

Welcome Change Productions**Grades:** 9, 10, 11, 12**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: **9** - 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	1.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	1.1.7.	That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross--cultural understanding.
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.	Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
EXPECTATION	1.2.9.	Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.2.	TIME, CONTINUITY, AND CHANGE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
GRADE LEVEL EXPECTATION	2.2.	PROCESSES - Learners will be able to:
EXPECTATION	2.2.4.	Use historical facts, concepts, and methods to evaluate an issue of importance today, and make informed decisions as responsible citizens to propose policies, and take action on it.
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	5.1.	KNOWLEDGE - Learners will understand:

EXPECTATION	5.1.7.	How in democratic societies, legal protections are designed to protect the rights and beliefs of minority groups.
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	6.1.2.	Fundamental principles 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	6.2.3.	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	9.1.7.	Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.
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.	Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territorial rights, economic development, the use of natural resources, and human rights.

EXPECTATION	9.2.10.	Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal human rights.
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	9.3.	PRODUCTS - Learners demonstrate understanding by:
EXPECTATION	9.3.4.	Analyzing or formulating policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
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 recognize where gaps between ideals and practices exist, and prepares us to work for social justice.
EXPECTATION	10.1.2.	Concepts and ideals such as: human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law.
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	10.1.7.	The importance of becoming informed as the basis for thoughtful and positive contributions through civic action.
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.	Compare and contrast the roles of citizen in various forms of government past and present.
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.	Writing a plan of action in collaboration with others to strengthen the "common good," after weighing possible options regarding a specific issue of public concern.
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.	Distinguish between civic life--the public life of the citizen concerned with the affairs of the community and nation--and private life--the personal life of the individual devoted to the pursuit of private interests
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.3.	The purposes of politics and government. Students should be able to evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.A.3.1.	Explain competing ideas about the purposes of politics and government, e.g.,
EXPECTATION	I.A.3.1.g.	Protecting individual rights
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	I.B.	What are civic life, politics, and government? What are the essential characteristics of limited and unlimited government?
BENCHMARK / GRADE LEVEL EXPECTATION	I.B.4.	The relationship of limited government to political and economic freedom. Students should be able to explain and evaluate competing ideas regarding the relationship between political and economic freedoms. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.B.4.1.	Identify essential political freedoms, e.g., freedom of religion, speech, press, and assembly
GRADE LEVEL EXPECTATION	I.B.4.3.	Explain competing ideas about the relationship between political and economic freedoms, e.g., that political freedom is more important than economic freedom, that political and economic freedom are inseparable
GRADE LEVEL EXPECTATION	I.B.4.4.	Explain how political and economic freedoms serve to limit governmental power
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 central ideas of American constitutional government and their history. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.A.1.4.	Explain the central ideas of American constitutional government such as
EXPECTATION	II.A.1.4.d.	The Constitution as legitimizing majority rule in certain key areas of decision making, while limiting the power of these majorities in order to protect the rights of individuals
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, the Puritan ethic, frontier traditions, religious beliefs
GRADE LEVEL EXPECTATION	II.B.2.2.	Describe the role of voluntary associations in performing functions usually associated with government, such as providing social welfare and education; give historical and contemporary examples
GRADE LEVEL EXPECTATION	II.B.2.3.	Describe the extent of voluntarism in American society compared to other countries
GRADE LEVEL EXPECTATION	II.B.2.4.	Explain the relationship of voluntarism to Americans' ideas about limited government

