p> <p>In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of the principles, institutions and practices of American government and its political economy. In addition, they draw on their studies of American history and of other societies to compare modern governmental and economic systems. Throughout the course students examine the philosophical and historical roots of the American Revolution, Constitution and Bill of Rights. Students also analyze the relationship between federal, state, local and tribal government entities and the citizen’s role in these relationships. In addition, students conduct an in-depth analysis of the three branches of government and how these branches function internally and with one another. Students differentiate between Civil Liberties and Civil Rights and the role of the government, and in particular the courts, in protecting and promoting these rights and liberties. Finally students will identify, define and analyze the role of micro/ macro-economic policies and how domestic and foreign governments use these policies to affect economic and political factors.</p> <p>Throughout the course students use the content outlined in the curriculum document to develop and refine a variety of trans-disciplinary skills. Those skills include, but are not limited to: close reading of text, critical reading and writing, analysis, comparing and contrasting sources of information, and assessing the validity and/or reliability of documents.</p>
<p>NCSS THEMES</p> <ul style="list-style-type: none"> • Culture • Time, Continuity, and Change • People, Places and Environments • Individual Development and Identity • Individuals, Groups, and Institutions • Power, Authority, and Governance • Production, Distribution, and Consumption • Science, Technology, Society • Global Connections • Civic Ideals and Practices 	<p>OPI MONTANA STANDARDS</p> <ol style="list-style-type: none"> 1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. 2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility. 3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). 4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. 5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption. 6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

READING (Informational)

RH.11-12.1 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.

RH.11-12.2 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.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 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.

RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about Tribal Nations.

WRITING

WHST.11-12.1 Write arguments focused on discipline-specific content.

WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

RH.11-12.9 Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10 Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

WHST.11-12.3 (See note; not applicable as a separate requirement)

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

IEFA: ESSENTIAL UNDERSTANDINGS	HIGH SCHOOL: FOCUS AREAS (GLOBAL)
<p>ESSENTIAL UNDERSTANDING 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> • Local and global Issues related to Indigenous cultures and languages <ul style="list-style-type: none"> ○ Cultural Preservation and revitalization ○ Bilingualism ○ Multiculturalism ○ Assimilation ○ Loss of diversity ○ Cultural homogenization ○ Marginalization ○ Linguistic rights ○ Civil rights ○ Human rights ○ Colonization ○ Nationalism ○ Globalization • Indigenous perspectives on local/global problems <ul style="list-style-type: none"> ○ Climate change ○ Sustainable development ○ Global public health
<p>ESSENTIAL UNDERSTANDING 2: There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> • Historical and political influences on Tribal Nation identity. <ul style="list-style-type: none"> ○ Identity development (personal experience). ○ Change (individually and collectively; over one’s life time and over the past decades). • Indigenous Identity in the multicultural U.S. society and the globalizing world. • Individual identity vs. collective Tribal Nation identity <ul style="list-style-type: none"> ○ Contexts ○ Functions
<p>ESSENTIAL UNDERSTANDING 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> • Ideologies of Native traditional beliefs and spirituality in the modern day life <ul style="list-style-type: none"> ○ Complementarities ○ Clashes • Indigenous ways of knowing vs. Western ways of knowing <ul style="list-style-type: none"> ○ Native science ○ Indigenous perspectives on ecology and environment

<p>ESSENTIAL UNDERSTANDING 4: Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists. 	<ul style="list-style-type: none"> ● Reservation as a product of settler colonialism and imperialism. ● Reservation system in the U.S. in contrast to other forms of colonization. impacting Indigenous populations around the world. ● Issues of Indigenous land rights in local and global contexts.
<p>ESSENTIAL UNDERSTANDING 5: There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> Colonization/Colonial Period 1492 – 1800s Treaty Period 1789 - 1871 Assimilation Period - Allotment and Boarding School 1879 - 1934 Tribal Reorganization Period 1934 - 1958 Termination and Relocation Period 1953 - 1971 Self-determination Period 1968 – Present 	<ul style="list-style-type: none"> ● Impacts and implications of inconsistent U.S. federal policies on Indigenous populations. ● U.S. federal policies related to American Indians in contrast to national policies of other countries related to Indigenous populations. ● Local and global examples of assimilation policies. ● “Self-determination” movements around the world.
<p>ESSENTIAL UNDERSTANDING 6: History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> ● History from the point of view of Indigenous people and the concepts of: <ul style="list-style-type: none"> ○ Power ○ Discrimination and racism ○ Free and democratic society ○ Conflict ● Indigenous voices in the global context <ul style="list-style-type: none"> ○ Multicultural education ○ Social justice ○ Place-based knowledge ○ Politics ○ Participatory approach to development

