



## **Government Part-2**

### **Michigan State High School Social Studies Content Expectations**

#### **Course Description**

Government will teach and challenge learners to optimize their knowledge of the system of American government, including the foundations of government, the workings of the political system, and the role of the United States in world affairs. The three branches of government and their purpose and operation will also be explored. The rights and responsibilities of the citizen and the government's obligation to protect and promote those rights and responsibilities will be examined. Also to be explored will be the function and operation of state and local governments.

#### **Text Book**

Kelman, Steven. *American Government*. Austin: Holt, Rinehart and Wilson, 2003.

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#### **Unit 1 Description**

This unit will discuss the U.S. legal system, including the different types of U.S. law, the role of the police and the courts in the criminal justice system, and the corrections system. In addition, the basic concepts surrounding the ideas of individual freedom and rights, including interpretations regarding freedom of religion, issues dealing with freedom of speech and the press, limitations placed on freedom of assembly and petition, protections of individual liberties, the rights of the accused, how to ensure fair trials and punishments will also be discussed.

#### **Essential Content and Skills**

The learner will:

- Explain the basic types of laws.
  - Examine the structure of the U.S. legal system.
  - Analyze the fundamental freedoms guaranteed by the Bill of Rights.
  - Interpret the steps the government takes to protect the individual rights.
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## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 1 Michigan State Content Expectations

[Click here to view the Michigan DOE Curriculum Content Standards.](#)

#### Unit 1 Lesson 1: U.S. Law

State Standard	Description
3.4.1	Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like <i>Marbury v. Madison</i> and <i>U.S. v. Nixon</i> ; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4)
3.4.2	Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)
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 1 Lesson 2: The Criminal Justice System

State Standard	Description
3.4.1	Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like <i>Marbury v. Madison</i> and <i>U.S. v. Nixon</i> ; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4)
3.4.2	Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)
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).

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 1 Lesson 3: Corrections

State Standard	Description
3.4.1	Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like <i>Marbury v. Madison</i> and <i>U.S. v. Nixon</i> ; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4) Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5) Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation). Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling 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)
3.4.2	
3.4.3	
3.4.4	

### Unit 1 Lesson 4: Freedom and 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)government interest, security, libel or slander, public safety, and equal opportunity).
3.2.5	

### Unit 1 Lesson 5: Freedom of Religion

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)government interest, security, libel or slander, public safety, and equal opportunity).
3.2.5	

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 1 Lesson 6: Freedom of Speech and of the Press

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)
3.2.5	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)government interest, security, libel or slander, public safety, and equal opportunity).

### Unit 1 Lesson 7: Freedom of Assembly and Petition

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)
3.2.5	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)government interest, security, libel or slander, public safety, and equal opportunity).

### Unit 1 Lesson 8: Protecting Individual Liberties

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)
3.2.5	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)government interest, security, libel or slander, public safety, and equal opportunity).

### Unit 1 Lesson 9: Rights of the Accused

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)
3.2.5	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)government interest, security, libel or slander, public safety, and equal opportunity).

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 1 Lesson 10: Ensuring Fair Trials and Punishments

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)
3.2.5	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)government interest, security, libel or slander, public safety, and equal opportunity).

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Description

This unit will explain how a person becomes a citizen, the rights that aliens possess, equal protection under the law, and protection of civil rights. The concepts of the U.S. political system including the influence of public opinion and interest groups will be explained in a manner that is relevant to everyday life.

### Essential Content and Skills

The learner will:

- Examine how civil rights are protected.
- Analyze what public opinion is and how it is formed.
- Examine the role of interest groups in the American political system.

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### Unit 2 Michigan State Content Expectations

#### Unit 2 Lesson 1: Citizenship and Immigration

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.

