

Kentucky Core Content for Social Studies



The Kentucky Learning Goals and Academic Expectations set forth learning objectives for the Social Studies High School curriculum. Three basic objectives inherent in these standards state that students should be able to understand democratic principles, have knowledge of various forms of government, and analyze issues as they relate to individual rights and responsibilities. Specific goals for the study of Government and Civics require students to:

- ❖ trace the political development in the United States including the changing roles of state and federal government and the relationship among the branches of government.
- ❖ recognize how the U.S. Constitution, significant legislation, and landmark Supreme Court decisions have impacted American society.
- ❖ analyze roles of political parties and citizen participation in a democratic society.
- ❖ examine rights and responsibilities of individuals in American society and the development of democratic principles.

In SIRS' study of the Kentucky Core Content for Social Studies, 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 Government and Civics 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 Kentucky Core Content for Social Studies .

<<http://www.kde.state.ky.us/oapd/curric/Publications/ProgramofStudies/Social/highss.html>>
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Kentucky Core Content for Social Studies Assessment
correlation with
What Citizens Need to Know About Government

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High School Assessment at Grade 11

Government and Civics

The study of government and civics allows students to understand the nature of government and the unique characteristics of American democracy including its fundamental principles, structure, and role of citizens.

Academic Expectation 2.14: Students should understand the democratic principles of justice, equality, responsibility and freedom and apply them to real-life situations.

Academic Expectation 2.15: Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

SS-H-1.1.1 Governments derive their power from different sources (e.g., democracy – its citizens; monarchies – by decree; dictatorship – by conquest, political maneuvering, and/or military power).

- *Chapter 1 explores the various political systems: command, custom, and consent. Historical and contemporary examples of democracies, monarchies, and dictatorships are provided.*

SS-H-1.1.2 Democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).

- *Chapter 3, The Constitution, allows students to gain insight into how government derives its power from this important document.*
- *From Chapter 9, students may link to the Universal Rights Network to read the “Declaration of Man.”*
- *From Chapter 28, students may access the United Nations web site.*

SS-H-1.1.3 The U.S. government's response to contemporary issues, and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants, and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

- *Part II, Problems of Government, contains chapters on the following topics: Ethics, Health Care, Poverty, Education, Environment, Labor, Cities. Students can learn about myriad social issues relating to each topic and government's response to public concerns.*
- *Chapter 14 explores the role and rights of citizens in a democratic society.*

The Constitution of the United States established a government of limited powers that are shared among different levels and branches.

SS-H-1.2.1 Powers of government are distributed and shared among levels and branches to reflect the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).

- *Chapters 4 and 5 explore the Executive Branch of government. Students can link to the White House web site to gather up-to-date information.*
- *Chapter 6 describes the structure and functions of Congress. Links to the House of Representatives and the Senate are available.*
- *Chapter 7 examines the judiciary and focuses on the federal court system. A link to the Supreme Court web site provides an in depth investigation of this court and its decisions.*

SS-H-1.2.2 The principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights) protect individual rights and promote the "common good."

- *Chapter 2 examines the federal government and discusses the limits placed on it by the Constitution. Separation of powers and checks and balances are two of the concepts presented.*

All citizens of the United States have certain responsibilities as members of a democratic society.

SS-H-1.3.1 The rights of one individual (e.g., smoking in public places, free speech) may at times, be in conflict (e.g., slander, libel) with the rights of another.

- *Chapter 9 examines an individual's rights as determined by the Bill of Rights and subsequent Constitutional amendments.*

SS-H-1.3.2 The rights of an individual (e.g., Freedom of Information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., national security, environmental regulations, censorship).

- *Chapter 9 contains a link to the Departments of Justices' Freedom of Information Act. Students can learn about the parameters of this Act and how it affects individuals and groups.*

SS-H-1.3.3 In order for the U.S. government to function as a democracy and preserve individual rights, citizens must assume responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as a juror; paying taxes; complying with local, state, and federal laws; serving in the armed forces) for its functioning.

- *Chapter 14 explores the role and rights of citizens in a democratic society.*
- *Chapter 15 examines the voting process.*
- *Chapter 12 discusses the need for taxation as a means of paying for government.*