

**Foundations Series: American Government, © 2010**

Correlated to:

**Maryland State Standards for Political Science**

<b>MARYLAND STATE STANDARDS FOR POLITICAL SCIENCE</b>	<b>FOUNDATIONS SERIES: AMERICAN GOVERNMENT, © 2010</b>
<b>Standard 1</b>	
Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.	
<b>EXPECTATION</b>	
1. The student will demonstrate understanding of the structure and functions of government and <u>politics</u> in the United States	
<b>TOPIC</b>	
A. The Foundations and Function of Government	
<b>INDICATOR</b>	
1. The student will evaluate how the principles of government assist or impede the functioning of government (1.1.2).	
<b>Assessment limits:</b>	
<ul style="list-style-type: none"> <li>Concepts: <u>federalism</u>, <u>separation of powers</u>, <u>checks and balances</u>, <u>judicial review</u>, <u>representative democracy</u>, <u>limited government</u>, <u>rule of law</u>, individual rights and responsibilities, <u>consent of the governed</u>, <u>majority rule</u>, <u>popular sovereignty</u>, equal protection, and <u>eminent domain</u>. , <u>Federal</u> and Maryland <u>state</u> government: Legislative, Executive and Judicial powers, structure and organization. , Local government will be assessed in terms of powers and responsibilities. , Selection of National and Maryland <u>state</u> leaders: <u>Electoral College</u> and election/appointment processes</li> </ul>	
<b>OBJECTIVES</b>	
a. Evaluate the principles of <u>federalism</u> , representative <u>democracy</u> , <u>popular sovereignty</u> , <u>consent of the governed</u> , <u>separation of powers</u> , <u>checks and balances</u> , <u>rule of law</u> , <u>limited government</u> , <u>majority rule</u> and how they protect individual rights and impact the functioning of government	<b>SE/TE:</b> Representative democracy / government by popular consent, 9, 10; Majority rule, 14; Limited government, 22, 32, 40, 52, 52p, 469–470, 605; Representative government, 22, 675; Separation of powers, 32, 40, 52–53, 52, 605; Checks and balances, 32, 40, 53–55, 53, 54, 208, 605, 676; Popular sovereignty, 32, 50, 51, 52, 62–63, 557, 558–560, 605; Rule of law, 41, 52, 554; Federalism, 56, 62–63, 78–84, 88, 470–471
b. Explain how the powers of government are divided and shared on the <u>federal</u> and <u>state</u> levels including delegated, reserved and <u>concurrent powers</u>	<b>SE/TE:</b> Separation of powers, 32, 40, 52–53, 52, 605; Checks and balances, 32, 40, 53–55, 53, 54, 208, 605, 676; Federalism, 56, 62–63, 78–84, 88, 470–471; Concurrent powers, 82, 82, 83; National Government and the 50 States, 85–89; Local government and state government, 605, 639, 644–647
c. Analyze the principle of equal protection and how it has affected individual rights	<b>SE/TE:</b> Equal Protection Clause, 137, 527–528, 535, 536, 537, 648
d. Examine the purpose of <u>eminent domain</u> and how it affects citizens rights	<b>SE/TE:</b> Eminent domain, 263, 279
e. Describe the formal process for amending the <u>Constitution</u> and why this process is necessary	<b>SE/TE:</b> Formal Amendment, 60–66

