

# High School Content Expectations



## SOCIAL STUDIES

- World History and Geography
- United States History and Geography
- Civics
- Economics

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# Welcome to Michigan's High School Social Studies Content Standards and Expectations

## Why Develop Content Standards and Expectations for High School?

In 2004, the Michigan Department of Education embraced the challenge to initiate a “high school redesign” project. Since then, the national call to create more rigorous learning for high school students has become a major priority for state leaders across the country. The Cherry Commission Report highlighted several goals for Michigan including the development of high school content expectations that reflect both a rigorous and a relevant curricular focus. Dovetailing with this call to “curricular action” is Michigan’s legislative change in high school assessment. The Michigan Merit Exam, based on rigorous high school learning standards, was implemented in 2007 and will be fully aligned with these expectations by 2010.

The Michigan Department of Education’s Office of School Improvement led the development of high school content expectations. Content area work groups submitted content expectation drafts to a web-based state wide review. Following the web based review, a scholarly review by experts outside of Michigan was completed to identify the national stature of the document and recommended changes. The content standards and expectations presented in this document reflect the ideas expressed in the extensive field and national reviews, and comments made by the State Board of Education.

The Michigan Curriculum Framework’s Content Standards and Benchmarks for Social Studies represent the full scope of the social studies curriculum. The High School Content Expectations (HSCE) establish what every student is expected to know by the end of high school. Social Studies High School Content Expectations are not a social studies curriculum nor are they intended to limit what is taught. They are meant to be used as a guide for both curriculum development and assessment of learning, and the Michigan Merit exam.

## An Overview

The content expectations contained in this document reflect best practices and current research in the teaching and learning of social studies. They build from the Michigan Social Studies Curriculum Framework Standards and Benchmarks (1996) and include The Michigan State Board of Education’s Policy on Learning Expectations for Michigan Students (2002). These standards and expectations represent a vision for a rigorous and relevant high school experience for all Michigan students over the next five to ten years. Special attention has been paid to national research and support for the skills that prepare students for successful post-secondary educational engagement and future roles in the work place.

The standards and expectations are closely aligned with the following national standards and frameworks: *National Standards for Civics and Government* (1994); *National Content Standards in Economics* (1997); *National Geography Standards: Geography for Life*, (1994); *National Standards for History Basic Education* (1996); *National Standards for United States History: Exploring the American Experience*, (1993); *National Standards for World History: Exploring Paths to the Present*, (1993); National Assessment Governing Board’s U.S. History, Civics, and Economics Frameworks for the 2006 NAEP Assessments, and Geography Framework for the 1994 and 2001 NAEP Assessments; and *Expectations of Excellence: Curriculum Standards for Social Studies*, (1994). Students whose work is guided by these standards and expectations will be prepared for responsible citizenship, post-secondary education, and the workplace.

# Process for Creating Content Expectations

## Extant Michigan Documents

- Michigan Curriculum Framework Standards and Benchmarks, 1996
- High School Content Expectations Document 6/06 Draft
- Outside Reviews

## National Civics Standards

## National Economics Standards

## National Geography Standards

## National Standards in U.S. History

## National Standards in World History

## National Council of Social Studies Curriculum Standards

## College Readiness Recommendations

- ACT “College Readiness Standards”
- ACT “Reading Between the Lines”
- College Board “Standards for College Success”
- “Understanding University Success”

## National Assessment Frameworks

- National Assessment Governing Board – NAEP
- College Board – AP, SAT II
- International Baccalaureate – IB

## Academic Work Groups

## Standards Review

- Fordham
- Independent Reviews
- Shanker Institute
- Review of Michigan Content

## Draft Content Expectations

## Exemplary State Standards

- Alabama
- California
- Georgia
- Indiana
- Massachusetts
- Minnesota
- New York
- Virginia

## Review and Revisions

## Social Studies Content Expectations

## UNDERSTANDING THE ORGANIZATIONAL STRUCTURE

The High School Standards and Content Expectations for Social Studies are organized by Course/Credit title. In addition to defining specific disciplinary knowledge and skills for each course/credit, they include standards and expectations in two other important categories: General Social Science Knowledge and Processes and Skills for Social Studies. The Structure is shown below. The skills and content addressed in these standards and expectations will, in practice, be integrated into the social studies curriculum in powerful and engaging units of instruction. These expectations are meant to inform curriculum and assessment development.

