



Civics Part 1

Michigan State High School Social Studies Content Expectations

Course Description

Civics will investigate governments around the world and the foundations of American government with its legislative, executive, and judicial branches. Students will study the United States Constitution and state and local governments including the juvenile and adult court systems. The students will compare the similarities and contrast the political systems throughout government.

Text Book

American Civics, Holt, Rinehart, and Winston 2003.

Unit 1 Description

This unit will set the stage for an understanding of the rights and duties of U.S. citizenship. Students will learn about the American dream of freedom and learn about equal opportunity for all citizens.

Essential Content and Skills

The learner will master the following topics:

- Explain the ideals that form the basis of our government
 - Differentiate the different types of governments around the world.
 - Describe the strengths and weaknesses of the Articles of Confederation.
 - Discuss the writing and approving of the United States Constitution.
 - Analyze the United States Constitution
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Unit 1 Michigan State Content Expectations

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Unit 1 Lesson 1: **Civics in Our Lives**

Course Name - Part

Michigan State Curriculum Content Standards (continued)

State Standard	Description
1.1.3	Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)
1.1.4	Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)

Unit 1 Lesson 2: U.S. Citizens and the American People Today

State Standard	Description
5.2.1	Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.
5.2.2	Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.
8.2.1	Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.” (<i>National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203</i>)

Unit 1 Lesson 3: Foundations of Our Government

State Standard	Description
1.2.1	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.
2.1.1	Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke’s Second Treatise, Montesquieu’s Spirit of Laws, Paine’s Common Sense.

Unit 1 Lesson 4: A New Constitution

State Standard	Description
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

2.1.3	Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.
2.2.1	Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).

Unit 1 Lesson 5: Review and Mid-Unit Quiz

State Standard	Description
1.1.3	Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)
1.1.4	Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)
1.2.1	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.
2.1.1	Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.
2.1.3	Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.
2.2.1	Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).
5.2.1	Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.
5.2.2	Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.
8.2.1	Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.” (<i>National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203</i>)

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 6: Ideals of the United States Constitution

State Standard	Description
2.1.3	Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism. Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).
2.2.1	

Unit 1 Lesson 7: The U.S. Constitution

State Standard	Description
2.1.3	Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism. Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).
2.2.1	

Unit 1 Lesson 8: The Bill of Rights

State Standard	Description
3.2.4	Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1) Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)
3.2.5	

Unit 1 Lesson 9: Guaranteeing Other Rights

State Standard	Description
3.2.4	Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1) Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)
3.2.5	

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 10: Citizens' Duties and Responsibilities

State Standard	Description
5.4.1	Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.
5.4.2	Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Description

This unit will thoroughly explain the Legislative and Executive Branches. It explains in detail the qualifications, the organization and the powers of Congress (Senate and the House of Representatives) and how a bill becomes a law. The unit will finish off with the Executive Department which is responsible for carrying out the country's laws. It begins with the country's most powerful elected official, the president. Next, it reviews the powers of the presidency before it finishes up explaining the roles of his cabinet members and the departments that work with him

Essential Content and Skills

The learner will master the following topics:

List the qualifications for the House of Representatives and the Senate.

Explain the rules of conduct within the Senate.

Identify and explain how Congress is organized (leadership and committees)

Discuss the different powers and roles of Congress.

Explain how a bill becomes a law.

List the qualifications and duties for the president and vice president

List the order of presidential succession

Describe the relationship the president has with the Legislative Branch

Explain the president's duties as the foreign-policy leader

Differentiate the different executive departments.

List and explain independent agencies and why they are separate from the executive departments.

Describe what the federal bureaucracy is

Unit 2 Michigan State Content Expectations

Unit 2 Lesson 1: **The United States Senate and House of Representatives**

State Standard	Description
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

3.1.1	Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.
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Unit 2 Lesson 2: **How Congress Is Organized**

State Standard	Description
3.1.1	Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.

Unit 2 Lesson 3: **The Powers of Congress**

State Standard	Description
3.1.1	Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.

Unit 2 Lesson 4: **How a Bill Becomes a Law**

State Standard	Description
3.1.1	Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.

Unit 2 Lesson 5: **Mid-Unit Review and Quiz**

State Standard	Description
3.1.1	Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.

Unit 2 Lesson 6: **The Presidency**

State Standard	Description
3.1.2	Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.

Unit 2 Lesson 7: **Powers and Roles of the Presidency**

State Standard	Description
3.1.2	Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.