**Foundations Series: American Government, © 2010**

**Correlated to:**

**Maryland State Standards for Political Science**

<b>MARYLAND STATE STANDARDS FOR POLITICAL SCIENCE</b>	<b>FOUNDATIONS SERIES: AMERICAN GOVERNMENT, © 2010</b>
f. Describe how the <u>Constitution</u> provides for <u>checks and balances</u> , such as Legislative overrides of vetoes, the limitations on the powers of the President and the appointment process (Unit 2)	<b>SE/TE:</b> Checks and balances, 32, 40, 53–55, 53, 54, 208, 605, 676
g. Explain the powers denied to the national and <u>state</u> governments including: <u>bills of attainder</u> , ex post facto laws and the suspension of habeas corpus in the <u>Constitution</u>	<b>SE/TE:</b> Powers denied to congress, C7; Powers denied to the states, C8; Bill of attainder, 505; Ex post facto law, 506; Writ of habeas corpus, 505, 508
h. Identify and explain the <u>implied powers</u> of Congress including the <u>Elastic Clause</u> (necessary and proper) and its effects on the functioning of government	<b>SE/TE:</b> Implied powers, 79, 80, 252, 254, 263, 264–265, 266–270, 267, 268; Necessary and Proper Clause (Elastic Clause), 80, 266, 267, 269
i. Describe the <u>bicameral</u> structure, powers and organization of the United States Congress and the Maryland <u>General Assembly</u>	<b>SE/TE:</b> Bicameral Congress, 232–234; House of Representatives, 236–239; The Senate, 240–241; Quick Study Guide & Assessment, 246, 247
j. Describe legislative tools that can be used during the law making process, such as <u>filibuster</u> , conference committees, and overriding a <u>veto</u>	<b>SE/TE:</b> Law-Making Process (Constitution), C5–C6; Veto, 53, 303, 355–356; Committees in Congress, 289–293; Making the Law: The House, 294–299; Making a Law: The Senate, 301–305; Conference committees, 292, 302; Filibuster, 300
k. Examine the powers and functions of local legislative bodies in Maryland, such as county councils, county commissioners, and city councils (Unit 3)	<b>SE/TE:</b> Counties, Towns, and Townships, 634–638; Cities and Metropolitan Areas, 639–643; Providing Vital Services, 644–646; State Government Revenue and Spending, 647; Financing State and Local Government, 648–653
l. Describe the structure, powers and <u>authority</u> of the executive branch on the <u>federal</u> , <u>state</u> , and local levels	<b>SE/TE:</b> Executive Branch (Constitution), C8–C11; The President’s Job Description, 314–317; The Growth of Presidential Power, 342–344; Expanding Presidential Powers, 345; The Executive Powers, 346–349; Diplomatic and Military Powers, 352–354; Legislative and Judicial Powers, 355–357; Executive Office of the President, 368–372; The Cabinet Departments, 373–376; The Governor and State Administration, 613–618
m. Analyze the degree to which the powers of the executive branch have changed over time, such as the <u>War Powers Act</u> (1973)	<b>SE/TE:</b> The Growth of Presidential Power, 342–344; Expanding Presidential Powers, 345
n. Describe the selection process for the president of the United States including the <u>Electoral College</u> (Unit 4)	<b>SE/TE:</b> Executive Branch (Constitution), C8–C10; Presidential Selection: The Framers’ Plan, 322–324; Presidential Nominations, 325–330; The Presidential Election, 331–335

**Foundations Series: American Government, © 2010**

**Correlated to:**

**Maryland State Standards for Political Science**

<b>MARYLAND STATE STANDARDS FOR POLITICAL SCIENCE</b>	<b>FOUNDATIONS SERIES: AMERICAN GOVERNMENT, © 2010</b>
o. Describe the powers, structure and organization of the <u>Federal</u> and Maryland court systems	<b>SE/TE:</b> Judicial Department, C11–C12; Judicial Review, 55, 57; Judicial Review, 58–59; The Federal Court System, 442–443; The National Judiciary, 444–448; Judicial Restraint vs. Activism, 449; The Inferior Courts, 450–453; The Supreme Court, 454–457; The Special Courts, 458–461
p. Explain the difference between <u>original jurisdiction</u> and <u>appellate jurisdiction</u>	<b>SE/TE:</b> Original jurisdiction, 446; appellate jurisdiction, 451
q. Explain how <u>judicial review</u> affects the functioning of government	<b>SE/TE:</b> Judicial Review, 55, 57; Judicial Review, 58–59
r. Analyze why the United States <u>Supreme Court</u> justices' interpretations of the <u>Constitution</u> change over time	<b>SE/TE:</b> Landmark Decisions of the Supreme Court, xvii, 58–59, 264–265, 350–351, 510–511, 532–533; Supreme Court, 454–457; Affirmative action and the Supreme Court, 535–538; also see: Supreme Court Cases, 55, 137, 139, 140, 141, 173, 238, 267, 279, 303, 455, 463, 471, 473, 474, 475, 476, 478, 479, 482, 485, 486, 487, 494, 495, 496, 497, 499, 502, 508, 512, 513, 514, 528–529, 536–537
s. Explain the methods of selecting <u>federal</u> justices/judges and Maryland judges (Unit 5)	<b>SE/TE:</b> How are federal judges appointed?, 446; also see: The Inferior Courts, 450–453; The Special Courts, 458–461
t. Describe an individual's legal obligations to obey the law, pay taxes, serve on a <u>jury</u> and serve as a <u>witness</u>	<b>SE/TE:</b> Responsibilities of citizenship, 15; Taxes and taxation, 137, 254, 255, 390, 391–392, 586, 647, 648–651, 652; Serving on a Jury, 623
u. Describe the election process in the United States including the nominating process, primary and general elections (Unit 7)	<b>SE/TE:</b> Presidential Nominations, 325–330; The Presidential Election, 331–335
<b>INDICATOR</b>	
<b>2.</b> The student will analyze historic documents to determine the basic principles of United States government and apply them to real-world situations (1.1.1).	
<b>Assessment limits:</b>	
<p><u>Historic Documents:</u> <u>Declaration of Independence</u>, <u>Articles of Confederation</u>, United States <u>Constitution</u> and the <u>Bill of Rights</u>. , Students are to know which rights/protections are addressed by the first ten amendments. Students are not expected to know the contents of any document by number. Other documents and amendments may be assessed, but excerpts will be provided. , <u>Basic principles:</u> <u>federalism</u>, <u>separation of powers</u>, <u>checks and balances</u>, <u>judicial review</u>, representative <u>democracy</u>, <u>limited government</u>, <u>rule of law</u>, individual rights and responsibilities, <u>consent of the governed</u>, <u>majority rule</u>, <u>popular sovereignty</u>, equal protection. ,</p>	
<b>OBJECTIVES</b>	
a. Describe the purposes of government, such as protecting individual rights, promoting the common good and providing economic security	<b>SE/TE:</b> Purpose of Government?, 6–7; Forms of Government, 9–12

