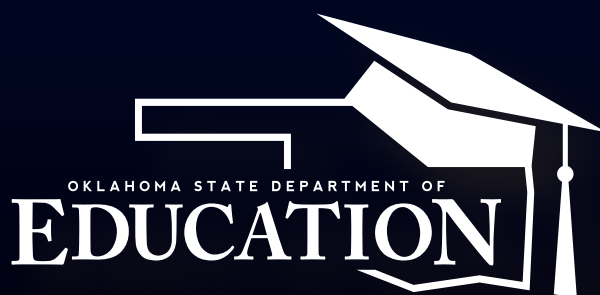




Oklahoma C³ Standards for the Social Studies

THE FOUNDATION, FORMATION, AND TRANSFORMATION
OF THE AMERICAN SYSTEM

PRE-KINDERGARTEN THROUGH HIGH SCHOOL



OKLAHOMA STATE BOARD OF EDUCATION
ADOPTED MARCH 29, 2012

CHAPTER 15

► High School UNITED STATES GOVERNMENT *Freedom for All: Securing Rights and Defining Responsibilities*

Students of American government will examine the philosophical foundations of the American republican system, the formation of governmental institutions and practices, and their transformations since the founding era as a basis of preparing students to become informed, responsible, engaged, and literate citizens who are committed to the ideas and values of democracy and use them in their daily lives, as well as make informed decisions about how their government should protect individual liberties and address the common good.

The Common Core History/Social Studies Reading and Writing Literacy Skills are to be integrated throughout all of the content standards and used for instructional delivery of the content.

COMMON CORE STATE STANDARDS READING AND WRITING LITERACY IN HISTORY/SOCIAL STUDIES

The Common Core State Standards Reading and Writing Literacy Standards for Literacy in History/Social Studies in the high school contain two grade bands, 9-10 and 11-12. Since school districts have the option of scheduling high school social studies courses at any grade level 9-12, only the CCSS for Reading and Writing for Grades 9-10 have been included in each high school Social Studies course. If a course is taught at the 11th or 12th grade level, then the CCSS for Reading and Writing Grades 11-12 must be used for social studies literacy instruction. A copy of the CCSS for Reading and Writing Grades 11-12 are found in Appendix C.

Celebrate Freedom Week

In order to educate Oklahoma students about the sacrifices made for freedom on behalf of the country and the values on which this country was founded, November 11 has been designated “Veterans Day,” and the week in which November 11 falls has been designated “Celebrate Freedom Week” for the public schools of Oklahoma. As part of a social studies class, during Celebrate Freedom Week or during another full school week as determined by the local board of education, appropriate instruction concerning the intent, meaning, and importance of the *Declaration of Independence* and the *United States Constitution* including the *Bill of Rights*, in their historic contexts shall occur.

The study of the *Declaration of Independence* is to include the study and the relationship of ideas expressed in that document to subsequent American history

Students in Grades 3-12 shall study and recite the following from the “social contract” selection of the *Declaration of Independence*:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. –That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

The board of education of each public school district shall ensure that each school in its district will on Veterans Day conduct and observe an appropriate Veterans Day Assembly program of at least one class period that remembers and honors American veterans.

PROCESS AND LITERACY SKILLS

**Process and Literacy Standard 1: Reading Skills.
The student will develop and demonstrate social studies Common Core reading literacy skills.**

A. Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

B. Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

C. Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

D. Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/ social studies texts in the grades 9–10 text complexity band independently and proficiently.

Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.

A. Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and clauses 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.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a

style appropriate to the discipline and context as well as to the expertise of likely readers.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)

B. Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

C. Research to Build and Present Knowledge

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.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

D. Range of Writing

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 historic import.

CONTENT SKILLS

Content Standard 1: The student will compare the formation of contemporary governments in terms of access, use, and justification of power.

1. Contrast the essential characteristics of limited versus unlimited governments with an understanding that the United States' constitutional system establishes legal restraints on governmental power.
2. Cite specific textual and visual evidence to compare and contrast historic and contemporary examples of unlimited governments, known as authoritarian or totalitarian systems including dictatorships, theocracies, and absolute monarchies to examples of limited systems including direct democracies, representative democracies, constitutional monarchies, and republics.
3. Summarize and explain how the American system is a representative republic in which the citizenry is sovereign.
4. Compare the advantages and disadvantages of the major ways governmental power is distributed, shared, and structured in unitary, federal, and confederal systems in terms of effectiveness, prevention of abuse of power, and responsiveness to the popular will.
5. Compare and contrast the property and due process rights in the United States free-market economy which are protected by the *United States Constitution* to the restricted property and due process rights existing/non-existing under command economic systems.

Content Standard 2: The student will describe the historic and philosophical foundations of the United States republican system of government.

