

Connecting Themes/Enduring Understandings Used in American Government/Civics

Students should be able to demonstrate understanding of selected themes using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Conflict Resolution: The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Distribution of Power: The student will understand that distribution of power in government is a product of existing laws and documents combined with contemporary values and beliefs.

Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of government also increases.

Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location: The student will understand that location affects a society's economy, culture, and development.

Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

Time, Change, and Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

American Government/Civics Curriculum Map for the Georgia Standards of Excellence in Social Studies

The following curriculum map is part of a GaDOE collection of Unit Frameworks for the American Government/Civics Social Studies Course.

| Unit #/Title | Unit 1: Connecting Themes | Unit 2: Foundations of American Government | Unit 3: The United States Constitution | Unit 4: The Federal System of Government |
|-------------------------------|--|---|--|--|
| GSE for Social Studies | NA | SSCG1, SSCG2 | SSCG3, SSCG6 | SSCG4, SSCG5 |
| Key Concepts | Beliefs & Ideals Conflict & Change/Conflict Resolution Culture Distribution of Power Governance Individuals, Groups & Institutions Location Rule of Law Time, Change, and Continuity | Geographic Distribution of Power Autocracy, Oligarchy, and Democracy Presidential vs. Parliamentary Direct Democracy, Representative Democracy, and Republic Magna Carta/English Bill of Rights/Petition of Rights Hobbes, Locke, Rousseau, & Montesquieu/Early philosophies and the Impact on the Declaration of Independence | Three-Fifths Compromise The Great Compromise Commerce Clause Articles of Confederation Limited Government Federalism Popular Sovereignty Federalists vs. Anti-Federalists Bill of Rights | Limitations of the legislative, executive, and judicial branches Checks and Balances/Separation of Power Relationship between the national government and state governments Supremacy Clause The Constitution as the Supreme Law of the Land Process of Constitutional Amendments |

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| Unit #/Title | Unit 5: Civil Liberties and Civil Rights | Unit 6: The Legislative Branch | Unit 7: The Executive Branch, Federal Bureaucracy, and Foreign Policy | Unit 8: The Election Process and Civic Responsibility |
|-------------------------------|---|--|--|---|
| GSE for Social Studies | SSCG7 | SSCG8, SSCG9 | SSCG10, SSCG11, SSCG12 | SSCG15, SSCG16 |
| Key Concepts | Civil Liberties Civil Rights 1 st Amendment Brown vs. Board of Education Civil Rights Act Due Process/5 th and 14 th Amendments | Formal Qualifications for Senators and House of Representative members Election process for Representatives and Senators 17 th Amendment Virginia Plan/New Jersey Plan/Connecticut Compromise Power of the Purse 16 th Amendment Steps in Legislative Process Congressional Leadership/Congressional Committees The Role of Lobbyists Impeachment | Formal Qualifications for Presidential Candidates/Informal Qualifications Terms of Office Line of Presidential Succession/20 th , 22 nd , and 25 th Amendments Electoral College 12 th Amendment Presidential Roles Independent Regulatory Agencies Government Corporations Federal Bureaucracy Presidential Cabinet Diplomacy/Treaties/Humanitarian Aid/Sanctions/Military Intervention | Constituency Nomination & Election Process Campaign Finance Media Coverage Campaign Advertising Public Opinion Polls Civic Duties/Jury Duty/Voting/Informed Voters Meaning and History of the Pledge of Allegiance |

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| Unit #/Title | Unit 9: The Judicial Branch and the Criminal Justice Process | Unit 10: Georgia Government and the State Constitution |
| GSE for Social Studies | SSCG13, SSCG14 | SSCG17 |
| Key Concepts | <p>Selection and Approval of Federal Judges</p> <p>Jurisdiction – Original and Appellate</p> <p>Federal Courts v. State Courts</p> <p>Supreme Court/Marbury v. Madison/Judicial Review/Judicial Restraint</p> <p>Supreme Court Process for Selection and Case Decisions</p> <p>Due Process of Rights/ 4th, 5th, 6th, and 14th Amendments</p> <p>Criminal Justice Process/Civil v. Criminal Procedures and Criminal Sentencing</p> | <p>Structure of Local Governments in Georgia – Cities and Counties</p> <p>Relationship of State and Local Governments</p> <p>Services Provided by State and Local Governments</p> <p>Sources of Revenue</p> <p>Limitations on State and Local Governments</p> <p>Referendum</p> <p>Recall</p> |