

Kansas Curricular Standards



The Kansas Curricular Standards for Civics and Government states, "...civics and government are central to the major purpose of social studies education: the preparation of informed citizens." Students should develop an understanding of political processes and structures of government while focusing on the following concepts:

- ❖ Freedoms and restrictions of civil rights
- ❖ Individual freedom vs. public good
- ❖ In-depth US constitution study
- ❖ Civil rights and the political processes
- ❖ Comparative political systems

In SIRS' study of the Kansas Curricular 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 study of **Civics - Government** 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 and 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 Kansas Curricular Standards.

<<http://www.ksde.org/outcomes/socialstudies.html>> [2001, December 3]



Kansas Curricular Standards Civics – Government
correlation with
What Citizens Need to Know About Government



Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American republican government, and the rights, privileges, and responsibilities to become active participants in the democratic process.

Benchmark 1: The student understands the rule of law as it applies to family, school, local, state and national governments.

By the end of Twelfth Grade

Indicators:

The student:

1. evaluates the purpose and function of law.
2. analyzes how the rule of law can be used to restrict the action of private citizens and government officials in order to protect the rights of individuals and to promote the common good (i.e., eminent domain, martial law during disasters, health and safety issues).
3. explains the meaning of the terms civic life, politics, and governments.

- *Chapter 1 explains how the rule of law governs many aspects of our lives. Students learn how government has political power because it has sovereignty. Students can read, Rousseau's, "Social Contract" to learn about the relationship between government and its citizenry.*

Benchmark 2: The student understands the shared ideals and the diversity of American society and political culture.

By the end of Twelfth Grade

Indicators:

The student:

1. recognizes that a nation's values are embodied in its constitution, statutes, and important court cases (i.e., Dred Scott v. Sanford, Plessy v. Ferguson, Brown v. Topeka Board of Education).
2. describes how citizens' responsibilities require subordination of their personal rights and interests for the public good (e.g., justice, fairness, equity).

3. knows core civic values inherent in the founding documents that have been the focus for unity in American society (i.e., free speech, religion, press, assembly, other basic civil rights).
4. explains the importance of shared political and civic values and beliefs to the maintenance of a government by constitution in a diverse American society (i.e., freedoms and responsibilities with the Bill of Rights, civil rights amendments and other documents related to our government constitution).
5. identifies and explains the fundamental values and principles of the American constitutional republic as expressed in historical documents, speeches, events, and ways in which these values and principles can be in conflict.
6. explains the meaning of citizenship in the United States.

- *From Chapter 3, students may access the U.S. Constitution and learn how this document embodies the founding fathers' democratic principles.*
- *Chapter 7, The Judiciary, allows students to read the text of landmark Supreme Court decisions, such as Dred Scot v. Sanford, ruling that slaves are not citizens and Brown v. Board of Education Topeka, ruling that racial segregation in public schools is illegal.*
- *In Chapter 9, students can read the Bill of Rights and explore later Amendments that address the unending struggle for civil rights. From past struggles, such as women's suffrage to contemporary issues, such as Americans with Disabilities, students gain perspective into myriad minority rights issues.*
- *Chapter 14 examines the concept of citizenship. Students learn what it means to be a citizen, from rights and responsibilities to the process of becoming a citizen.*

Benchmark 3: The student understands how the U.S. Constitution allocates and restricts power and responsibility in the government.

By the end of Twelfth Grade

Indicators:

The student:

1. describes the purposes, organization, and function of the three branches of government and independent regulatory agencies in relations to the U.S. Constitution.
2. compares and contrasts the relationship between federalism and states' rights.

3. explains the central idea that the written Constitution sets forth the organization creating a republican form of government.
4. explains the role the U.S. government plays in formulating economic and foreign policy.

- *Chapter 2 delineates the responsibilities of the three branches of government.*
- *Chapter 4 explores the office of the Presidency.*
- *Chapter 6 explores the Congress with links to the Senate and House of Representatives web sites.*
- *Chapter 7 outlines the Judiciary and details the court system.*
- *Chapter 2 discusses the delegated, reserved, and concurrent powers as set forth by the Constitution.*
- *Chapter 24 discusses the role government plays in economic policy and traces the development of the free enterprise system.*
- *Chapter 28 traces the history of U.S. foreign policy decision-making process.*

Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

By the end of Twelfth Grade

Indicators:

The student:

1. explains the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders.
2. explains how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process.
3. analyzes policies, actions, and issues regarding the rights of individuals (e.g., Brown vs. Topeka Board of Education, American Disabilities Act, Title 9, PL94142).
4. examines issues regarding political rights (e.g., to be an informed voter, participant in the political process).
5. analyzes issues regarding economic rights within the United States (i.e., free enterprise, rights of choice, government regulation).
6. takes and defends a position on issues regarding the proper scope and limits of rights, and the criteria used to set those rights, including compelling national interests, public safety, and the rights of others (e.g., eminent domain, clear and present danger, national security risk).

7. defines issues regarding civic responsibilities of citizens in the American constitutional government (e.g., obeying the law, paying taxes, voting, jury duty, serving our country, involved in the political process).

8. evaluates, takes, and defends positions about the roles of interest groups, voluntary associations, and other groups in American politics and the consequences of conflict among these groups in the promotion and implementation of public policy.

- *Chapter 16 examines the two-party system and the role of third parties and independents. Students may access the web sites of the Democratic, Republican, Libertarian and Green parties.*
- *Chapters 10 and 11 focus on state and local governments.*
- *Chapter 9 discusses policies, actions, and issues regarding individuals' rights. A discussion of American's Disabilities Act is included.*
- *Chapter 15 discusses the voting process and each citizen's role in this process.*
- *Chapter 24, Business, discusses free enterprise as well as the need for government regulation.*
- *Chapter 27, National Defense, explores this complex issue. Timely topics, such as the war of terrorism, allow students to keep abreast of current events.*
- *Chapter 14 focuses on the responsibilities of citizenship.*
- *Chapter 12 discusses the importance of taxation.*
- *Chapter 13 explores the role of special interest groups, lobbies, and Political Action Committees on politics and policy-making.*

Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.

By the end of Twelfth Grade

Indicators:

The student:

1. compares various political systems/economic systems with that of the republican government of the U.S. in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture (i.e., constitutional monarchy, parliamentary democracy, dictatorship, capitalism, fascism, socialism, communism, tribal government).
2. evaluates, takes, and defends differing positions on issues regarding the proper relationships among national, state, and local governments.
3. examines the major forms and responsibilities of the state and local governments (i.e., city county, state).
4. compares the structure, function, and relationship of American Indian tribal governments to the federal government.

5. discusses the purpose of international relations both regional and world wide (e.g., trade, defense, economic and defense alliances, regional security).
6. describes the purpose and functions of multi-national organizations (e.g., NATO International Court of Justice, International Red Cross, Amnesty International, United Nations).
7. takes and defends a position concerning the use of various tools in carrying out U.S. foreign policy (e.g., trade sanctions, extensions of “most favored nation” status, military interventions).

- *Chapter 1 introduces the three main political systems, command, custom, and consent, and provides contemporary and historical examples of each. Links to the British Parliament and tribal governments, for example, allow students to explore these forms of government in depth.*
- *Chapters 2, 10, and 11 explore the workings of federal, state, and local governments.*
- *Chapter 1 explains the relationship between American Indian tribal governments and the Federal government. Students can link to tribal government web sites through the National Congress of American Indians Home Page.*
- *Chapter 28 focuses on Foreign Policy and discusses the United States’ role in organizations such as NATO and the Human Rights Commission.*