

# American Government v6 – Content Unit Correlation

Standards Report – showing Matching Content Units as of 1/28/2008

Grades: 12

States: CT

Subjects: Social Studies

Connecticut Standards - Social Studies

**DOMAIN / CONTENT STANDARD** CT.1. History: Historical Thinking: Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.

**CONTENT / PERFORMANCE STANDARD** 1.1. Formulate historical questions and hypotheses from multiple perspectives, using multiple sources.  
**Grade 12**  
Module 2: The National Archives  
Module 3: The Supreme Court  
Module 4: Capitol Hill  
Module 5: The White House  
Module 6: Local Congressional Office

**CONTENT / PERFORMANCE STANDARD** 1.2. Gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.  
**Grade 12**  
Module 2: The National Archives  
Module 3: The Supreme Court  
Module 4: Capitol Hill  
Module 5: The White House  
Module 6: Local Congressional Office

**CONTENT / PERFORMANCE STANDARD** 1.4. Describe the multiple intersecting causes of events.  
**Grade 12**  
Module 4: Capitol Hill  
Module 5: The White House

**CONTENT / PERFORMANCE STANDARD** 1.5. Use primary source documents to analyze multiple perspectives.  
**Grade 12**  
Module 3: The Supreme Court

**DOMAIN / CONTENT STANDARD** CT.2. History: Local, United States and World History: Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

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CONTENT /  
PERFORMANCE  
STANDARD

- 2.1. Demonstrate an understanding of major events and trends in world history, United States and local history from all historical periods and from all the regions of the world.

**Grade 12**

Module 2: The National Archives

Module 3: The Supreme Court

CONTENT /  
PERFORMANCE  
STANDARD

- 2.2. Locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location.

**Grade 12**

Module 1: Intern Orientation

Module 2: The National Archives

Module 3: The Supreme Court

CONTENT /  
PERFORMANCE  
STANDARD

- 2.3. Explain relationships among the events and trends studied in local, national and world history.

**Grade 12**

Module 1: Intern Orientation

Module 2: The National Archives

Module 3: The Supreme Court

DOMAIN / CONTENT  
STANDARD

- CT.3. History: Historical Themes: Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

CONTENT /  
PERFORMANCE  
STANDARD

- 3.6. Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.

**Grade 12**

Module 3: The Supreme Court

DOMAIN / CONTENT  
STANDARD

- CT.4. History: Applying History: Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

CONTENT /  
PERFORMANCE  
STANDARD

- 4.1. Initiate questions and hypotheses about historic events they are studying

**Grade 12**

Module 1: Intern Orientation

Module 2: The National Archives

Module 3: The Supreme Court

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### CONTENT / PERFORMANCE STANDARD

- 4.2. Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making.

#### **Grade 12**

Module 5: The White House

### CONTENT / PERFORMANCE STANDARD

- 4.5. Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

#### **Grade 12**

Module 1: Intern Orientation

Module 2: The National Archives

Module 3: The Supreme Court

Module 4: Capitol Hill

Module 5: The White House

### DOMAIN / CONTENT STANDARD

- CT.1. Civics and Government: United States Constitution and Government: Students will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state and national decisions.

### CONTENT / PERFORMANCE STANDARD

- 1.1. Apply an understanding of historical and contemporary conflicts over Constitutional principles.

#### **Grade 12**

Module 2: The National Archives

### CONTENT / PERFORMANCE STANDARD

- 1.2. Analyze historical and contemporary conflicts through the respective role of local, state and national governments.

#### **Grade 12**

Module 1: Intern Orientation

Module 2: The National Archives

Module 6: Local Congressional Office

### CONTENT / PERFORMANCE STANDARD

- 1.3. Explain how the design of the U.S. Constitution is intended to balance and check the powers of the branches of government.

#### **Grade 12**

Module 1: Intern Orientation

Module 2: The National Archives

Module 5: The White House

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PERFORMANCE  
STANDARD

- 1.4. Analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons.  
**Grade 12**  
Module 2: The National Archives  
Module 3: The Supreme Court

CONTENT /  
PERFORMANCE  
STANDARD

- 1.5. Explain why state and federal court powers of judicial review reflect the United States idea of constitutional government.  
**Grade 12**  
Module 2: The National Archives  
Module 3: The Supreme Court

CONTENT /  
PERFORMANCE  
STANDARD

- 1.6. Evaluate the contemporary roles of political parties, associations, media groups and public opinion in local, state and national politics.  
**Grade 12**  
Module 4: Capitol Hill  
Module 5: The White House

DOMAIN / CONTENT  
STANDARD

- CT.2. Civics and Government: Rights and Responsibilities of Citizens: Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

