

### Prepared Graduates:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

### Grade Level Expectation:

1. Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.

### Evidence Outcomes

#### *Students Can:*

- Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).
- Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.
- Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits.

### Academic Context and Connections

#### *Colorado Essential Skills:*

- Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

- How does the condition of scarcity affect our decision-making, whether individually or collectively?
- How might policy makers incentivize responsible personal financial behavior among its citizens?
- How might policy makers incentivize potential entrepreneurs to address issues of scarcity through innovation and creativity?
- How is marginal thinking used to make decisions?

- How are incentives influenced by values? For example: ethics, religious beliefs, cultural values.

#### *Nature and Skills of Economics:*

- Economic thinkers realize that, due to scarcity, we must make choices which involve the prioritization of alternatives.
- Economic thinkers assume that every choice, whether by governments, businesses, nonprofits or individuals, has an opportunity cost.
- Economic thinkers understand that, using the economic way of thinking, individuals analyze how the benefit of using productive resources for a particular purpose compares with the opportunity cost of this resource use.
- Economic thinkers apply the economic way of thinking we assume that people make particular choices because they are responding to the underlying incentives.
- Economic thinkers realize that the proper analysis to use in decision-making is the marginal benefit and the marginal cost.

#### *Disciplinary, Information, and Media Literacy:*

- Read for a specific purpose (i.e., detect cause-and-effect relationships, compare and contrast information, identify fact vs. opinion, and author bias).
- Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formatting thesis statements that examine why as well as how.
- Create, interpret, and analyze graphs, charts, and diagrams.
- Process and effectively communicate and present information orally, in writing, and through development of websites, multimedia presentations and other forms of technology.

### Prepared Graduates:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

### Grade Level Expectation:

2. Economic systems, market structures, competition, and government policies affect market outcomes.

### Evidence Outcomes

#### *Students Can:*

- a. Compare and contrast economic systems in terms of their ability to achieve economic goals. For example: command, socialism, communism, and market capitalism.
- b. Use supply and demand analysis to explain how competitive markets efficiently allocate scarce resources.
- c. Scrutinize what happens in markets when governments impose price controls (price ceiling and price floors).
- d. Compare and contrast the market outcomes created by various market structures that are not purely competitive: monopolistic competition, oligopoly, and monopoly.
- e. Explore the role of government in addressing market failures. For example: monopoly power/antitrust legislation, public goods, negative/positive externalities, the environment, property rights, regulation, and income distribution.
- f. Compare and contrast different types of taxing. For example: progressive, regressive, proportional, and marginal versus average tax rates.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Manipulate and interpret the tools of supply and demand. (Entrepreneurial Skills: Inquiry/Analysis)
2. Demonstrate ways different economic systems can answer the basic economic questions of what, how, and for whom to produce goods and services. (Personal Skills: Adaptability/Flexibility)
3. Interpret information and draw conclusions about markets based on the supply and demand analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. How do various economic systems make decisions regarding the production and distribution of goods and services?
2. What functions do prices serve in a market economy?
3. What are some costs and benefits of embracing a system of supply and demand as a basic allocation mechanism for society?
4. How does competition affect the choices consumers have in an economy?
5. What criteria might you use in creating a tax system?
6. What are the pros and cons of various tax systems?



*Nature and Skills of Economics:*

1. Economic thinkers compare economic systems by analyzing how each addresses the broad economic goals of the society.
2. Economic thinkers use supply and demand analysis to understand how resources are allocated and prices are determined.
3. Economic thinkers analyze the effects of government interference in the market through application of the demand and supply model.
4. Economic thinkers analyze the impact that “imperfectly competitive” markets have on consumers.
5. Economic thinkers investigate the underlying cause of market failures and how to best use government policy to correct the failures.
6. Economic thinkers recognize the importance of evaluating tax structures by examining how taxes paid change with the tax base.
7. Economic thinkers understand that the average tax rate captures the burden of a tax, but that behavior is more likely to be impacted by changes in the marginal tax rate.

*Disciplinary, Information, and Media Literacy:*

1. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
2. Process and effectively communicate and present information orally, in writing, and through development of websites, multimedia presentations and other forms of technology.

### Prepared Graduates:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

### Grade Level Expectation:

3. The business cycle affects the macroeconomy, and government policies can be used in an attempt to stabilize the economy.

### Evidence Outcomes

#### *Students Can:*

- Describe how Gross Domestic Product (GDP) provides a measure of the aggregate output of the economy.
- Explain how inflation and unemployment vary with the business cycle.
- Describe how fiscal policy (tax and government spending, which is controlled by Congress and the President) can be used to stabilize the economy.
- Describe how monetary policy can be used by the Federal Reserve to stabilize the economy.
- Examine the sources of economic growth and the importance of improvements in productivity (output per hour of work).

