



We the People - The Citizen and the Constitution



State Correlations for Alabama Course of Study, Alabama High School
 Graduation Exam and SAT-10
 Level III
 12th Grade

TWELFTH GRADE AMERICAN GOVERNMENT

COS	SAT 10	AHSGE	We the People Resources	Content Standards
Alabama Course of Study; Social Studies; Bulletin 2004; effective 2005-06 school year; page 88; Objective 1	None	None	<p>Lesson 1: What Did the Founders Think About Constitutional Government pp. 3-10</p> <p>Lesson 2: What Ideas About Civic Life Informed The Founding Generation? pp.11-18</p> <p>Lesson 4: What Were The British Origins of American Constitutionalism? pp. 27-34</p> <p>Lesson 5: What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Hold? pp. 35-42</p> <p>Lesson 6: Why Did American Colonists Want To Free Themselves from Great Britain? pp. 43-48</p> <p>Lesson 36: How Have American Political Ideas And the American Constitutional System Influenced Other Nations? pp. 269-276</p>	<p>Identify origins and functions of government. Examples: origins—evolution of law from divine law, natural law, common law, ancient Greek and Roman law, and British Common Law; functions—establishing order, protecting property</p> <ul style="list-style-type: none"> • Comparing essential characteristics of limited and unlimited governments throughout the world, including constitutional, authoritarian, and totalitarian governments
Alabama Course of Study; Social Studies; Bulletin 2004; effective 2005-06	None	Social Studies Item Specifications for the AHSGE; Bulletin 2000; No. 49; Standard II; Objective 1; page 9; Objective 2; page 14	<p>Lesson 1: What Did the Founders Think About Constitutional Government pp. 3-10</p> <p>Lesson 7: What Basic Ideas About Government and Rights did the State Constitutions Include? pp. 49-56</p>	<p>Analyze purposes, organization, functions, and principles of the Constitution of the United States and the Bill of Rights.</p> <ul style="list-style-type: none"> • Comparing government structure under the Articles of Confederation with government structure under the Constitution of the United States • Comparing arguments for establishing a government with three separate branches, including views presented in the Federalist Papers regarding the

<p>COS school year; page 88; Objective 2</p>	<p>SAT 10</p>	<p>AHSGE</p>	<p>We the People Resources</p>	<p>Content Standards</p>
			<p>Lesson 8: What were the Articles of Confederation, and Why Did Some Founders Want to Change Them? pp. 59-66</p> <p>Lesson 9: How Was The Philadelphia Convention Organized? pp. 67-72</p> <p>Lesson 10: Why Was Representation A Major Issue At The Philadelphia Convention? pp. 73-78</p> <p>Lesson 11: What Questions Did The Framers Consider In Designing The Three Branches of The National Government. pp. 79-84.</p> <p>Lesson 12: How Did The Delegates Distribute Powers Between National And State Governments? pp. 85-90</p> <p>Lesson 13: What Was The Anti-Federalist Position In The Debate About Ratification pp. 91-96</p> <p>Lesson 14: What Was The Federalist Position In The Debate About Ratification pp. 97-102</p> <p>Lesson 26: How Does American Federalism Work? pp. 183-190</p> <p>Lesson 27: What Are Bills of Rights and What Kinds of Rights Does the U.S. Bill of Rights Protect? pp. 193-200</p> <p>Lesson 28:How Does the First Amendment Affect the Establishment and Free Exercise of Religion? pp. 201-206</p> <p>Lesson 29: How Does the First Amendment Protect Free Expression? pp. 207-214</p>	<p>branches of government</p> <ul style="list-style-type: none"> • Explaining the necessity for and inclusion of a system of checks and balances <p>Example: Federalist argument in favor of checks and balances</p> <ul style="list-style-type: none"> • Explaining the necessity for including a Bill of Rights in the Constitution of the United States <p>Examples: differences in the Federalist/Anti-Federalist arguments, George Mason’s views on the Bill of Rights</p> <ul style="list-style-type: none"> • Outlining the process of amending the Constitution of the United States