ESSENTIAL UNDERSTANDING 7: Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

- Evidence and counter-evidence of sovereignty being upheld
 - Montana
 - U.S.
 - Countries with Indigenous populations
- UN's Declaration of Indigenous People's Rights
 - Implications for local tribes
 - Implications for Indigenous peoples around the world
 - Legal implications locally and nationally

ESSENTIAL QUESTIONS – GOVERNMENT

- Why did the United States develop a democratic republic?
- How does the Executive branch shape American life?
- How effectual is a congressional system? How does the legislative process reflect society's values and norms?
- Does the federal judicial system bring justice?
- Have Americans grown freer? Do certain civil liberties trump others?
- Are the rights of all Americans equally protected?
- Do political parties truly represent American voters and their needs?
- Does the election process promote the ideals of a democratic republic/citizen involvement?
- How will the changing American population affect American political life?
- Does government respond to public opinion?
- How does media influence American political life?
- How can citizens become involved in local, tribal and state governance?
- How does the American political and economic systems compare to alternative models?
- Does our economic system serve the needs of the American people?

TOPICS AND KEY CONCEPTS – GOVERNMENT

TOPICS

Order of presentation of key topics will vary, depending upon current affairs, elections, and student needs. For example, during Presidential elections the teacher may cover the election process and party politics as part of the first semester.

- Philosophical and historical foundations of U.S. Governance
- Executive Branch
- Legislative Branch
- Judicial Branch
- Comparative political systems (national and international)
- State and local governance
- Economics (micro/ macro, fiscal/monetary policy)
- Media
- Party politics
- Election process
- Voter behavior/ demographics
- Civil Liberties
- Civil Rights

KEY CONCEPTS

Current political, economic and Montana tribal issues will be integrated in to all key concept areas.

Philosophical and Historical Foundations of U.S. Governance

- Enlightenment Thinkers
- Declaration of Independence as Exemplar of Enlightenment Thought
- Articles of Confederation
- Constitutional convention
- U.S. Constitution and Bill of Rights
- Federalism: conflict for power
- Special status of Tribal Nations

Executive Branch

- Philosophical justification
- Qualifications
- Electoral College
- Domestic Policy
- Foreign Policy
- Relationship with legislative and judicial branch
- Growth of and limits upon executive power
- Presidential leadership and process
- Federal bureaucracy (cabinet, Executive Office of the President, advisors, agencies, etc.)

Legislative Branch

- Philosophical justification
- Qualifications
- Election process (districts, fundraising and the influence of money, special interests)
- Legislative process
- Internal and external influences upon legislative process
- Relationships with Executive and Judicial Branches

- Powers of Congress
- Limits upon legislative powers

Judicial Branch

- Philosophical justification
- Qualifications
- Nomination process
- Court system structure and historical evolution
- Judicial decision making (authority, jurisdiction, trials, judicial review, precedent)
- Judicial activism and restraint
- Internal and external influences upon judicial process
- Relationships with Executive and Legislative Branches
- Limits upon judicial powers

Civil Liberties

- Philosophical and Constitutional foundations
- Expansion over time including landmark cases
- Implementation and protection

Civil Rights

- Philosophical and Constitutional foundations
- Expansion over time including landmark cases
- Implementation and protection
- Influence of Legislative, Executive and Judicial Branches
- Comparative Civil Rights experiences of ethnic, racial, gender and LGBTQIA groups

Party Politics

- Political spectrum
- Historical evolution
- Differing ideological and policy positions of major parties
- Funding
- Structure and role of parties

- Influences upon legislative, executive and judicial branches
- Internal and external influences upon parties
- Two Party System
- Funding laws and sources

Election Process

- Election cycles
- Laws regarding election process
- Primary election process
- General elections
- Local, state and federal elections (similarities and differences)
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Voter Behavior/ Demographics

- Demographic influences on voting behavior
- Coalitions
- Voter qualifications
- Changing voter patterns
- Nonvoters
- Voter/nonvoter statistics (age, gender, ethnicity, etc.)

Public Opinions

- Shaping public opinion
- Measuring public opinion
- Influence of public opinion upon policy

Media and Political life

- How media shapes public opinion
- Most influential media
- Media ownership
- Demographics of media use
- Bias in media

State, local, tribal governance

- Local governing bodies
- Local and State governing documents
- Civic participation in NGOs, Local and State government
- Grass roots politics
- Local and State fiscal policies
- Tribal governance, institutions and issues

Comparative political/Economic systems

- Comparing historical models of governance
- Different models of democracy
- Contrasting historic examples of economic systems
- Evolution of capitalism
- Models of multiple party systems and proportional representation
- Cooperative international organizations (U.N., WTO, IMF)

Political Economics

- Scarcity
- Choice and markets
- Supply and Demand
- Opportunity Cost and Comparative Advantage
- Externalities Impacting an Economy
- Federal Reserve
- Monetary and Fiscal Policy
- Taxation
- Factors of Production
- Sole proprietorships, partnerships, corporations
- World Economy and Globalization