

Welcome Change Productions**Grades:** 6, 7, 8**States:** U.S. National Standards

the Collector of Bedford Street

Summary: The Academy Award nominated The Collector of Bedford Street is a 34 minute documentary about Alice's neighbor, Larry Selman, a community activist and a fundraiser who has an intellectual disability. When Larry's primary caregiver becomes unable to care for him, his New York City neighborhood community rallies together to protect his independent lifestyle by establishing an adult trust fund in his behalf. Larry continues to raise thousands of dollars for charity every year. The Collector of Bedford Street has screened at more than 70 film festivals around the world and made its television debut on Cinemax in 2002. (978-1-57448-134-1)

U.S. National Standards**Social Studies**Grade: **6** - Adopted **2010 (NCSS) / 1994 (NSCG)**

STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.1.	CULTURE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
GRADE LEVEL EXPECTATION	1.2.	PROCESSES - Learners will be able to:
EXPECTATION	1.2.6.	Illustrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
GRADE LEVEL EXPECTATION	5.2.	PROCESSES - Learners will be able to:
EXPECTATION	5.2.7.	Evaluate how groups and institutions work to meet individual needs and promote or fail to promote the common good.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
GRADE LEVEL EXPECTATION	6.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	6.1.1.	Rights are guaranteed in the U.S. Constitution, the supreme law of the land.
EXPECTATION	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism).
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
GRADE LEVEL EXPECTATION	6.2.	PROCESSES - Learners will be able to:
EXPECTATION	6.2.2.	Examine persistent issues involving the rights of individuals and groups in

		relation to the general welfare.
EXPECTATION	6.2.3.	Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
GRADE LEVEL EXPECTATION	6.3.	PRODUCTS - Learners demonstrate understanding by:
EXPECTATION	6.3.3.	Preparing and implementing an action plan addressing a local public issue or problem.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.9.	GLOBAL CONNECTIONS
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
GRADE LEVEL EXPECTATION	9.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	9.1.3.	Spatial relationships that relate to ongoing global issues (e.g., pollution, poverty, disease, and conflict) affect the health and well-being of Earth and its inhabitants.
EXPECTATION	9.1.6.	Universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.9.	GLOBAL CONNECTIONS
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
GRADE LEVEL EXPECTATION	9.2.	PROCESSES - Learners will be able to:
EXPECTATION	9.2.7.	Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.10.	CIVIC IDEALS AND PRACTICES
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
GRADE LEVEL EXPECTATION	10.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	10.1.1.	The theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society.
EXPECTATION	10.1.2.	Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent.
EXPECTATION	10.1.3.	Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action).
EXPECTATION	10.1.8.	The importance of becoming informed in order to make positive civic contributions.

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BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
GRADE LEVEL EXPECTATION	10.2.	PROCESSES - Learners will be able to:
EXPECTATION	10.2.1.	Ask and find answers to questions about how to become informed and take civic action.
EXPECTATION	10.2.2.	Identify and describe the role of citizen in various forms of government, past and present.
EXPECTATION	10.2.3.	Analyze and evaluate the effectiveness of various forms of civic action influencing public policy decisions that address the realization of civic ideals.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.10.	CIVIC IDEALS AND PRACTICES
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
GRADE LEVEL EXPECTATION	10.3.	PRODUCTS - Learners demonstrate understanding by:
EXPECTATION	10.3.4.	Creating and implementing a plan of action in collaboration with others on an issue of public concern, after weighing possible options for the most effective citizen action.
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	I.A.	What are civic life, politics, and government? What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
BENCHMARK / GRADE LEVEL EXPECTATION	I.A.1.	Defining civic life, politics, and government. Students should be able to explain the meaning of the terms civic life, politics, and government. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.A.1.1.	Define and distinguish between private life and civic life
EXPECTATION	I.A.1.1.b.	Civic life concerns taking part in the governance of the school, community, tribe, state, or nation, e.g., helping to find solutions to problems, helping to make rules and laws, serving as elected leaders
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	I.A.	What are civic life, politics, and government? What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
BENCHMARK / GRADE LEVEL EXPECTATION	I.A.2.	Necessity and purposes of government. Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.A.2.2.	Evaluate competing ideas about the purposes government should serve, e.g.,
EXPECTATION	I.A.2.2.a.	Protecting individual rights
EXPECTATION	I.A.2.2.d.	Molding the character of citizens
EXPECTATION	I.A.2.2.e.	Furthering the interests of a particular class or group
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	I.C.	What are civic life, politics, and government? What are the nature and purposes of constitutions?
BENCHMARK / GRADE LEVEL EXPECTATION	I.C.3.	Conditions under which constitutional government flourishes. Students should be able to explain those conditions that are essential for the flourishing of constitutional government. To achieve this standard, students should be able to
GRADE LEVEL	I.C.3.1.	Explain the importance of establishing and maintaining conditions that help

EXPECTATION		constitutional government to flourish such as
EXPECTATION	I.C.3.1.a.	A citizenry that is educated and enjoys a reasonable standard of living; understands and supports the constitution and its values and principles; willingly assumes the responsibilities of citizenship; insists that government officials respect limitations the constitution places on their authority
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.A.	What are the foundations of the American political system? What is the American idea of constitutional government?
BENCHMARK / GRADE LEVEL EXPECTATION	II.A.1.	The American idea of constitutional government. Students should be able to explain the essential ideas of American constitutional government. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.A.1.5.	Evaluate, take, and defend positions on current issues involving constitutional protection of individual rights, such as
EXPECTATION	II.A.1.5.a.	Limits on speech, e.g., "hate speech," advertising, libel and slander, "fighting words"
EXPECTATION	II.A.1.5.c.	Cruel and unusual punishment, e.g., death penalty
EXPECTATION	II.A.1.5.d.	Search and seizure, e.g., warrantless searches
EXPECTATION	II.A.1.5.e.	Privacy, e.g., fingerprinting of children, national identification cards, wiretapping, DNA banks
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.B.	What are the foundations of the American political system? What are the distinctive characteristics of American society?
BENCHMARK / GRADE LEVEL EXPECTATION	II.B.1.	Distinctive characteristics of American society. Students should be able to identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.1.1.	Explain important factors that have helped shape American society
EXPECTATION	II.B.1.1.a.	Absence of a nobility or an inherited caste system
EXPECTATION	II.B.1.1.n.	Relative social equality
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.B.	What are the foundations of the American political system? What are the distinctive characteristics of American society?
BENCHMARK / GRADE LEVEL EXPECTATION	II.B.2.	The role of voluntarism in American life. Students should be able to evaluate, take, and defend positions on the importance of voluntarism in American society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.2.1.	Explain factors that have inclined Americans toward voluntarism, e.g., colonial conditions, frontier traditions, religious beliefs
GRADE LEVEL EXPECTATION	II.B.2.2.	Identify services that religious, charitable, and civic groups provide in their own community, e.g., health, child, and elderly care; disaster relief; counseling; tutoring; basic needs such as food, clothing, shelter
GRADE LEVEL EXPECTATION	II.B.2.3.	Identify opportunities for individuals to volunteer in their own schools and communities
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.B.	What are the foundations of the American political system? What are the distinctive characteristics of American society?
BENCHMARK / GRADE LEVEL EXPECTATION	II.B.3.	Diversity in American society. Students should be able to evaluate, take, and defend positions on the value and challenges of diversity in American life. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.3.3.	Explain why conflicts have arisen from diversity, using historical and contemporary examples, e.g., North/South conflict; conflict about land, suffrage, and other rights of Native Americans; Catholic/Protestant conflicts in the nineteenth century; conflict about civil rights of minorities and women; present day ethnic conflict in urban settings
GRADE LEVEL EXPECTATION	II.B.3.4.	Evaluate ways conflicts about diversity can be resolved in a peaceful manner that respects individual rights and promotes the common good
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)

