

Introduction

Some Notes on the Muskegon County

Critical Target Project for Michigan High School Social Studies

The Critical target Project for High School credits in *Civics, Economics, United States History and Geography*, and *World History and Geography* is the result of many hours of contemplative work, collegial discussion and editing by high school social science teachers and pedagogical experts in Muskegon County. It is intended to identify the essential knowledge required for credit from all students. These documents, one for each credit, (or half credit in the case of civics and economics) are designed as a common understanding, county wide.

There are several things that the reader of these documents should know before using.

- Identifying critical targets required “unpacking” the expectations in “kid-friendly” language, but the expectations vary in their original quality. Therefore, the user will find some expectations are hardly reworded at all while others required substantial interpretation since the wording in the expectation itself was unclear.
- Required knowledge from the expectation was categorized using the criteria from Successline Inc. (recall, relate, connect, create) Knowledge of this categorization is important for the writing of proper assessments for the expectations. For more information, visit www.successlineinc.com
- Michigan’s Social Science expectations emphasize analysis and explanation; a vast majority of them fall into the “connect” category. A clear exception to this is the personal finance section of economics
- Michigan’s Social Science expectations use the Latin Phrase, *exempli gratia*, abbreviated as **e.g.** to identify specific examples which can be used to teach the expectation but are not required knowledge. In these cases, vocabulary is identified with the **e.g.**
- The listed vocabulary is from the expectation only and is not intended to identify all of the terminology necessary to teach or assess the expectation.
- Occasionally, expectations are split into two or more parts. This could and should be done many more times to help teachers and students understand the expectations. However, since the purpose of this document is primarily to identify the critical targets, it is only done when discussion led to an understanding that part of an expectation should have a different ranking on the critical target scale than another part.

This is designed to be a working document. The print version, whenever possible includes some blank space on a page for notes and ideas about assessment. The next steps in using these documents is for all teachers involved in teaching and assessing that credit be a part of the discussion for how the expectation will be assessed commonly for all students in a school district.

These documents are far from perfect and are a reflection of the context of their writing. This is unavoidable in social science. As circumstances change, new groups may question what was indentified as having primary, secondary and tertiary importance. In late 2001 for example, few would have chosen an understanding of world economic and banking systems as a critical target over an understanding of the root causes of world terrorism. In 2009, such a question brings vigorous debate. The debate about essential knowledge is an ongoing one.

Finally, a few words unique to the *World History and Geography* document. Michigan's approach to World History uses global, comparative and regional expectations. Only global and comparative expectations were considered for essential target designation. Specific regional expectations might be essential targets, if the credit was for "Western Civilization" or The History of Africa" or some other regionally focused credit. The credit however is for World History and Geography. Specific regional expectations are essential only to bring focus and specificity to the broader understanding of World History.

The last portion of the World History and Geography document, Contemporary Global Issues presents a unique problem. These expectations are designed to focus on four broad issues and help students make connections between these issues and the World History and Geography they have learned. This is certainly essential, but ranking one issue over another reflects significant personal bias. Designating all as essential creates an unworkable situation because of the type of assessment involved and the scope of the expectation. Rather than designating all four as critical targets, all were ranked as secondary – nice for students to be able to know and do, but any one could be required of every student, making the ability to connect a current issue with the study of the past essential for every student.

David Klemm
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Spring 2009

Understanding the Expectations

Critical Targets

C1 Conceptual Foundations of Civics and Political Life						Priority:	3
Standard: 1.1 Nature of Civic Life, Politics, and Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
1.1.1	Identify roles citizens play in civic and private life, with emphasis on leadership.	<ul style="list-style-type: none"> ▪ Civic life ▪ Private life ▪ Leadership ▪ Citizens 	<ul style="list-style-type: none"> ▪ List the key roles citizens have in private life, emphasizing leadership roles ▪ List the key roles citizens have in civic life emphasizing leadership roles 				

Understanding the Expectations

Critical Targets

C1 Conceptual Foundations of Civics and Political Life						Priority:	3
Standard: 1.1 Nature of Civic Life, Politics, and Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
1.1.2	Explain and provide examples of the concepts "power," "legitimacy," "authority," and "sovereignty."	<ul style="list-style-type: none"> ▪ Power ▪ Legitimacy ▪ Authority ▪ Sovereignty 	▪	▪	<ul style="list-style-type: none"> ▪ Explain, using examples, the following <ul style="list-style-type: none"> ○ Power ○ Legitimacy ○ Authority ○ Sovereignty 	▪	

Understanding the Expectations

Critical Targets

C1 Conceptual Foundations of Civics and Political Life						Priority:	1
Standard: 1.1 Nature of Civic Life, Politics, and Government		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Inalienable Rights ▪ General Welfare ▪ Conflict ▪ Equality ▪ Justice 	<ul style="list-style-type: none"> ▪ Identify competing arguments about the necessity and purposes of government including <ul style="list-style-type: none"> ○ Protecting Inalienable rights ○ Promoting general welfare ○ Resolving conflicts ○ Promoting equality ○ Establishing justice 		<ul style="list-style-type: none"> ▪ Explain competing arguments about the necessity and purposes of government 		
		<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	

Understanding the Expectations

Critical Targets

C1 Conceptual Foundations of Civics and Political Life						Priority:	1
Standard: 1.1 Nature of Civic Life, Politics, and Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	▪	▪	▪ Communicate what individual students would like to happen from the political process	▪ Explain what motivates participation in the political process and possible outcomes	▪	