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Alabama Course of Study; Social Studies; Bulletin 2004; effective 2005-06 school year; page 89; Objective 4	None	Social Studies Item Specifications for the AHSGE; Bulletin 2000; No. 49; Standard II; Objective 2; page 14	Lesson 7: What Basic Ideas About Government and Rights did the State Constitutions Include? pp. 49-56	Describe specific functions, organization, and purposes of state and local governments. Examples: functions—providing educational funding, ensuring personal security, regulating transportation <ul style="list-style-type: none"> • Analyzing the 1901 Constitution of Alabama to determine its impact on local funding and campaign reform • Describing the influence of special interest groups on state government
Alabama Course of Study; Social Studies; Bulletin 2004; effective 2005-06 school year; page 89; Objective 5	None	None	Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment Changed the Constitution? pp. 129-134 Lesson 20: How Has the Right To Vote Been Expanded Since the Adoption of the Constitution? pp. 135-140	trace the expansion of suffrage and its effect on the political system of the United States. example: suffrage for non-property owners, women, African Americans, and persons 18 years of age <ul style="list-style-type: none"> • Describing implications of participation of large numbers of minorities and women in parties and campaigns • Describing the impact of the Selma-to-Montgomery march on the passage of the Voting Rights Act of 1965
Alabama Course of Study; Social Studies; Bulletin 2004; effective 2005-06 school year; page 90; Objective 9	None	None	Lesson 21: What is the Role of Congress in American Constitutional Democracy? pp. 143-150 Lesson 22: How does Congress Perform its Functions in the American Constitutional System? pp. 151-160	Identify constitutional provisions of the legislative branch of the government of the United States. Example: checks by the legislative branch on other branches of government <ul style="list-style-type: none"> • Comparing rules of operation and hierarchies of the House and Senate Example: roles of the Speaker of the House, Senate pro tem, majority and minority leaders, and party whips • Tracing the legislative process, including types of votes and committee action, from a bill’s presentation to presidential action • Identifying committee structure and types of committees • Discussing problems concerning redistricting as populations shift Example: gerrymandering
Alabama Course of Study; Social Studies; Bulletin	None	None	Lesson 15: How Have Amendments and Judicial Review Changed the Constitution pp. 105-110	Identify constitutional provisions of the executive branch and judicial branches of the government of the United States. Examples: checks by the executive branch on other branches of government, powers and duties as head of state and head of government

<p>COS 2004; effective 2005-06 school year; pages 91 and 92; Objectives 10 and 11</p>	<p>SAT 10</p>	<p>AHSGE</p>	<p>We the People Resources</p>	<p>Content Standards</p>
			<p>Lesson 16: What is the Role of Political Parties In the Constitutional System pp. 111-116</p> <p>Lesson 23: What is the Role of the President in the American Constitutional System? pp. 161-170</p> <p>Lesson 24: How are National Laws Administered in the American Constitutional System? pp. 171-176</p>	<ul style="list-style-type: none"> • Identifying constitutional provisions regarding the office of President of the United States Examples: term of office, qualifications, electoral college, impeachment and removal, Amendment 25 (line of succession and disability), formal powers • Identifying informal powers of the President of the United States Examples: press conferences, State of the Union address, total media access, head of party, symbolic power of the Oval Office • Identifying the influence of White House staff on the President of the United States • Identifying powers held by the President’s Cabinet Examples: roles of Cabinet secretaries, appropriations by Congress, appointment and confirmation, operation of organization • Comparing characteristics of the President of the United States with characteristics of the electorate Examples: socioeconomic status, level of education • Identifying factors that influence voters’ choices of presidential candidates Example: characteristics of candidates in relation to the electorate Examples: checks by the executive branch on other branches of government, powers and duties as head of state and head of government <ul style="list-style-type: none"> • Identifying constitutional provisions regarding the office of President of the United States Examples: term of office, qualifications, electoral college, impeachment and removal, Amendment 25 (line of succession and disability), formal powers • Identifying informal powers of the President of the United States Examples: press conferences, State of the Union address, total media access, head of party, symbolic power of the Oval Office • Identifying the influence of White House staff on the President of the United States • Identifying powers held by the President’s Cabinet Examples: roles of Cabinet secretaries, appropriations by Congress, appointment and confirmation, operation of organization • Comparing characteristics of the President of the United States with characteristics of the electorate Examples: socioeconomic status, level of education • Identifying factors that influence voters’ choices of presidential candidates

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Alabama Course of Study; Social Studies; Bulletin 2004; effective 2005-06 school year; page 92; Objective 13	None	Social Studies Item Specifications for the AHSGE; Bulletin 2000; No. 49; Standard II; Objective 2; page 14	<p>Lesson 37: What Key Challenges Does the United States Face in the Future? pp. 277-284</p> <p>Lesson 38: What Are the Challenges of the Participation of the United States in World Affairs? pp. 285-294</p> <p>Lesson 39: What Does Returning To Fundamental Principles Mean? pp. 295-302</p>	<p>Example: characteristics of candidates in relation to the electorate</p> <p>Explain the foreign policy of the United States and national security interests as they pertain to the role of the United States in the world community.</p> <ul style="list-style-type: none"> • Discussing the changing role of the foreign policy of the United States <p>Examples: economic, scientific, humanitarian, cultural, technological, political</p> <ul style="list-style-type: none"> • Identifying positive and/or negative consequences of foreign policy decisions <p>Examples: shifting alliances as a result of foreign policy decisions, financial costs, terrorism, foreign stability</p> <ul style="list-style-type: none"> • Identifying traditional foreign policy allies of the United States and potential areas of current and future intervention