<b>High School Social Studies Organizational Chart</b>			
<b>World History and Geography</b>	<b>U.S. History and Geography</b>	<b>Civics</b>	<b>Economics</b>
<i>General Social Science Knowledge</i>	<i>General Social Science Knowledge</i>	<i>General Social Science Knowledge</i>	<i>General Social Science Knowledge</i>
K1 General Knowledge Defining Characteristics Relationships and Patterns Perspectives and Diversity Current Events and Issues Integration and General Understanding	K1 General Knowledge Defining Characteristics Relationships and Patterns Perspectives and Diversity Current Events and Issues Integration and General Understanding	K1 General Knowledge Defining Characteristics Relationships and Patterns Perspectives and Diversity Current Events and Issues Integration and General Understanding	K1 General Knowledge Defining Characteristics Relationships and Patterns Perspectives and Diversity Current Events and Issues Integration and General Understanding
<i>Social Studies Processes and Skills</i>	<i>Social Studies Processes and Skills</i>	<i>Social Studies Processes and Skills</i>	<i>Social Studies Processes and Skills</i>
P1 Reading and Communication P2 Inquiry, Research, and Analysis P3 Public Discourse and Decision Making P4 Citizen Involvement	P1 Reading and Communication P2 Inquiry, Research, and Analysis P3 Public Discourse and Decision Making P4 Citizen Involvement	P1 Reading and Communication P2 Inquiry, Research, and Analysis P3 Public Discourse and Decision Making P4 Citizen Involvement	P1 Reading and Communication P2 Inquiry, Research, and Analysis P3 Public Discourse and Decision Making P4 Citizen Involvement
<i>Disciplinary Knowledge</i>	<i>Disciplinary Knowledge</i>	<i>Disciplinary Knowledge</i>	<i>Disciplinary Knowledge</i>
W1 Historical and Geographical Knowledge and Perspective W2 Historical and Geographical Analysis and Interpretation W3 Global Analysis of World History Eras 5 - 9 Foundations Era 5 - 1000 - 1500 Era 6 - 15th - 18th Centuries Era 7 - 18th Century - 1914 Era 8 - 1900 - 1945 Era 9 - 1945 - present	U1 Historical and Geographical Knowledge and Perspective U2 Historical and Geographical Analysis and Interpretation U3 Thematic Analysis of U.S. History Eras 6 - 9 Foundations Era 6 - 1870 - 1930 Era 7 - 1920 - 1945 Era 8 - 1945 - 1989 Era 9 - 1980 - present	C1 Conceptual Foundations of Civic and Political Life C2 Origins and Foundations of U.S. C3 Functioning of U.S. Government C4 The United States in World Affairs C5 Idea of Citizenship in the United States C6 Citizenship in Action	E1 Business Choices E2 Role of Government E3 Economic Systems E4 Trade E5 Personal Finance

## CURRICULUM AND ASSESSMENT

This document is intended to support conversations at the school and district level that result in rigorous and relevant curriculum that will prepare students for college and the workplace.

**As stakeholders (e.g., teachers, administrators, school board members, parents, community members, students, local legislative representatives) work with these standards, they should consider the following questions:**

- How are these content standards and expectations reflected in our curriculum and instruction already?
- Where may the curriculum and instruction be strengthened to more fully realize the intent of these standards and expectations?
- What opportunities do these standards and expectations present to develop new and strengthen existing curriculum, leading to instructional excellence?
- How may the standards and expectations be implemented as we take into account what we know about our students, school, and community?
- How may the effectiveness with which our students and schools are meeting the standards and content expectations be assessed?
- How may school-based assessments (e.g., student portfolios, school-based writing assessments, teacher or classroom research, district-level assessments) be used to make data-driven decisions about teaching and learning?