Understanding the Expectations

Critical Targets

C1 Conceptual Foundations of Civics and Political Life						Priority:	1
Standard: 1.2 Alternative Forms of Government		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Anarchy ▪ Monarchy ▪ Military Junta ▪ Aristocracy ▪ Democracy ▪ Authoritarian ▪ Constitutional republic ▪ Fascist ▪ Communist ▪ Socialist ▪ theocratic 	<ul style="list-style-type: none"> ▪ Identify the following government structures <ul style="list-style-type: none"> ○ Anarchy ○ Monarchy ○ Military Junta ○ Aristocracy ○ Democracy ○ Authoritarian ○ Constitutional republic ○ Fascism ○ Communism ○ Socialism ○ theocracy 		<ul style="list-style-type: none"> ▪ Provide examples for different types of government structures ▪ Distinguish by recognition different types of government structures 		

Understanding the Expectations

Critical Targets

C1 Conceptual Foundations of Civics and Political Life						Priority:	1
Standard: 1.2 Alternative Forms of Government		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
1.2.2 A	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).	<ul style="list-style-type: none"> ▪ Constitutions ▪ Constitutional governments 	▪	▪	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the basic purpose of a constitution (limiting government) 	▪	

Understanding the Expectations

Critical Targets

C1 Conceptual Foundations of Civics and Political Life						Priority:	2
Standard: 1.2 Alternative Forms of Government		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
1.2.2 B	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).	<ul style="list-style-type: none"> ▪ Constitutions ▪ Constitutional governments 	▪	▪	<ul style="list-style-type: none"> ▪ Demonstrate an understanding that constitutions do not always successfully limit government by distinguishing between some that have and some that haven't 	▪	

Understanding the Expectations

Critical Targets

C1 Conceptual Foundations of Civics and Political Life						Priority:	1
Standard: 1.2 Alternative Forms of Government		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
1.2.4	Compare and contrast direct and representative democracy.	<ul style="list-style-type: none"> ▪ Direct democracy ▪ Representative democracy 	▪	▪	<ul style="list-style-type: none"> ▪ Compare and contrast a ballot proposal election with an election for a representative 	▪	

C2 Origins and Foundations of Government of the United States of America						Priority:	2
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Understanding the Expectations

Critical Targets

Standard: 2.1 Origins of American Constitutional Government		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
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 (such as the 10th, 14th, 5 1st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.	<ul style="list-style-type: none"> ▪ Philosophical <ul style="list-style-type: none"> ○ Magna Carta ○ English Bill of Rights ○ Mayflower Compact ○ Iroquois Confederation ○ Northwest Ordinances ○ Virginia Statute for Religious Freedom ○ Declaration of Independence ○ Articles of Confederation ○ Federalist Papers (10th, 14th, 15th) ○ John Locke's Second Treatise ○ Montesquieu's Spirit of Laws ▪ Paine's Common Sense 	▪	▪	<ul style="list-style-type: none"> ▪ Explain and evaluate the influence of the ideas found in the following documents on the historical and philosophical origins of the American Governmental influence in <ul style="list-style-type: none"> ○ Magna Carta ○ English Bill of Rights ○ Mayflower Compact ○ Iroquois Confederation ○ Northwest Ordinances ○ Virginia Statute for Religious Freedom ○ Declaration of Independence ○ Articles of Confederation ○ Federalist Papers (10th, 14th, 15th) ○ John Locke's Second Treatise ○ Montesquieu's Spirit of Laws ○ Paine's Common Sense 	▪
		▪	▪	▪	▪	▪

Understanding the Expectations

Critical Targets

C2 Origins and Foundations of Government of the United States of America						Priority:	1
Standard: 2.1 Origins of American Constitutional Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Virginia plan ▪ New Jersey plan ▪ Great compromise ▪ Federalist vs. Anti-Federalist ▪ Bill of Rights ▪ Ratification 	▪	▪	<ul style="list-style-type: none"> ▪ Explain how most major foundational decisions were compromises between differing positions using <ul style="list-style-type: none"> ○ Virginia plan ○ New Jersey plan ○ Great compromise ○ Federalist vs. Anti-Federalist ○ Decisions concerning slavery ○ The Bill of Rights 	▪	

Understanding the Expectations

Critical Targets

C2 Origins and Foundations of Government of the United States of America						Priority:	1
Standard: 2.1 Origins of American Constitutional Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Declaration of Independence ▪ Constitution ▪ Bill of Rights ▪ Popular sovereignty ▪ Rule of law ▪ Checks and balances ▪ Separation of powers ▪ Social compact ▪ Natural rights ▪ Individual rights ▪ Separation of church and state ▪ Republicanism ▪ federalism 	▪	▪	<ul style="list-style-type: none"> ▪ Explain phrases in the founding documents which reflect the following political philosophies ▪ Popular sovereignty ▪ Rule of law ▪ Checks and balances ▪ Separation of powers ▪ Social compact ▪ Natural rights ▪ Individual rights ▪ Separation of church and state ▪ Republicanism ▪ federalism 	▪	

Understanding the Expectations

Critical Targets

C2 Origins and Foundations of Government of the United States of America						Priority:	2
Standard: 2.1 Origins of American Constitutional Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Suffrage ▪ Civil rights 	▪	▪	<ul style="list-style-type: none"> ▪ Explain how significant historical events changed American Constitutional Government 	▪	

