Civics Test Out

What to bring: Pencils, student ID

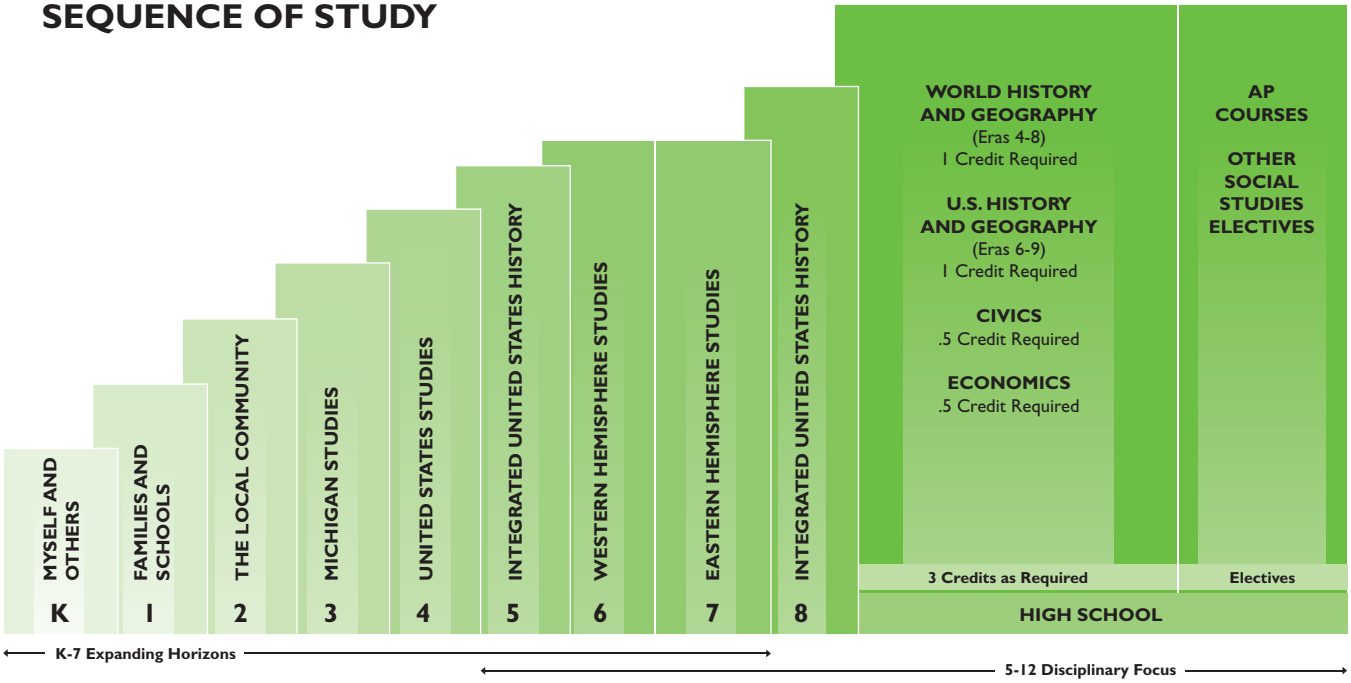
Format: Multiple Choice and Essay

Students should focus on the standards identified in the Michigan Merit Curriculum. The test will require students to identify and apply the terms and concepts in the MMC. These details are provided in the following pages.

Michigan High School Social Studies

CIVICS

SEQUENCE OF STUDY



v 10/07

MICHIGAN Department of Education

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. Civic education, therefore, is one of public education's central missions. The education of the next generation of citizens is essential to the well-being of American constitutional democracy. And, effective civic education also is important to civil society—that historically essential sector of society composed of non-governmental, 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, aligned with National Civics Standards and NAEP have three interrelated components: knowledge, intellectual and participatory skills, and civic dispositions.

The knowledge component is embodied in the form of five significant and enduring questions. These are questions that have continued to engage not only political philosophers and politicians; they are questions that do – or should – engage every thoughtful citizen. The five questions are:

- 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 constitutional 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 society?

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 how, when, and where to 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.

A central feature of civic life is what the NAEP framework, quoting de Tocqueville, refers to as the "habits of the heart," or the civic principles or values. 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.

The acquisition of knowledge and skills and the development of civic values 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 primary arenas in which citizens acquire knowledge and skills as well as put their knowledge and skills into practice.

Using the Civics HSCE: Things to Remember

There are a number of important considerations for teachers to keep in mind as they use these Civics expectations to plan instruction. It is important to remember that this document:

Uses Civics thinking – All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using political and civics habits of mind. In meeting the expectations, students will use such thinking to analyze and interpret information in developing their understanding. These expectations do not intend to stress memory over meaning, coverage over understanding. While knowledge of names, definitions, and facts is essential, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.

