Functional Independence
Civics Extended High School Content Expectations
GRADE 11

This document includes the social studies High School Content Expectations (HSCEs) taken from the Michigan Department of Education's document, entitled *Social Studies High School Content Expectations (V.10/07).* It also shows how Michigan educators extended the HSCEs for the student population taking the MI-Access Functional Independence (FI) social studies assessments.

HOW TO USE THE THIS DOCUMENT				
High School Content Expectation	**Gen. Ed.**	**FI**	**Key Concepts**	**Extended HSCE**
*This column shows the original HSCEs. Each HSCE has a unique code, such as **C1.2.3**. Using this code as an example,* • ***C** = the standard category or discipline (in this case Civics),* • ***1** = the strand,* • ***2** = the standard, and* • ***3** = the expectation.* ***NOTE:** HSCEs provide a set of clear and rigorous expectations for all students, and provide teachers with clearly defined statements of what students should know and be able to do in certain content areas as they progress through school.*	*This column indicates the level at which the HSCE is assessed for the general education population, as indicated in the **Social Studies Alignment Project Clarification Document**. It will either have a "**C**" for "classroom and district level," or an "**S**" for "classroom, district, **and** state level."* *Only the HSCEs assessed at the state level were extended for the FI population.*	*This column indicates the level at which the extended HSCE (EHSCE) is assessed for the FI population.* *If this column has an "S," it means the EHSCE is state assessable. If it has an "NA," it either means (1) the original HSCE was classroom/district assessable and, therefore, was not extended for the FI population, or (2) the educators involved in the extension process determined it was not appropriate to assess the FI population on the HSCE at the state level, even after extension.* *In these instances, "NA" will also appear in the "Key Concepts" and "Extended HSCE" columns.*	*This column includes the key concepts measured by the EHSCE. To prepare this information, Michigan educators first reviewed the "Sample Responses to the Focus Questions" in the **Social Studies Alignment Project Clarification Document** and used that information to craft similar statements related specifically to the HSCE as extended.*	*This column contains the EHSCE as defined by Michigan educators. It reflects their best judgment regarding how the original, state-assessable HSCE should be reduced in depth, breadth, and complexity for the FI population.* *Each EHSCE in this column has a unique code, such as **C.1.FI.11.EH2.3**. Using this code as an example,* • ***C** = the standard category or discipline (in this case Civics),* • ***1** = the strand,* • ***FI** = the MI-Access population being assessed,* • ***11** = the grade assessed,* • ***EH** = extended HSCE,* • ***2** = the standard, and* • ***3** = the expectation.* *The coding was designed to reflect both the original social studies HSCE coding and coding for the existing MI-Access EHSCEs or EBs for English language arts, mathematics, and science.*

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Grade 11 Civics Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
C1—CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE				
C1.1 Nature of Civic Life, Politics, and Government **Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?**				
C1.1.1 Identify roles citizens play in civic and private life, with emphasis on leadership.	S	S	"Civic life" refers to the public life of the citizen and his/her involvement with the affairs of the community and nation. This is in contrast to the citizen's "private or personal life," which is devoted to private and personal interests. Citizens participate in government (civic life) in a number of ways: They vote in elections, serve on juries, serve as elected officials, and help find solutions to shared problems. Their civic responsibilities include paying taxes, respecting the rights of others, being informed about issues, serving on juries if called, registering for selective service, and performing public service. In private life, citizens join clubs and are involved in community organizations, such as schools and religious groups. Their personal responsibilities include taking care of themselves, supporting their families, accepting responsibility for their actions, leading moral lives, considering the rights of others, and behaving in a civil manner.	**C.1.FI.11.EH1.1** Demonstrate an understanding of the roles and responsibilities that citizens have in civic and/or private life.

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C1.1.2 Explain and provide examples of the concepts: “power,” “legitimacy,” “authority,” and “sovereignty.”	S	S	Power is the ability to make someone do something they might not otherwise do (e.g., pay taxes, attend school, etc.), and authority is the legitimate use of power (e.g., establishing state speed limits). People authorize power within a society and make that power legitimate. Without this authorization, governments lack legitimacy.	**C.1.FI.11.EH1.2** Demonstrate an understanding of the concepts of power, legitimacy, and authority.
C1.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)	C	NA	NA	NA
C1.1.4 Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)	C	NA	NA	NA