Understanding the Expectations

Critical Targets

C2 Origins and Foundations of Government of the United States of America						Priority:	1
Standard: 2.2 Foundational Values and Constitutional Principles of American Government		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Fundamental values ▪ Constitutional republic 	<ul style="list-style-type: none"> ▪ Identify <ul style="list-style-type: none"> ○ Constitutional republic ○ Core Democratic Values ○ Constitutional Principles 		<ul style="list-style-type: none"> ▪ Explain the connection between a given CDV and a Constitutional Principle (e.g. how is the common good related to the rule of law) 		

Understanding the Expectations

Critical Targets

C2 Origins and Foundations of Government of the United States of America						Priority:	3
Standard: 2.2 Foundational Values and Constitutional Principles of American Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Constitutional principles ▪ American ideals ▪ Minorities ▪ Disadvantaged 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Evaluate a change that made a value or principle more of a reality for women, minorities or the disadvantaged 	<ul style="list-style-type: none"> ▪ Explain how a citizen action – individually or as a group – changed a practice to make a value or principal more of a reality for women, minorities or a disadvantaged group 	<ul style="list-style-type: none"> ▪ 	

Understanding the Expectations

Critical Targets

C2 Origins and Foundations of Government of the United States of America					Priority:	2
Standard: 2.2 Foundational Values and Constitutional Principles of American Government			What Students Need to Know and Be Able to Do			
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
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).	e.g. vocabulary <ul style="list-style-type: none"> ▪ Liberty ▪ Authority ▪ Justice ▪ Equality ▪ Common good 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze an issue in society showing how two or more sides of the issue can be supported with principles or values 	▪

Understanding the Expectations

Critical Targets

C2 Origins and Foundations of Government of the United States of America						Priority:	2
Standard: 2.2 Foundational Values and Constitutional Principles of American Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Liberty ▪ Justice ▪ Equality 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze select historical documents and explain how they reflect fundamental values 	▪	

Understanding the Expectations

Critical Targets

C2 Origins and Foundations of Government of the United States of America						Priority:	1
Standard: C2 Foundational Values and Constitutional Principles of American Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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)	<ul style="list-style-type: none"> ▪ Abstract 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> ▪ Investigate a specific current or recent event demonstrating an understanding of both sides of the issue and the support for both positions based on the same fundamental values 	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	1
Standard: 3.1 Structure, Functions, and Enumerated Powers of National Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
3.1.1	Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.	<ul style="list-style-type: none"> ▪ Legislative branch ▪ enumerated 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze why, how and what the legislative branch does to fulfill its Article I responsibilities. 	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	1
Standard: 3.1 Structure, Functions, and Enumerated Powers of National Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
3.1.2	Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.	<ul style="list-style-type: none"> ▪ Executive branch ▪ enumerated 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze why, how and what the executive branch does to fulfill its Article II responsibilities 	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America					Priority:	1
Standard: 3.1 Structure, Functions, and Enumerated Powers of National Government		<h3 style="margin: 0;">What Students Need to Know and Be Able to Do</h3>				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
3.1.3	Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.	<ul style="list-style-type: none"> ▪ Judicial branch ▪ enumerated 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze why, how and what the judicial branch does to fulfill its Article III responsibilities 	▪

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	2
Standard: 3.1 Structure, Functions, and Enumerated Powers of National Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Regulatory agencies ▪ bureaucracy 	<ul style="list-style-type: none"> ○ Identify what independent regulatory agencies do 	▪	▪	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	2
Standard: 3.1 Structure, Functions, and Enumerated Powers of National Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	e.g. vocabulary <ul style="list-style-type: none"> ▪ Powers of the purse ▪ Impeachment ▪ Veto ▪ Judicial review 	▪	▪	<ul style="list-style-type: none"> ▪ Examine tension between branches using case studies or examples. 	<ul style="list-style-type: none"> ▪ Examine a case study to demonstrate an understanding of the tensions created by separation of powers among three branches 	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	1
Standard: 3.1 Structure, Functions, and Enumerated Powers of National Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
3.1.6	Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.	<ul style="list-style-type: none"> ▪ Revenue ▪ Taxation 	<ul style="list-style-type: none"> ▪ Understand what the major sources of revenue are including constitutional provisions for taxation 		<ul style="list-style-type: none"> ▪ Evaluate varying sources of revenue including taxation 		

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	3
Standard: 3.1 Structure, Functions, and Enumerated Powers of National Government			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
3.1.7	Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.	<ul style="list-style-type: none"> ▪ Enumerated powers ▪ Reserved powers 	▪	▪	<ul style="list-style-type: none"> ▪ Explain why the federal government has its powers listed specifically while states hold all other powers not specifically listed as only the federal government's or forbidden for the states 	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	1
Standard: 3.2 Powers and Limits on Powers		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Enumerated powers ▪ Federalism ▪ Separation of powers ▪ Bicameralism ▪ Checks & balances ▪ Republicanism ▪ Rule of law ▪ Individual rights ▪ Inalienable rights ▪ Separation of church & state ▪ Popular sovereignty 	▪	▪	<ul style="list-style-type: none"> ▪ Explain how government power is limited by the following <ul style="list-style-type: none"> ○ enumerated powers ○ federalism ○ separation of powers ○ Bicameralism ○ checks & balances ○ Republicanism ○ rule of law ○ individual rights ○ inalienable rights ○ separation of church & state ○ popular sovereignty 	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	1
Standard: 3.2 Powers and Limits on Powers			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Court cases ▪ Supreme law of the land 	▪	▪	<ul style="list-style-type: none"> ▪ Explain through the use of court cases how the constitution is maintained as the supreme law of the land. 	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America					Priority:	2
Standard: 3.2 Powers and Limits on Powers		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
3.2.3	Identify specific provisions in the Constitution that limit the power of the federal government.	<ul style="list-style-type: none"> ▪ Provisions 	<ul style="list-style-type: none"> ▪ Identify specific constitutional provisions that limit federal government power 			