STANDARD / BENCHMARK	II.C.	What are the foundations of the American political system? What is American political culture?
BENCHMARK / GRADE LEVEL EXPECTATION	II.C.2.	The character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.C.2.1.	Describe political conflict in the United States both historically and at present, such as conflict about
EXPECTATION	II.C.2.1.d.	Extending the franchise
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.C.	What are the foundations of the American political system? What is American political culture?
BENCHMARK / GRADE LEVEL EXPECTATION	II.C.2.	The character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.C.2.2.	Explain some of the reasons why political conflict in the United States, with notable exceptions such as the Civil War, labor unrest, civil rights struggles, and the opposition to the war in Vietnam generally has been less divisive than in many other nations. These include
EXPECTATION	II.C.2.2.c.	Many opportunities to influence government and to participate in it
EXPECTATION	II.C.2.2.e.	Acceptance of the idea of majority rule tempered by a respect for minority rights
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.D.	What are the foundations of the American political system? What values and principles are basic to American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	II.D.1.	Fundamental values and principles. Students should be able to explain the meaning and importance of the fundamental values and principles of American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.1.2.	Explain the meaning and importance of each of the following values considered to be fundamental to American public life
EXPECTATION	II.D.1.2.a.	Individual rights: life, liberty, property, and the pursuit of happiness
EXPECTATION	II.D.1.2.c.	Self government
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.D.	What are the foundations of the American political system? What values and principles are basic to American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	II.D.2.	Conflicts among values and principles in American political and social life. Students should be able to evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.2.2.	Explain why people may agree on values or principles in the abstract but disagree when they are applied to specific issues
EXPECTATION	II.D.2.2.a.	Agreement on the value of freedom of expression but disagreement about the extent to which expression of unpopular and offensive views should be tolerated, e.g., neo-Nazi demonstrations, racial slurs, profanity, lyrics that advocate violence
EXPECTATION	II.D.2.2.b.	Agreement on the value of equality but disagreement about affirmative action programs
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.D.	What are the foundations of the American political system? What values and principles are basic to American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	II.D.3.	Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.3.4.	Describe historical and contemporary efforts to reduce discrepancies between ideals and the reality of American public life, e.g., abolition, suffrage, civil rights, and environmental protection movements
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD /	II.D.	What are the foundations of the American political system? What values and

BENCHMARK		principles are basic to American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	II.D.3.	Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.3.5.	Explain ways in which discrepancies between reality and the ideals of American constitutional democracy can be reduced by
EXPECTATION	II.D.3.5.a.	Individual action
EXPECTATION	II.D.3.5.b.	Social action
EXPECTATION	II.D.3.5.c.	Political action
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.B.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? What does the national government do?
BENCHMARK / GRADE LEVEL EXPECTATION	III.B.1.	Major responsibilities for domestic and foreign policy. Students should be able to explain the major responsibilities of the national government for domestic and foreign policy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.B.1.1.	Identify historical and contemporary examples of important domestic policies, e.g., Pure Food and Drug Act, Environmental Protection Act, civil rights laws, child labor laws, minimum wage laws, Aid to Families with Dependent Children, Social Security
GRADE LEVEL EXPECTATION	III.B.1.2.	Explain how and why domestic policies affect their lives
GRADE LEVEL EXPECTATION	III.B.1.3.	Identify historical and contemporary examples of important foreign policies, e.g., Monroe Doctrine, Marshall Plan, immigration acts, foreign aid, arms control, promoting democracy and human rights throughout the world
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.E.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? What is the place of law in the American constitutional system?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.1.	The place of law in American society. Students should be able to explain the importance of law in the American constitutional system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.1.1.	Explain the importance of the rule of law in
EXPECTATION	III.E.1.1.b.	Protecting individual rights
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.E.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? What is the place of law in the American constitutional system?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.1.	The place of law in American society. Students should be able to explain the importance of law in the American constitutional system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.1.4.	Explain how the principal varieties of law protect individual rights and promote the common good
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.E.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? What is the place of law in the American constitutional system?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.2.	Criteria for evaluating rules and laws. Students should be able to explain and apply criteria useful in evaluating rules and laws. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.2.1.	Identify the strengths and weaknesses of a rule or law by determining if it is
EXPECTATION	III.E.2.1.e.	Designed to protect individual rights and to promote the common good
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD /	III.F.	How does the government established by the constitution embody the

BENCHMARK		purposes, values, and principles of American democracy? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.F.1.	The public agenda. Students should be able to explain what is meant by the public agenda and how it is set. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.F.1.2.	Describe how the public agenda is shaped by political leaders, interest groups, the media, state and federal courts, individual citizens
GRADE LEVEL EXPECTATION	III.F.1.3.	Explain how individuals can help to shape the public agenda, e.g., by joining interest groups or political parties, by making presentations at public meetings, by writing letters to government officials and to newspapers
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.F.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.F.3.	Political parties, campaigns, and elections. Students should be able to explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.F.3.3.	Explain ways individuals can participate in political parties, campaigns, and elections
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.F.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.F.4.	Associations and groups. Students should be able to explain how interest groups, unions, and professional organizations provide opportunities for citizens to participate in the political process. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.F.4.1.	Describe the historical roles of prominent associations and groups in local, state, or national politics, e.g., abolitionists, suffragists, labor unions, agricultural organizations, civil rights groups, religious organizations
GRADE LEVEL EXPECTATION	III.F.4.2.	Describe the contemporary roles of prominent associations and groups in local, state, or national politics, e.g., AFL-CIO, National Education Association, Chamber of Commerce, Common Cause, League of Women Voters, American Medical Association, National Rifle Association, Greenpeace, National Association for the Advancement of Colored People (NAACP), Public Citizen, World Wildlife Federation
GRADE LEVEL EXPECTATION	III.F.4.3.	Explain how and why Americans become members of associations and groups
GRADE LEVEL EXPECTATION	III.F.4.4.	Explain how individuals can participate in the political process through membership in associations and groups
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.F.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.F.5.	Forming and carrying out public policy. Students should be able to explain how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.F.5.1.	Define public policy and identify examples at local, state, and national levels
GRADE LEVEL EXPECTATION	III.F.5.3.	Explain how citizens can monitor and influence the formation and implementation of public policies
GRADE LEVEL EXPECTATION	III.F.5.4.	Explain why conflicts about values, principles, and interests may make agreement difficult or impossible on certain issues of public policy, e.g., affirmative action, gun control, environmental protection, capital punishment, equal rights
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.A.	What are the roles of the citizen in American democracy? What is citizenship?

BENCHMARK / GRADE LEVEL EXPECTATION	V.A.1.	The meaning of citizenship. Students should be able to explain the meaning of American citizenship. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.A.1.1.	Explain the important characteristics of citizenship in the United States. Specifically, citizenship
EXPECTATION	V.A.1.1.e.	Confers certain rights and privileges, e.g., the right to vote, to hold public office, to serve on juries
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.1.	Personal rights. Students should be able to evaluate, take, and defend positions on issues involving personal rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.1.1.	Identify personal rights, e.g., freedom of conscience, freedom to marry whom one chooses, to have children, to associate with whomever one pleases, to live where one chooses, to travel freely, to emigrate
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.1.	Personal rights. Students should be able to evaluate, take, and defend positions on issues involving personal rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.1.3.	Explain the importance to the individual and to society of such personal rights as
EXPECTATION	V.B.1.3.b.	Freedom of expression and association
EXPECTATION	V.B.1.3.c.	Freedom of movement and residence
EXPECTATION	V.B.1.3.d.	Privacy
GRADE LEVEL EXPECTATION	V.B.1.4.	Identify and evaluate contemporary issues that involve personal rights, e.g., restricting membership in private organizations, school prayer, dress codes, curfews, sexual harassment, the right to refuse medical care
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.2.	Political rights. Students should be able to evaluate, take, and defend positions on issues involving political rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.2.1.	Identify political rights, e.g., the right to vote, petition, assembly, freedom of press
GRADE LEVEL EXPECTATION	V.B.2.2.	Explain the meaning of political rights as distinguished from personal rights, e.g., the right of free speech for political discussion as distinct from the right of free speech to express personal tastes and interests, the right to register to vote as distinct from the right to live where one chooses
GRADE LEVEL EXPECTATION	V.B.2.3.	Identify major statements of political rights in documents such as the Declaration of Independence, United States Constitution, including the Bill of Rights, state constitutions, and civil rights legislation
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.2.	Political rights. Students should be able to evaluate, take, and defend positions on issues involving political rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.2.4.	Explain the importance to the individual and society of such political rights as
EXPECTATION	V.B.2.4.a.	Freedom of speech, press, assembly, and petition
GRADE LEVEL EXPECTATION	V.B.2.5.	Identify and evaluate contemporary issues that involve political rights, e.g., hate speech, fair trial, free press
STRAND /	N.NSCG.	National Standards for Civics and Government (NSCG)