Requires active inquiry and participation – Civic education requires students to be active – actively engaged in investigations, analysis, argumentation, and in the civic activities of their school and communities. Learning involves purposeful action, public deliberation and investigation. Civics study should entail learning how to read, write, and know how, when, and where to use civics concepts and knowledge to understand and participate in the world around us. This calls upon students to frame important questions; locate and analyze appropriate evidence and data; consider differing points of view, apply concepts and principles to build reasoned and evidence-based interpretations, arguments, or decisions; and participate in democratic deliberations around public policy issues. In short, Civics should help Michigan students make reasoned and informed decisions and understand how citizens can and should participate fully in American society.

Represents Content Expectations and not Pedagogical Organization – This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling public policy issue or problem to organize weeks of study, while coherently employing many content expectations.

Differentiates between required and suggested (e.g.) content – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer examples for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an "e.g." or "for example." These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content.

In other places, the expectations identify specific content that students should study. This content is never preceded by "e.g." or "for example." Unlike the optional examples, a statewide assessment might assess the required content.

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 of Civics and Political Life

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

C2 - Origins and Foundations of Government of the United States of America

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

C3 - Structure and Function of Government in the United States of America

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

C4 - The United States of America and World Affairs

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

C5 - Citizenship in the United States of America

- The Meaning of Citizenship in the United States of America
- Becoming a Citizen
- Rights of Citizenship
- Responsibilities of Citizenship
- Dispositions of Citizenship

C6 - Citizenship in Action

- Civic Inquiry and Public Discourse
- Participating in Civic Life

GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS *(listed on page 47)*

- K1 General Knowledge
- P1 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 GOVERNMENT OF THE UNITED STATES OF AMERICA

- 2.1 Origins of American Constitutional Government
- 2.2 Foundational Values and Constitutional Principles of American Government

C3 – STRUCTURE AND FUNCTION OF GOVERNMENT IN THE UNITED STATES OF AMERICA

- 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 Governments
- 3.4 System of Law and Laws
- 3.5 Other Actors in the Policy Process

C4 – THE UNITED STATES OF AMERICA AND 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 OF AMERICA

- 5.1 The Meaning of Citizenship in the United States of America
- 5.2 Becoming a Citizen
- 5.3 Rights of Citizenship
- 5.4 Responsibilities of Citizenship
- 5.5 Dispositions of Citizenship

C6 – CITIZENSHIP IN ACTION

- 6.1 Civic Inquiry and Public Discourse
- 6.2 Participating in Civic Life

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 the vantage point of others.
K1.7 Understand social problems, social structures, 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.

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 – engage in reasoned and informed decision making that should characterize each citizen's participation in American society.

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 (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.
P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

P4 Citizen Involvement

P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
P4.3 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

CIVICS

C1 CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE

1.1 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?

1.1.1 Identify roles citizens play in civic and private life, with emphasis on leadership.

1.1.2 Explain and provide examples of the concepts "power," "legitimacy," "authority," and "sovereignty."

1.1.3 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)

1.1.4 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)

1.2 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?

1.2.1 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.

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). (See USHG 7.2.1; WHG 7.3)

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. (See USHG F1.1; F1.2)

1.2.4 Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)

C2 ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA

2.1 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.)

Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?

2.1.1 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.

2.1.2 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.

2.1.3 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.

2.1.4 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.

2.2 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?

2.2.1 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).

2.2.2 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)

2.2.3 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)

2.2.4 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)

2.2.5 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)

C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA

3.1 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?

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, functions, and processes 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). (See USHG 6.3.2)

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 federal government is one of enumerated powers while state governments are those of reserved powers.

3.2 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?

3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable 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 federal government.

3.2.4 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)

3.2.5 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)

3.3 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?

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 federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).

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 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 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?

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). (See USHG F1.1, 8.2.4)

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). (See USHG 8.3.5)

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, 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.

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 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?

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. (See Grade 5 SS; USHG 9.1.2)

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 contrasting 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 significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.

3.5.7 Explain the role of television, radio, the press, and the internet in political communication.

3.5.8 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.

3.5.9 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.

C4 THE UNITED STATES OF AMERICA AND WORLD AFFAIRS

4.1 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?

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 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).

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 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)

4.2 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?

4.2.1 Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)

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). (See USHG 6.1.4; 8.2.1)

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). (See USHG 6.1.1; 9.1.1; 9.2.1)

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).

C5 CITIZENSHIP IN THE UNITED STATES OF AMERICA

5.1 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?

5.1.1 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).

5.1.2 Compare the rights of citizenship Americans have as a member of a state and the nation.

5.2 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?

5.2.1 Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.

5.2.2 Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.

5.2.3 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).

5.3 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?

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, free exercise of religion, 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 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?

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.

5.5 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?

5.5.1 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).

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 for 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.

C6 CITIZENSHIP IN ACTION

6.1 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?

6.1.1 Identify and research various viewpoints on significant public policy issues.

6.1.2 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).

6.1.3 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.

6.1.4 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.

6.1.5 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.

6.2 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?

6.2.1 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).

6.2.2 Distinguish between and evaluate the importance of political participation and social participation.

6.2.3 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.

6.2.4 Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.

6.2.5 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.

6.2.6 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.

6.2.7 Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation.[1]

6.2.8 Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.

6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

6.2.10 Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.

6.2.11 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.

[1]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.