CONTENT /  
PERFORMANCE  
STANDARD

- 2.2. Identify and explain characteristics needed for effective participation in public life.  
**Grade 12**  
Module 6: Local Congressional Office

CONTENT /  
PERFORMANCE  
STANDARD

- 2.3. Establish, explain and apply criteria to evaluate rules and laws.  
**Grade 12**  
Module 1: Intern Orientation

CONTENT /  
PERFORMANCE  
STANDARD

- 2.4. Monitor and influence the formation and implementation of policy through various forms of participation.  
**Grade 12**  
Module 1: Intern Orientation  
Module 4: Capitol Hill  
Module 6: Local Congressional Office

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STANDARD

- 2.5. Take a position on a current policy issue and attempt to influence its formation, development and implementation.  
**Grade 12**  
Module 1: Intern Orientation  
Module 4: Capitol Hill  
Module 6: Local Congressional Office

DOMAIN / CONTENT  
STANDARD

- CT.3. Civics and Government: Political Systems: Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

CONTENT /  
PERFORMANCE  
STANDARD

- 3.1. Evaluate the importance of developing self-government so as to restrict arbitrary power.  
**Grade 12**  
Module 1: Intern Orientation

CONTENT /  
PERFORMANCE  
STANDARD

- 3.2. Analyze and evaluate the advantages and disadvantages of limited and unlimited government.  
**Grade 12**  
Module 1: Intern Orientation

CONTENT /  
PERFORMANCE  
STANDARD

- 3.3. Compare two or more constitutions and how they promote the principles of their respective political systems and provide the basis for government.  
**Grade 12**  
Module 2: The National Archives

CONTENT /  
PERFORMANCE  
STANDARD

- 3.4. Describe how constitutions may limit government in order to protect individual rights and promote the common good.  
**Grade 12**  
Module 2: The National Archives

CONTENT /  
PERFORMANCE  
STANDARD

- 3.5. Explain how purposes served by government have implications for the individual and society.  
**Grade 12**  
Module 1: Intern Orientation

DOMAIN / CONTENT  
STANDARD

- CT.4. Civics and Government: International Relations: Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community,

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state and nation.

CONTENT /  
PERFORMANCE  
STANDARD

- 4.1. Describe how the United States influences other governments and international organizations and how the United States, in turn, is influenced by them.

**Grade 12**

Module 5: The White House

CONTENT /  
PERFORMANCE  
STANDARD

- 4.2. Analyze and evaluate the significance of major U.S. foreign policies and major international events and conditions over time.

**Grade 12**

Module 5: The White House

CONTENT /  
PERFORMANCE  
STANDARD

- 4.3. Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues.

**Grade 12**

Module 5: The White House

CONTENT /  
PERFORMANCE  
STANDARD

- 4.4. Analyze the respective roles of the executive and legislative branches in developing and implementing foreign policy.

**Grade 12**

Module 2: The National Archives

Module 4: Capitol Hill

Module 5: The White House

CONTENT /  
PERFORMANCE  
STANDARD

- 4.5. Identify and analyze the various domestic, political, economic and social interests which play roles in the development of foreign policy.

**Grade 12**

Module 5: The White House

CONTENT /  
PERFORMANCE  
STANDARD

- 4.6. Describe and analyze the process by which foreign policy decisions are developed and executed.

**Grade 12**

Module 5: The White House

DOMAIN / CONTENT  
STANDARD

- CT.4. Geography: Human and Environmental Interaction: Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

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PERFORMANCE  
STANDARD

4.1. Use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.

**Grade 12**  
Module 5: The White House

DOMAIN / CONTENT  
STANDARD

CT.2. Economics: Economic Systems: Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

CONTENT /  
PERFORMANCE  
STANDARD

2.8. Explain reasons for government action in the economy, including providing public goods and services, maintaining competition, redistributing income, promoting employment, stabilizing prices and sustaining reasonable rates of economic growth.

**Grade 12**  
Module 5: The White House  
Module 6: Local Congressional Office

CONTENT /  
PERFORMANCE  
STANDARD

2.9. Analyze the impact of specific government actions in the economy on different groups, including consumers, employees and businesses.

**Grade 12**  
Module 5: The White House

DOMAIN / CONTENT  
STANDARD

CT.3. Economics: Economic Interdependence: Students will demonstrate how the exchange of goods and services by individuals, groups and nations create economic interdependence and change.

CONTENT /  
PERFORMANCE  
STANDARD

3.2. Evaluate the effects of national policies (e.g., on trade, immigration and foreign investments, as well as fiscal and monetary policies) on the international exchange of goods, services and investments.

**Grade 12**  
Module 5: The White House