ORGANIZATION		
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.3.	Economic rights. Students should be able to evaluate, take, and defend positions on issues involving economic rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.3.3.	Explain the importance to the individual and to society of such economic rights as the right to
EXPECTATION	V.B.3.3.b.	Choose one's work, change employment
EXPECTATION	V.B.3.3.e.	Copyright and patent
EXPECTATION	V.B.3.3.f.	Enter into lawful contracts
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.3.	Economic rights. Students should be able to evaluate, take, and defend positions on issues involving economic rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.3.4.	Identify and evaluate contemporary issues regarding economic rights, e.g., employment, welfare, social security, minimum wage, health care, equal pay for equal work, freedom of contract
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.4.	Scope and limits of rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.4.1.	Explain what is meant by the "scope and limits" of a right, e.g., the scope of one's right to free speech in the United States is extensive and protects almost all forms of political expression. The right to free speech, however, can be limited if and when that speech seriously harms or endangers others
GRADE LEVEL EXPECTATION	V.B.4.2.	Explain the argument that all rights have limits
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.4.	Scope and limits of rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.4.3.	Explain criteria commonly used in determining what limits should be placed on specific rights, e.g.,
EXPECTATION	V.B.4.3.a.	Clear and present danger rule
EXPECTATION	V.B.4.3.b.	Compelling government interest test
EXPECTATION	V.B.4.3.c.	National security
EXPECTATION	V.B.4.3.d.	Libel or slander
EXPECTATION	V.B.4.3.e.	Public safety
EXPECTATION	V.B.4.3.f.	Equal opportunity
GRADE LEVEL EXPECTATION	V.B.4.5.	Identify and evaluate positions on a contemporary conflict between rights and other social values and interests, e.g., the right of the public to know what their government is doing versus the need for national security, the right to property versus the protection of the environment
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.C.	What are the roles of the citizen in American democracy? What are the responsibilities of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.C.1.	Personal responsibilities. Students should be able to evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society. To achieve this standard, students should be able to

GRADE LEVEL EXPECTATION	V.C.1.1.	Evaluate the importance of commonly held personal responsibilities, such as
EXPECTATION	V.C.1.1.a.	Taking care of one's self
EXPECTATION	V.C.1.1.b.	Supporting one's family
EXPECTATION	V.C.1.1.d.	Adhering to moral principles
EXPECTATION	V.C.1.1.e.	Considering the rights and interests of others
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.C.	What are the roles of the citizen in American democracy? What are the responsibilities of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.C.1.	Personal responsibilities. Students should be able to evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.1.2.	Identify and evaluate contemporary issues that involve personal responsibilities, e.g., failure to provide adequate support or care for one's children, cheating on examinations, lack of concern for the less fortunate
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.C.	What are the roles of the citizen in American democracy? What are the responsibilities of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.C.2.	Civic responsibilities. Students should be able to evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.2.1.	Evaluate the importance of commonly held civic responsibilities, such as
EXPECTATION	V.C.2.1.a.	Obedying the law
EXPECTATION	V.C.2.1.b.	Paying taxes
EXPECTATION	V.C.2.1.c.	Respecting the rights of others
EXPECTATION	V.C.2.1.d.	Being informed and attentive to public issues
EXPECTATION	V.C.2.1.e.	Monitoring political leaders and governmental agencies and taking appropriate action if their adherence to constitutional principles is lacking
EXPECTATION	V.C.2.1.g.	Participating in civic groups
EXPECTATION	V.C.2.1.h.	Performing public service
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.C.	What are the roles of the citizen in American democracy? What are the responsibilities of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.C.2.	Civic responsibilities. Students should be able to evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.2.2.	Explain the meaning of civic responsibilities as distinguished from personal responsibilities
GRADE LEVEL EXPECTATION	V.C.2.4.	Evaluate the importance for the individual and society of fulfilling civic responsibilities
GRADE LEVEL EXPECTATION	V.C.2.5.	Identify and evaluate contemporary issues that involve civic responsibilities, e.g., low voter participation, avoidance of jury duty, failure to be informed about public issues
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.D.	What are the roles of the citizen in American democracy? What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.1.	Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy. Students should be able to evaluate, take, and defend positions on the importance of certain dispositions or traits of character to themselves and American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.1.1.	Explain the importance to the individual and society of the following dispositions or traits of character
EXPECTATION	V.D.1.1.a.	Individual responsibility--fulfilling the moral and legal obligations of membership in society

EXPECTATION	V.D.1.1.I.	Civic mindedness--paying attention to and having concern for public affairs
EXPECTATION	V.D.1.1.m.	Compassion--having concern for the well-being of others, especially for the less fortunate
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.1.	Participation in civic and political life and the attainment of individual and public goals. Students should be able to explain the relationship between participating in civic and political life and the attainment of individual and public goals. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.1.1.	Identify examples of their own individual goals and explain how their participation in civic and political life can help to attain them, e.g., living in a safe and orderly neighborhood, obtaining a good education, living in a healthy environment
GRADE LEVEL EXPECTATION	V.E.1.2.	Identify examples of public goals and explain how participation in civic and political life can help to attain them, e.g., increasing the safety of the community, improving local transportation facilities, providing opportunities for education and recreation
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.2.	The difference between political and social participation. Students should be able to explain the difference between political and social participation. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.2.1.	Explain what distinguishes political from social participation, e.g., participating in a campaign to change laws regulating the care of children as opposed to volunteering to care for children
GRADE LEVEL EXPECTATION	V.E.2.2.	Explain the importance of both political and social participation to American constitutional democracy
GRADE LEVEL EXPECTATION	V.E.2.3.	Identify opportunities in their own community for both political and social participation
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.3.	Forms of political participation. Students should be able to describe the means by which Americans can monitor and influence politics and government. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.3.1.	Explain how Americans can use the following means to monitor and influence politics and government at local, state, and national levels
EXPECTATION	V.E.3.1.b.	Becoming informed about public issues
EXPECTATION	V.E.3.1.c.	Discussing public issues
EXPECTATION	V.E.3.1.e.	Joining political parties, interest groups, and other organizations that attempt to influence public policy and elections
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.3.	Forms of political participation. Students should be able to describe the means by which Americans can monitor and influence politics and government. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.3.4.	Explain why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is a form of political participation
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL	V.E.4.	Political leadership and public service. Students should be able to explain the importance of political leadership and public service in a constitutional democracy. To achieve this standard,

EXPECTATION		students should be able to
GRADE LEVEL EXPECTATION	V.E.4.7.	Explain the importance of public service in a constitutional democracy
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.5.	Knowledge and participation. Students should be able to explain the importance of knowledge to competent and responsible participation in American democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.5.1.	Explain why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is an important form of participation

Grade: 7 - Adopted 2010 (NCSS) / 1994 (NSCG)

STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.1.	CULTURE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
GRADE LEVEL EXPECTATION	1.2.	PROCESSES - Learners will be able to:
EXPECTATION	1.2.6.	Illustrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
GRADE LEVEL EXPECTATION	5.2.	PROCESSES - Learners will be able to:
EXPECTATION	5.2.7.	Evaluate how groups and institutions work to meet individual needs and promote or fail to promote the common good.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
GRADE LEVEL EXPECTATION	6.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	6.1.1.	Rights are guaranteed in the U.S. Constitution, the supreme law of the land.
EXPECTATION	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism).
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
GRADE LEVEL EXPECTATION	6.2.	PROCESSES - Learners will be able to:
EXPECTATION	6.2.2.	Examine persistent issues involving the rights of individuals and groups in relation to the general welfare.

EXPECTATION	6.2.3.	Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
GRADE LEVEL EXPECTATION	6.3.	PRODUCTS - Learners demonstrate understanding by:
EXPECTATION	6.3.3.	Preparing and implementing an action plan addressing a local public issue or problem.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.9.	GLOBAL CONNECTIONS
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
GRADE LEVEL EXPECTATION	9.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	9.1.3.	Spatial relationships that relate to ongoing global issues (e.g., pollution, poverty, disease, and conflict) affect the health and well-being of Earth and its inhabitants.
EXPECTATION	9.1.6.	Universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.9.	GLOBAL CONNECTIONS
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
GRADE LEVEL EXPECTATION	9.2.	PROCESSES - Learners will be able to:
EXPECTATION	9.2.7.	Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.10.	CIVIC IDEALS AND PRACTICES
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
GRADE LEVEL EXPECTATION	10.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	10.1.1.	The theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society.
EXPECTATION	10.1.2.	Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent.
EXPECTATION	10.1.3.	Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action).
EXPECTATION	10.1.8.	The importance of becoming informed in order to make positive civic contributions.
STRAND /	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)