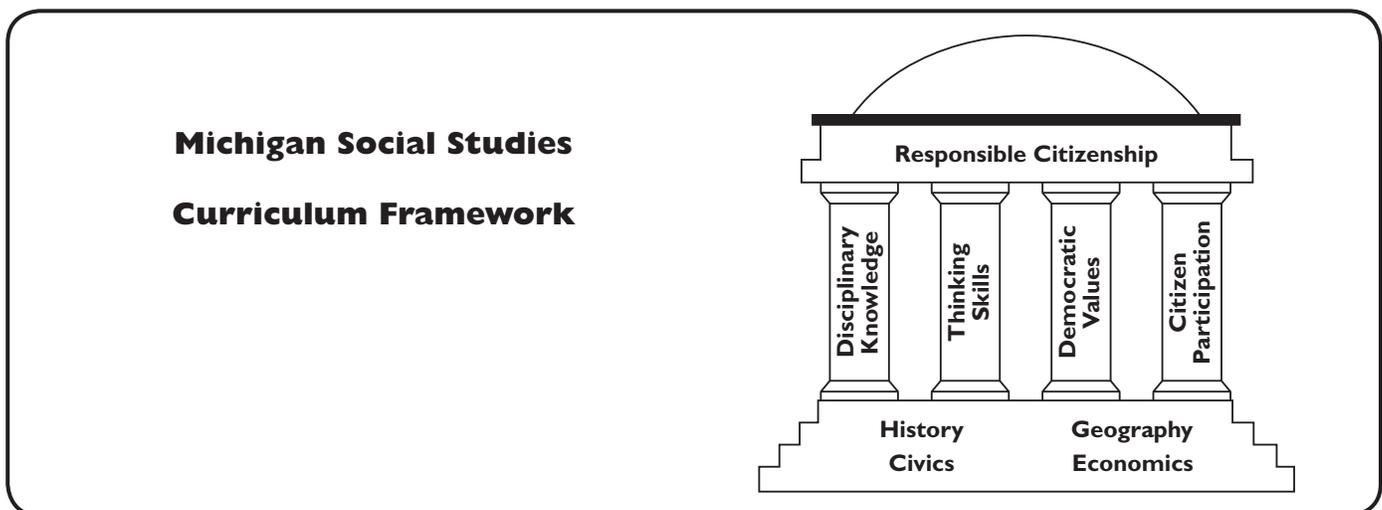
Through conversations about questions such as these, and building upon the multitude of existing strengths in our current high schools, voices of all stakeholders will participate in the important and continuing process of shaping instructional excellence in Michigan schools and preparing students for college and the workplace.

In 2002, the Michigan State Board of Education adopted the *Policy on Learning Expectations*. These Expectations and the High School Content Expectations are intended to work together to prepare Michigan’s students to face new challenges in an ever-changing world, and provide them with the knowledge and skills needed for future success and to be productive citizens. Students will be prepared to:

- Gather Information
- Understand Information
- Analyze Issues
- Draw and Justify Conclusions
- Organize and Communicate Information
- Think and Communicate Critically
- Learn and Consider Issues Collaboratively
- Learn Independently
- Create Knowledge
- Act Ethically

## SOCIAL STUDIES

Social Studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship and to make informed and reasoned decisions for the public good in a pluralistic, democratic society.



## Active Learning

Democracy requires active citizens. Responsible democratic action requires students to participate in our democracy while learning in the classroom. Teachers must engage students in activities to simultaneously learn about civic participation while engaging in the real civic life of their communities, our state, and our nation. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

### *The Responsible Citizen:*

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Uses methods of social science investigation to answer questions about society (Inquiry)
- Constructs and expresses reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

## Educating Citizens Beyond Social Studies

*“The current and future health of America’s 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy—21st Century Literacy—that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.”* —**21st Century Workforce Commission National Alliance of Business**

In order to thrive in a digital economy, students will need digital-age proficiencies. These proficiencies include:

- Basic, scientific, technological, financial, economic, and civic literacy
- Visual and information literacy
- Cultural literacy and global awareness
- Adaptability, ability to manage complexity, and self-direction
- Curiosity, creativity, and risk-taking
- Higher order thinking and sound reasoning
- Teaming and collaboration
- Personal and social responsibility
- Interactive communication
- Prioritizing, planning, and managing for results
- Effective use of real-world tools
- High quality results with real-world application

The use of technology is critical for responsible citizenship. Citizens must know how to read and comprehend narratives from a variety of sources, understand and use data effectively, as well as know how to compile and present data so they are valid and reliable. The development of vocabulary, critical to understanding and communication, is an important component of the social studies curriculum. Finally writing, especially expository, informational and persuasive writing, is an empowering skill needed by all citizens. The ability to clearly communicate one’s ideas and reasoned viewpoints is the hallmark of a responsible citizen.

