

## Tennessee Social Studies Curriculum Standards



The Tennessee Social Studies Curriculum Standards for United States Government provides for the study of the principles and beliefs that the United States was founded upon. Students study the structure, functions, and powers of government.

In SIRS' study of the Tennessee Social Studies Curriculum Standards, we see a direct correlation between the goals and objectives that are emphasized and the framework upon which SIRS Interactive Citizenship has been developed. SIRS Interactive Citizenship content emphasizes the generalizations and concepts that act as the framework for understanding democratic political institutions and their emergence throughout history, while the Discovery and Inquiry activities and related chapter lessons exemplify our commitment to critical thinking skills.

*What Citizens Need to Know About Government*, addresses the expectations for the High School **United States Government** course and presents a framework for understanding America's ongoing struggle to realize the ideals of the Declaration of Independence and the U.S. Constitution and each citizen's role in this democracy. Through this framework, students are able to connect the past to the present as well as appreciate universal historical themes and dilemmas by accessing primary sources such as, biographies, documents, diaries, letters, legends and speeches and links to related articles and web sites while focusing on the basic concepts of government. Thus, students develop the higher order thinking skills deemed necessary by the Tennessee Social Studies Curriculum Standards.

<<http://www.state.tn.us/education/ci/cistandards2001/ss/cissusgovernment.htm>>

[2002, January 21]



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correlation with

## What Citizens Need to Know About Government



### United States Government High School

**Standard Number:** 1.0 Culture

**Standard:** Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

**Learning Expectations:**

- The student will
- 1.1 understand the influence of natural rights on American culture.
  - 1.2 understand the impact of the political system on American culture.

- *Chapter 1 provides access to the following documents:*

- o *Magna Carta*
- o *English Bill of Rights*
- o *Declaration of Independence*
- o *Locke’s “Two Treatises of Government”*

*Students are able to study these primary sources to gain insight into the influence of natural rights on American culture.*

**Standard Number:** 2.0 Economics

**Standard:** Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

**Learning Expectations:**

- The student will
- 2.1 understand economic systems and political structures.
  - 2.2 understand the rise of capitalism in the United States.
  - 2.3 understand how all nations use “tools of foreign policy” such as alliances, economic aid, economic sanctions, trade agreements, propaganda, military aide, treaties, troop movements, and wars to promote national interests.
  - 2.4 understand the connection among resources and institutions that govern the management and distributions of those resources.

- *Chapter 28, Foreign Affairs, helps students understand the intricate relationship between economic and foreign policy issues. Foreign aid and participation in organizations such as World Trade Organization and NAFTA are explored. To continue their research, students can access the World Bank Group Home Page from the related web sites list.*

**Standard Number:** 3.0 Geography

**Standard:** Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

**Learning Expectations:**

- The student will
- 3.1 understand and analyze how the forces of cooperation and conflict among people influence the division and control of the earth's surface.
  - 3.2 understand and analyze the impact of physical and human geography on given political systems.
  - 3.3 understand the use of geography in determining policies such as zoning, redistricting, and the census.

- *Chapters 26 and 27, National Defense and Foreign Policy, provide examples of how forces of cooperation and conflict among people influence their division of geographic regions.*
- *Chapter 6 explores how geographic factors influence governmental policies.*
- *Examples include the concepts of gerrymandering and redistricting.*

**Standard Number:** 4.0 Governance and Civics

**Standard:** Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

**Learning Expectations:**

- The student will
- 4.1 understand the role of politics and government in society.
  - 4.2 understand the role of constitutions in preventing abuses of government power.
  - 4.3 understand the basic features of major forms of governments in the world.
  - 4.4 understand the basic features of major forms of governance in the world.
  - 4.5 understand the role of the United States legal system.
  - 4.6 understand the concept of federalism.

- *Chapter 1 examines the various political systems and forms of government categorized under each system. Links to historical and contemporary examples include tribal governments and parliamentary governments.*
- *To understand the basic features of individual constitutional governments, students may read Japan's Constitution and the Iroquois Constitution.*
- *The U.S. Constitution may be accessed from Chapter 3.*
- *Chapter 7, The Judiciary, focuses on the U.S. legal system. Students may access the Supreme Court web site via a text link.*
- *Chapter 2 explains how the Constitution provides for the separation of powers and a system of checks and balances as a means of preventing abuse of power in a federal system of government.*

**Standard Number:** 5.0 History

**Standard:** History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

**Learning Expectations:**

The student will:

- 5.1 understand historical and modern examples of the concepts of limited and unlimited governance.
- 5.2 understand specific historical documents and institutions which shaped the principles of the United States Constitution.
- 5.3 understand the importance of the rule of laws and the sources, purposes, and function of law.
- 5.4 understand the United States Constitution as a “living document” in both principle and practice.
- 5.5 understand how the United States foreign policy is determined by the concept of national interest in both historical and modern settings.
- 5.6 understand the balance between the protection of individual rights and the general welfare of all citizens.

- *Chapter 1 provides:*
  - *examples of limited and unlimited forms of governance*
  - *access to primary documents such as the writings of 18<sup>th</sup> century philosophers who influenced the founding fathers. These include Descartes, Hobbes, Locke, Montesquieu and Voltaire*
  - *links to The Articles of Confederation and Albany Plan of Union.*
- *Chapter 3, The Constitution, examines the structure, interpretation, and amendments that make this a living document.*
- *Chapter 28 examines the U.S. foreign policy decision-making process.*
- *Chapter 9 explores the rights of individuals under the Constitution and traces the struggle of all minorities for equality. Struggles based on race, sex, age, and disability are addressed.*

**Standard Number:** 6.0 Individuals, Groups, and Interactions

**Standard:** Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

**Learning Expectations:**

The student will

- 6.1 understand the impact of individual and group decisions on citizens and communities.
- 6.2 understand how groups can effect change at the local, state, national and world levels.
- 6.3 understand the evolution of political parties and their role as a mechanism for creating and sustaining political participation.
- 6.4 understand how the philosophies of liberalism and conservatism correlate to the two major American political parties.
- 6.5 understand the impact and influence of participatory citizenship on government at all levels.
- 6.6 understand the role of individual leaders who have affected policies, case laws, and legislation.
- 6.7 understand the role of political action committees, non-profit organizations, and other groups that influenced policy and institutions.

- *Chapter 13 examines the influences of the media, public opinion polls, lobbies, pressure groups, and Political Action Committees on elected officials and public policy.*
- *Students can find out about issues of importance in their state by accessing their state's government web site from a link in Chapter 10.*