#### Unit 2 Lesson 2: Diversity and Equal Protection

State Standard	Description
8.3.4	8.3.4 <b>Civil Rights Expanded</b> – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. ( <i>National Geography Standard 10, p. 203</i> )

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

### Unit 2 Lesson 3: Struggle for Civil Rights

State Standard	Description
8.3.1	<b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including <ul style="list-style-type: none"><li>the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li><li>Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li><li>protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li><li>resistance to Civil Rights (<i>National Geography Standard 6, p. 195</i>) (<i>National Geography Standard 10, p. 203</i>)</li></ul>

### Unit 2 Lesson 4: Civil Rights Laws

State Standard	Description
8.3.1	<b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including <ul style="list-style-type: none"><li>the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li><li>Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li><li>protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li><li>resistance to Civil Rights (<i>National Geography Standard 6, p. 195</i>) (<i>National Geography Standard 10, p. 203</i>)</li></ul>

### Unit 2 Lesson 5: What Is Public Opinion?

State Standard	Description
3.54	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.
3.55	Evaluate the actual influence of public opinion on public policy.

### Unit 2 Lesson 6: Measuring Public Opinion

State Standard	Description
3.54	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.
3.55	Evaluate the actual influence of public opinion on public policy.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Lesson 7: The Media and The Public Good

State Standard	Description
3.5.7	Explain the role of television, radio, the press, and the internet in political communication.

### Unit 2 Lesson 8: Role of Interest Groups

State Standard	Description
3.5.1	Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.
3.5.3	Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).

### Unit 2 Lesson 9: How Interest Groups Work

State Standard	Description
3.5.1	Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.
3.5.3	Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).

### Unit 2 Lesson 10: Interest Groups and the Public Good

State Standard	Description
3.5.1	Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.
3.5.3	Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 3 Description

This unit will introduce the concepts of the U.S. political system including the influence of political parties and the electoral process will be explained in a manner that is relevant to everyday life. The basic concepts of the state and local government, including state constitutions; the relationship between a state's government and its citizens; state legislatures, executive branches, and judicial branches; state budgets, taxes, and other forms of revenue will be discussed.

### Essential Content and Skills

The learner will:

- Explain the electoral process.
- Examine the role of the state government.

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### Unit 3 Michigan State Content Expectations

#### Unit 3 Lesson 1: Role of Political Parties

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 3 Lesson 2: The U.S. 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 3 Lesson 3: Party Organization

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 3 Lesson 4: Political Parties and the Public Good

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	

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 3 Lesson 5: Nominating Candidates

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.

### Unit 3 Lesson 6: Campaigns and Campaign Financing

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.

### Unit 3 Lesson 7: Elections and Voting/Campaigns and the Public Good

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.

### Unit 3 Lesson 8: The States

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.
3.3.2	

### Unit 3 Lesson 9: Organization

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 3 Lesson 10: State Budgets and Revenues

State Standard	Description
3.3.6	Evaluate the major sources of revenue for state and local governments.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Description

This unit will examine community size and makeup; types of local government; the effectiveness of local government; and the sources of local government revenue. The theoretical basis and history of capitalism, socialism, and communism; aspects of international relations, such as collective security, the causes of conflict; weapons proliferation; the United Nations; economic development; international trade; environmental interdependence; protecting natural resources; and U.S. relations with other countries will also be discussed.

### Essential Content and Skills

The learner will:

- Examine the role of local government.
- Compare political and economic systems of capitalism, socialism, and communism.
- Analyze the role of the United States in international relations.

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### Unit 4 Michigan State Content Expectations

#### Unit 4 Lesson 1: U.S. Communities

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 2: Local Government Organization

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 3: Revenue and Local Services

State Standard	Description
3.3.6	Evaluate the major sources of revenue for state and local governments.

#### Unit 4 Lesson 4: Capitalism

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.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Lesson 5: Socialism

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.

### Unit 4 Lesson 6: Communism

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.

### Unit 4 Lesson 7: Collective Security

State Standard	Description
4.2.2	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1)
4.2.3	Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)
4.2.4	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).
4.2.5	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).

### Unit 4 Lesson 8: Economic Interdependence

State Standard	Description
4.2.2	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1)
4.2.4	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).
4.2.5	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Lesson 9: Environmental Interdependence

State Standard	Description
4.2.2	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1)
4.2.4	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).
4.2.5	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).

### Unit 4 Lesson 10: U.S. Relations with Other Countries

State Standard	Description
4.2.2	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1)
4.2.4	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).
4.2.5	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).