

Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

1. Research and formulate positions on local, state, and national issues or policies to participate in a civil society.

Evidence Outcomes

Students Can:

- a. Engage in civil discourse, including discussing current issues, advocating for individual or group rights, civic duty, and civic participation.
- b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.
- c. Explain the roles and influence of individuals, groups, and the press as checks on governmental practices. For example: direct contact with elected officials, participation in civic organizations, use of social media, and attendance at local governance meetings.
- d. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage individually and/or in groups with that level of government.

Academic Context and Connections

Colorado Essential Skills:

1. Participate in civil society at any of the levels of government, local, state, tribal, national, or international. (Civic Interpersonal Skills: Civic Engagement).
2. Use interpersonal skills to learn and work with individuals and groups from diverse backgrounds in order to understand or impact a policy. (Civic Interpersonal Skills: Collaboration/Teamwork).
3. Analyze both how and why media messages are constructed, and for what purposes in order to support a stance or opinion on an issue. (Professional Skills: Information Literacy)

Inquiry Questions:

1. What is the meaning of civic participation in a democratic republic?
2. How can citizens act individually and collectively as a “check” on government?
3. What strategies can citizens use most effectively to influence public policy?
4. How do people remain civil and engage in discourse when there is dissonance?
5. Why should you participate in government?
6. What kinds of participation would be most effective on the policy issues you care about the most?
7. In what ways can you actively engage in American democracy and impact its system of government?



Nature and Skills of Civics:

1. Civic-minded individuals research civic issues and act appropriately using a variety of sources from multiple perspectives and communicating views in a respectful manner.
2. Civic-minded individuals write letters to stakeholders using logical reasoning with relevant, accurate data and evidence to influence policy.
3. Civic-minded individuals can verbally express their position on issues involving their community and/or nation in meaningful and thoughtful ways. For example: citizens speak at a school board meeting or running for office.
4. Civic-minded individuals can listen to multiple perspectives in a respectful manner, as part of civil discourse.
5. Civic-minded individuals can work effectively individually, and in groups, to influence public policy and the actions of government.

Disciplinary, Information, and Media Literacy:

1. Decision-making involves researching an issue, listening to multiple perspectives, and weighing potential consequences of alternative actions. For example: citizens study the issues before voting.
2. Participation in a local, state, tribal, or national issue involves research, planning, and implementing appropriate civic engagement.
3. Social media can be a tool for researching civic issues, advocating for ideas, and expressing views to elected officials.
4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.
5. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.
6. Demonstrate the ability to locate, evaluate, and apply sources in order to formulate descriptive evidence, including but not limited to the use of social media as a form of communication.
7. Demonstrate ability to use 21st century media as a tool for civic participation.
8. Critically analyze messages in the media to detect propaganda, censorship, and bias.
9. Demonstrate appropriate behaviors when using technology and discuss consequences of inappropriate use.

Prepared Graduates:

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation:

2. Purposes, roles and limitations of the structures and functions of government.

Evidence Outcomes

Students Can:

- a. Describe the origins, foundations, purposes, and limitations of government and include the contribution of key philosophers, American historical figures and documents.
- b. Identify the structure, function, and roles of current members of American government and their relationship to democratic values.
- c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. For example: freedom and security, individual rights and common good, general welfare, and rights and responsibilities.
- d. Analyze the role of the founding documents of the United States and the evolution of their interpretation through governmental action and court cases. For example: the Declaration of Independence, the Constitution, the Federalist Papers, and the Bill of Rights.
- e. Understand the role of the American judicial system and evaluate the effectiveness of the justice system in protecting life, liberty, and property for all persons in the United States.
- f. Analyze how current global issues impact American foreign policy. For example: the Universal Declaration of Human Rights, immigration, or foreign trade agreements.
- g. Compare and contrast how other systems of government function. For example: authoritarian regimes and parliamentary systems.

Academic Context and Connections

Colorado Essential Skills:

1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills regarding the role and responsibilities of different levels and types government. (Civic/Interpersonal Skills: Communication)
2. Interpret information and draw conclusions about the origins of the structures of America's governmental institutions. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Apply knowledge of government to develop appropriate and workable solutions that address complex local, state, national and global problems using interdisciplinary perspectives. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. What are the most important democratic ideals and practices?
2. What are the various levels and roles of the U.S. system of government?
3. What would society look like if several landmark court cases had been decided differently?
4. How does government best protect individual rights and the rights of minorities, yet have majority rule?
5. In what ways can you actively engage in American democracy and impact its system of government?
6. What would United States government look like with no checks and balances or another mix of those limitations?
7. How has American federalism evolved and changed over time?
8. How has the concept of American Democracy developed throughout history?
9. How have domestic and foreign policy impacted American Democracy?