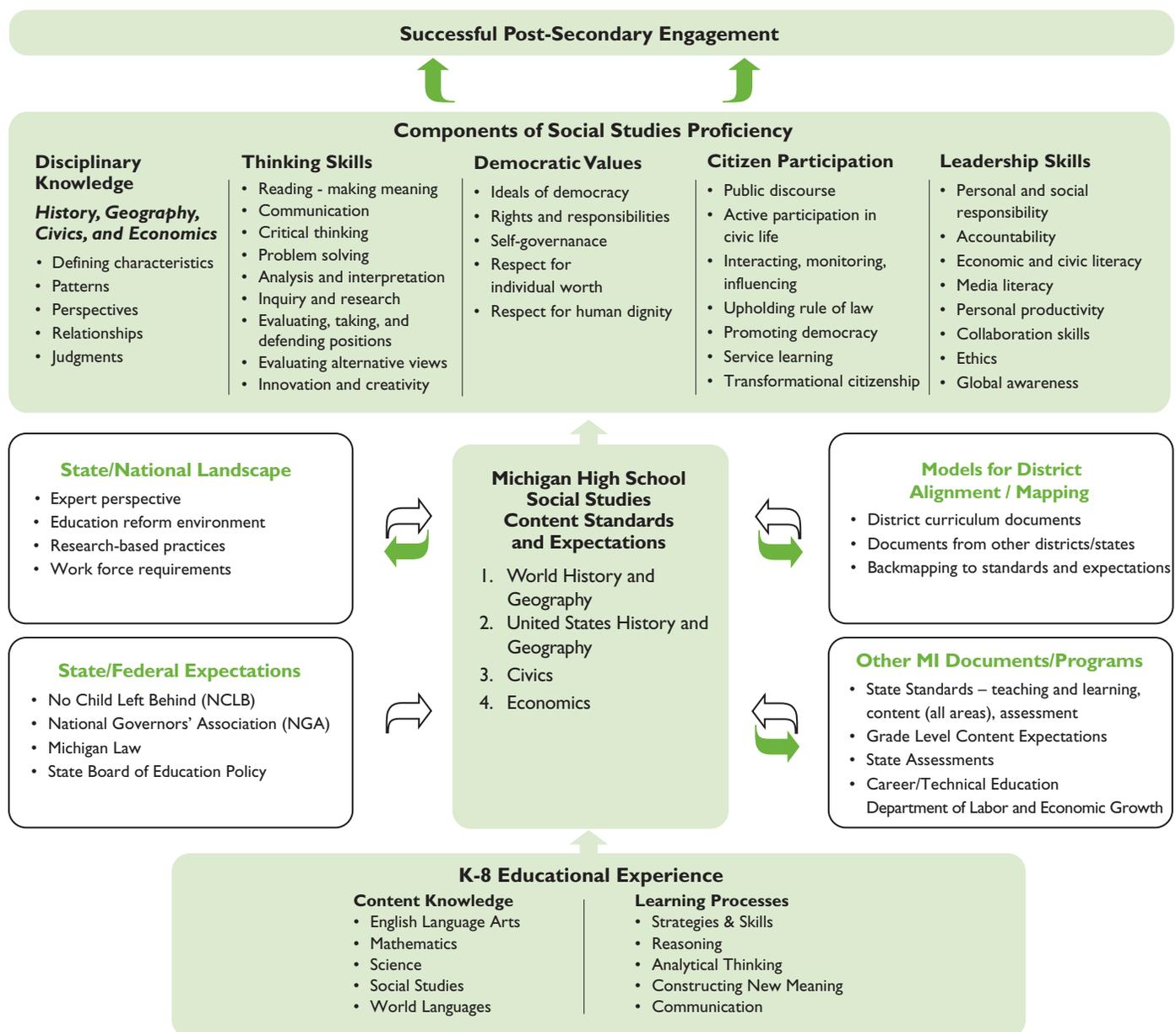
A companion document will address the correlation of social studies expectations with those of technology, reading, writing, mathematics, science, the arts, and the 21st Century Skills. Each of these subjects and literacies is necessary to reach the goal of the social studies curriculum — responsible citizenship.

# Preparing Students for Successful Post-Secondary Engagement

As educators use these standards and expectations to develop rigorous and relevant units of instruction, powerful and engaging learning activities, and challenging high school curricula, it is critical to keep in mind that content knowledge alone will not provide adequate preparation for success in entry-level university courses or entry-level positions in today's workforce.