1. Cite specific textual and visual evidence and compare points of view to examine the philosophical contributions of the Enlightenment including the writings of Montesquieu, Locke, and Thomas Jefferson; the early experiences of colonial self-government; and the influence of religious texts including *The Bible* to the foundation of American political thought.
2. Cite specific textual and visual evidence and summarize the impact of major historic events of the Revolutionary Era and major documents contributing to the formation of constitutional government in the United States including the *Mayflower Compact* (1620), the *Fundamental Orders of Connecticut* (1639), the *English Bill of Rights* (1689), the *Albany Plan of Union* (1754), the *Virginia Declaration of Rights* (1776), the *Articles of Confederation* (1781), and the colonial/revolutionary writings of Patrick Henry, Thomas Paine, and James Otis.

3. Determine the central ideas and importance of the concept of inalienable rights, the social contract or compact, the 27 grievances as stated in the *Declaration of Independence*, and the discussions of enumerated versus implied powers; and cite specific textual and visual evidence to explain how the protection of these rights were incorporated in the *United States Constitution* and the federal *Bill of Rights* as a fundamental purpose of the government.
4. Evaluate the necessity for a written constitution to set forth the organization of government and to distribute powers among the three different branches government and the states, or the people.
5. Analyze the events and major conflicts, beliefs, and arguments which led to the addition of the *Bill of Rights* to the *United States Constitution*; and compare the points of view as expressed in *Federalist Papers Number 10 and Number 51* and the writings of the Anti-Federalists including Patrick Henry and George Mason.
6. Analyze the steps of the constitutional amendment process including examples of recent attempts to amend the *United States Constitution* as exemplified in the issues of the *Equal Rights Amendment* and flag desecration.

Content Standard 3: The student will analyze the fundamental principles of the American system of government.

1. Explain the concept of popular sovereignty as exercised by the nation's people who possess the ultimate source of authority.
2. Examine the American system of federalism and evaluate the changes that have occurred in the relationship between the states and the national government over time.
3. Analyze the enumerated powers delegated to the federal government by the states in the *United States Constitution*, the limits placed on the powers of the national government, and the powers of the states including the reserved and concurrent powers.
4. Summarize and explain the relationships and the responsibilities between national and state governments including tribal and local governments.
5. Cite specific textual and visual evidence and summarize how power is separated as well as shared under the American system including the separation of powers and checks and balance, which is designed to prevent abuse of power by any government body at the local, state, tribal, and federal levels.
6. Evaluate the importance of the rule of law and on the sources, purposes, and functions of government, and explain how the rule of law provides for the protection of individual liberties, public order, management of conflict, and assurance of domestic and national security.

7. Analyze the United States government's responsibility to protect minority rights while legitimizing majority rule including the rights of due process and equality under the law.
8. Cite specific textual and visual evidence and compare points of view regarding the shared values and ideals of American political culture as set forth in basic documents and speeches including the *Declaration of Sentiments*, Abraham Lincoln's *Gettysburg Address*, Franklin Roosevelt's *Four Freedoms* speech, and Dr. Martin Luther King, Jr.'s *Letter From Birmingham Jail*.

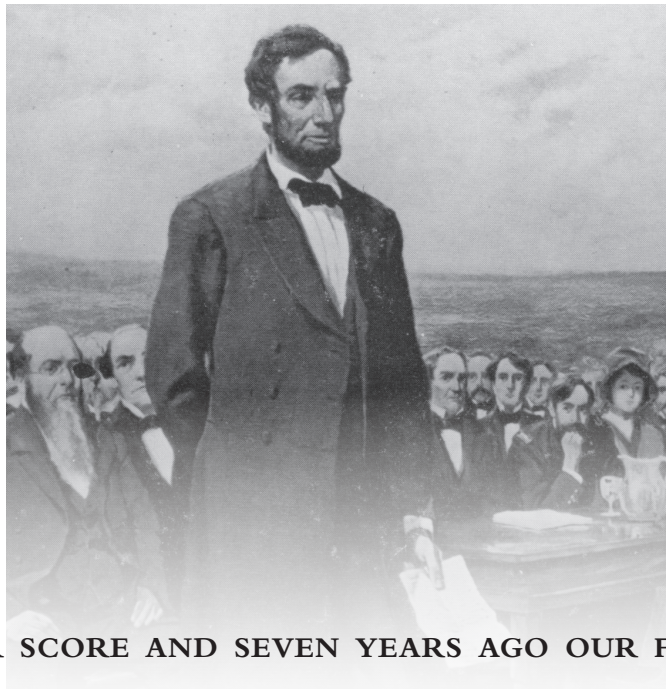
Content Standard 4: The student will examine the *United States Constitution* by comparing the legislative, executive, and judicial branches of government as they form and transform American society.