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America					Priority:	1
Standard: 3.2 Powers and Limits on Powers		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
3.2.4 A	Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals.	<ul style="list-style-type: none"> ▪ Bill of Rights ▪ Amendments 	▪	▪	<ul style="list-style-type: none"> ▪ Explain the Bill of Rights' purpose of further and more specifically limiting government power 	▪

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	2
Standard: 3.2 Powers and Limits on Powers			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Amendments ▪ Suffrage 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze Each amendment's (11+) role in further limiting government power or expanding government authority 	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America					Priority:	2
Standard: 3.3 Structure and Functions of State and Local Governments		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
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).	e.g. vocabulary <ul style="list-style-type: none"> ▪ Coining money ▪ Commerce ▪ Treaties 	<ul style="list-style-type: none"> ▪ Describe constitutional limits on state power – what a state can not do. ▪ Describe constitutional limits to Federal Government power – specifically, what the Federal government can not do concerning the states 			

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	3
Standard: 3.3 Structure and Functions of State and Local Governments			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
3.3.2	Identify and define states' reserved and concurrent powers.	<ul style="list-style-type: none"> ▪ Reserved powers ▪ Concurrent powers 	<ul style="list-style-type: none"> ▪ Identify and define powers a state holds exclusively ▪ Identify powers both the state governments and the Federal Government hold 				

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	3
Standard: 3.3 Structure and Functions of State and Local Governments			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Necessary & Proper clause ▪ Commerce Clause ▪ 10th Amendment 			<ul style="list-style-type: none"> ○ Explain how the "necessary and proper" clause and the 10th amendment can conflict concerning powers held by the Federal, state and local governments ○ Explain how the Commerce Clause can cause tension between different levels of Government 		

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	1
Standard: 3.3 Structure and Functions of State and Local Governments			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
3.3.5	Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).	e.g. vocabulary <ul style="list-style-type: none"> ▪ Referendum ▪ Initiative ▪ Recall 	▪	▪	<ul style="list-style-type: none"> ▪ Describe how citizens can influence state and local government through specific, direct processes 	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America					Priority:	1
Standard: 3.3 Structure and Functions of State and Local Governments		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
3.3.6	Evaluate the major sources of revenue for state and local governments.	<ul style="list-style-type: none"> ▪ Revenue 	<ul style="list-style-type: none"> ▪ Understand major sources of state and local government revenue 		<ul style="list-style-type: none"> ▪ Evaluate varying sources of revenue in meeting state and local needs. 	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America					Priority:	3
Standard: 3.3 Structure and Functions of State and Local Governments		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
3.3.7	Explain the role of state constitutions in state governments.	▪	▪	▪	▪ Explain the role of state constitutions in establishing and limiting state government	▪

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	1
Standard: 3.4 System of Law and Laws			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Rule of law 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Explain the rule of law and demonstrate an understanding of its importance in American life 	<ul style="list-style-type: none"> ▪ 	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	2
Standard: 3.4 System of Law and Laws			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Rule of Law e.g. vocabulary ▪ Perjury ▪ Ku Klux Klan 	▪	<ul style="list-style-type: none"> ▪ Describe what can happen when individuals, organizations or government believe they do not have to obey the law or abide by the restrictions that the rule of law requires 	▪	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	1
Standard: 3.4 System of Law and Laws		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Equal protection e.g. vocabulary ▪ Americans with Disabilities Act 	<ul style="list-style-type: none"> ▪ Explain the meaning of the phrase, equal protection of the law. 		<ul style="list-style-type: none"> ▪ Explain why equal protection of the law is important 		

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	1
Standard: 3.4 System of Law and Laws			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	e.g. vocabulary <ul style="list-style-type: none"> ▪ Libel ▪ slander 	▪	▪	<ul style="list-style-type: none"> ▪ Describe the different contexts and conditions when individual rights have been denied, limited or extended, making clear connection between the altering of the right and the context 	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	2
Standard: 3.4 System of Law and Laws			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
3.4.5	Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.	<ul style="list-style-type: none"> ▪ Courts ▪ Judicial system 	<ul style="list-style-type: none"> ▪ List the various court levels in the judicial system 		<ul style="list-style-type: none"> ▪ Analyze the responsibilities of different courts in the federal and state judicial system and explain the relationship of these different courts to one another 		