Successful post-secondary engagement requires that students must be able to apply knowledge in new situations; to solve problems by generating new ideas; to make connections between what they read and hear in class, the world around them, and the future; and through their work, develop leadership qualities while still in high school.

Therefore, educators must model for and develop in students the knowledge, skills, and dispositions that will result in responsible citizenship and successful post-secondary engagement.



# Michigan High School Social Studies

## CIVICS

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## CIVICS

Citizenship, as the *National Assessment of Educational Progress* explains, is the “engine of constitutional democracy and a free society” and knowing our rights and responsibilities as citizens “fuels that engine.” Democratic societies do not function without the participation of informed and responsible citizens. The acquisition of knowledge and skills and the development of civic dispositions take place within a variety of contexts. Those of home, school, community, state, nation, and the world are especially important in civic education. They constitute the arenas in which citizens acquire knowledge and skills as well as put their knowledge and skills into practice. Since schools are the primary venue for imparting civic knowledge, skills, and dispositions to all citizens and future teachers, civic education is one of the central missions of public education. The education of the next generation of citizens is essential to the well-being of American constitutional democracy. Effective civic education also is important to civil society—that historically essential sector of society composed of nongovernmental voluntary, community, fraternal organizations, clubs, and religious institutions.

To participate effectively, American citizens need intellectual and participatory skills, as well as knowledge about their government and society. Acquisition of civic knowledge and skills makes possible a reasoned commitment to those fundamental values and principles essential to the preservation and improvement of American constitutional democracy. Sustained and systematic attention to civics, government, and civil society in the K–12 curriculum enables students to build on the knowledge they acquire in each successive grade. Therefore, students’ understanding of civic life, politics, and government should increase both in scope and depth as they progress through the elementary, middle, and high school years. In addition, their command of essential intellectual and participatory skills should continue to develop as they move toward the assumption of the full rights and responsibilities of citizenship.

The Michigan Content Expectations in Civics, in line with National Civics Standards and the NAEP framework, has three interrelated components: knowledge, intellectual and participatory skills, and civic dispositions.

The **knowledge component** is organized around five significant and enduring questions. These questions have continued to engage not only political philosophers and politicians, but are questions that do—or should—engage every thoughtful citizen.

What are civic life, politics and government?

What are the origins and foundations of the American political system?

How does the government established by the Constitution function to embody the purposes, values and principles of American democracy?

What is the relationship of the United States to other nations and its role in world affairs?

What are the roles of citizens in American democracy?

Knowledge, while essential, is not sufficient for effective citizenship. Citizenship requires the use of knowledge to think and act in a reasoned manner. The **intellectual and participatory skills component** of civic education enables students to learn and apply civic knowledge in the many and varied roles of citizens. These skills help citizens identify, describe, explain, and analyze information and arguments as well as evaluate, take, and defend positions on public policies. Participatory skills enable citizens to monitor and influence public and civic life by working with others, clearly articulating ideas and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict.

Central to civic life are what the NAEP framework, quoting Alexis de Tocqueville, refers to as the “habits of the heart,” or the **civic dispositions**. Beyond mere knowledge or participation skills, these reflect the core democratic values and include becoming an independent member of society; respecting individual worth and human dignity; assuming the personal, political, and economic responsibilities of a citizen; abiding by the “rules of the game,” such as accepting the legitimate decisions of the majority while protecting the rights of the minority; participating in civic affairs in an informed, thoughtful, and effective manner; and promoting the healthy and lawful functioning of American constitutional democracy.

# Civics Content Expectations

## Components of Civics Proficiency

### Civics Knowledge

- 1 What are civic life, politics, and government?
- 2 What are the foundations of the American political system?
- 3 How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- 4 What is the relationship of the United States to other nations and to world affairs?
- 5 What are the roles of citizens in American democracy?

