

**Core High School Government  
Standards, Supporting Skills, Assessments, and Resources**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard</b>	<b>Supporting Skills</b>	<b>Assessments</b>	<b>Resources</b>
(Analysis)	<b>9-12.C.1.1. Students are able to explain the characteristics of various forms of government.</b>	<p><b>Example:</b> Democracies (direct and indirect); Totalitarian/Authoritarian (dictatorships, absolute monarchy)</p> <ul style="list-style-type: none"> <li>• Geographic distribution of power Examples: unitary, federal, confederation</li> <li>• The relationship between the legislative and executive branches Examples: presidential, parliamentary</li> <li>• The number of citizens who may participate</li> </ul>		
(Evaluation)	<b>9-12.C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States</b>	<b>Examples:</b> documents - Magna Carta, Petition of Rights, English Bill of Rights, Mayflower Compact, British Colonial legislation (Intolerable Acts, Stamp Act, Writs of Assistance),		

	<b>government.</b>	<p>Articles of Confederation, Colonial/early state constitutions, Declaration of Independence</p> <p><b>Examples:</b> ideals – Greek and Roman governments, League of Iroquois Confederation, Social Contract</p> <p><b>Examples:</b> philosophers - Locke, Hobbes, Rousseau, Montesquieu, Machiavelli</p>		
(Knowledge)	<b>9-12.C.1.3. Students are able to identify the principles of the American Constitution.</b>	<ul style="list-style-type: none"> <li>• Separation of Powers/Checks and Balances</li> </ul> <p>Examples: legislative, executive, judicial</p> <p>Example: Describe the structures, functions, and powers of the branches of government.</p> <ul style="list-style-type: none"> <li>• Federalism-division of power among national, state, local, and tribal</li> <li>• Limited Government (Rule of law/Constitutionalism)</li> <li>• Popular Sovereignty</li> <li>• Judicial review</li> </ul> <p>Examples: Landmark decisions of the United States Supreme Court (Marbury v. Madison, Miranda v.</p>		

		<p>Arizona, Plessey v. Ferguson, Brown v. Board of Education, Roe v. Wade)</p> <ul style="list-style-type: none"> <li>• Amendment process</li> <li>• Rationale for constitutional amendments and the conflicts they address</li> </ul>		
(Comprehension)	<b>9-12.C.1.4. Students are able to explain the principles of American democracy.</b>	<ul style="list-style-type: none"> <li>• Fundamental worth of the individual</li> <li>• Equality of all persons</li> <li>• Majority rule/minority rights</li> <li>• Necessity of compromise</li> <li>• Individual freedom</li> </ul>		
(Comprehension)	<b>9-12.C.1.5. Students are able to describe the state, local, and tribal governments with emphasis on their structures, functions, and powers.</b>	<ul style="list-style-type: none"> <li>• State</li> <li>• Local – divisions (county, city, townships)</li> <li>• Tribes – reservations, tribal constitutions, governments</li> </ul> <p>Example: Nine South Dakota reservations with separate constitutions and government</p>		

(Application)	<b>9-12.C.1.6. Students are able to describe the elements of how U.S. foreign policy is created.</b>	Examples: Monroe Doctrine, Roosevelt Corollary, Iran-Contra		
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**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
Application	<p><b>9-12.C.2.1. Students are able to describe the means of influencing and/or participating in a republic.</b></p>	<ul style="list-style-type: none"> <li>• Describe the roles of the citizen in the legislative and electoral process</li> </ul> <p>Examples: the right to vote, referendum, initiative, recall</p> <ul style="list-style-type: none"> <li>• Describe the benefits, duties, and responsibilities of citizenship in the United States.</li> </ul> <p>Example: volunteerism benefits and rewards -Native Americans enlisting in the military</p> <ul style="list-style-type: none"> <li>• Explain the nature and functions of major and minor political parties, interest groups, and media on the political process.</li> <li>• Describe the campaign and election process for national, state, and local offices.</li> <li>• Describe the Electoral College process.</li> </ul>		

(Comprehension)	<b>9-12.C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.</b>	<ul style="list-style-type: none"> <li>• Bill of Rights and other amendments</li> </ul>		
(Comprehension)	<b>9-12.C.2.3. Students are able to describe the process of naturalization.</b>	<ul style="list-style-type: none"> <li>• Describe the benefits, duties, and responsibilities of citizenship in the United States.</li> </ul>		

**Core High School Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<p><b>High school students performing at the advanced level will:</b></p> <ul style="list-style-type: none"> <li>• explain strengths and weaknesses of various forms of government worldwide;</li> <li>• analyze the influence of major historical documents and ideals on the formation of the United States government.</li> </ul>
<b>Proficient</b>	<p><b>High school students performing at the proficient level will:</b></p> <ul style="list-style-type: none"> <li>• explain the characteristics of various forms of government;</li> <li>• determine the influence of major historical documents and ideals on the formation of the United States government;</li> <li>• explain the principles of American Constitutional government and how they are realized in its structures and functions;</li> <li>• describe the state, local, and tribal governments with emphasis on their structures, functions, and powers;</li> <li>• describe the means of influencing and participating in a republic;</li> <li>• identify the meaning of basic constitutional rights guaranteed to citizens;</li> <li>• describe the process of naturalization.</li> </ul>
<b>Basic</b>	<p><b>High school students performing at the basic level will:</b></p> <ul style="list-style-type: none"> <li>• list the two main forms of government worldwide;</li> <li>• list the three branches of government in the U.S.;</li> <li>• list the three levels of federalism;</li> <li>• explain how to register and where to vote;</li> <li>• list three of the five guarantees in the First Amendment.</li> </ul>