ORGANIZATION		
STANDARD / BENCHMARK	NCSS.10.	CIVIC IDEALS AND PRACTICES
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
GRADE LEVEL EXPECTATION	10.2.	PROCESSES - Learners will be able to:
EXPECTATION	10.2.1.	Ask and find answers to questions about how to become informed and take civic action.
EXPECTATION	10.2.2.	Identify and describe the role of citizen in various forms of government, past and present.
EXPECTATION	10.2.3.	Analyze and evaluate the effectiveness of various forms of civic action influencing public policy decisions that address the realization of civic ideals.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.10.	CIVIC IDEALS AND PRACTICES
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
GRADE LEVEL EXPECTATION	10.3.	PRODUCTS - Learners demonstrate understanding by:
EXPECTATION	10.3.4.	Creating and implementing a plan of action in collaboration with others on an issue of public concern, after weighing possible options for the most effective citizen action.
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	I.A.	What are civic life, politics, and government? What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
BENCHMARK / GRADE LEVEL EXPECTATION	I.A.1.	Defining civic life, politics, and government. Students should be able to explain the meaning of the terms civic life, politics, and government. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.A.1.1.	Define and distinguish between private life and civic life
EXPECTATION	I.A.1.1.b.	Civic life concerns taking part in the governance of the school, community, tribe, state, or nation, e.g., helping to find solutions to problems, helping to make rules and laws, serving as elected leaders
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	I.A.	What are civic life, politics, and government? What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
BENCHMARK / GRADE LEVEL EXPECTATION	I.A.2.	Necessity and purposes of government. Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.A.2.2.	Evaluate competing ideas about the purposes government should serve, e.g.,
EXPECTATION	I.A.2.2.a.	Protecting individual rights
EXPECTATION	I.A.2.2.d.	Molding the character of citizens
EXPECTATION	I.A.2.2.e.	Furthering the interests of a particular class or group
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	I.C.	What are civic life, politics, and government? What are the nature and purposes of constitutions?
BENCHMARK / GRADE LEVEL EXPECTATION	I.C.3.	Conditions under which constitutional government flourishes. Students should be able to explain those conditions that are essential for the flourishing of constitutional government. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.C.3.1.	Explain the importance of establishing and maintaining conditions that help constitutional government to flourish such as

EXPECTATION	I.C.3.1.a.	A citizenry that is educated and enjoys a reasonable standard of living; understands and supports the constitution and its values and principles; willingly assumes the responsibilities of citizenship; insists that government officials respect limitations the constitution places on their authority
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.A.	What are the foundations of the American political system? What is the American idea of constitutional government?
BENCHMARK / GRADE LEVEL EXPECTATION	II.A.1.	The American idea of constitutional government. Students should be able to explain the essential ideas of American constitutional government. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.A.1.5.	Evaluate, take, and defend positions on current issues involving constitutional protection of individual rights, such as
EXPECTATION	II.A.1.5.a.	Limits on speech, e.g., "hate speech," advertising, libel and slander, "fighting words"
EXPECTATION	II.A.1.5.c.	Cruel and unusual punishment, e.g., death penalty
EXPECTATION	II.A.1.5.d.	Search and seizure, e.g., warrantless searches
EXPECTATION	II.A.1.5.e.	Privacy, e.g., fingerprinting of children, national identification cards, wiretapping, DNA banks
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.B.	What are the foundations of the American political system? What are the distinctive characteristics of American society?
BENCHMARK / GRADE LEVEL EXPECTATION	II.B.1.	Distinctive characteristics of American society. Students should be able to identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.1.1.	Explain important factors that have helped shape American society
EXPECTATION	II.B.1.1.a.	Absence of a nobility or an inherited caste system
EXPECTATION	II.B.1.1.n.	Relative social equality
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.B.	What are the foundations of the American political system? What are the distinctive characteristics of American society?
BENCHMARK / GRADE LEVEL EXPECTATION	II.B.2.	The role of voluntarism in American life. Students should be able to evaluate, take, and defend positions on the importance of voluntarism in American society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.2.1.	Explain factors that have inclined Americans toward voluntarism, e.g., colonial conditions, frontier traditions, religious beliefs
GRADE LEVEL EXPECTATION	II.B.2.2.	Identify services that religious, charitable, and civic groups provide in their own community, e.g., health, child, and elderly care; disaster relief; counseling; tutoring; basic needs such as food, clothing, shelter
GRADE LEVEL EXPECTATION	II.B.2.3.	Identify opportunities for individuals to volunteer in their own schools and communities
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.B.	What are the foundations of the American political system? What are the distinctive characteristics of American society?
BENCHMARK / GRADE LEVEL EXPECTATION	II.B.3.	Diversity in American society. Students should be able to evaluate, take, and defend positions on the value and challenges of diversity in American life. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.3.3.	Explain why conflicts have arisen from diversity, using historical and contemporary examples, e.g., North/South conflict; conflict about land, suffrage, and other rights of Native Americans; Catholic/Protestant conflicts in the nineteenth century; conflict about civil rights of minorities and women; present day ethnic conflict in urban settings
GRADE LEVEL EXPECTATION	II.B.3.4.	Evaluate ways conflicts about diversity can be resolved in a peaceful manner that respects individual rights and promotes the common good
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD /	II.C.	What are the foundations of the American political system? What is American

BENCHMARK		political culture?
BENCHMARK / GRADE LEVEL EXPECTATION	II.C.2.	The character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.C.2.1.	Describe political conflict in the United States both historically and at present, such as conflict about
EXPECTATION	II.C.2.1.d.	Extending the franchise
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.C.	What are the foundations of the American political system? What is American political culture?
BENCHMARK / GRADE LEVEL EXPECTATION	II.C.2.	The character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.C.2.2.	Explain some of the reasons why political conflict in the United States, with notable exceptions such as the Civil War, labor unrest, civil rights struggles, and the opposition to the war in Vietnam generally has been less divisive than in many other nations. These include
EXPECTATION	II.C.2.2.c.	Many opportunities to influence government and to participate in it
EXPECTATION	II.C.2.2.e.	Acceptance of the idea of majority rule tempered by a respect for minority rights
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.D.	What are the foundations of the American political system? What values and principles are basic to American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	II.D.1.	Fundamental values and principles. Students should be able to explain the meaning and importance of the fundamental values and principles of American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.1.2.	Explain the meaning and importance of each of the following values considered to be fundamental to American public life
EXPECTATION	II.D.1.2.a.	Individual rights: life, liberty, property, and the pursuit of happiness
EXPECTATION	II.D.1.2.c.	Self government
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.D.	What are the foundations of the American political system? What values and principles are basic to American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	II.D.2.	Conflicts among values and principles in American political and social life. Students should be able to evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.2.2.	Explain why people may agree on values or principles in the abstract but disagree when they are applied to specific issues
EXPECTATION	II.D.2.2.a.	Agreement on the value of freedom of expression but disagreement about the extent to which expression of unpopular and offensive views should be tolerated, e.g., neo-Nazi demonstrations, racial slurs, profanity, lyrics that advocate violence
EXPECTATION	II.D.2.2.b.	Agreement on the value of equality but disagreement about affirmative action programs
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.D.	What are the foundations of the American political system? What values and principles are basic to American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	II.D.3.	Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.3.4.	Describe historical and contemporary efforts to reduce discrepancies between ideals and the reality of American public life, e.g., abolition, suffrage, civil rights, and environmental protection movements
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.D.	What are the foundations of the American political system? What values and principles are basic to American constitutional democracy?

BENCHMARK / GRADE LEVEL EXPECTATION	II.D.3.	Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.3.5.	Explain ways in which discrepancies between reality and the ideals of American constitutional democracy can be reduced by
EXPECTATION	II.D.3.5.a.	Individual action
EXPECTATION	II.D.3.5.b.	Social action
EXPECTATION	II.D.3.5.c.	Political action
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.B.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? What does the national government do?
BENCHMARK / GRADE LEVEL EXPECTATION	III.B.1.	Major responsibilities for domestic and foreign policy. Students should be able to explain the major responsibilities of the national government for domestic and foreign policy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.B.1.1.	Identify historical and contemporary examples of important domestic policies, e.g., Pure Food and Drug Act, Environmental Protection Act, civil rights laws, child labor laws, minimum wage laws, Aid to Families with Dependent Children, Social Security
GRADE LEVEL EXPECTATION	III.B.1.2.	Explain how and why domestic policies affect their lives
GRADE LEVEL EXPECTATION	III.B.1.3.	Identify historical and contemporary examples of important foreign policies, e.g., Monroe Doctrine, Marshall Plan, immigration acts, foreign aid, arms control, promoting democracy and human rights throughout the world
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.E.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? What is the place of law in the American constitutional system?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.1.	The place of law in American society. Students should be able to explain the importance of law in the American constitutional system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.1.1.	Explain the importance of the rule of law in
EXPECTATION	III.E.1.1.b.	Protecting individual rights
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.E.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? What is the place of law in the American constitutional system?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.1.	The place of law in American society. Students should be able to explain the importance of law in the American constitutional system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.1.4.	Explain how the principal varieties of law protect individual rights and promote the common good
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.E.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? What is the place of law in the American constitutional system?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.2.	Criteria for evaluating rules and laws. Students should be able to explain and apply criteria useful in evaluating rules and laws. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.2.1.	Identify the strengths and weaknesses of a rule or law by determining if it is
EXPECTATION	III.E.2.1.e.	Designed to protect individual rights and to promote the common good
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.F.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How does the