### Intellectual Skills

- identifying and describing
- explaining and analyzing
- evaluating, taking, and defending positions

### Participatory Skills

- interacting
- monitoring
- influencing

### Civic Dispositions

- self-governance
- moral responsibility
- self-discipline
- respect for individual worth
- respect for human dignity
- participating in civic affairs
- promoting democracy

*adapted from Civics Framework for the 2006 NAEP*

## C1 - Conceptual Foundations



- Nature of Civic Life, Politics, and Government
- Alternative Forms of Government

## C2 - Origins/ Foundations of U.S. Government



- Origins of American Constitutional Government
- Fundamental Values and Constitutional Principles of American Government

## C3 - Functioning of U.S. Government



- Structure, Functions, and Enumerated Powers of National Government
- Powers and Limits on Powers
- Structure and Functions of State and Local Government
- System of Law and Laws
- Other Actors in the Policy Process

## C4 - U.S. in World Affairs



- Formation and Implementation of U.S. Foreign Policy
- U.S. Role in International Institutions and Affairs

## C5 - Citizenship in the U.S.



- The Meaning of Citizenship in the U.S.
- Becoming a Citizen
- Rights of Citizenship
- Responsibilities of Citizenship
- Dispositions of Citizenship

## C6 - Citizenship in Action



- Participating in Civic Life

## C7 - Civic Inquiry and Public Discourse



- Engaging in Civic Inquiry
- Constructing Reasoned Arguments

## **GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS**

- K1 General Knowledge
- PI Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Citizen Involvement

### **Civics Content Statement Outline**

#### **C1 – CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE**

- 1.1 Nature Of Civic Life, Politics, and Government
- 1.2 Alternative Forms of Government

#### **C2 – ORIGINS AND FOUNDATIONS OF U.S. GOVERNMENT**

- 2.1 Origins of American Constitutional Government
- 2.2 Fundamental Values and Constitutional Principles of American Citizenship

#### **C3 – FUNCTIONING OF U.S. GOVERNMENT**

- 3.1 Structure, Functions, and Enumerated Powers of National Government
- 3.2 Powers and Limits on Powers
- 3.3 Structure and Functions of State and Local Government
- 3.4 System of Law and Laws
- 3.5 Other Actors in the Policy Process

#### **C4 – THE UNITED STATES IN WORLD AFFAIRS**

- 4.1 Formation and Implementation of U.S. Foreign Policy
- 4.2 U.S. Role in International Institutions and Affairs

#### **C5 – CITIZENSHIP IN THE UNITED STATES**

- 5.1 The Meaning of Citizenship in the U.S.
- 5.2 Becoming a Citizen
- 5.3 The Rights of Citizenship
- 5.4 The Responsibilities of Citizenship
- 5.5 Dispositions of Citizenship

#### **C6 – CITIZENSHIP IN ACTION**

- 6.1 Participating in Civic Life

#### **C7 – CIVIC INQUIRY AND PUBLIC DISCOURSE**

- 7.1 Engaging in Civic Inquiry
- 7.2 Constructing Reasoned Arguments

## General Social Studies Knowledge, Processes, and Skills

### General Social Science Knowledge – embedded in civics standards and expectations

- K1.1 Know the defining characteristics of the discipline of civics.
- K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms and limitations of civics.
- K1.3 Understand and analyze social relationships and patterns.
- K1.4 Understand social and political perspectives.
- K1.5 Understand the diversity of human beings and human cultures.
- K1.6 Analyze events and circumstances from diverse perspectives.
- K1.7 Understand social problems, social structure, institutions, class, groups, and interaction.
- K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- K1.9 Integrate concepts from at least two different social studies disciplines.
- K1.10 Understand significant concepts, generalizations, principles, and theories of civics as a discipline.

### Social Studies Procedures and Skills – embedded in civics standards and expectations

#### **P1 Reading and Communication** – read and communicate effectively.

- P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- P1.3 Understand that diversity of interpretation arises from frame of reference.
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

#### **P2 Inquiry, Research, and Analysis** – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses; engage in reasoned and informed decision making that should characterize each citizen’s participation in American democracy.*

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

#### **P3 Public Discourse and Decision Making**

- P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions.
- P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

#### **P4 Citizen Involvement – Responsible Personal Conduct**

- P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
- P4.2 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

### Disciplinary Knowledge – Civics

- C1 Conceptual Foundations of Civic and Political Life – portions to Elem/MS**
- C2 Origins and Foundations of U.S. Government – Portions to MS**
- C3 Functioning of U.S. Government – Portions to Elem/MS**
- C4 The United States in World Affairs**
- C5 Idea of Citizenship in the United States**
- C6 Citizenship in Action**
- C7 Civic Inquiry and Public Discourse**

## CIVICS I CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE

### I.1 Nature of Civic Life, Politics, and Government

*Explain the meaning of civic life, politics, and government.*

- 1.1.1 Identify roles citizens play in civic and private life.
- 1.1.2 Identify and explain competing arguments about the necessity and purposes of government.
- 1.1.3 Explain the purposes of politics.