GRADE LEVEL EXPECTATION	II.B.2.5.	Evaluate arguments regarding what responsibilities properly belong to individuals or to groups and to the private sector or to the government and how these responsibilities should be shared by the private sector and government
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.	The role of organized groups in political life. Students should be able to evaluate, take, and defend positions on the contemporary role of organized groups in American social and political life. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.3.1.	Identify examples of organized groups and discuss their historical and contemporary role in local, state, and national politics, e.g., unions, professional organizations; religious, charitable, service, and civic groups
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.4.	Diversity in American society. Students should be able to evaluate, take and defend positions on issues regarding diversity in American life. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.4.1.	Identify the many forms of diversity found in American society, e.g., racial, religious, ethnic, socioeconomic, regional, linguistic
GRADE LEVEL EXPECTATION	II.B.4.2.	Explain the impact on American politics, both historically and at present, of the racial, religious, socioeconomic, regional, ethnic, and linguistic diversity of American society
GRADE LEVEL EXPECTATION	II.B.4.3.	Explain alternative ideas about the role and value of diversity in American life both historically and at present
GRADE LEVEL EXPECTATION	II.B.4.4.	Describe conflicts that have arisen from diversity and explain the means by which some have been managed and explain why some conflicts have persisted unabated
GRADE LEVEL EXPECTATION	II.B.4.5.	Explain the importance of adhering to constitutional values and principles in managing conflicts over diversity
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.	Character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually tend to prevent it or 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
EXPECTATION	II.C.2.1.e.	Extending civil rights to all Americans
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.	Character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually tend to prevent it or 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, nineteenth century labor unrest, the 1950s and 1960s civil rights struggles, and the opposition to the war in Vietnam, has generally been less divisive than in many other nations. These include
EXPECTATION	II.C.2.2.b.	The existence of many opportunities to influence government and to participate in it
EXPECTATION	II.C.2.2.e.	Acceptance of majority rule tempered by respect for minority rights
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.	Fundamental values and principles. Students should be able to evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.3.1.	Explain the following values which are widely considered to be fundamental to American civic life
EXPECTATION	II.D.3.1.a.	Individual rights, i.e., life, liberty, property, and the pursuit of happiness
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.	Fundamental values and principles. Students should be able to evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.3.5.	Explain the interdependence among certain values and principles, e.g., individual liberty and diversity
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.4.	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 may be in conflict. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.4.1.	Describe historical and contemporary issues which involve conflicts among fundamental values and principles and explain how these conflicts might be resolved
EXPECTATION	II.D.4.1.b.	Liberty and authority
EXPECTATION	II.D.4.1.c.	Individual rights and the common good
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.4.	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 may be in conflict. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.4.2.	Explain why people may agree on values or principles in the abstract but disagree when they are applied to specific issues, e.g., the right to life and capital punishment
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.5.	Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.5.1.	Explain the importance of Americans' establishing ideals in political life and their insistence on comparing current practices with these ideals
GRADE LEVEL EXPECTATION	II.D.5.2.	Explain, using historical and contemporary examples, discrepancies between American ideals and the realities of American social and political life, e.g., the ideal of equal opportunity and the reality of unfair discrimination
GRADE LEVEL EXPECTATION	II.D.5.3.	Describe historical and contemporary efforts to reduce discrepancies between ideals and reality in American public life, e.g., abolitionists; suffrage, union, and civil rights movements; government programs such as Head Start; civil rights legislation and enforcement
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.5.	Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities. To achieve this standard, students should be able to

GRADE LEVEL EXPECTATION	II.D.5.4.	Explain ways in which discrepancies between reality and the ideals of American constitutional democracy can be reduced by
EXPECTATION	II.D.5.4.a.	Individual action
EXPECTATION	II.D.5.4.b.	Social action
EXPECTATION	II.D.5.4.c.	Political action
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.A.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
BENCHMARK / GRADE LEVEL EXPECTATION	III.A.2.	The American federal system. Students should be able to evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.A.2.4.	Explain how the federal system provides numerous opportunities for citizens to hold their governments accountable
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? How is the national government organized and what does it do?
BENCHMARK / GRADE LEVEL EXPECTATION	III.B.2.	Major responsibilities of the national government in domestic and foreign policy. Students should be able to evaluate, take, and defend positions on issues regarding 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.2.1.	Explain the major responsibilities of the national government for domestic policy and how domestic policies affect their everyday lives and their community
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.D.	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.D.1.	The place of law in American society. Students should be able to evaluate, take, and defend positions on the role and importance of law in the American political system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.D.1.1.	Explain why the rule of law has a central place in American society, e.g., it
EXPECTATION	III.D.1.1.a.	Establishes limits on both those who govern and the governed
EXPECTATION	III.D.1.1.b.	Makes possible a system of ordered liberty that protects the basic rights of citizens
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.D.	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.D.1.	The place of law in American society. Students should be able to evaluate, take, and defend positions on the role and importance of law in the American political system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.D.1.4.	Explain, using historical and contemporary examples, the meaning and significance of the idea of equal protection of the laws for all persons, e.g., the Fourteenth Amendments, Americans with Disabilities Act, equal opportunity legislation
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? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.1.	The public agenda. Students should be able to evaluate, take, and defend positions about how the public agenda is set. To achieve this standard, students should be able to
GRADE LEVEL	III.E.1.2.	Describe how the public agenda is shaped by political leaders, political