		American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.F.1.	The public agenda. Students should be able to explain what is meant by the public agenda and how it is set. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.F.1.2.	Describe how the public agenda is shaped by political leaders, interest groups, the media, state and federal courts, individual citizens
GRADE LEVEL EXPECTATION	III.F.1.3.	Explain how individuals can help to shape the public agenda, e.g., by joining interest groups or political parties, by making presentations at public meetings, by writing letters to government officials and to newspapers
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.F.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.F.3.	Political parties, campaigns, and elections. Students should be able to explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.F.3.3.	Explain ways individuals can participate in political parties, campaigns, and elections
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.F.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.F.4.	Associations and groups. Students should be able to explain how interest groups, unions, and professional organizations provide opportunities for citizens to participate in the political process. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.F.4.1.	Describe the historical roles of prominent associations and groups in local, state, or national politics, e.g., abolitionists, suffragists, labor unions, agricultural organizations, civil rights groups, religious organizations
GRADE LEVEL EXPECTATION	III.F.4.2.	Describe the contemporary roles of prominent associations and groups in local, state, or national politics, e.g., AFL-CIO, National Education Association, Chamber of Commerce, Common Cause, League of Women Voters, American Medical Association, National Rifle Association, Greenpeace, National Association for the Advancement of Colored People (NAACP), Public Citizen, World Wildlife Federation
GRADE LEVEL EXPECTATION	III.F.4.3.	Explain how and why Americans become members of associations and groups
GRADE LEVEL EXPECTATION	III.F.4.4.	Explain how individuals can participate in the political process through membership in associations and groups
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.F.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.F.5.	Forming and carrying out public policy. Students should be able to explain how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.F.5.1.	Define public policy and identify examples at local, state, and national levels
GRADE LEVEL EXPECTATION	III.F.5.3.	Explain how citizens can monitor and influence the formation and implementation of public policies
GRADE LEVEL EXPECTATION	III.F.5.4.	Explain why conflicts about values, principles, and interests may make agreement difficult or impossible on certain issues of public policy, e.g., affirmative action, gun control, environmental protection, capital punishment, equal rights
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.A.	What are the roles of the citizen in American democracy? What is citizenship?

BENCHMARK / GRADE LEVEL EXPECTATION	V.A.1.	The meaning of citizenship. Students should be able to explain the meaning of American citizenship. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.A.1.1.	Explain the important characteristics of citizenship in the United States. Specifically, citizenship
EXPECTATION	V.A.1.1.e.	Confers certain rights and privileges, e.g., the right to vote, to hold public office, to serve on juries
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.1.	Personal rights. Students should be able to evaluate, take, and defend positions on issues involving personal rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.1.1.	Identify personal rights, e.g., freedom of conscience, freedom to marry whom one chooses, to have children, to associate with whomever one pleases, to live where one chooses, to travel freely, to emigrate
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.1.	Personal rights. Students should be able to evaluate, take, and defend positions on issues involving personal rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.1.3.	Explain the importance to the individual and to society of such personal rights as
EXPECTATION	V.B.1.3.b.	Freedom of expression and association
EXPECTATION	V.B.1.3.c.	Freedom of movement and residence
EXPECTATION	V.B.1.3.d.	Privacy
GRADE LEVEL EXPECTATION	V.B.1.4.	Identify and evaluate contemporary issues that involve personal rights, e.g., restricting membership in private organizations, school prayer, dress codes, curfews, sexual harassment, the right to refuse medical care
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.2.	Political rights. Students should be able to evaluate, take, and defend positions on issues involving political rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.2.1.	Identify political rights, e.g., the right to vote, petition, assembly, freedom of press
GRADE LEVEL EXPECTATION	V.B.2.2.	Explain the meaning of political rights as distinguished from personal rights, e.g., the right of free speech for political discussion as distinct from the right of free speech to express personal tastes and interests, the right to register to vote as distinct from the right to live where one chooses
GRADE LEVEL EXPECTATION	V.B.2.3.	Identify major statements of political rights in documents such as the Declaration of Independence, United States Constitution, including the Bill of Rights, state constitutions, and civil rights legislation
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.2.	Political rights. Students should be able to evaluate, take, and defend positions on issues involving political rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.2.4.	Explain the importance to the individual and society of such political rights as
EXPECTATION	V.B.2.4.a.	Freedom of speech, press, assembly, and petition
GRADE LEVEL EXPECTATION	V.B.2.5.	Identify and evaluate contemporary issues that involve political rights, e.g., hate speech, fair trial, free press
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)

STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.3.	Economic rights. Students should be able to evaluate, take, and defend positions on issues involving economic rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.3.3.	Explain the importance to the individual and to society of such economic rights as the right to
EXPECTATION	V.B.3.3.b.	Choose one's work, change employment
EXPECTATION	V.B.3.3.e.	Copyright and patent
EXPECTATION	V.B.3.3.f.	Enter into lawful contracts
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.3.	Economic rights. Students should be able to evaluate, take, and defend positions on issues involving economic rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.3.4.	Identify and evaluate contemporary issues regarding economic rights, e.g., employment, welfare, social security, minimum wage, health care, equal pay for equal work, freedom of contract
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.4.	Scope and limits of rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.4.1.	Explain what is meant by the "scope and limits" of a right, e.g., the scope of one's right to free speech in the United States is extensive and protects almost all forms of political expression. The right to free speech, however, can be limited if and when that speech seriously harms or endangers others
GRADE LEVEL EXPECTATION	V.B.4.2.	Explain the argument that all rights have limits
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.4.	Scope and limits of rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.4.3.	Explain criteria commonly used in determining what limits should be placed on specific rights, e.g.,
EXPECTATION	V.B.4.3.a.	Clear and present danger rule
EXPECTATION	V.B.4.3.b.	Compelling government interest test
EXPECTATION	V.B.4.3.c.	National security
EXPECTATION	V.B.4.3.d.	Libel or slander
EXPECTATION	V.B.4.3.e.	Public safety
EXPECTATION	V.B.4.3.f.	Equal opportunity
GRADE LEVEL EXPECTATION	V.B.4.5.	Identify and evaluate positions on a contemporary conflict between rights and other social values and interests, e.g., the right of the public to know what their government is doing versus the need for national security, the right to property versus the protection of the environment
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.C.	What are the roles of the citizen in American democracy? What are the responsibilities of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.C.1.	Personal responsibilities. Students should be able to evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society. To achieve this standard, students should be able to
GRADE LEVEL	V.C.1.1.	Evaluate the importance of commonly held personal responsibilities, such as

EXPECTATION		
EXPECTATION	V.C.1.1.a.	Taking care of one's self
EXPECTATION	V.C.1.1.b.	Supporting one's family
EXPECTATION	V.C.1.1.d.	Adhering to moral principles
EXPECTATION	V.C.1.1.e.	Considering the rights and interests of others
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.C.	What are the roles of the citizen in American democracy? What are the responsibilities of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.C.1.	Personal responsibilities. Students should be able to evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.1.2.	Identify and evaluate contemporary issues that involve personal responsibilities, e.g., failure to provide adequate support or care for one's children, cheating on examinations, lack of concern for the less fortunate
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.C.	What are the roles of the citizen in American democracy? What are the responsibilities of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.C.2.	Civic responsibilities. Students should be able to evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.2.1.	Evaluate the importance of commonly held civic responsibilities, such as
EXPECTATION	V.C.2.1.a.	Obeying the law
EXPECTATION	V.C.2.1.b.	Paying taxes
EXPECTATION	V.C.2.1.c.	Respecting the rights of others
EXPECTATION	V.C.2.1.d.	Being informed and attentive to public issues
EXPECTATION	V.C.2.1.e.	Monitoring political leaders and governmental agencies and taking appropriate action if their adherence to constitutional principles is lacking
EXPECTATION	V.C.2.1.g.	Participating in civic groups
EXPECTATION	V.C.2.1.h.	Performing public service
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.C.	What are the roles of the citizen in American democracy? What are the responsibilities of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.C.2.	Civic responsibilities. Students should be able to evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.2.2.	Explain the meaning of civic responsibilities as distinguished from personal responsibilities
GRADE LEVEL EXPECTATION	V.C.2.4.	Evaluate the importance for the individual and society of fulfilling civic responsibilities
GRADE LEVEL EXPECTATION	V.C.2.5.	Identify and evaluate contemporary issues that involve civic responsibilities, e.g., low voter participation, avoidance of jury duty, failure to be informed about public issues
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.D.	What are the roles of the citizen in American democracy? What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.1.	Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy. Students should be able to evaluate, take, and defend positions on the importance of certain dispositions or traits of character to themselves and American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.1.1.	Explain the importance to the individual and society of the following dispositions or traits of character
EXPECTATION	V.D.1.1.a.	Individual responsibility--fulfilling the moral and legal obligations of membership in society

