

U.S. Government Final Exam Review

Topic; Final Exam Review 5

Date; 12 May 2017

State Standards used in this Unit/Lesson (✓)		
<p>SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.</p> <p>a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights.</p> <p>b. Analyze the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), and Montesquieu (The Spirit of Laws) as they affect our concept of government.</p> <p>SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.</p> <p>a. Compare and contrast the Declaration of Independence and the Social Contract Theory.</p> <p>b. Evaluate the Declaration of Independence as a persuasive argument.</p> <p>SSCG3 The student will demonstrate knowledge of the United States Constitution.</p> <p>a. Explain the main ideas in debate over ratification; include those in The Federalist.</p> <p>b. Analyze the purpose of government stated in the Preamble of the United States Constitution.</p> <p>c. Explain the fundamental principles upon which the United States Constitution is based; include the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.</p> <p>SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.</p> <p>a. Describe the structure and powers of the legislative, executive, and judicial branches.</p> <p>b. Explain the relationship between the three branches in a system of checks and balances and separation of powers.</p> <p>SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.</p> <p>a. Explain the relationship of state governments to the national government.</p> <p>b. Define the difference between enumerated and implied powers.</p> <p>c. Describe the extent to which power is shared.</p> <p>d. Identify powers denied to state and national governments.</p> <p>e. Analyze the ongoing debate that focuses on the balance of power between state and national governments.</p> <p>f. Analyze the supremacy clause found in Article VI and the role of the U.S. Constitution as the "supreme law of the land."</p> <p>g. Explain the meaning of the Pledge of Allegiance to the flag of the United States.</p> <p>SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.</p> <p>a. Examine the Bill of Rights with emphasis on First Amendment freedoms.</p> <p>b. Analyze due process law expressed in the 5th and 14th Amendments.</p> <p>c. Explain selective incorporation of the Bill of Rights.</p> <p>d. Explain how government seeks to maintain the balance between individual liberties and the public interest.</p> <p>e. Explain every citizen's right to be treated equally under the law.</p> <p>SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.</p> <p>SSCG8 The student will demonstrate knowledge of local, state, and national elections.</p> <p>a. Describe the organization, role, and constituencies of political parties.</p> <p>b. Describe the nomination and election process.</p> <p>c. Examine campaign funding and spending.</p> <p>d. Analyze the influence of media coverage, campaign advertising, and public opinion polls.</p> <p>e. Identify how amendments extend the right to vote.</p> <p>SSCG9 The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house.</p>		
<p>SSCG10 The student will describe the legislative process including the roles played by committees and leadership.</p> <p>a. Explain the steps in the legislative process.</p> <p>b. Explain the function of various leadership positions within the legislature.</p> <p>SSCG11 The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process.</p> <p>a. Explain the function of lobbyists.</p> <p>b. Describe the laws and rules that govern lobbyists.</p> <p>c. Explain the function of special interest groups.</p> <p>SSCG12 The student will analyze the various roles played by the President of the United States; include: Commander-in-Chief of the Armed Forces, chief executive, chief agenda setter, representative of the nation, chief of state, foreign policy leader, and party leader.</p> <p>SSCG13 The student will describe the qualifications for becoming President of the United States.</p> <p>a. Explain the written qualifications for President of the United States.</p> <p>b. Describe unwritten qualifications common to past presidents.</p> <p>SSCG14 The student will explain the impeachment process and its usage for elected officials.</p> <p>a. Explain the impeachment process as defined in the U.S. Constitution.</p> <p>b. Describe the impeachment proceedings of Andrew Johnson and Bill Clinton.</p> <p>SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.</p> <p>a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.</p> <p>b. Explain the functions of the Cabinet.</p> <p>SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.</p> <p>a. Explain the jurisdiction of the Supreme Court, federal courts and the state courts.</p> <p>b. Examine how John Marshall established the Supreme Court as an independent, coequal branch of government through his opinions in Marbury v. Madison.</p> <p>c. Describe how the Supreme Court decides cases.</p> <p>d. Compare the philosophies of judicial activism and judicial restraint.</p> <p>SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.</p> <p>a. Examine the legislative, executive, and judicial branches.</p> <p>b. Examine the structure of local governments with emphasis on county, city, and town.</p> <p>c. Identify current state and local officials.</p> <p>d. Analyze the relationship among state and local governments.</p> <p>e. Evaluate direct democracy by the initiative, referendum, and recall processes.</p> <p>SSCG18 The student will demonstrate knowledge of the powers of Georgia's state and local governments.</p> <p>a. Examine the powers of state and local government.</p> <p>b. Examine sources of revenue received by each level of government.</p> <p>c. Analyze the services provided by state and local government.</p> <p>SSCG19 The student will compare and contrast governments that are unitary, con-federal, and federal; autocratic, oligarchic and democratic; and presidential and parliamentary.</p> <p>SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy; economic, military, and humanitarian aid; treaties; sanctions and military intervention).</p> <p>SSCG21 The student will describe the causes and effects of criminal activity.</p> <p>a. Examine the nature and causes of crimes.</p> <p>b. Explain the effects criminal acts have on their intended victims.</p> <p>c. Categorize different types of crimes.</p> <p>d. Explain the different types of defenses used by perpetrators of crime.</p> <p>SSCG22 The student will demonstrate knowledge of the criminal justice process.</p> <p>a. Analyze the steps in the criminal justice process.</p> <p>b. Explain an individual's due process rights.</p> <p>c. Describe the steps in a criminal trial or civil suit.</p> <p>d. Examine the different types of sentences a convicted person can receive.</p>		
Classroom Instruction		
<p><u>Opening (0-10)</u></p> <ul style="list-style-type: none"> Final Exam Introduction 	<p><u>Work Session (40)</u></p> <ul style="list-style-type: none"> Final Review Text Sheet Final Review Question Sheets 	<p><u>Closing (10)</u></p> <ul style="list-style-type: none"> Review Final Review Instruction
Unit Key Terms and Concepts		
<p>Various Key Terms and Concepts See Word Wall</p>		
Essential Questions		
<ul style="list-style-type: none"> What are the Key Terms and Concepts that relate to this test? 		