1. Cite specific textual and visual evidence to explain the purposes expressed in the *Preamble* and how the *United States Constitution* preserves those core principles of American society.
2. Examine the makeup, organization, functions, and authority exercised by the executive, legislative, and judicial branches of government.
 - A. Identify constitutional qualifications for holding public office, the terms of office, and the expressed powers delegated to each branch of the national government including the numbers of members comprising the United States Congress and United States Supreme Court.
 - B. Evaluate the extent to which each branch of government reflects the people's sovereignty including current issues concerning representation such as term limitations and legislative redistricting.
 - C. Describe the process in which public policy is formulated into law including both the constitutional and operational procedures utilized in the modern legislative process.
 - D. Explain why certain provisions of the *United States Constitution* result in tensions among the three branches, and evaluate how the functions of the national government have changed over time through executive actions and judicial interpretation of the necessary and proper clause.
 - E. Compare and contrast the structure of the national branches of government to Oklahoma's state government.
 - F. Apply the principles of limited government, federalism, checks and balances, and separation of powers to the workings of the three branches of government in real world situations including current issues and events.
3. Analyze steps of the political process and its role in the United States' representative government.
 - A. Evaluate the role of political parties, interest groups including organized labor and the media in influencing the public agenda, public opinion, and the actions of government.
 - B. Describe the electoral process including the components of national campaigns, the nominative process, campaign funding, and the Electoral College.
4. Explain the role of the national government in formulating and carrying out domestic policy.
 - A. Identify major sources of revenues for the federal government and how revenue is budgeted.
 - B. Analyze significant policy issues and how they reflect the nation's interests and principles including entitlements and environmental concerns.
5. Investigate the role government plays in the growth and stability of the economy including the inseparable relationship between political and economic freedoms.
 - A. Describe the steps of the budget process including examples of economic trade-offs that occur when addressing competing public needs.
 - B. Determine how the government influences economic growth by using the tools of fiscal and monetary policy.
 - C. Explain how legislation, executive departments, and regulatory agencies affect both economic sectors and individual citizens.
6. Summarize and explain the major responsibilities of the national government in formulating and carrying out foreign policy.
 - A. Evaluate the effectiveness of cooperative efforts exercised through international alliances and organizations from the perspective of the United States including the United Nations, the North Atlantic Treaty Organization, and the *North American Free Trade Agreement*.
 - B. Examine issues of national sovereignty and human rights on contemporary decisions of foreign policy.
7. Identify the issues behind and explain the changes resulting from landmark United States Supreme Court decisions including *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *Plessy v. Ferguson* (1896), *Brown v. Board of Education of Topeka, Kansas* (1954), *Mapp v. Ohio* (1961), *Engel v. Vitale* (1962), *Miranda v. Arizona* (1966), *Furman v. Georgia* (1972), *Roe v. Wade* (1973), *United States v. Nixon* (1974), and *Bush v. Gore* (2000).

Content Standard 5: Students will be able to evaluate the significance of civic participation in order to insure the preservation of constitutional government.

1. Distinguish between civic life and private life by defining civic virtue and explaining the individual’s duty and responsibility to participate in civic life by voting, serving on juries, volunteering within the community, running for office, serving on a political campaign, paying taxes for governmental services, and respecting lawful authority.
2. Analyze how the structures of government provide citizens opportunities to monitor and influence the actions of the government and hold elected officials accountable.

3. Evaluate historic and contemporary examples of American citizens who have attempted to make the values and principles of the *United States Constitution* a reality.
 - A. Analyze the rights and liberties guaranteed to all citizens in and protected by the *Bill of Rights*, how they are applied and protected within the states through the *14th Amendment*, and sustained through the actions of individual citizens.
 - B. Explain the impact on American politics, both historically and presently, of the racial, religious, socioeconomic, and ethnic diversity of American society including the importance of adhering to constitutional values in managing conflicts over diversity.



**“FOUR SCORE AND SEVEN YEARS AGO OUR FATHERS
 BROUGHT FORTH ON THIS CONTINENT A NEW NATION,
 CONCEIVED IN LIBERTY, AND DEDICATED TO THE PROPOSITION
 THAT ALL MEN ARE CREATED EQUAL...IT IS RATHER FOR US TO
 BE HERE DEDICATED TO THE GREAT TASK REMAINING BEFORE US...
 THAT THIS NATION, UNDER GOD, SHALL HAVE A NEW BIRTH OF
 FREEDOM—AND THAT GOVERNMENT OF THE PEOPLE, BY THE PEOPLE,
 FOR THE PEOPLE, SHALL NOT PERISH FROM THE EARTH.”**

THE GETTYSBURG ADDRESS, BY ABRAHAM LINCOLN