EXPECTATION	V.D.1.1.I.	Civic mindedness--paying attention to and having concern for public affairs
EXPECTATION	V.D.1.1.m.	Compassion--having concern for the well-being of others, especially for the less fortunate
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.1.	Participation in civic and political life and the attainment of individual and public goals. Students should be able to explain the relationship between participating in civic and political life and the attainment of individual and public goals. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.1.1.	Identify examples of their own individual goals and explain how their participation in civic and political life can help to attain them, e.g., living in a safe and orderly neighborhood, obtaining a good education, living in a healthy environment
GRADE LEVEL EXPECTATION	V.E.1.2.	Identify examples of public goals and explain how participation in civic and political life can help to attain them, e.g., increasing the safety of the community, improving local transportation facilities, providing opportunities for education and recreation
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.2.	The difference between political and social participation. Students should be able to explain the difference between political and social participation. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.2.1.	Explain what distinguishes political from social participation, e.g., participating in a campaign to change laws regulating the care of children as opposed to volunteering to care for children
GRADE LEVEL EXPECTATION	V.E.2.2.	Explain the importance of both political and social participation to American constitutional democracy
GRADE LEVEL EXPECTATION	V.E.2.3.	Identify opportunities in their own community for both political and social participation
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.3.	Forms of political participation. Students should be able to describe the means by which Americans can monitor and influence politics and government. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.3.1.	Explain how Americans can use the following means to monitor and influence politics and government at local, state, and national levels
EXPECTATION	V.E.3.1.b.	Becoming informed about public issues
EXPECTATION	V.E.3.1.c.	Discussing public issues
EXPECTATION	V.E.3.1.e.	Joining political parties, interest groups, and other organizations that attempt to influence public policy and elections
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.3.	Forms of political participation. Students should be able to describe the means by which Americans can monitor and influence politics and government. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.3.4.	Explain why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is a form of political participation
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.4.	Political leadership and public service. Students should be able to explain the importance of political leadership and public service in a constitutional democracy. To achieve this standard, students should be able to

GRADE LEVEL EXPECTATION	V.E.4.7.	Explain the importance of public service in a constitutional democracy
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.5.	Knowledge and participation. Students should be able to explain the importance of knowledge to competent and responsible participation in American democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.5.1.	Explain why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is an important form of participation

Grade: 8 - Adopted 2010 (NCSS) / 1994 (NSCG)

STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.1.	CULTURE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
GRADE LEVEL EXPECTATION	1.2.	PROCESSES - Learners will be able to:
EXPECTATION	1.2.6.	Illustrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
GRADE LEVEL EXPECTATION	5.2.	PROCESSES - Learners will be able to:
EXPECTATION	5.2.7.	Evaluate how groups and institutions work to meet individual needs and promote or fail to promote the common good.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
GRADE LEVEL EXPECTATION	6.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	6.1.1.	Rights are guaranteed in the U.S. Constitution, the supreme law of the land.
EXPECTATION	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism).
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
GRADE LEVEL EXPECTATION	6.2.	PROCESSES - Learners will be able to:
EXPECTATION	6.2.2.	Examine persistent issues involving the rights of individuals and groups in relation to the general welfare.
EXPECTATION	6.2.3.	Compare and analyze the ways in which groups and nations respond to the

		richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
GRADE LEVEL EXPECTATION	6.3.	PRODUCTS - Learners demonstrate understanding by:
EXPECTATION	6.3.3.	Preparing and implementing an action plan addressing a local public issue or problem.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.9.	GLOBAL CONNECTIONS
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
GRADE LEVEL EXPECTATION	9.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	9.1.3.	Spatial relationships that relate to ongoing global issues (e.g., pollution, poverty, disease, and conflict) affect the health and well-being of Earth and its inhabitants.
EXPECTATION	9.1.6.	Universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.9.	GLOBAL CONNECTIONS
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
GRADE LEVEL EXPECTATION	9.2.	PROCESSES - Learners will be able to:
EXPECTATION	9.2.7.	Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.10.	CIVIC IDEALS AND PRACTICES
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
GRADE LEVEL EXPECTATION	10.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	10.1.1.	The theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society.
EXPECTATION	10.1.2.	Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent.
EXPECTATION	10.1.3.	Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action).
EXPECTATION	10.1.8.	The importance of becoming informed in order to make positive civic contributions.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)

STANDARD / BENCHMARK	NCSS.10.	CIVIC IDEALS AND PRACTICES
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
GRADE LEVEL EXPECTATION	10.2.	PROCESSES - Learners will be able to:
EXPECTATION	10.2.1.	Ask and find answers to questions about how to become informed and take civic action.
EXPECTATION	10.2.2.	Identify and describe the role of citizen in various forms of government, past and present.
EXPECTATION	10.2.3.	Analyze and evaluate the effectiveness of various forms of civic action influencing public policy decisions that address the realization of civic ideals.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.10.	CIVIC IDEALS AND PRACTICES
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
GRADE LEVEL EXPECTATION	10.3.	PRODUCTS - Learners demonstrate understanding by:
EXPECTATION	10.3.4.	Creating and implementing a plan of action in collaboration with others on an issue of public concern, after weighing possible options for the most effective citizen action.
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	I.A.	What are civic life, politics, and government? What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
BENCHMARK / GRADE LEVEL EXPECTATION	I.A.1.	Defining civic life, politics, and government. Students should be able to explain the meaning of the terms civic life, politics, and government. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.A.1.1.	Define and distinguish between private life and civic life
EXPECTATION	I.A.1.1.b.	Civic life concerns taking part in the governance of the school, community, tribe, state, or nation, e.g., helping to find solutions to problems, helping to make rules and laws, serving as elected leaders
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	I.A.	What are civic life, politics, and government? What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
BENCHMARK / GRADE LEVEL EXPECTATION	I.A.2.	Necessity and purposes of government. Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.A.2.2.	Evaluate competing ideas about the purposes government should serve, e.g.,
EXPECTATION	I.A.2.2.a.	Protecting individual rights
EXPECTATION	I.A.2.2.d.	Molding the character of citizens
EXPECTATION	I.A.2.2.e.	Furthering the interests of a particular class or group
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	I.C.	What are civic life, politics, and government? What are the nature and purposes of constitutions?
BENCHMARK / GRADE LEVEL EXPECTATION	I.C.3.	Conditions under which constitutional government flourishes. Students should be able to explain those conditions that are essential for the flourishing of constitutional government. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.C.3.1.	Explain the importance of establishing and maintaining conditions that help constitutional government to flourish such as
EXPECTATION	I.C.3.1.a.	A citizenry that is educated and enjoys a reasonable standard of living;