**Foundations Series: American Government, © 2010**

**Correlated to:**

**Maryland State Standards for Political Science**

<b>MARYLAND STATE STANDARDS FOR POLITICAL SCIENCE</b>	<b>FOUNDATIONS SERIES: AMERICAN GOVERNMENT, © 2010</b>
b. Evaluate why governments are formed (Unit 1)	<b>SE/TE:</b> Origins of the State, 6–7; Forms of Government, 9–12; Origins of the Modern State, 552–555; Ideas and Revolutions, 557–563
c. Examine the fundamental principles of government and law developed by leading philosophers, such as Hobbes, Locke, Montesquieu and Rousseau	<b>SE/TE:</b> Origins of the State, 6–7; Forms of Government, 9–12; Basic Concepts of Democracy, 14–15; The Political Ideas of John Locke, 17; Our Political Beginnings, 22–26
d. Explain how <u>common law</u> and historic documents, such as <u>Magna Carta</u> , the English <u>Bill of Rights</u> and the Mayflower Compact influenced the framers of the <u>Constitution</u> and its development	<b>SE/TE:</b> Our Political Beginnings, 22–26; Mayflower Compact, 30, 670; Magna Carta, 558, 567, 669; Bill of Rights, English, 671
e. Analyze how the <u>Constitution</u> eliminated the weaknesses of the <u>Articles of Confederation</u>	<b>SE/TE:</b> The Critical Period, 33–35; Creating the Constitution, 36–40
f. Examine the <u>ratification</u> process of the <u>Constitution</u> and the arguments that occurred including the view points of the <u>Federalists</u> and the <u>Anti-Federalists</u>	<b>SE/TE:</b> Ratifying the Constitution, 41–43; The Federalist Papers, 41, 45, 548, 675, 676, 677
g. Explain the fundamental principles of American government contained in the <u>Declaration of Independence</u> , <u>Articles of Confederation</u> , United States <u>Constitution</u> and the Maryland <u>Constitution</u>	<b>SE/TE:</b> United States Constitution, C1–C25; Principles of Government, 2–3; Basic Concepts of Democracy, 14–15; Our Political Beginnings, 22–26; The Coming of Independence, 28–32; The Critical Period, 33–35; Creating the Constitution, 36–40
h. Analyze the <u>Preamble</u> as the mission statement of the <u>Constitution</u> of the United States	<b>SE/TE:</b> Preamble, C2, 7, 50, 51,
i. Identify the rights in the <u>Bill of Rights</u> and how they protect individuals and limit the power of government	<b>SE/TE:</b> Bill of Rights, U.S., 24, 62, 63, 468, 470–471
j. Apply the principles of <u>federalism</u> , <u>checks and balances</u> , <u>rule of law</u> , <u>judicial review</u> , <u>separation of powers</u> , <u>consent of the governed</u> and <u>majority rule</u> to real world situations	<b>SE/TE:</b> Majority rule, 14–15; Separation of powers, 32, 40, 52–53, 52, 605; Checks and balances, 32, 40, 53–55, 53, 54, 208, 605, 676; Rule of law, 41, 52, 554; Federalism, 56, 62–63, 78–84, 88, 470–471; Judicial Review, 55, 57, Judicial Review, 58–59
k. Explain how amendments to the <u>Constitution</u> expand or limit individual civil liberties, such as the 14th Amendment, 18th Amendment & proposed flag burning amendment (Unit 2)	<b>SE/TE:</b> Constitution Study Guide: Amendments, C1, C16–C25; U.S. Constitution, amending, 60–66, 68–71, 272; also see: Amendments 55, 73, 129–130, 131, 133, 136, 137, 138–139, 140–142, 167, 206, 207, 263, 268, 273, 316, 319–321, 323, 324, 332, 337, 470–471, 472–476, 498–500, 503, 504, 506, 507, 508, 512–515, 523, 527, 531, 536, 537, 540, 580