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C1.2 Alternative Forms of Government **Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?**				
C1.2.1 Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.	S	S	The United States is a representative democracy because supreme power is vested in the people. Other countries have other types of governments, such as anarchies where no one has authority, aristocracies where the wealthy or elite have authority, or monarchies where authority is in the hands of one person and heredity determines leadership.	**C.1.FI.11.EH2.1** Identify a characteristic that makes the United States a representative democracy (e.g., majority rule, the right to vote, rule of the people, etc.).
C1.2.2 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). (See USHG 7.2.1; WHG 7.3)	S	S	The Constitution of the United States defines and limits the power of the government through the use of checks and balances, the separation of powers, and by identifying the rights of people.	**C.1.FI.11.EH2.2** Demonstrate an understanding of how the United States Constitution defines and limits the power of government.
C1.2.3 Compare and contrast parliamentary, federal, nonfederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)	C	NA	NA	NA

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C1.2.4 Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)	C	NA	NA	NA
C2—ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA				
C2.1 Origins of American Constitutional Government **(Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.)**				
C2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.	S	NA	NA	NA

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C2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.	S	S	Compromise is necessary to achieve the best possible outcomes for a community, a state, or a nation (or, in other words, the common good). For example, in order to ratify the Constitution, the Framers needed to make many compromises in order to address differing views about such topics as representation in general, how enslaved people should count for representation, and the appropriate distribution of power. Similarly, compromise is needed today to address the issues we struggle with locally in our own communities and schools.	**C.2.FI.11.EH1.2** Identify an example of a compromise that was made for the common good.
C2.1.3 Explain how the Declaration of Independence, the Constitution, and the Bill of Rights reflected the 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.	S	S	With its opening words, "We the people," the U.S. Constitution expressed the principle of popular sovereignty (i.e., the belief that the legitimacy of the state is created and sustained by the will or consent of its people) and proceeded to create a system of representative democracy by implementing the separation of powers among equal branches of government, checks and balances, and a federal system that divides power between states and the federal government. The addition of the Bill of Rights reinforced and defined important individual rights, such as freedom of expression, the freedom of religion, separation of church and state, and due process.	**C.2.FI.11.EH1.3** Identify one or more ways in which the Constitution or the Bill of Rights ensures the rights of individuals.

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C2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.	C	NA	NA	NA
C2.2 Foundational Values and Constitutional Principles of American Government **Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped American society?**				
C2.2.1 Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).	S	S	Core democratic values shape how citizens function in society. The core values upon which this country was founded include the right to life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism.	**C.2.FI.11.EH2.1** Identify one or more core democratic values and/or demonstrate an understanding of how those values affect people's lives.
C2.2.2 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. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)	C	NA	NA	NA

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C2.2.3 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). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)	C	NA	NA	NA
C2.2.4 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). (See USHG F1.1; 8.3.2; 9.2.2)	C	NA	NA	NA
C2.2.5 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. (See USHG 8.2.4)	C	NA	NA	NA

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C3—STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA				
C3.1 Structure, Functions, and Enumerated Powers of National Government **Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?**				
C3.1.1 Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.	S	S	The legislative branch of the United States government is designed to make laws and check the power of other branches of government. The U.S. Constitution places the legislative powers of the national government in the Congress, which is divided into the House of Representatives and the Senate.	**C.3.FI.11.EH1.1** Identify a role of the legislative branch of government.
C3.1.2 Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.	S	S	The executive branch of the United States government enforces laws and checks the power of other branches of government. The Constitution does not specifically define executive power. It does, however, list some of the president's powers (e.g., to serve as commander and chief of the military; head the executive department; grant reprieves and pardons; make treaties with the advice and consent of the Senate; nominate ambassadors, judges, and others; recommend legislation to Congress; review and possibly veto legislation; and serve as the nation's chief diplomat). These powers, however, have never been thought to be the president's only powers.	**C.3.FI.11.EH1.2** Identify a role of the executive branch of government.

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C3.1.3 Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.	S	S	The judicial branch of the United States government interprets laws and checks the power of other branches of government. The U.S. Constitution created the Supreme Court and gave Congress the power to create other courts inferior to the Supreme Court.	**C.3.FI.11.EH1.3** Identify a role of the judicial branch of government.
C3.1.4 Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)	S	NA	NA	NA
C3.1.5 Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advice and consent, veto power, and judicial review).	C	NA	NA	NA

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C3.1.6 Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.	S	S	Taxes paid by citizens and businesses help to fund the work of government and the public services it provides. The government also collects money through licenses and fees.	**C.3.FI.11.EH1.6** Recognize various revenue sources that fund government (e.g., taxes, licenses, and fees).
C3.1.7 Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.	C	NA	NA	NA
C3.2 Powers and Limits on Powers **Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?**				
C3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, and inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.	S	S	See C.3.FI.11.EH2.3.	See C.3.FI.11.EH2.3.