		understands and supports the constitution and its values and principles; willingly assumes the responsibilities of citizenship; insists that government officials respect limitations the constitution places on their authority
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.A.	What are the foundations of the American political system? What is the American idea of constitutional government?
BENCHMARK / GRADE LEVEL EXPECTATION	II.A.1.	The American idea of constitutional government. Students should be able to explain the essential ideas of American constitutional government. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.A.1.5.	Evaluate, take, and defend positions on current issues involving constitutional protection of individual rights, such as
EXPECTATION	II.A.1.5.a.	Limits on speech, e.g., "hate speech," advertising, libel and slander, "fighting words"
EXPECTATION	II.A.1.5.c.	Cruel and unusual punishment, e.g., death penalty
EXPECTATION	II.A.1.5.d.	Search and seizure, e.g., warrantless searches
EXPECTATION	II.A.1.5.e.	Privacy, e.g., fingerprinting of children, national identification cards, wiretapping, DNA banks
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.B.	What are the foundations of the American political system? What are the distinctive characteristics of American society?
BENCHMARK / GRADE LEVEL EXPECTATION	II.B.1.	Distinctive characteristics of American society. Students should be able to identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.1.1.	Explain important factors that have helped shape American society
EXPECTATION	II.B.1.1.a.	Absence of a nobility or an inherited caste system
EXPECTATION	II.B.1.1.n.	Relative social equality
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.B.	What are the foundations of the American political system? What are the distinctive characteristics of American society?
BENCHMARK / GRADE LEVEL EXPECTATION	II.B.2.	The role of voluntarism in American life. Students should be able to evaluate, take, and defend positions on the importance of voluntarism in American society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.2.1.	Explain factors that have inclined Americans toward voluntarism, e.g., colonial conditions, frontier traditions, religious beliefs
GRADE LEVEL EXPECTATION	II.B.2.2.	Identify services that religious, charitable, and civic groups provide in their own community, e.g., health, child, and elderly care; disaster relief; counseling; tutoring; basic needs such as food, clothing, shelter
GRADE LEVEL EXPECTATION	II.B.2.3.	Identify opportunities for individuals to volunteer in their own schools and communities
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.B.	What are the foundations of the American political system? What are the distinctive characteristics of American society?
BENCHMARK / GRADE LEVEL EXPECTATION	II.B.3.	Diversity in American society. Students should be able to evaluate, take, and defend positions on the value and challenges of diversity in American life. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.3.3.	Explain why conflicts have arisen from diversity, using historical and contemporary examples, e.g., North/South conflict; conflict about land, suffrage, and other rights of Native Americans; Catholic/Protestant conflicts in the nineteenth century; conflict about civil rights of minorities and women; present day ethnic conflict in urban settings
GRADE LEVEL EXPECTATION	II.B.3.4.	Evaluate ways conflicts about diversity can be resolved in a peaceful manner that respects individual rights and promotes the common good
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.C.	What are the foundations of the American political system? What is American political culture?

BENCHMARK / GRADE LEVEL EXPECTATION	II.C.2.	The character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.C.2.1.	Describe political conflict in the United States both historically and at present, such as conflict about
EXPECTATION	II.C.2.1.d.	Extending the franchise
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.C.	What are the foundations of the American political system? What is American political culture?
BENCHMARK / GRADE LEVEL EXPECTATION	II.C.2.	The character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.C.2.2.	Explain some of the reasons why political conflict in the United States, with notable exceptions such as the Civil War, labor unrest, civil rights struggles, and the opposition to the war in Vietnam generally has been less divisive than in many other nations. These include
EXPECTATION	II.C.2.2.c.	Many opportunities to influence government and to participate in it
EXPECTATION	II.C.2.2.e.	Acceptance of the idea of majority rule tempered by a respect for minority rights
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.D.	What are the foundations of the American political system? What values and principles are basic to American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	II.D.1.	Fundamental values and principles. Students should be able to explain the meaning and importance of the fundamental values and principles of American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.1.2.	Explain the meaning and importance of each of the following values considered to be fundamental to American public life
EXPECTATION	II.D.1.2.a.	Individual rights: life, liberty, property, and the pursuit of happiness
EXPECTATION	II.D.1.2.c.	Self government
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.D.	What are the foundations of the American political system? What values and principles are basic to American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	II.D.2.	Conflicts among values and principles in American political and social life. Students should be able to evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.2.2.	Explain why people may agree on values or principles in the abstract but disagree when they are applied to specific issues
EXPECTATION	II.D.2.2.a.	Agreement on the value of freedom of expression but disagreement about the extent to which expression of unpopular and offensive views should be tolerated, e.g., neo-Nazi demonstrations, racial slurs, profanity, lyrics that advocate violence
EXPECTATION	II.D.2.2.b.	Agreement on the value of equality but disagreement about affirmative action programs
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.D.	What are the foundations of the American political system? What values and principles are basic to American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	II.D.3.	Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.3.4.	Describe historical and contemporary efforts to reduce discrepancies between ideals and the reality of American public life, e.g., abolition, suffrage, civil rights, and environmental protection movements
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	II.D.	What are the foundations of the American political system? What values and principles are basic to American constitutional democracy?
BENCHMARK /	II.D.3.	Disparities between ideals and reality in American political and social life. Students should be

GRADE LEVEL EXPECTATION		able to evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.3.5.	Explain ways in which discrepancies between reality and the ideals of American constitutional democracy can be reduced by
EXPECTATION	II.D.3.5.a.	Individual action
EXPECTATION	II.D.3.5.b.	Social action
EXPECTATION	II.D.3.5.c.	Political action
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.B.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? What does the national government do?
BENCHMARK / GRADE LEVEL EXPECTATION	III.B.1.	Major responsibilities for domestic and foreign policy. Students should be able to explain the major responsibilities of the national government for domestic and foreign policy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.B.1.1.	Identify historical and contemporary examples of important domestic policies, e.g., Pure Food and Drug Act, Environmental Protection Act, civil rights laws, child labor laws, minimum wage laws, Aid to Families with Dependent Children, Social Security
GRADE LEVEL EXPECTATION	III.B.1.2.	Explain how and why domestic policies affect their lives
GRADE LEVEL EXPECTATION	III.B.1.3.	Identify historical and contemporary examples of important foreign policies, e.g., Monroe Doctrine, Marshall Plan, immigration acts, foreign aid, arms control, promoting democracy and human rights throughout the world
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.E.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? What is the place of law in the American constitutional system?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.1.	The place of law in American society. Students should be able to explain the importance of law in the American constitutional system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.1.1.	Explain the importance of the rule of law in
EXPECTATION	III.E.1.1.b.	Protecting individual rights
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.E.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? What is the place of law in the American constitutional system?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.1.	The place of law in American society. Students should be able to explain the importance of law in the American constitutional system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.1.4.	Explain how the principal varieties of law protect individual rights and promote the common good
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.E.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? What is the place of law in the American constitutional system?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.2.	Criteria for evaluating rules and laws. Students should be able to explain and apply criteria useful in evaluating rules and laws. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.2.1.	Identify the strengths and weaknesses of a rule or law by determining if it is
EXPECTATION	III.E.2.1.e.	Designed to protect individual rights and to promote the common good
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.F.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How does the American political system provide for choice and opportunities for

		participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.F.1.	The public agenda. Students should be able to explain what is meant by the public agenda and how it is set. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.F.1.2.	Describe how the public agenda is shaped by political leaders, interest groups, the media, state and federal courts, individual citizens
GRADE LEVEL EXPECTATION	III.F.1.3.	Explain how individuals can help to shape the public agenda, e.g., by joining interest groups or political parties, by making presentations at public meetings, by writing letters to government officials and to newspapers
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.F.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.F.3.	Political parties, campaigns, and elections. Students should be able to explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.F.3.3.	Explain ways individuals can participate in political parties, campaigns, and elections
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.F.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.F.4.	Associations and groups. Students should be able to explain how interest groups, unions, and professional organizations provide opportunities for citizens to participate in the political process. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.F.4.1.	Describe the historical roles of prominent associations and groups in local, state, or national politics, e.g., abolitionists, suffragists, labor unions, agricultural organizations, civil rights groups, religious organizations
GRADE LEVEL EXPECTATION	III.F.4.2.	Describe the contemporary roles of prominent associations and groups in local, state, or national politics, e.g., AFL-CIO, National Education Association, Chamber of Commerce, Common Cause, League of Women Voters, American Medical Association, National Rifle Association, Greenpeace, National Association for the Advancement of Colored People (NAACP), Public Citizen, World Wildlife Federation
GRADE LEVEL EXPECTATION	III.F.4.3.	Explain how and why Americans become members of associations and groups
GRADE LEVEL EXPECTATION	III.F.4.4.	Explain how individuals can participate in the political process through membership in associations and groups
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.F.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.F.5.	Forming and carrying out public policy. Students should be able to explain how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.F.5.1.	Define public policy and identify examples at local, state, and national levels
GRADE LEVEL EXPECTATION	III.F.5.3.	Explain how citizens can monitor and influence the formation and implementation of public policies
GRADE LEVEL EXPECTATION	III.F.5.4.	Explain why conflicts about values, principles, and interests may make agreement difficult or impossible on certain issues of public policy, e.g., affirmative action, gun control, environmental protection, capital punishment, equal rights
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.A.	What are the roles of the citizen in American democracy? What is citizenship?
BENCHMARK /	V.A.1.	The meaning of citizenship. Students should be able to explain the meaning of American