Foundations Series: American Government, © 2010

Correlated to:

Maryland State Standards for Political Science

MARYLAND STATE STANDARDS FOR POLITICAL SCIENCE	FOUNDATIONS SERIES: AMERICAN GOVERNMENT, © 2010
<b>INDICATOR</b>	
<b>3.</b> The student will evaluate roles and policies the government has assumed regarding public issues (1.1.3).	
<b>Assessment limits:</b>	
<ul style="list-style-type: none"> <li>Public issues: <u>Environment</u> (pollution, land use), <u>Entitlements</u> (Social Security, welfare) Health care and public health (costs, substance abuse, diseases) Censorship (<u>media, technology</u>) Crime (prevention, punishments) <u>Equity</u> (race, ethnicity, <u>region</u>, religion, gender, language, socioeconomic status, age, and individuals with disabilities.)</li> </ul>	
<b>OBJECTIVES</b>	
<p>a. Describe how executive departments and agencies enforce governmental policies that address public issues, such as the Center for Disease Control (CDC), <u>Federal Bureau of Investigation</u> (FBI), Environmental Protection Agency (EPA), Drug Enforcement Agency (DEA) (Unit 4)</p>	<p><b>SE/TE:</b> Independent Agencies, 377–382; also see: Environmental Protection Agency (EPA), 90, Federal Bureau of Investigation (FBI), 418, 504, Federal Communications Commission (FCC), 480, 481</p>
<p>b. Analyze significant issues in <u>domestic policy</u> and how they reflect the national interest, values and principles, such as healthcare, high level of security awareness, environmental concerns</p>	<p><b>SE/TE:</b> Government in Your Life, 8, 42, 55, 88, 189, 223, 258, 344, 381; Issues of Our Times, 90, 168, 647; Document-Based Assessment, 95, 201, 463; Political Cartoons, 382, 391, 585, 650; Fiscal and Monetary Policy, 400–401</p>
<p>c. Analyze the decisions made by the government on domestic issues and their effect on society, such as <u>entitlements</u>, socioeconomic status, individuals with disabilities, welfare reform</p>	<p><b>SE/TE:</b> Entitlement programs, 396, 645–646; Unemployment insurance, 391; Americans with Disabilities Act (1990), 537; Welfare, 645–646</p>
<p>d. Evaluate the effects of crime and crime prevention as a public <u>policy</u> issue on government spending, quality of life and campaign issues</p>	<p><b>SE/TE:</b> Police Power, 496; Balancing Security and Liberty, 504; Punishment, 512–515</p>
<p>e. Evaluate the effect that international, national, and regional interests have on shaping environmental <u>policy</u>, such as logging forested areas, oil drilling, pollution, nuclear power, or alternative energy sources</p>	<p><b>SE/TE:</b> Environmental Protection Agency (EPA), 90; Environment, 184, 213, 371; Environmental Quality, Council on, 371</p>
<p>f. Define public health and health care issues and evaluate existing government <u>policy</u>, such as smoking in public <u>places</u>, <u>Medicare</u> and <u>Medicaid</u></p>	<p><b>SE/TE:</b> Health care and insurance, 184, 221, 585; Medicare, 391; Health and Human Services, Department of, 396; Medicaid, 645</p>