10. Why should U.S. citizens be informed of issues related to foreign governments?
11. Who are the elected officials who impact your life and how?
12. What are a U.S. citizen's rights and responsibilities?

Nature and Skills of Civics:

1. Civic-minded individuals know the facts and subject matter of the United States Citizenship test, the test that all foreign nationals must pass before becoming a U.S. citizen.
2. Civic-minded individuals understand the concept of "rule of law" and its role in policies and practices of the government.
3. Civic-minded individuals know the political theories that contributed to the foundation and development of the structures of government and their meaning today.
4. Civic-minded individuals understand how the U.S. system of government functions at the local, state, tribal, and federal level in respect to separation of powers and checks and balances and their impact on policy.
5. Civic-minded individuals understand the effectiveness of government institutions and the limits on government in addressing social and political problems.
6. Civic-minded individuals gather and analyze data from multiple sources to look for patterns and create hypotheses regarding national and foreign policy.

Disciplinary, Information, and Media Literacy:

1. Ask meaningful questions to analyze and evaluate information and ideas.
2. Determine central ideas in a text to provide an accurate summary and connect the relationship between key details and ideas.
3. Cite specific textual evidence to support the analysis of primary and secondary sources to gain insight into the text as a whole.
4. Integrate multiple perspectives to gain a coherent understanding of the whole.
5. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.
6. Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government.
7. Write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim, and organize the evidence in well-reasoned, meaningful ways.
8. Synthesize information from multiple sources to demonstrate understanding of a topic.
9. Delineate a speaker's argument, identify specific claims, and distinguish if claims are supported by reasons and evidence.

Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

3. Evaluate the impact of the political institutions that link the people to the government.

Evidence Outcomes

Students Can:

- a. Assess how members of a civil society can impact public policy on local, state, tribal, national, or international issues. For example: voting, participation in primaries and general elections, and contact with elected officials.
- b. Examine and evaluate the effectiveness of political parties, interest groups, suffrage, and social movements as a way for people to participate and influence government.
- c. Analyze the impact of federal policies on campaigns and elections, and why these policies are debated by multiple parties on the political spectrum. For example: PACs, campaign finance, state and federal voting laws and regulations, and the Federal Election Commission.
- d. Analyze how court decisions, legislative debates, and various groups have helped to preserve, develop, interpret, and limit the individual rights and ideals of the American system of government.
- e. Examine how people in other systems of government can participate to influence policy.

Academic Context and Connections

Colorado Essential Skills:

1. Analyze both how and why media messages are constructed, and for what purpose. (Professional Skills: Information Literacy)
2. Participate effectively in civic life through the use of linkage institutions. For example: media, political parties, campaigns, interest groups. (Civic/Interpersonal Skills: Civic Engagement).
3. Apply a fundamental understanding of the ethical/legal issues in many contexts including the access and use of information. For example: campaign finance laws, and Freedom of Information Act. (Civic/Interpersonal Skills: Character)

Inquiry Questions:

1. What are the different ways citizens can impact public policy as individuals or through groups?
2. How have voting rights evolved over time?
3. What current issues surround voting rights?
4. What are interest groups and how do they influence policy?
5. How have federal elections changed over time and how do the political parties view these changes?
6. How have political parties responded to societal changes over time?
7. How has the participation of different demographic groups changed over time in the U.S. and how has this influenced American politics and the system of government?



Nature and Skills of Civics:

1. Civic-minded individuals use appropriate deliberative processes in multiple settings, such as caucuses, civic organizations, or advocating for change at the local, state, tribal, national or international levels.
2. Civic-minded individuals analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
3. Civic-minded individuals evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international levels.
4. Civic-minded individuals evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
5. Civic-minded individuals analyze how people can use civic organizations, and social networks, including media to challenge local, state, tribal, national, and international laws that address a variety of public issues.
6. Civic-minded individuals analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
7. Civic-minded individuals evaluate multiple procedures for making and influencing governmental decisions at the local, state, tribal, national, and international levels in terms of the civic purposes achieved.
8. Civic-minded individuals can work effectively, both individually and in groups, to influence public policy and the actions of government.

Disciplinary, Information, and Media Literacy:

1. Understand strategies that are used by political and civic entities to impact public opinion. For example: interest groups, lobbying, political party platforms, social media networks, etc.
2. Identify how political issues are covered by the media, and how the media can influence public policy.
3. Identify ways in which 21st century media can be evaluated for authenticity, validity, and reliability.
4. Evaluate the use of social media and crowdsourcing in political movements and campaigns.
5. Analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text.
6. Synthesize information from multiple sources to demonstrate understanding of a topic.
7. Present arguments or information in a logical sequence with a clear claim, supportive evidence, and effective presence that builds credibility.