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C3.2.2 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*).	C	NA	NA	NA
C3.2.3 Identify specific provisions in the Constitution that limit the power of the federal government.	S	S	The power of the federal government is limited by such things as • separation of powers (i.e., giving separate powers to different branches of government—legislative, executive, and judicial); • checks and balances (i.e., allowing each branch of government to amend or veto acts of another branch in an effort to prevent any one branch from exerting too much power); • individual rights (i.e., the right to life, liberty, the pursuit of happiness, etc., without fear of retribution by the government); • federalism (i.e., a governmental system where power is shared between federal and state governments); and • separation of church and state (i.e., prohibiting the government from regulating or endorsing a particular religion, thereby guaranteeing religious freedom).	**C.3.FI.11.EH2.3** Recognize one or more ways in which the powers of the federal government are limited by the Constitution (e.g., the separation of powers, checks and balances, individual rights, federalism, the separation of church and state, etc.).
C3.2.4 Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)	C	NA	NA	NA

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C3.2.5 Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)	C	NA	NA	NA
C3.3 Structure and Functions of State and Local Governments **Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?**				
C3.3.1 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 federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).	S	S	The U.S. Constitution places limits on the power of state governments. For example, state governments cannot coin their own money, allow people to violate contracts, make treaties with foreign governments or enter into war, tax imports or exports, or keep troops in times of peace. State governments also cannot pass laws that conflict with the U.S. Constitution.	**C.3.FI.11.EH3.1** Recognize one or more ways in which the powers of state government are limited by the U.S. Constitution.
C3.3.2 Identify and define states' reserved and concurrent powers.	S	NA	NA	NA

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C3.3.3 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.	S	NA	NA	NA
C3.3.4 Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.	C	NA	NA	NA
C3.3.5 Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).	S	S	Citizens participate in state and local government by voting, writing letters, running petition drives, serving on boards and commissions, and attending public meetings. In some states citizens can • place an issue before the public for a vote by collecting signatures on a petition, • initiate legislation independently, and • force a recall vote to remove elected officials.	**C.3.FI.11.EH3.5** Recognize one or more ways in which citizens influence state or local government.
C3.3.6 Evaluate the major sources of revenue for state and local governments.	C	NA	NA	NA

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C3.3.7 Explain the role of state constitutions in state governments.	C	NA	NA	NA
C3.4 System of Law and Laws **Explain why the rule of law has a central place in American society through the investigation of such questions as: What is the role of law in the American political system? What is the importance of law in the American political system?**				
C3.4.1 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). (See USHG F1.1, 8.2.4)	S	S	See C.3.FI.11.EH4.2.	See C.3.FI.11.EH4.2.
C3.4.2 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). (See USHG 8.3.5)	S	S	Rule of Law means that every citizen, including the President, is subject to the law. (This is in contrast to governments—like monarchies—where the ruler is above the law and rules by divine right.) Rule of Law exists to prevent the abuse of power and maintain order.	**C.3.FI.11.EH4.2** Demonstrate an understanding of the rule of law and/or identify why it is important.
C3.4.3 Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).	S	S	Equal protection of the law refers to the idea that no individual or group may receive special privileges from, nor be unjustly discriminated against, by the government. (It does not, however, require equal treatment in all circumstances. For example people under the age of 18 may not marry without parental permission.)	**C.3.FI.11.EH4.3** Demonstrate an understanding of equal protection of the law and/or identify one example of it (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation, etc.).

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C3.4.4 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, security, libel or slander, public safety, and equal opportunity).	S	S	An individual's right to something implies that other people have a duty to provide or refrain from interfering with that right. For example, people have the right to free exercise of religion, so they should not be prevented from practicing the religion of their choice. The government may, however, limit individual rights when there is clear and present danger, when it is a matter of national security or public safety, or to preserve equal opportunities.	**C.3.FI.11.EH4.4** Identify a situation in which the government may need to limit individual rights.
C3.4.5 Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.	C	NA	NA	NA
C3.5 Other Actors in the Policy Process **Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?**				
C3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.	S	S	For a representative democracy to be truly representative, public officials must learn about citizen's views, concerns, and hopes. Voting is one way citizens can make their opinions known. They also can write letters to government officials, participate in public meetings, join political parties, participate in public opinion polls, and participate in interest groups. The media, such as television, radio, newspapers, and the Internet, also provide citizens with avenues to express their opinions.	**C.3.FI.11.EH5.1** Demonstrate an understanding of the ways in which individuals can express their opinions and, thus, influence the public agenda.