**Foundations Series: American Government, © 2010**

**Correlated to:**

**Maryland State Standards for Political Science**

<b>MARYLAND STATE STANDARDS FOR POLITICAL SCIENCE</b>	<b>FOUNDATIONS SERIES: AMERICAN GOVERNMENT, © 2010</b>
g. Evaluate censorship of the <u>media</u> and <u>technology</u> as a public <u>policy</u> issue, such as obscene material and mass <u>media</u> , right to privacy, internet filters, hate speech, intellectual property, or invasive <u>technology</u>	<b>SE/TE:</b> Censors, 481; also see: freedom of speech, 468, 469, 477–482, 477p, 517
h. Describe public policies that promote <u>equity</u> , such as <u>affirmative action</u> , and Higher Education Act <u>Title IX</u> (1972)	<b>SE/TE:</b> Civil Rights Acts, 139, 268, 302, 302p, 523, 525, 529, 534; Title IX, 535, 537; Affirmative action, 536–538
i. Describe how the United States provides national and international service programs to meet the critical needs of society, such as <u>AmeriCorps</u> , Peace Corps (Unit 6)	<b>SE/TE:</b> Peace Corps, 371
<b>TOPIC</b>	
<b>B. Individual and Group Participation in the Political System</b>	
<b>INDICATOR</b>	
<b>1.</b> The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental <u>policy</u> and institutions (1.1.4).	
<b>Assessment limits:</b>	
Political parties, <u>interest groups</u> , lobbyists, candidates, citizens, and the impact of the <u>media</u> on elections, elected officials and <u>public opinion</u> . , <u>Referendum</u> and <u>initiative</u> processes. ,	
<b>OBJECTIVES</b>	
a. Explain how <u>initiative</u> , <u>referendum</u> , and recall are opportunities for individuals and groups to initiate change in <u>state</u> and local government <u>policy</u>	<b>SE/TE:</b> Initiatives and referendums, 611; recall process, 614–615
b. Analyze the external factors that influence the law-making process including the roles of the <u>media</u> , lobbyists, Political Action Committees (PACs), special- <u>interest groups</u> , citizens and <u>public opinion</u> (Unit 3)	<b>SE/TE:</b> Mass Media and Public Opinion, 180–181; The Formation of Public Opinion, 182–185; Measuring Public Opinion, 186–191; Conducting a Poll, 192; The Mass Media, 193–199; Interest groups, 204–205, 206–209, 210–215, 217–223; Lobbyists, 216
c. Analyze the role of the <u>media</u> , special- <u>interest groups</u> , and <u>public opinion</u> in influencing the <u>policy</u> and decisions of the executive branch (Unit 4)	<b>SE/TE:</b> Mass Media and Public Opinion, 180–181; The Formation of Public Opinion, 182–185; Measuring Public Opinion, 186–191; Conducting a Poll, 192; The Mass Media, 193–199; Interest groups, 204–205, 206–209, 210–215, 217–223; Lobbyists, 216
d. Evaluate how the <u>media</u> , political parties, special- <u>interest groups</u> , lobbyists, Political Action Committees (PACs) influence <u>public opinion</u> and government policies	<b>SE/TE:</b> Mass Media and Public Opinion, 180–181; The Formation of Public Opinion, 182–185; Measuring Public Opinion, 186–191; Conducting a Poll, 192; The Mass Media, 193–199; Interest groups, 204–205, 206–209, 210–215, 217–223; Lobbyists, 216

**Foundations Series: American Government, © 2010**

Correlated to:

**Maryland State Standards for Political Science**

MARYLAND STATE STANDARDS FOR POLITICAL SCIENCE	FOUNDATIONS SERIES: AMERICAN GOVERNMENT, © 2010
e. Evaluate the reliability and influence of the <u>media</u> on elections, elected officials and <u>public opinion</u>	<b>SE/TE:</b> The Formation of Public Opinion, 182–185; Measuring Public Opinion, 186–191; The Mass Media, 193–199
f. Describe the roles of political parties in the United States and how they influence elections, elected officials and <u>public opinion</u>	<b>SE/TE:</b> Political Parties, 100–101, 102–107, 108–112, 113–116, 118–121; Working on a Political Campaign, 117
g. Describe how citizens, candidates, campaigns and campaign financing influence the political process in the United States	<b>SE/TE:</b> Political Parties, 100–101, 102–107, 108–112, 113–116, 118–121; Working on a Political Campaign, 117; Voter Behavior, 144–149; Casting Your Vote, 143; The Formation of Public Opinion, 182–185; Measuring Public Opinion, 186–191
h. Analyze the roles of participants in the election process including voting, contributing, and electioneering	<b>SE/TE:</b> Voter Behavior, 144–149; Casting Your Vote, 143; Elections, 163–167; Money and Elections, 169–175
i. Analyze how citizens make informed decisions regarding candidates, issues, and policies	<b>SE/TE:</b> Voter Behavior, 144–149; Casting Your Vote, 143
j. Describe the importance of being informed on civic issues, volunteering and public service	<b>SE/TE:</b> Voter Behavior, 144–149; Casting Your Vote, 143; also see: “Citizenship 101,” 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623
k. Analyze various methods that individuals or groups may use to influence laws and governmental policies including <u>petitioning</u> , letter writing and acts of <u>civil disobedience</u> (Unit 7)	<b>SE/TE:</b> Suffrage and Civil Rights, 138–142; Voter Behavior, 144–149; Casting Your Vote, 143; Interest groups, 204–205, 206–209, 210–215, 217–223; Lobbyists, 216; Civil rights movement, 520–521, 534–535
<b>EXPECTATION</b>	
2. The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order.	
<b>TOPIC</b>	
C. Protecting Rights and Maintaining Order	
<b>INDICATOR</b>	
1. The student will analyze the impact of landmark <u>Supreme Court</u> decisions on governmental powers, rights, and responsibilities of citizens in our changing society (1.2.1).	
<b>Assessment limits:</b>	
<i>Marbury v. Madison, McCulloch v. Maryland, Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Gideon v. Wainwright, Tinker v. Des Moines Board of Education, and New Jersey v. T.L.O.</i> , Other cases that address the same issues could be used, but information about these cases will be provided in the item. ,	
<b>OBJECTIVES</b>	
a. Analyze the United States <u>Supreme Court</u> case <i>Marbury v. Madison</i> (1803) and the establishment of <u>judicial review</u>	<b>SE/TE:</b> Judicial Review, 55, 57; Marbury v. Madison, 58–59