### I.2 Alternative Forms of Government

*Describe the features of constitutional government and contrast it with other forms of government.*

- 1.2.1 Distinguish between limited and unlimited governments and give examples of each.
- 1.2.2 Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom).
- 1.2.3 Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure.
- 1.2.4 Compare and contrast direct and representative democracy.

## 2 ORIGINS AND FOUNDATIONS OF U.S. GOVERNMENT

### 2.1 Origins of American Constitutional Government

*Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins.*

- 2.1.1 Identify and explain the fundamental values (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and central principles (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism) of American constitutional democracy.
- 2.1.2 Explain the historical and philosophical origins of American constitutional government based on ideas found in the Magna Carta, English Bill of Rights, the Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (such as the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.
- 2.1.3 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government.
- 2.1.4 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.

## CIVICS (CONT.)

- 2.1.5 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, suffrage, the Great Depression, and the civil rights movement.

### **2.2 Fundamental Values and Constitutional Principles of American Government**

*Explain how the American idea of constitutional government has shaped a distinctive American society.*

- 2.2.1 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women and the disadvantaged.
- 2.2.2 Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good).
- 2.2.3 Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail,” the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act).
- 2.2.4 Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations.

## **3 FUNCTIONING OF U.S. GOVERNMENT**

### **3.1 Structure, Functions, and Enumerated Powers of National Government**

*Describe how the national government is organized and what it does.*

- 3.1.1 Analyze the purposes, organization, functions and processes of the legislative branch as enumerated in Article I of the Constitution.
- 3.1.2 Analyze the purposes, organization, and functions of the executive branch as enumerated in Article II of the Constitution.
- 3.1.3 Analyze the purposes, organization, functions and processes of the judicial branch as enumerated in Article III of the Constitution.
- 3.1.4 Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission).
- 3.1.5 Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).
- 3.1.6 Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.
- 3.1.7 Explain why the national government is one of the enumerated powers while state governments are those of reserved powers.

## CIVICS (CONT.)

### 3.2 Powers and Limits on Powers

*Identify how power and responsibility are distributed, shared, and limited in American constitutional government.*

- 3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, checks and balances, republicanism, rule of law, individual rights, separation of church and state, and popular sovereignty serve to limit the power of government.
- 3.2.2 Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., *Marbury v. Madison*, *Gibbons v. Ogden*, *McCulloch v. Maryland*).
- 3.2.3 Identify specific provisions in the Constitution that limit the power of the national government.

### 3.3 Structure and Functions of State and Local Governments

*Describe how state and local governments are organized and what they do.*

- 3.3.1 Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the national government's power over the states (e.g., national government cannot abolish a state, Tenth Amendment reserves powers to the state).
- 3.3.2 Identify and define states' reserved and concurrent powers.
- 3.3.3 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.
- 3.3.4 Describe how the state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.
- 3.3.5 Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).
- 3.3.6 Evaluate the major sources of revenue for state and local governments.
- 3.3.7 Explain the role of state constitutions in state governments.

### 3.4 System of Law and Laws

*Explain why the rule of law has a central place in American society.*

- 3.4.1 Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like *Marbury v. Madison* and *U.S. v. Nixon*; practices such as submitting bills to legal counsel to ensure congressional compliance with the law).
- 3.4.2 Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury).
- 3.4.3 Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).
- 3.4.4 Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, national security, libel or slander, public safety, and equal opportunity).
- 3.4.5 Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.

## CIVICS (CONT.)

### 3.5 Other Actors in the Policy Process

*Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy.*

- 3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.
- 3.5.2 Describe the origin and the evolution of political parties and their influence.
- 3.5.3 Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).
- 3.5.4 Explain the concept of public opinion, factors that shape it, and alternative views on the role it should play in public policy.
- 3.5.5 Evaluate the actual influence of public opinion on public policy.
- 3.5.6 Explain the role of television, radio, the press, and the Internet in political communication.
- 3.5.7 In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.
- 3.5.8 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.
- 3.5.9 Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.

## 4 THE UNITED STATES IN WORLD AFFAIRS

### 4.1 Formation and Implementation of U.S. Foreign Policy

*Describe the formation and implementation of U.S. foreign policy.*

- 4.1.1 Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of fundamental values and principles, providing examples of how they were implemented and their consequences.
- 4.1.2 Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.
- 4.1.3 Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).
- 4.1.4 Explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully.