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C3.5.2 Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG 9.1.2)	S	S	The origin of political parties in the United States began almost as soon as the country was established. People began labeling themselves as Federalists and Anti-Federalists. Over time, some parties have died out and were replaced by others. Political parties link citizens to government. By presenting alternative candidates, parties provide an effective means for voters to approve or disapprove of the past policies of government. Parties promote coordination in government by organizing the legislative branches, and promoting interactions among the different levels of government. This allows for a coordination of efforts in the policy-making process.	**C.3.FI.11.EH5.2** Demonstrate an understanding of how and why political parties were created in the past and/or the role they play today.
C3.5.3 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).	S	NA	NA	NA

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C3.5.4 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.	S	S	Public policies can change as public opinions change. New laws can be written to address public concerns over issues, such as the environment, race relations, social issues, human rights issues, and economic goals.	**C.3.FI.11.EH5.4** Identify one or more ways in which public opinion can change or influence public policy.
C3.5.5 Evaluate the actual influence of public opinion on public policy.	C	NA	NA	NA
C3.5.6 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.	C	NA	NA	NA
C3.5.7 Explain the role of television, radio, the press, and the internet in political communication.	S	S	The media provides a way for politicians and political parties to present their views to a large group of people. The media also (1) allow citizens and leaders to communicate concerns and issues to many people in a short time, and (2) can be used to influence public opinion and change how an issue or an event is viewed.	**C.3.FI.11.EH5.7** Demonstrate an understanding of the role that television, radio, the press, and the Internet play in communicating political ideas.
C3.5.8 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.	C	NA	NA	NA

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C3.5.9 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.	C	NA	NA	NA
C4—THE UNITED STATES OF AMERICA AND WORLD AFFAIRS				
C4.1 Formation and Implementation of U.S. Foreign Policy **Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?**				
C4.1.1 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 foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish- American War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).	S	NA	NA	NA

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C4.1.2 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.	S	NA	NA	NA
C4.1.3 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).	C	NA	NA	NA
C4.1.4 Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3; 8.1.2)	C	NA	NA	NA

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C4.2 U.S. Role in International Institutions and Affairs **Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?**				
C4.2.1 Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)	S	S	See C.4.FI.11.EH2.4.	See C.4.FI.11.EH2.4.
C4.2.2 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). (See USHG 6.1.4; 8.2.1)	C	NA	NA	NA
C4.2.3 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). (See USHG 6.1.1; 9.1.1; 9.2.1)	C	NA	NA	NA

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C4.2.4 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).	S	S	International organizations, such as NATO and the UN, work together to solve problems they have in common, such as global environmental issues, human rights issues, natural disasters, and issues of health (in other words, issues that typically have no physical boundaries).	**C.4.FI.11.EH2.4** Recognize that countries and international organizations must work together to solve international problems (e.g., global environmental issues, human rights issues, natural disasters, and issues of health).
C4.2.5 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).	C	NA	NA	NA
C4.2.6 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).	C	NA	NA	NA

Grade 11 Civics Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
C5—CITIZENSHIP IN THE UNITED STATES OF AMERICA				
C5.1 The Meaning of Citizenship in the United States of America **Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?**				
C5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).	S	S	See C.1.FI.11.EH1.1.	See C.1.FI.11.EH1.1.
C5.1.2 Compare the rights of citizenship Americans have as a member of a state and the nation.	C	NA	NA	NA

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C5.2 Becoming a Citizen **Describe how one becomes a citizen in the United States through birth or naturalization by investigating the question: How does one become a citizen in the United States?**				
C5.2.1 Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.	S	S	Anyone born in the United States, or born to a citizen of the United States, is considered a citizen by birth. Naturalized citizens are people who have completed the naturalization process, and all others are considered non-citizens.	**C.5.FI.11.EH2.1** Demonstrate an understanding of the difference between a citizen (by birth or naturalization) and a non-citizen.
C5.2.2 Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.	S	S	To become a citizen of the United States, an immigrant must complete the naturalization process, which includes applying for citizenship, completing an interview and a citizenship test, and taking an oath of allegiance.	**C.5.FI.11.EH2.2** Demonstrate an understanding of the process by which immigrants become citizens.
C5.2.3 Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).	C	NA	NA	NA

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C5.3 Rights of Citizenship **Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?**				
C5.3.1 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, free exercise of religion, and equal protection of the law).	S	S	Citizens have the personal right to freedom of speech, due process of law, free exercise of religion, and equal protection under the law.	**C.5.FI.11.EH3.1** Identify one or more personal rights held by American citizens.
C5.3.2 Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).	S	S	Citizens have the political right to vote, speak freely, petition the government, assemble peaceably, and run for public office.	**C.5.FI.11.EH3.2** Identify one or more political rights held by American citizens.
C5.3.3 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).	S	S	Citizens have the economic right to own property, choose and change employment, and enter into lawful contracts.	**C.5.FI.11.EH3.3** Identify one or more economic rights held by American citizens.