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	1
Standard: 3.5 Other Actors in the Policy Process			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
3.5.1	Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.	<ul style="list-style-type: none"> ▪ Political parties ▪ Interest groups ▪ Media ▪ Public agenda 	▪	▪	<ul style="list-style-type: none"> ▪ Explain how the following influence public agenda <ul style="list-style-type: none"> ○ Political parties ○ Interest groups ○ Media ○ individuals 	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	2
Standard: 3.5 Other Actors in the Policy Process		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	e.g. vocabulary <ul style="list-style-type: none"> ▪ Political action committees ▪ Civic associations 	<ul style="list-style-type: none"> ▪ Identify important or significant associations and groups in American politics 		<ul style="list-style-type: none"> ▪ Explain roles of important or significant associations and groups in American politics 		

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	2
Standard: 3.5 Other Actors in the Policy Process			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
3.5.4	Explain the concept of public opinion, factors that shape it, and contrasting views on the it should play in public policy	<ul style="list-style-type: none"> ▪ Public opinion ▪ Public policy 	▪	▪	<ul style="list-style-type: none"> ▪ Explain the concept of public opinion ▪ Explain factors that shape public opinion ▪ Explain differing views on how public opinion should shape public policy 	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	3
Standard: 3.5 Other Actors in the Policy Process			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
3.5.5	Evaluate the actual influence of public opinion on public policy.	<ul style="list-style-type: none"> ▪ Public opinion ▪ Public policy 	▪	<ul style="list-style-type: none"> ▪ Evaluate how public opinion has actually shaped public policy 	▪	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	2
Standard: 3.5 Other Actors in the Policy Process			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
3.5.6	Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.	<ul style="list-style-type: none"> ▪ Campaign ▪ Elections ▪ Campaign reform 	▪	▪	<ul style="list-style-type: none"> ▪ Explain the significance of campaigns and elections in the American political system ▪ Explain some of the current criticisms of campaigns and elections ▪ Explain proposals for addressing current issues in campaigns and elections 	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	2
Standard: 3.5 Other Actors in the Policy Process		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
3.5.7	Explain the role of television, radio, the press, and the internet in political communication.	<ul style="list-style-type: none"> ▪ Political communication ▪ "the press" 	▪	▪	<ul style="list-style-type: none"> ▪ Explain the role of the following in political communication <ul style="list-style-type: none"> ○ TV ○ Radio ○ The press (print media) ○ Internet 	▪	

Understanding the Expectations

Critical Targets

C3 Structure and Functions of Government in the United States of America						Priority:	1
Standard: 3.5 Other Actors in the Policy Process			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Public policy issue 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Evaluate positions about the formation & implementation of a current policy issue ▪ Examine ways to participate in the decision making process about the issue 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Take and defend a position on the formation and implementation of a current public policy issue 	

Understanding the Expectations

Critical Targets

C3 Structures and Functions of Government in the United States of America						Priority:	1
Standard: 3.5 Other Actors in the Policy Process			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Public policy issue ▪ Political communication ▪ Logical validity ▪ Factual accuracy & omission ▪ Emotional appeal ▪ Distorted evidence ▪ Appeals ▪ Bias ▪ Prejudice 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze various sources of political communication in making a public policy decision, using criteria from the list below appropriate for the policy issue and the form of communication being analyzed ○ Logical validity ○ Factual accuracy & omission ○ Emotional appeal ○ Distorted evidence ○ Appeals ○ Bias ○ Prejudice 	▪	

Understanding the Expectations

Critical Targets

C4 The United States of America and World Affairs						Priority:	1
Standard: 4.1 Formation and Implementation of U.S. Foreign Policy		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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)	<ul style="list-style-type: none"> ▪ Foreign policy ▪ Fundamental values ▪ Fundamental principles e.g. vocabulary ▪ Imperial ▪ isolated 	<ul style="list-style-type: none"> ▪ Identify major foreign policy positions that have characterized U.S. relations with the world 	<ul style="list-style-type: none"> ▪ Evaluate the identified U.S. position based on core values and principles using the policies implementation and consequences 			

Understanding the Expectations

Critical Targets

C4 The United States of America and World Affairs						Priority:	1
Standard: 4.1 Formation and Implementation of U.S. Foreign Policy			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Federal agencies ▪ Domestic ▪ Interest groups ▪ Media 	<ul style="list-style-type: none"> ▪ Describe the powers given to each branch of government in the constitution concerning the making of foreign policy 		<ul style="list-style-type: none"> ▪ Describe the process by which U.S. foreign policy is made based on an understanding of the powers granted in the constitution to the three government branches and the roles of <ul style="list-style-type: none"> ○ Federal agencies ○ Domestic interest groups ○ The public ○ The media 		

Understanding the Expectations

Critical Targets

C4 The United States of America and World Affairs						Priority:	2
Standard: 4.1 Formation and Implementation of U.S. Foreign Policy			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ International issues ▪ Implement e.g. vocabulary ▪ Diplomacy ▪ Humanitarian aid ▪ Treaties ▪ Sanctions ▪ Intervention ▪ Covert 	▪	<ul style="list-style-type: none"> ▪ Evaluate the way in which the U.S. has implemented its foreign policy using a current or past international issue 	▪	▪	

Understanding the Expectations

Critical Targets

C4 The United States of America and World Affairs						Priority:	3
Standard: 4.1 Formation and Implementation of U.S. Foreign Policy		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Historical example ▪ International disputes 	<ul style="list-style-type: none"> ▪ Identify a minimum of two international historical events where unresolved disputes led to conflict 		<ul style="list-style-type: none"> ▪ Explain why the chosen events were not resolved peacefully and the consequences of the resulting conflict 		