### Academic Context and Connections

#### *Colorado Essential Skills:*

- Make predictions about the future course of the economy by interpreting economic data. (Entrepreneurial Skills: Inquiry/Analysis, Critical Thinking/Problem Solving)
- Design economic interventions to address economic challenges. (Personal Skills: Adaptability/Flexibility)

#### *Inquiry Questions:*

- In what ways is the US standard of living different from past generations?
- What considerations should be taken into account when deciding to reduce the rate of inflation in an economy?
- How might economics and politics intermingle when policymakers attempt to stabilize an economy?
- How desirable are economic growth and improvements in productivity for a society?

#### *Nature and Skills of Economics:*

- Economic thinkers recognize the value and the limitations of GDP as a measure of economic well-being.
- Economic thinkers understand how inflation and unemployment are calculated and used, and recognize the potential imperfections of these measures.
- Economic thinkers study when and how to apply fiscal and/or monetary policy to stabilize the macroeconomy.
- Economic thinkers gather and analyze data to explore trends and predictions of the macroeconomy.
- Economic thinkers study the relationship between fiscal and monetary policies and the impact on the economy.
- Economic thinkers track productivity trends to better understand the underlying path of economic growth.

#### *Disciplinary, Information, and Media Literacy:*

- Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formulating thesis statements that examine why as well as how.
- Develop questions and plan inquiries.

### Prepared Graduates:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

### Grade Level Expectation:

4. Globalization and international trade affect the allocation of goods, services, and resources.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze the role of comparative advantage in international trade of goods and services.
- b. Describe worldwide import/export patterns.
- c. Recognize how exchange rates affect economic activity.
- d. Explain how trade policies affect international trade and domestic markets. For example: free trade, tariffs, quotas, and subsidies.
- e. Explore the effects of current globalization trends and policies. For example: economic growth, labor markets, the rights of citizens, and the environment in different nations.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Apply knowledge and skills to analyze trade policy and its global complexities. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Make predictions about the effects of different trade policies. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. Why do people trade?
2. How important is international trade to the economies of various countries around the world?
3. What are some costs and benefits of globalization and international trade for various parties?
4. What opportunities might attract entrepreneurs into the international trade arena?
5. How defensible are the criticisms of free trade?

#### *Nature and Skills of Economics:*

1. Economic thinkers recognize the importance of the theory of comparative advantage in determining the pattern of trade between countries.
2. Economic thinkers use the tool of demand and supply to better understand movements in exchange rates.
3. Economic thinkers recognize that fiscal and monetary policies affect people through various channels to include the impact on financial markets, the impact on exchange rates and the cost of travel, and the effect of interest rates on the cost of borrowing money.
4. Economic thinkers study why tariffs, quotas and other trade policies are enacted by examining the winners and losers from such protectionism.
5. Economic thinkers use an economic way of thinking to study factors that lead to increased economic interdependence, increased productivity, and an improved standard of living for individuals in a society.

#### *Disciplinary, Information, and Media Literacy:*

1. Create, interpret, analyze and detect bias in maps, graphs, charts, diagrams.
2. Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formulating thesis statements that examine why as well as how.
3. Formulate appropriate research questions.
4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.

Prepared Graduates:

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

Grade Level Expectation:

5. Determine factors that impact an individual's earning capability (PFL).

Evidence Outcomes

*Students Can:*

- a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.
- b. Analyze the impact of economic conditions and cost of living factors on income and purchasing power.
- c. Calculate a sustainable household income based on financial obligations for different lifestyle scenarios.
- d. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: employer-matched retirement fund contributions, paid time off, insurance, professional development, personal sense of accomplishment, sense of community.
- e. Describe factors that impact take-home pay and personal income tax liability.
- f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development.

Academic Context and Connections

*Colorado Essential Skills:*

1. Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis).
2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).
3. Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. (Professional Skills: Career Awareness).

*Inquiry Questions:*

1. What is the role of education and earning capability in building financial security?
2. What potential barriers might impede an individual's work routine, hinder the ability to get a job, or prevent career advancement, and how can an individual overcome the barriers?
3. How much money is enough for financial security? How much money is enough for retirement?
4. What is the return on investment of post-secondary educational opportunities?
5. How do employment decisions and career planning fit into an individual's comprehensive financial plan?
6. What resources are available to individuals seeking help with career, employment and training?



*Nature and Skills of Economics:*

1. Financially capable individuals consider the value of professional development, income earning potential, value of workplace benefits, and labor market trends as part of a lifetime comprehensive financial plan.
2. Financially capable individuals plan for income tax liability.
3. Financially capable individuals consider opportunity costs when making decisions about professional development and career changes.
4. Financially capable individuals analyze economic cycles and make predictions regarding economic trends.
5. Financially capable individuals calculate the sustainable household income given specific market conditions and lifestyle circumstances which provides consumers with income earning goals when deciding employment, career path, and professional development.

*Disciplinary, Information, and Media Literacy:*

1. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
2. Describe the consequences of competition in specific markets.
3. Use economic indicators to analyze the current and future state of the economy.
4. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

### Prepared Graduates:

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

### Grade Level Expectation:

6. Establish personal investment objectives (PFL).

### Evidence Outcomes

#### *Students Can:*

- a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.
- b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.
- c. Determine how financial investments impact income tax obligations.
- d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle.
- e. Explain the role of government related to investing regulation, and consumer protection.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)
2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)

#### *Inquiry Questions:*

1. How does a consumer choose between investment options?
2. How might changes in the economic cycle and market conditions affect future earnings on an individual's investments?
3. What are some ways that individuals might rate the security, accuracy, and relevancy of financial information?
4. How does investing fit into an individual's comprehensive financial plan?