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C5.3.4 Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.	S	S	Personal rights assure the right, the opportunity, and the ability of each person to live his or her life in dignity and security and to seek self-fulfillment as an individual or as a member of a group. Political rights are those intellectual and natural rights of individuals that are inseparable from the common good that the government is required to protect, such as freedom of religion, speech, the press, assembly, and petition. Economic rights include the right to own and dispense of property, choose ones' own occupation, change employment at will, and engage in any lawful economic activity. Sometimes these rights conflict. For example, a person's right to free speech may interfere with another's right to safety. Or, when campaigning for public office, an individual's right to privacy may be in conflict with the right of the public to be informed about people they elect.	**C.5.FI.11.EH3.4** Demonstrate an understanding of how citizens' personal, political, and economic rights may be in conflict with each other.
C5.3.5 Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.	C	NA	NA	NA
C5.3.6 Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.	C	NA	NA	NA

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C5.3.7 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.	S	S	People accused of a crime have the right to avoid self-incrimination, the right to a jury trial, and the right to representation. They also have the right to be considered innocent until proven guilty.	**C.5.FI.11.EH3.7** Identify one or more legal rights of people who have been accused of a crime.
C5.3.8 Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.	C	NA	NA	NA
C5.3.9 Use examples to explain why rights are not unlimited and absolute.	C	NA	NA	NA
C5.4 Responsibilities of Citizenship **Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?**				
C5.4.1 Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.	S	S	See C.1.FI.11.EH1.1.	See C.1.FI.11.EH1.1.

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C5.4.2 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.	C	NA	NA	NA
C5.4.3 Explain why meeting personal and civic responsibilities are important to the preservation and improvement of American constitutional democracy.	C	NA	NA	NA
C5.5 Dispositions of Citizenship **Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?**				
C5.5.1 Describe dispositions people think 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).	S	S	A good citizen participates in public life, respects others, and follows laws and rules to keep the community safe.	**C.5.FI.11.EH5.1** Identify one or more characteristics of a responsible citizen.

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C5.5.2 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 for ambiguity).	S	S	Citizens get involved in public affairs in order to create positive change in their community, to show patriotism, and/or to right a wrong. Citizens are effective participants in public affairs when they possess these qualities: civility, respect for the rights of other individuals, respect for the law, honesty, open-mindedness, an ability to negotiate and compromise, persistence, civic mindedness, compassion, courage, and tolerance for ambiguity.	**C.5.FI.11.EH5.2** Identify one or more reasons why citizens get involved in public affairs.
C5.5.3 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.	C	NA	NA	NA

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C6—CITIZENSHIP IN ACTION				
C6.1 Civic Inquiry and Public Discourse **Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?**				
C6.1.1 Identify and research various viewpoints on significant public policy issues.	C	NA	NA	NA
C6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).	C	NA	NA	NA

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C6.1.3 Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.	C	NA	NA	NA
C6.1.4 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.	C	NA	NA	NA
C6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.	C	NA	NA	NA

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Grade 11 Civics Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
C6.2 Participating in Civic Life **Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?**				
C6.2.1 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).	C	NA	NA	NA
C6.2.2 Distinguish between and evaluate the importance of political participation and social participation.	C	NA	NA	NA
C6.2.3 Describe how, when, and where 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); evaluate the effectiveness of these methods of participation.	C	NA	NA	NA

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C6.2.4 Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.	C	NA	NA	NA
C6.2.5 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.	C	NA	NA	NA
C6.2.6 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.	C	NA	NA	NA
C6.2.7 Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation.	C	NA	NA	NA
C6.2.8 Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.	C	NA	NA	NA
C6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.	C	NA	NA	NA

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C6.2.10 Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.	C	NA	NA	NA
C6.2.11 Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns. Note: Service learning projects need not be folded into a semester course in Civics, but could also be part of a larger or year-long/semester-long project outside the traditional course in Civics.	C	NA	NA	NA

C (when it appears in the General Education column) = Assessed only at classroom and district level.
S (when it appears in the General Education and/or FI columns) = Assessed at classroom, district, ***and*** state level.
NA = Not assessed at the state level (either because the general education population is assessed on this HSCE only at the classroom and district level or because educators involved in the extension process determined it was not appropriate to assess the FI population on this HSCE at the state level, even after extension).