Understanding the Expectations

Critical Targets

C4 The United States of America and World Affairs					Priority:	2
Standard: 4.2 U.S. Role in International Institutions and Affairs		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
4.2.1	Describe how different political systems interact in world affairs with respect to international issues.	<ul style="list-style-type: none"> ▪ Political systems 	▪	▪	<ul style="list-style-type: none"> ▪ Describe how different political systems interact with each other concerning international issues (different systems see the same events from a different perspective and react to the event differently) 	▪

Understanding the Expectations

Critical Targets

C4 The United States of America and World Affairs						Priority:	3
Standard: 4.2 U.S. Role in International Institutions and Affairs			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Political developments ▪ Economic developments ▪ Technological developments ▪ Cultural developments 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze the impact of American development on other parts of the world including <ul style="list-style-type: none"> ○ Economic development ○ Technological development ○ Cultural development 	▪	

Understanding the Expectations

Critical Targets

C4 The United States of America and World Affairs						Priority:	1
Standard: 4.2 U.S. Role in International Institutions and Affairs			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Political developments ▪ Economic developments ▪ Technological developments ▪ Cultural developments 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze the impact of developments around the world on the United States including <ul style="list-style-type: none"> ○ Economic development ○ Technological development ○ Cultural development 	▪	

Understanding the Expectations

Critical Targets

C4. The United States of America and World Affairs						Priority:	3
Standard: 4.2 U.S. Role in International Institutions and Affairs			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Governmental organizations ▪ Non-governmental organizations e.g. vocabulary ▪ United Nations ▪ NATO ▪ World Court ▪ Organization of American States ▪ International Red Cross ▪ Amnesty International 	<ul style="list-style-type: none"> ▪ Identify the purpose, function and role of the U.S. in important and significant governmental international organizations ▪ Identify the purpose function and role of the U.S. in important and significant non-governmental international organizations 				

Understanding the Expectations

Critical Targets

C4 The United States of America and World Affairs						Priority:	3
Standard: 4.2 U.S. Role in International Institutions and Affairs			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Bilateral agreements ▪ Multilateral agreements e.g. vocabulary <ul style="list-style-type: none"> ▪ NAFTA ▪ Helsinki Accords ▪ Antarctic Treaty ▪ Most Favored Nation ▪ Kyoto Protocol 	▪	<ul style="list-style-type: none"> ▪ Evaluate the role of the U.S. in important international agreements 	▪	▪	

Understanding the Expectations

Critical Targets

C4 The United States of America and World Affairs						Priority:	1
Standard: 4.2 U.S. Role in International Institutions and Affairs			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Political ideas ▪ Values 	▪	<ul style="list-style-type: none"> ▪ Evaluate how American political ideas and values have impacted other places in the world 	▪	▪	

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	1
Standard: 5.1 The Meaning of Citizenship in the United States of America			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Citizenship 	<ul style="list-style-type: none"> ▪ Give examples of the rights and responsibilities of citizenship 		<ul style="list-style-type: none"> ▪ Explain the idea and meaning of citizenship using the given examples of rights and responsibilities 		

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America					Priority:	3
Standard: 5.1 The Meaning of Citizenship in the United States of America		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
5.1.2	Compare the rights of citizenship Americans have as a member of a state and the nation.	<ul style="list-style-type: none"> ▪ State ▪ Nation 	▪	▪	<ul style="list-style-type: none"> ▪ Compare citizen rights as a member of a state and rights as a member of the nation 	▪

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	3
Standard: 5.2 Becoming a Citizen			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
5.2.1	Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.	<ul style="list-style-type: none"> ▪ Naturalized citizen ▪ Non-citizen ▪ Natural born citizen ▪ Distinction 	▪	▪	<ul style="list-style-type: none"> ▪ Explain the distinction between <ul style="list-style-type: none"> ○ Citizens by birth ○ Naturalized citizens ○ Non-citizens 	▪	

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America					Priority:	3
Standard: 5.2 Becoming a Citizen		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
5.2.2	Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.	<ul style="list-style-type: none"> ▪ Distinction ▪ Immigration ▪ Legal ▪ Illegal ▪ Process 	<ul style="list-style-type: none"> ▪ Distinguish between legal and illegal immigration 		<ul style="list-style-type: none"> ▪ Describe how legal immigrants become citizens 	

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	3
Standard: 5.2 Becoming a Citizen			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Citizenship e.g. vocabulary ▪ Suffrage 	▪	<ul style="list-style-type: none"> ▪ Evaluate the expansion of citizenship thru American History, examining how the criteria for citizenship has changed 	▪	▪	

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	1
Standard: 5.3 Rights of Citizenship			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Personal rights e.g. vocabulary ▪ Autonomy ▪ Due process 	<ul style="list-style-type: none"> ▪ Identify important and significant personal rights 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Explain the meaning of important and significant personal rights 	<ul style="list-style-type: none"> ▪ 	

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	1
Standard: 5.3 Rights of Citizenship			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Political rights e.g. vocabulary ▪ Petition ▪ Public office 	<ul style="list-style-type: none"> ▪ Identify important and significant political rights 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Explain the meaning of important and significant political rights 	<ul style="list-style-type: none"> ▪ 	

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	1
Standard: 5.3 Rights of Citizenship			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Economic rights 	<ul style="list-style-type: none"> ▪ Identify important and significant economic rights 		<ul style="list-style-type: none"> ▪ Explain the meaning of important and significant economic rights 		