#### *Nature and Skills of Economics:*

1. Financially capable individuals consider the value that investing plays as part of a lifetime comprehensive financial plan.
2. Financially capable individuals carefully consider the amount of financial risk that they can tolerate based on life stage, and they plan for changes in the economic cycles.
3. Financially capable individuals create plans based on sound economic principles to maximize their standard of living over time.
4. Financially capable individuals analyze market conditions and make predictions regarding economic trends.
5. Financially capable individuals know how to perform time value of money calculations allowing investigation of rate of return, future value of investments, and present value of long-term financial goals.
6. Financially capable individuals understand the relationship between variables in a function which allows people to use functions to model relationships in the real world such as the impact of compound interest.

#### *Disciplinary, Information, and Media Literacy:*

1. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of the sources.
2. Use economic indicators to analyze the current and future state of the economy.



### Prepared Graduates:

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

### Grade Level Expectation:

7. Apply consumer skills to spending, saving, and borrowing decisions (PFL).

### Evidence Outcomes

#### *Students Can:*

- a. Analyze how inflation and cost of living impact consumer purchasing and saving power.
- b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs and tradeoffs. For example: comparing student loan options, auto loan options, and payday lending options.
- c. Analyze consumer and financial information for relevance, credibility, and accuracy.
- d. Investigate consumer responsibilities, rights, and protections when entering into contracts and engaging in commerce. For example: discrimination laws, credit reporting laws, loan contracts, and online purchases.
- e. Explain how an individual's credit history can affect borrowing power.
- f. Design a spending plan/budget that covers financial obligations and integrates saving for future goals.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)
2. Take responsibility for spending decisions and borrowing decisions. (Personal Skills: Initiative/Self-Direction).
3. Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).

#### *Inquiry Questions:*

1. How does a consumer determine the accuracy and relevancy of consumer information?
2. How might changes in the economic cycle and market conditions affect a household spending plan?
3. How might changes in lifestyle, income, or life circumstances affect a household spending plan?
4. When might it make sense to take on debt? When does it not make sense?
5. How much will today's purchase cost tomorrow?
6. What resources are available to individuals seeking help with financial hardships?

#### *Nature and Skills of Economics:*

1. Financially capable individuals demonstrate effective decision-making by comparing the additional costs of alternatives with the additional benefits.
2. Financially capable individuals plan and monitor spending and saving to fulfill financial obligations and achieve goals as part of a comprehensive financial plan.
3. Financially capable individuals know their rights and obligations when using credit.
4. Financially capable individuals understand that there is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs.

#### *Disciplinary, Information, and Media Literacy:*

1. Gather relevant information from multiple print and digital sources, and assess the credibility and accuracy of the sources.
2. Describe the consequences of competition in specific markets.

### Prepared Graduates:

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

### Grade Level Expectation:

8. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud (PFL).

### Evidence Outcomes

#### *Students Can:*

- Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to others through insurance.
- Explain the purpose of insurance and how insurance works. For example property insurance, health insurance, and disability insurance.
- Analyze the cost of insurance as a method to offset the financial risk of a situation.
- Examine types of individual and external factors that impact insurance costs for individuals. For example, insured profile, number and size of claims, frequency and costs of natural disasters.
- Outline steps to monitor and safeguard personal financial data and resolve identity theft or fraud issues.
- Explain the role of government related to insurance regulation, fraud protection, and disaster response.

### Academic Context and Connections

#### *Colorado Essential Skills:*

- Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
- Develop, plan, and organize self-behavior. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

- How are individuals, groups of consumers, and markets impacted by unexpected financial obligations due to property loss or damage, loss of income, health care issues, and fraud?

- What should a consumer consider when choosing insurance for particular situations?
- How will your insurance needs change during your lifetime?
- How does probability relate to obtaining insurance and the cost of insurance?
- How can consumers decrease insurance costs?
- How does insurance fit into an individual's comprehensive financial plan?

#### *Nature and Skills of Economics:*

- Financially capable individuals mitigate the financial risks associated with everyday life through planning for the unexpected, saving for emergencies, and acquiring insurance.
- Financially capable individuals consider insurance as a part of a lifetime comprehensive financial plan.
- Financially capable individuals demonstrate effective financial decision-making by comparing the additional costs of alternatives with the additional benefits.
- Financially capable individuals understand that probability allows informed decision-making, such as whether the cost of insurance is less than the expected cost of illness, when the deductible on car insurance is optimal, or whether an extended warranty justifies the cost.

#### *Disciplinary, Information, and Media Literacy:*

- Read and comprehend complex informational texts (e.g., insurance policies).
- Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

### 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 21<sup>st</sup> 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 21<sup>st</sup> 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.