## CIVICS (CONT.)

### 4.2 U.S. Role in International Institutions and Affairs

*Identify the roles of the United States in international institutions and affairs.*

- 4.2.1 Describe how different political systems interact in world affairs with respect to international issues.
- 4.2.2 Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film).
- 4.2.3 Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy).
- 4.2.4 Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).
- 4.2.5 Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).
- 4.2.6 Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).

## 5 CITIZENSHIP IN THE UNITED STATES

### 5.1 The Meaning of Citizenship in the U.S.

*Describe the meaning of citizenship in the United States.*

- 5.1.1 Using examples, explain the idea and meaning of citizenship in the United States.
- 5.1.2 Compare the rights of citizenship Americans have as a member of a state and the nation.
- 5.1.3 Explain the relationship between the rights and responsibilities of citizenship (e.g., knowing about the laws that govern society, respecting and obeying those laws, participating in political life, staying informed and attentive about public issues, and voting).

### 5.2 Becoming a Citizen

*Describe how one becomes a citizen in the United States through birth or naturalization.*

- 5.2.1 Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.
- 5.2.2 Describe the process by which aliens become citizens.
- 5.2.3 Evaluate the criteria used for admission to citizenship in the United States.

## CIVICS (CONT.)

### 5.3 The Rights of Citizenship

*Identify the rights of citizenship.*

- 5.3.1 Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, and equal protection of the law).
- 5.3.2 Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).
- 5.3.3 Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).
- 5.3.4 Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.
- 5.3.5 Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.
- 5.3.6 Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.
- 5.3.7 Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.
- 5.3.8 Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
- 5.3.9 Use examples to explain why rights are not unlimited and absolute.

### 5.4 Responsibilities of Citizenship

*Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society.*

- 5.4.1 Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.
- 5.4.2 Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.
- 5.4.3 Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.

## CIVICS (CONT.)

### 5.5 Dispositions of Citizenship

*Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government.*

- 5.5.1 Describe dispositions thought to lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others).
- 5.5.2 Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance of ambiguity).
- 5.5.3 Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy.

## 6 CITIZENSHIP IN ACTION

### 6.1 Participating in Civic Life

*Describe multiple opportunities for citizens to participate in civic life.*

- 6.1.1 Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).
- 6.1.2 Distinguish between and evaluate the importance of political participation and social participation.
- 6.1.3 Describe and evaluate the effectiveness of ways individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees).
- 6.1.4 Evaluate the importance of voting by analyzing the impact of voter turnout and demographics on election results.
- 6.1.5 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
- 6.1.6 Explain the concept of civil disobedience.
- 6.1.7 Participate in a service-learning project and reflect upon experiences.
- 6.1.8 Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.
- 6.1.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

# CIVICS (CONT.)

## 7 CIVIC INQUIRY AND PUBLIC DISCOURSE

### 7.1 Engaging in Civic Inquiry

*Use forms of inquiry and means of public discourse necessary for the development of responsible citizens.*

- 7.1.1 Identify and research a significant political issue.
- 7.1.2 Identify and research various viewpoints on a controversial issue.
- 7.1.3 Locate and analyze primary and secondary sources to support an argument on a public issue.
- 7.1.4 Interpret and analyze non-text based information like maps, charts, tables, graphs, and cartoons.
- 7.1.5 Evaluate the importance of voting by analyzing the impact of voter turnout and demographics on election results.
- 7.1.6 Analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.

### 7.2 Constructing Reasoned Arguments

*Conduct reasoned arguments about public policy decisions.*

- 7.2.1 Evaluate the validity of primary and secondary sources and use them in constructing a persuasive argument on a public issue.
- 7.2.2 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences for each and proposing an action to address the issue or resolve the problem.
- 7.2.3 Use historical and contemporary examples to support an argument on a public issue.
- 7.2.4 Use information from non-text based information like maps, charts, tables, graphs, and cartoons to support a position on a public issue.
- 7.2.5 Write a persuasive essay on a public issue using constitutional principles and fundamental values of American constitutional democracy.
- 7.2.6 Take and advocate a position on a public policy issue at the local, state, or national level (e.g., revenue issues).
- 7.2.7 Examine ways individuals can participate in the political process at the local, state, and national levels, including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees.
- 7.2.8 Participate in activities such as public hearings and debates.
- 7.2.9 Analyze written and oral persuasive arguments and other forms of political communication.