GRADE LEVEL EXPECTATION		citizenship. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.A.1.1.	Explain the important characteristics of citizenship in the United States. Specifically, citizenship
EXPECTATION	V.A.1.1.e.	Confers certain rights and privileges, e.g., the right to vote, to hold public office, to serve on juries
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.1.	Personal rights. Students should be able to evaluate, take, and defend positions on issues involving personal rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.1.1.	Identify personal rights, e.g., freedom of conscience, freedom to marry whom one chooses, to have children, to associate with whomever one pleases, to live where one chooses, to travel freely, to emigrate
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.1.	Personal rights. Students should be able to evaluate, take, and defend positions on issues involving personal rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.1.3.	Explain the importance to the individual and to society of such personal rights as
EXPECTATION	V.B.1.3.b.	Freedom of expression and association
EXPECTATION	V.B.1.3.c.	Freedom of movement and residence
EXPECTATION	V.B.1.3.d.	Privacy
GRADE LEVEL EXPECTATION	V.B.1.4.	Identify and evaluate contemporary issues that involve personal rights, e.g., restricting membership in private organizations, school prayer, dress codes, curfews, sexual harassment, the right to refuse medical care
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.2.	Political rights. Students should be able to evaluate, take, and defend positions on issues involving political rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.2.1.	Identify political rights, e.g., the right to vote, petition, assembly, freedom of press
GRADE LEVEL EXPECTATION	V.B.2.2.	Explain the meaning of political rights as distinguished from personal rights, e.g., the right of free speech for political discussion as distinct from the right of free speech to express personal tastes and interests, the right to register to vote as distinct from the right to live where one chooses
GRADE LEVEL EXPECTATION	V.B.2.3.	Identify major statements of political rights in documents such as the Declaration of Independence, United States Constitution, including the Bill of Rights, state constitutions, and civil rights legislation
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.2.	Political rights. Students should be able to evaluate, take, and defend positions on issues involving political rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.2.4.	Explain the importance to the individual and society of such political rights as
EXPECTATION	V.B.2.4.a.	Freedom of speech, press, assembly, and petition
GRADE LEVEL EXPECTATION	V.B.2.5.	Identify and evaluate contemporary issues that involve political rights, e.g., hate speech, fair trial, free press
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)

STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.3.	Economic rights. Students should be able to evaluate, take, and defend positions on issues involving economic rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.3.3.	Explain the importance to the individual and to society of such economic rights as the right to
EXPECTATION	V.B.3.3.b.	Choose one's work, change employment
EXPECTATION	V.B.3.3.e.	Copyright and patent
EXPECTATION	V.B.3.3.f.	Enter into lawful contracts
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.3.	Economic rights. Students should be able to evaluate, take, and defend positions on issues involving economic rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.3.4.	Identify and evaluate contemporary issues regarding economic rights, e.g., employment, welfare, social security, minimum wage, health care, equal pay for equal work, freedom of contract
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.4.	Scope and limits of rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.4.1.	Explain what is meant by the "scope and limits" of a right, e.g., the scope of one's right to free speech in the United States is extensive and protects almost all forms of political expression. The right to free speech, however, can be limited if and when that speech seriously harms or endangers others
GRADE LEVEL EXPECTATION	V.B.4.2.	Explain the argument that all rights have limits
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.B.	What are the roles of the citizen in American democracy? What are the rights of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.B.4.	Scope and limits of rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.4.3.	Explain criteria commonly used in determining what limits should be placed on specific rights, e.g.,
EXPECTATION	V.B.4.3.a.	Clear and present danger rule
EXPECTATION	V.B.4.3.b.	Compelling government interest test
EXPECTATION	V.B.4.3.c.	National security
EXPECTATION	V.B.4.3.d.	Libel or slander
EXPECTATION	V.B.4.3.e.	Public safety
EXPECTATION	V.B.4.3.f.	Equal opportunity
GRADE LEVEL EXPECTATION	V.B.4.5.	Identify and evaluate positions on a contemporary conflict between rights and other social values and interests, e.g., the right of the public to know what their government is doing versus the need for national security, the right to property versus the protection of the environment
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.C.	What are the roles of the citizen in American democracy? What are the responsibilities of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.C.1.	Personal responsibilities. Students should be able to evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society. To achieve this standard, students should be able to
GRADE LEVEL	V.C.1.1.	Evaluate the importance of commonly held personal responsibilities, such as

EXPECTATION		
EXPECTATION	V.C.1.1.a.	Taking care of one's self
EXPECTATION	V.C.1.1.b.	Supporting one's family
EXPECTATION	V.C.1.1.d.	Adhering to moral principles
EXPECTATION	V.C.1.1.e.	Considering the rights and interests of others
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.C.	What are the roles of the citizen in American democracy? What are the responsibilities of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.C.1.	Personal responsibilities. Students should be able to evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.1.2.	Identify and evaluate contemporary issues that involve personal responsibilities, e.g., failure to provide adequate support or care for one's children, cheating on examinations, lack of concern for the less fortunate
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.C.	What are the roles of the citizen in American democracy? What are the responsibilities of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.C.2.	Civic responsibilities. Students should be able to evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.2.1.	Evaluate the importance of commonly held civic responsibilities, such as
EXPECTATION	V.C.2.1.a.	Obeying the law
EXPECTATION	V.C.2.1.b.	Paying taxes
EXPECTATION	V.C.2.1.c.	Respecting the rights of others
EXPECTATION	V.C.2.1.d.	Being informed and attentive to public issues
EXPECTATION	V.C.2.1.e.	Monitoring political leaders and governmental agencies and taking appropriate action if their adherence to constitutional principles is lacking
EXPECTATION	V.C.2.1.g.	Participating in civic groups
EXPECTATION	V.C.2.1.h.	Performing public service
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.C.	What are the roles of the citizen in American democracy? What are the responsibilities of citizens?
BENCHMARK / GRADE LEVEL EXPECTATION	V.C.2.	Civic responsibilities. Students should be able to evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.2.2.	Explain the meaning of civic responsibilities as distinguished from personal responsibilities
GRADE LEVEL EXPECTATION	V.C.2.4.	Evaluate the importance for the individual and society of fulfilling civic responsibilities
GRADE LEVEL EXPECTATION	V.C.2.5.	Identify and evaluate contemporary issues that involve civic responsibilities, e.g., low voter participation, avoidance of jury duty, failure to be informed about public issues
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.D.	What are the roles of the citizen in American democracy? What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.1.	Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy. Students should be able to evaluate, take, and defend positions on the importance of certain dispositions or traits of character to themselves and American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.1.1.	Explain the importance to the individual and society of the following dispositions or traits of character
EXPECTATION	V.D.1.1.a.	Individual responsibility--fulfilling the moral and legal obligations of membership in society

EXPECTATION	V.D.1.1.I.	Civic mindedness--paying attention to and having concern for public affairs
EXPECTATION	V.D.1.1.m.	Compassion--having concern for the well-being of others, especially for the less fortunate
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.1.	Participation in civic and political life and the attainment of individual and public goals. Students should be able to explain the relationship between participating in civic and political life and the attainment of individual and public goals. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.1.1.	Identify examples of their own individual goals and explain how their participation in civic and political life can help to attain them, e.g., living in a safe and orderly neighborhood, obtaining a good education, living in a healthy environment
GRADE LEVEL EXPECTATION	V.E.1.2.	Identify examples of public goals and explain how participation in civic and political life can help to attain them, e.g., increasing the safety of the community, improving local transportation facilities, providing opportunities for education and recreation
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.2.	The difference between political and social participation. Students should be able to explain the difference between political and social participation. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.2.1.	Explain what distinguishes political from social participation, e.g., participating in a campaign to change laws regulating the care of children as opposed to volunteering to care for children
GRADE LEVEL EXPECTATION	V.E.2.2.	Explain the importance of both political and social participation to American constitutional democracy
GRADE LEVEL EXPECTATION	V.E.2.3.	Identify opportunities in their own community for both political and social participation
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.3.	Forms of political participation. Students should be able to describe the means by which Americans can monitor and influence politics and government. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.3.1.	Explain how Americans can use the following means to monitor and influence politics and government at local, state, and national levels
EXPECTATION	V.E.3.1.b.	Becoming informed about public issues
EXPECTATION	V.E.3.1.c.	Discussing public issues
EXPECTATION	V.E.3.1.e.	Joining political parties, interest groups, and other organizations that attempt to influence public policy and elections
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.3.	Forms of political participation. Students should be able to describe the means by which Americans can monitor and influence politics and government. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.3.4.	Explain why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is a form of political participation
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.4.	Political leadership and public service. Students should be able to explain the importance of political leadership and public service in a constitutional democracy. To achieve this standard, students should be able to

GRADE LEVEL EXPECTATION	V.E.4.7.	Explain the importance of public service in a constitutional democracy
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	V.E.	What are the roles of the citizen in American democracy? How can citizens take part in civic life?
BENCHMARK / GRADE LEVEL EXPECTATION	V.E.5.	Knowledge and participation. Students should be able to explain the importance of knowledge to competent and responsible participation in American democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.5.1.	Explain why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is an important form of participation