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	2
Standard: 5.3 Rights of Citizenship			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
5.3.4	Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.	<ul style="list-style-type: none"> ▪ Personal rights ▪ Political rights ▪ Economic rights 	▪	▪	<ul style="list-style-type: none"> ▪ Explain how different rights (personal, political, and economic) can sometimes conflict 	▪	

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	3
Standard: 5.3 Rights of Citizenship			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
5.3.5	Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.	<ul style="list-style-type: none"> ▪ Criteria 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Explain what is considered to determine limits on specific rights 	<ul style="list-style-type: none"> ▪ 	

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	3
Standard: 5.3 Rights of Citizenship			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Scope 	<ul style="list-style-type: none"> ▪ List specific rights identified in the 1st amendment 	<ul style="list-style-type: none"> ▪ Use case studies and examples to explore the scope and limit of 1st amendment rights 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	3
Standard: 5.3 Rights of Citizenship			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Accused 	<ul style="list-style-type: none"> ▪ List the rights of the accused described in the 4th, 5th, 6th, 7th and 8th amendments 	<ul style="list-style-type: none"> ▪ Use case studies and examples to explore the scope and limit of the rights held by the accused 			

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	3
Standard: 5.3 Rights of Citizenship			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
5.3.8	Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.	<ul style="list-style-type: none"> ▪ Individual rights 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Explain with examples the expansion and protection of rights to include protection from state governments under the 14th amendment 	<ul style="list-style-type: none"> ▪ 	

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America					Priority:	3
Standard: 5.3 Rights of Citizenship		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
5.3.9	Use examples to explain why rights are not unlimited and absolute.	▪	▪	▪ Explain the limits on rights using examples	▪	▪

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	2
Standard: 5.4 Responsibilities of Citizenship			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
5.4.1	Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.	<ul style="list-style-type: none"> ▪ Personal responsibilities ▪ Civic responsibilities 	<ul style="list-style-type: none"> ▪ Distinguish between personal and civic responsibilities 		<ul style="list-style-type: none"> ▪ Describe how personal and civic responsibilities are sometimes in conflict 		

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	1
Standard: 5.4 Responsibilities of Citizenship		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Civic responsibilities ▪ Public issues ▪ Political leaders ▪ Government agencies ▪ Taxes ▪ Candidates ▪ Issues ▪ Juror ▪ Armed forces ▪ Public service 	▪	▪	<ul style="list-style-type: none"> ▪ Describe the importance of a citizen's civic responsibilities including <ul style="list-style-type: none"> ○ Obeying the law ○ Being informed on public issues ○ Monitoring political leaders ○ Monitoring government agencies ○ Assuming appropriate leadership ○ Paying taxes ○ Registering to vote and voting knowledgeably ○ Jury duty ○ Serving in the armed forces ○ Performing public service 	▪	

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	1
Standard: 5.4 Responsibilities of Citizenship			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
5.4.3	Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.	<ul style="list-style-type: none"> ▪ Personal & civic responsibilities ▪ American Constitutional Democracy 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the importance of meeting personal and civic responsibilities 	<ul style="list-style-type: none"> ▪ Explain why participation in our government is vital to its preservation 	<ul style="list-style-type: none"> ▪ 	

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	2
Standard: 5.5 Dispositions of Citizenship			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Disposition ▪ Citizens ▪ Individual worth ▪ Human dignity 	▪	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of character traits that cause citizens to become productive, independent, and respectful citizens 	▪	▪	

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	2
Standard: 5.5 Dispositions of Citizenship			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Citizen involvement ▪ Public affairs e.g. vocabulary <ul style="list-style-type: none"> ▪ Civic virtue ▪ Patriotism ▪ Civility ▪ Compromise ▪ Ambiguity 	▪	<ul style="list-style-type: none"> ▪ Demonstrate an understand of character traits that encourage citizen involvement and participation in public affairs 	▪	▪	

Understanding the Expectations

Critical Targets

C5 Citizenship in the United States of America						Priority:	1
Standard: 5.5 Dispositions of Citizenship			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Individual worth ▪ Human dignity ▪ Public affairs ▪ Preservation 	▪	<ul style="list-style-type: none"> ▪ Demonstrate an understanding why independent members of society and involved citizens who demonstrate the appropriate dispositions are essential to the preservation of American Constitutional Democracy 	▪	▪	

C6 Citizenship in Action						Priority:	2
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Understanding the Expectations

Critical Targets

Standard: 6.1 Civic Inquiry and Public Discourse		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
6.1.1	Identify and research various viewpoints on significant public policy issues.	<ul style="list-style-type: none"> ▪ Public policy issues ▪ Viewpoint 	<ul style="list-style-type: none"> ▪ Identify significant public policy issues 			<ul style="list-style-type: none"> ▪ Research varying viewpoints on identified public policy issues

Understanding the Expectations

Critical Targets

Standard: 6.1 Civic Inquiry and Public Discourse		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
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).	<ul style="list-style-type: none"> ▪ Evidence ▪ Public policy ▪ Primary sources ▪ Secondary sources ▪ Legal documents ▪ Political communication 	▪	▪	▪	<ul style="list-style-type: none"> ▪ Locate, analyze and use a variety of sources about an identified significant public policy issue