Unit 2 Lesson 8: **Executive Departments and the Cabinet**

Course Name - Part

Michigan State Curriculum Content Standards (continued)

State Standard	Description
3.1.2	Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.

Unit 2 Lesson 9: Independent Agencies and Regulatory Commissions

State Standard	Description
3.1.4	Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)

Unit 2 Lesson 10: Executive Branch

State Standard	Description
3.1.2	Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Description

This unit will cover the Judicial Branch and Pennsylvania's court system. You will learn about the different kinds of laws, the roles of the courts, and what a fair trial means. It focuses on the Federal Court system and the role of the Supreme Court. As the unit goes on you will learn all about the Supreme Court such as what cases are tried here, how justices get appointed, and much more.

Essential Content and Skills

The learner will master the following topics:

Describe how majority rule affects the making of laws and explain why obeying laws is important.

Identify the four types of U.S. Laws.

Define the roles played by courts in the United States.

Determine which cases are tried in Federal Courts.

Explain how Federal Courts are organized.

Examine the process through which cases are tried in the Supreme Court.

Explain how justices get appointed to the Supreme Court and tell how long they serve.

Analyze how judicial review has strengthened the Court's power and how Congress limits this power.

Unit 3 Michigan State Content Expectations

Unit 3 Lesson 1: **Equal Justice under the Law**

State Standard	Description
3.4.3	Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).

Unit 3 Lesson 2: **The Federal Court System**

Course Name - Part

Michigan State Curriculum Content Standards (continued)

State Standard	Description
3.1.3	Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.

Unit 3 Lesson 3: **The Supreme Court**

State Standard	Description
3.1.3	Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.

Unit 3 Lesson 4: **The Judicial Branch**

State Standard	Description
3.1.3	Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.

Unit 3 Lesson 5: **Mid-Unit Review and Quiz**

State Standard	Description
3.1.3	Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.
3.4.3	Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).

Unit 3 Lesson 6: **Citizenship and Law**

State Standard	Description
5.3.1	Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).
5.3.7	Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.

Unit 3 Lesson 7: **The Criminal Justice System**

State Standard	Description
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

3.4.5	Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.
5.3.7	Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.

Unit 3 Lesson 8: **Juvenile Crime**

State Standard	Description
5.3.7	Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.

Unit 3 Lesson 9: **Juvenile Court System**

State Standard	Description
5.3.7	Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.

Unit 3 Lesson 10: **Law and Family**

State Standard	Description
5.3.7	Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Description

This unit will focus on the similarities and differences between National, State, and Local governments. The last section of this unit explains how all three sets of governments work together

Essential Content and Skills

The learner will master the following topics:

- Identify the powers reserved to the states
- Explain how states cooperate with each other and with the federal government
- Identify the qualifications and explain the terms of office for state legislatures and governors
- Analyze how the work of state legislatures are carried out in most states
- Identify the officials of the state executive branches
- Explain the purpose of state executive agencies and officials
- Explain the responsibilities of the four types of state courts
- Explain the need for local governments
- Describe the functions of townships and special districts
- Examine how city governments are established
- Describe the different types of city governments
- Analyze why there is a division of powers among different levels of government

Unit 4 Michigan State Content Expectations

Unit 4 Lesson 1: State Government

State Standard	Description
3.3.1	Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).
3.3.2	Identify and define states' reserved and concurrent powers.

Unit 4 Lesson 2: State Governments--Executive/Judicial Branch

State Standard	Description
3.3.4	Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 3: Local Government

State Standard	Description
3.3.4	Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.

Unit 4 Lesson 4: City Government

State Standard	Description
3.3.4	Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.

Unit 4 Lesson 5: Mid-Unit Review and Quiz

State Standard	Description
3.3.1	Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states). Identify and define states' reserved and concurrent powers. Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.
3.3.2	
3.3.4	

Unit 4 Lesson 6: State Government

State Standard	Description
3.3.1	Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states). Identify and define states' reserved and concurrent powers. Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.
3.3.2	
3.3.4	

Unit 4 Lesson 7: A Two-Party System

State Standard	Description
3.5.1	Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda. Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG 9.1.2)
3.5.2	

Unit 4 Lesson 8: Political Party Organizations

State Standard	Description
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

3.5.1	Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.
3.5.2	Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG 9.1.2)

Unit 4 Lesson 9: **The Right to Vote**

State Standard	Description
5.3.2	Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).

Unit 4 Lesson 10: **Nominating and Electing Our Leaders**

State Standard	Description
3.5.6	Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.