**Foundations Series: American Government, © 2010**

**Correlated to:**

**Maryland State Standards for Political Science**

<b>MARYLAND STATE STANDARDS FOR POLITICAL SCIENCE</b>	<b>FOUNDATIONS SERIES: AMERICAN GOVERNMENT, © 2010</b>
<p>b. Analyze the historical expansion of the powers of the <u>federal</u> government by examining the United States Supreme Court case <i>McCulloch v. Maryland</i> (1819)</p>	<p><b>SE/TE:</b> <i>McCulloch v. Maryland</i>, 264–265</p>
<p>c. Analyze how the <u>Supreme Court</u> decisions in <i>Plessy v. Ferguson</i> (1896) and <i>Brown v. Board of Education of Topeka</i> (1954) impacted the rights of individuals</p>	<p><b>SE/TE:</b> <i>Brown v. Board of Education of Topeka</i> (1954), 528–529, 533; <i>Plessy v. Ferguson</i>, 532, 536</p>
<p>d. Examine the significance of the United States <u>Supreme Court's</u> decisions on the rights of those accused of crimes in the cases <i>Gideon v. Wainwright</i> (1963) and <i>Miranda v. Arizona</i> (1966)</p>	<p><b>SE/TE:</b> <i>Miranda v. Arizona</i>, 510–511; also see: <i>Miranda Rule</i>, 508</p>
<p>e. Examine the expansion or restriction of student rights in the cases <i>Tinker v. Des Moines School District</i> (1969) and <i>New Jersey v. T.L.O</i> (1985)</p>	<p><b>SE/TE:</b> Opportunities to address this standard may be found on the following pages: students' rights, 478</p>
<p>f. Examine the impact of United States <u>Supreme Court</u> decisions on minority and <u>civil rights</u> issues, such as <i>Regents of the University of California v. Bakke</i> (1978)</p>	<p><b>SE/TE:</b> <i>Regents of the University of California v. Bakke</i> (1978), 537</p>
<p>g. Evaluate the decisions of the United States <u>Supreme Court</u> that have limited or expanded the liberties of citizens, such as <i>Schenck v. U.S.</i> (1919), <i>Gitlow v. New York</i> (1925), <i>Engel v. Vitale</i> (1962), <i>Katz v. U.S.</i> (1967), <i>Hazelwood School District v. Kuhlmeier</i> (1988), <i>Texas v. Johnson</i> (1989) (Unit 5)</p>	<p><b>SE/TE:</b> <i>Gitlow v. New York</i> (1925), 471; <i>Schenck v. United States</i> (1919), 478, 479; <i>Katz v. United States</i> (1967), 502</p>



Foundations Series: American Government, © 2010

Correlated to:

Maryland State Standards for Political Science

MARYLAND STATE STANDARDS FOR POLITICAL SCIENCE	FOUNDATIONS SERIES: AMERICAN GOVERNMENT, © 2010
<b>INDICATOR</b>	
2. The student will analyze legislation designed to protect the rights of individuals and groups and to promote <u>equity</u> in American society (1.2.2).	
<b>Assessment limits:</b>	
<u>Legislation that addresses the rights of individuals and groups:</u> minority and women’s rights, <u>civil rights (affirmative action)</u> , and Native American rights. Legislation that addresses immigration policies. Information about the legislation will be provided in the item.,	
<b>OBJECTIVES</b>	
a. Evaluate the effectiveness of legislation in promoting <u>equity</u> and civil rights, such as the <u>Civil Rights Act</u> (1964), Voting Rights Act (1965), Higher Education Act <u>Title IX</u> (1972), Indian Education Act (1972), Americans with Disabilities Act (ADA 1990) and Individuals with Disabilities Education Act (IDEA 1997)	<b>SE/TE:</b> Voting Rights Acts, 129, 131, 132, 136, 151, 303, 523; Suffrage and Civil Rights, 138–142; Individuals with Disabilities Education Act (IDEA), 268; Civil Rights Acts, 302, 523, 525, 529, 534, 535, 536; Title IX, 535; Americans with Disabilities Act (1990), 537
b. Examine immigration policies the government has implemented, such as the Immigration Reform and Control Act (1986) and the Immigration Act of 1990	<b>SE/TE:</b> Immigration Acts, 541, 542
c. Identify the purpose of <u>affirmative action</u> and explain how the implementation of <u>affirmative action</u> has changed over time (Unit 3)	<b>SE/TE:</b> Affirmative action, 535–538
<b>INDICATOR</b>	
3. The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety (1.2.3).	
<b>Assessment limits:</b>	
Presidential use of power and executive orders on rights, order, and/or safety. National government agencies actions affecting rights, order and/or safety. <u>State</u> actions affecting rights, order and/or safety. ,	
<b>OBJECTIVES</b>	
a. Describe the purpose, limitations and impact of executive orders in maintaining order and providing safety for citizens	<b>SE/TE:</b> Executive orders, 347
b. Explain how executive departments and <u>regulatory agencies</u> assist in maintaining order and protecting the safety of the <u>nation</u> , such as the Department of Defense (DOD), <u>Federal</u> Bureau of Investigation (FBI), Department of Homeland Security (DHS)	<b>SE/TE:</b> Defense, Department of, 196, 373, 396, 414–417; Homeland Security Act (2002), 346, 375, 396, 418–420; Regulatory commissions, 380; Federal Bureau of Investigation (FBI), 418, 504

**Foundations Series: American Government, © 2010**

**Correlated to:**

**Maryland State Standards for Political Science**

<b>MARYLAND STATE STANDARDS FOR POLITICAL SCIENCE</b>	<b>FOUNDATIONS SERIES: AMERICAN GOVERNMENT, © 2010</b>
c. Analyze the impact of national emergencies on the expansion of the powers of the government	<b>SE/TE:</b> The Growth of Presidential Power, 342–344; Expanding Presidential Powers, 345; Executive orders, 347; also see: Diplomatic and Military Powers, 352–354
d. Analyze the relationship between governmental <u>authority</u> and maintaining order under the <u>rule of law</u>	<b>SE/TE:</b> Balancing Security and Liberty, 504; also see: Freedom and Security of the Person, 498–503
e. Describe how the governor of Maryland can use <u>executive power</u> to maintain order and safety in the <u>state</u> , such as calling out the National Guard in the case of a natural disaster (Unit 4)	<b>SE/TE:</b> Governor’s executive powers, 615; National Guard, 258
f. Examine the impact of government decisions on individuals and groups, such as approval policies of the Food and Drug Administration (FDA), environmental standards set by the Environmental Protection Agency (EPA), regulations by the Maryland Department of the <u>Environment</u>	<b>SE/TE:</b> Environmental Protection Agency (EPA), 90; Environment, 184, 213, 371; Environmental Quality, Council on, 371
g. Evaluate the role of <u>state</u> and national governments concerning issues related to public safety and maintaining order, such as crime prevention, changes in driver's license requirements, seat belt laws, and immunization shots (Unit 6)	<b>SE/TE:</b> Police Power, 496; Balancing Security and Liberty, 504; Punishment, 512–515; also see: Environmental Protection Agency (EPA), 90; Environment, 184, 213, 371; Environmental Quality, Council on, 371
<b>INDICATOR</b>	
<b>4.</b> The student will evaluate the principle of due process (1.2.4).	
<b>Assessment limits:</b>	
Fifth Amendment <u>due process clause</u> , Fourteenth Amendment <u>due process clause</u> , Procedural due process and the <u>incorporation doctrine</u> under the Fourteenth Amendment. , Information about due process cases will be provided in the item. ,	
<b>OBJECTIVES</b>	
a. Explain the meaning of <u>due process of law</u> as set forth in the Fifth Amendment	<b>SE/TE:</b> Fifth Amendment, C17, 62, 263, 470, 506, 508, 527, 580; Due process of law, 494–497
b. Explain how <u>procedural due process</u> limits the powers of government and protects the accused	<b>SE/TE:</b> Due Process Clause, 470–471, 472, 500, 503, 506
c. Explain why it is necessary to have both substantive and <u>procedural due process</u>	<b>SE/TE:</b> Due Process Clause, 470–471, 472, 500, 503, 506; Due process of law, 494–497

**Foundations Series: American Government, © 2010**

Correlated to:

**Maryland State Standards for Political Science**

<b>MARYLAND STATE STANDARDS FOR POLITICAL SCIENCE</b>	<b>FOUNDATIONS SERIES: AMERICAN GOVERNMENT, © 2010</b>
d. Analyze the implications and applications of the Fourteenth Amendment, focusing on the due process and equal protection clauses	<b>SE/TE:</b> Fourteenth Amendment, due process and, 494–497, 500, 506
e. Explain how the <u>Supreme Court</u> used the <u>incorporation doctrine</u> to expand the influence of the <u>due process clause</u> of the Fourteenth Amendment in cases, such as <i>Gitlow v. New York</i> (1925), <i>Near v. Minnesota</i> (1931), <i>Mapp v. Ohio</i> (1961) (Unit 5)	<b>SE/TE:</b> <i>Gitlow v. New York</i> (1925), 471; <i>Near v. Minnesota</i> (1931), 479
<b>INDICATOR</b>	
5. The student will analyze elements, proceedings, and decisions related to criminal and <u>civil law</u> (1.2.5).	
<b>Assessment limits:</b>	
Compare and contrast the elements, proceedings and decisions in civil and <u>criminal law</u> . , <u>Civil law:</u> <u>plaintiff</u> , <u>defendant</u> , contract, <u>breach of contract</u> , torts (lawsuits involving negligence), <u>damages</u> , <u>preponderance of evidence</u> , petit <u>jury</u> , and out-of-court settlements. , <u>Criminal law:</u> <u>defendant</u> , <u>prosecutor</u> , <u>reasonable doubt</u> , <u>felony</u> , <u>misdemeanor</u> , <u>grand jury</u> , <u>indictment</u> , <u>probable cause</u> , <u>presumption of innocence</u> , <u>plea bargaining</u> , <u>writ of habeas corpus</u> , and <u>subpoena</u> . ,	
<b>OBJECTIVES</b>	
a. Describe the role of the courts in settling disputes between individuals	<b>SE/TE:</b> Civil cases, 450, 624; Civil law, 620–621
b. Analyze alternatives to <u>litigation</u> in the United States legal system for maintaining order and resolving conflicts including out-of-court settlements, <u>arbitration</u> and <u>mediation</u>	<b>SE/TE:</b> Opportunities to address this standard may be found on the following pages: Civil cases, 450, 624; Civil law, 620–621
c. Identify the elements of <u>civil law</u> including: <u>plaintiff</u> , <u>defendant</u> , contract, <u>breach of contract</u> , torts, <u>damages</u> , <u>preponderance of evidence</u> , petit <u>jury</u>	<b>SE/TE:</b> Opportunities to address this standard may be found on the following pages: Civil cases, 450, 624; Civil law, 620–621
d. Identify the elements of <u>criminal law</u> including: <u>defendant</u> , <u>prosecutor</u> , <u>reasonable doubt</u> , <u>felony</u> , <u>misdemeanor</u> , <u>grand jury</u> , <u>indictment</u> , <u>probable cause</u> , <u>presumption of innocence</u> , <u>plea bargaining</u> , <u>writ of habeas corpus</u> , <u>subpoena</u>	<b>SE/TE:</b> Rights of the Accused, 505–509; <i>Miranda vs. Arizona</i> , 510–511; Punishment, 512–515

**Foundations Series: American Government, © 2010**  
**Correlated to:**  
**Maryland State Standards for Political Science**

<b>MARYLAND STATE STANDARDS FOR POLITICAL SCIENCE</b>	<b>FOUNDATIONS SERIES: AMERICAN GOVERNMENT, © 2010</b>
<p>e. Compare the proceedings of civil and criminal cases including: <u>grand jury</u>, <u>petit jury</u>, <u>indictment</u>, standards of proof (<u>beyond a reasonable doubt</u> and preponderance of the evidence), <u>plea bargaining</u>, <u>probable cause</u>, <u>writ of habeas corpus</u>, and <u>subpoena</u> (Unit 5)</p>	<p><b>SE/TE:</b> Civil cases, 450, 624; Civil law, 620–621; Rights of the Accused, 505–509; Miranda vs. Arizona, 510–511; Punishment, 512–515</p>
<p>Note: The V.S.C. High School American Government course contains objectives that are compiled and tagged by corresponding unit. The titles of the units are:            Unit 1. PURPOSES, FORMS, AND TYPES OF POLITICAL AND ECONOMIC STRUCTURES            Unit 2. FOUNDATIONS AND PRINCIPLES OF GOVERNMENT AND THE CONSTITUTION            Unit 3. LEGISLATIVE BRANCHES (NATIONAL, STATE AND LOCAL)            Unit 4. EXECUTIVE BRANCHES (NATIONAL, STATE AND LOCAL)            Unit 5. JUDICIAL BRANCHES (NATIONAL AND STATE)            Unit 6. DOMESTIC AND FOREIGN POLICY            Unit 7. PARTICIPATION IN GOVERNMENT</p>	