Understanding the Expectations

Critical Targets

C6 Citizenship in Action						Priority:	2
Standard: 6.1 Civic Inquiry and Public Discourse			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Alternative 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Suggest alternative solutions or courses of action to address an identified public policy issue ▪ Propose a specific action to address an identified public policy issue 	

Understanding the Expectations

Critical Targets

C6 Citizenship in Action						Priority:	1
Standard: 6.1 Civic Inquiry and Public Discourse			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Public issue ▪ Persuasive ▪ Reasoned 	▪	▪	▪	<ul style="list-style-type: none"> ▪ Make a persuasive, reasoned argument on a public policy issue, explaining the position with evidence and using constitutional principles and fundamental values of American constitutional democracy 	

Understanding the Expectations

Critical Targets

C6 Citizenship in Action						Priority:	2
Standard: 6.2 Participating in Civic Life			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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).	<ul style="list-style-type: none"> ▪ Public goals 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Explain how politics reflects collective action, assisting in the attainment of public and individual goals 	<ul style="list-style-type: none"> ▪ 	

Understanding the Expectations

Critical Targets

C6 Citizenship in Action						Priority:	2
Standard: 6.2 Participating in Civic Life			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.2.2	Distinguish between and evaluate the importance of political participation and social participation.	<ul style="list-style-type: none"> ▪ Political participation ▪ Social participation 	<ul style="list-style-type: none"> ▪ Distinguish between social participation (civil society) and political participation (formal government institutions) 	<ul style="list-style-type: none"> ▪ Evaluate the importance of social participation and political participation (examining what is the role of government and what is the role of social organizations) 			

Understanding the Expectations

Critical Targets

C6 Citizenship in Action						Priority:	1
Standard: 6.2 Participating in Civic Life			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Campaign ▪ Community organizing ▪ Picketing ▪ boycotting 	<ul style="list-style-type: none"> ▪ Identify ways, knowing how when and where individuals can participate in the political process at all government levels including <ul style="list-style-type: none"> ○ Voting ○ Attending government and political meetings ○ Contacting public officials ○ Working in campaigns ○ Community organizing ○ Demonstrating ○ Boycotting ○ Joining interest groups 	<ul style="list-style-type: none"> ▪ Evaluate the effectiveness of varying types of political participation 			

Understanding the Expectations

Critical Targets

C6 Citizenship in Action						Priority:	2
Standard: 6.2 Participating in Civic Life			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.2.4	Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.	<ul style="list-style-type: none"> ▪ Election ▪ Demographics 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Participate in a real or simulated election ▪ Evaluate the results of a real or simulated election including voter turnout and demographics 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	

Understanding the Expectations

Critical Targets

C6 Citizenship in Action					Priority:	2
Standard: 6.2 Participating in Civic Life		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
6.2.5	Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.	<ul style="list-style-type: none"> ▪ Citizen movements 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Understand the relationship between a citizen movement and the values or principles that are central to that movement 	<ul style="list-style-type: none"> ▪

Understanding the Expectations Critical Targets

C6 Citizenship in Action						Priority:	2
Standard: 6.2 Participating in Civic Life		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Civil disobedience 	<ul style="list-style-type: none"> ▪ Describe the different ways civil disobedience has been done 		<ul style="list-style-type: none"> ▪ Analyze the impact different types of civil disobedience have had. 		

Understanding the Expectations

Critical Targets

C6 Citizenship in Action						Priority:	2
Standard: 6.2 Participating in Civic Life			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
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.	<ul style="list-style-type: none"> ▪ Service learning project 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Participate in a service learning project ▪ Reflect on participation in a service learning project, evaluating the value of the experience 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ○ 	

Understanding the Expectations

Critical Targets

C6 Citizenship in Action					Priority:	2
Standard 6.2 Participating in Civic Life		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
6.2.8	Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.	<ul style="list-style-type: none"> ▪ Forms ▪ Functions ▪ Political leadership ▪ Characteristics 	<ul style="list-style-type: none"> ▪ Describe forms and functions of political leadership 	<ul style="list-style-type: none"> ▪ Evaluate characteristics of an effective leader 		

Understanding the Expectations

Critical Targets

C6 Citizenship in Action						Priority:	2
Standard: 6.2 Participating in Civic Life			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.2.9	Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.	<ul style="list-style-type: none"> ▪ Citizenry 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Evaluate the necessity of attentive, knowledgeable and competent citizen participation for the ongoing functioning of a constitutional democracy 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	

Understanding the Expectations

Critical Targets

C6 Citizenship in Action						Priority:	2
Standard: 6.2 Participating in Civic Life			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.2.10	Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life	<ul style="list-style-type: none"> ▪ Public hearing ▪ Debate ▪ Public discussions ▪ Deliberative 	▪	<ul style="list-style-type: none"> ▪ Participate in a real or simulated public hearing or debate ▪ Evaluate the role of discussions (hearings, debates) in civic life 	▪	▪	

Understanding the Expectations

Critical Targets

C6 Citizenship in Action					Priority:	2
Standard: 6.2 Participating in Civic Life		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
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.	<ul style="list-style-type: none"> ▪ Issue e.g. vocabulary ▪ Variance ▪ zoning 	<ul style="list-style-type: none"> ▪ Identify local issues, needs or concerns 	<ul style="list-style-type: none"> ▪ Demonstrate through action how citizens can use local government to resolve issues or concerns 		