

**Bud Carlson Academy
CIVICS AND GOVERNMENT**

Civics examines the American governmental system at all three levels: federal, state, and local. Considerable emphasis is placed upon constitutional law and electoral procedures while keeping abreast of current issues. The goal is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs.

Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.

CIVICS COURSE CONTENT COMPETENCIES

1. Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.
2. Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.
3. Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.
4. Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

Social Studies COURSE PROCESS COMPETENCIES

1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future and to changes over time.
2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize biases.
3. Students will understand that it is important to evaluate and analyze varied sources of information, to use appropriate primary and secondary sources, and to use technology to acquire information.
4. Students will understand that it is important to create and test generalizations and theses.
5. Students will understand that it is important to express personal opinion clearly and concisely, supported by evidence.
6. Students will understand that it is important to calculate effects of decisions and decision-making.
7. Students will understand that it is important to solve individual and group problems.

Competencies One

<p>Topics</p>	<p>Citizenship Structure of Government Economics American legal system US Role in World Affairs</p>
<p>Competencies</p>	<p>SS:CV:1: The Nature and Purpose of Government</p> <p>Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p>
<p>Knowledge/Skills</p>	<p>SS:CV:12:1.1: Identify the structures and functions of government at various levels, e.g., county—role of the sheriff’s office, or nation—role of providing the defense of the country. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:12:1.2: Examine how institutions and individuals make, apply, and enforce rules and laws, e.g., the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:CV:12:1.3: Evaluate how the purposes of government have been interpreted , e.g., promoting the general welfare or protection of private property. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs)</p> <p>SS:CV:12:1.4: Explain how in the United States legitimate authority derives from custom, law and consent of the governed, e.g., the Mayflower Compact or local curfews. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p>

Competencies Two

<p>Topics</p>	<p>Citizenship Structure of Government Economics American legal system US Role in World Affairs</p>
<p>Competencies</p>	<p>SS:CV:2: Structure and Function of United States and New Hampshire Government</p> <p>Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p>
<p>Knowledge/Skills</p>	<p>SS:CV:12:2.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution, e.g., the rule of law or individual rights and responsibilities. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:CV:12:2.2: Analyze the evolution of the United States Constitution as a living document, e.g., the Bill of Rights or Plessy v. Ferguson. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:CV:12:2.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems, e.g., resolution of conflict between states or New Hampshire Legislature’s use of advisory opinions from the New Hampshire Supreme Court. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p> <p>SS:CV:12:2.4: Evaluate how individual rights have been extended in the United States, e.g., Truman’s integration of the Armed Services or the Miranda decision. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p>

Competencies Three

<p>Topics</p>	<p>Citizenship Structure of Government Economics American legal system US Role in World Affairs</p>
<p>Competencies</p>	<p>SS:CV:3: The World and the United States' Place In It</p> <p>Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs</p>
<p>Knowledge/Skills</p>	<p>SS:CV:12:3.1: Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues, e.g., intellectual property rights or global warming. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:CV:12:3.2: Discuss the relationship between domestic and foreign policy, e.g., farm subsidies or the impact of the 2003 Iraq war on the United Kingdom, the United States, and Spain. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs)</p> <p>SS:CV:12:3.3: Discuss the impact of United States' contributions to the ideals of democracy and representative government on world affairs., e.g., the United States Constitution or free elections. (Themes: F: Global Transformation, J: Human Expression and Communication)</p>

Competencies Four

<p>Topics</p>	<p>Citizenship Structure of Government Economics American legal system US Role in World Affairs</p>
<p>Competencies</p>	<p>SS:CV:4: Rights and Responsibilities</p> <p>Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.</p>
<p>Knowledge/Skills</p>	<p>SS:CV:12:4.1: Demonstrate responsible practices within the political process, e.g., registering to vote or taking civic action. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:12:4.2: Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties, e.g., writing letters to the editor or participating in town meetings. (Themes: A: Conflict and Cooperation)</p> <p>SS:CV:12:4.3: Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens, e.g., writing letters to the editor or participating in town meetings. (Themes: B: Civic Ideals, Practices, and Engagement)</p>

<p>Process Skills</p>	<ol style="list-style-type: none"> 1. Students will understand that it is important to differentiate and make relevant connections among the past, present, future as well as to changes over time. 2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize biases. 3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information. 4. Students will understand that it is important to express personal opinion clearly and concisely, supported by evidence. 5. Students will understand that it is important to calculate effects of decisions and decision making.
<p>Performance Assessment</p>	<p>Student evidence will demonstrate mastery of concepts, broad themes, and individual proficiency standards. Student assessment is based on progress of individual mastery of set lesson objectives, research projects, and power point presentations and in depth student response journals and student portfolios.</p>