EXPECTATION		institutions, political parties, interest groups, the media, individual citizens
GRADE LEVEL EXPECTATION	III.E.1.3.	Explain how individuals can help to shape the public agenda, e.g., joining interest groups or political parties, making presentations at public meetings, writing letters to newspapers and government officials
GRADE LEVEL EXPECTATION	III.E.1.4.	Explain why issues important to some groups and the nation do not become a part of the public agenda
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? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.5.	Associations and groups. Students should be able to evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.5.1.	Identify and explain the historical role of various associations and groups active in American politics, e.g., political organizations, political action committees (PACs), interest groups, voluntary and civic associations, professional organizations, unions, religious groups
GRADE LEVEL EXPECTATION	III.E.5.3.	Describe the contemporary roles of associations and groups in local, state, and national politics
GRADE LEVEL EXPECTATION	III.E.5.4.	Evaluate the degree to which associations and groups enhance citizen participation in American political life
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? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.6.	Forming and carrying out public policy. Students should be able to evaluate, take, and defend positions about the formation and implementation of public policy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.6.2.	Identify the major groups interested in that issue and explain their positions
GRADE LEVEL EXPECTATION	III.E.6.3.	Identify the points at which citizens can monitor or influence the process of public policy formation
GRADE LEVEL EXPECTATION	III.E.6.5.	Explain why conflicts about values, principles, and interests may make agreement difficult or impossible on certain issues of public policy, e.g., affirmative action, abortion, environment, gun control, capital punishment
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	IV.C.	What is the relationship of the United States to other nations and to world affairs? How has the United States influenced other nations, and how have other nations influenced American politics and society?
BENCHMARK / GRADE LEVEL EXPECTATION	IV.C.1.	Impact of the American concept of democracy and individual rights on the world. Students should be able to evaluate, take, and defend positions about the impact of American political ideas on the world. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	IV.C.1.2.	Describe the influence abroad of American ideas about rights and how the ideas of others about rights have influenced Americans
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	IV.C.	What is the relationship of the United States to other nations and to world affairs? How has the United States influenced other nations, and how have other nations influenced American politics and society?
BENCHMARK / GRADE LEVEL EXPECTATION	IV.C.2.	Political developments. Students should be able to evaluate, take, and defend positions about the effects of significant international political developments on the United States and other nations. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	IV.C.2.2.	Explain the effects on other nations of significant American political developments, e.g., immigration policies; opposition to communism; promotion of human rights; foreign trade; economic, military, and humanitarian aid
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 in the United States. Students should be able to explain the meaning of citizenship in the United States. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.A.1.1.	Explain the idea that 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 regarding personal rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.1.1.	Explain the meaning of personal rights as distinguished from political rights, e.g., the right to privacy or the right to freedom of conscience as distinguished from the political right to peaceably assemble and petition for a redress of grievances
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 regarding 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.a.	Freedom of thought and conscience
EXPECTATION	V.B.1.3.b.	Privacy and personal autonomy
EXPECTATION	V.B.1.3.c.	Freedom of expression and association
EXPECTATION	V.B.1.3.d.	Freedom of movement and residence
GRADE LEVEL EXPECTATION	V.B.1.4.	Explain how personal rights are secured in American constitutional democracy by such means as the rule of law, checks and balances, an independent judiciary, a vigilant citizenry
GRADE LEVEL EXPECTATION	V.B.1.5.	Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of 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 regarding political rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.2.1.	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 for expression of one's personal tastes and interests, or the right to register to vote as distinct from the right to live where one chooses
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 regarding economic rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.3.6.	Evaluate contemporary issues that involve economic rights, e.g., minimum wages, consumer product safety, taxation, affirmative action, eminent domain, zoning, copyright, patents
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.4.	Relationships among personal, political, and economic rights. Students should be able to evaluate, take, and defend positions on the relationships among personal, political, and economic rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.4.3.	Explain and give examples of situations in which personal, political, or economic rights are in conflict
GRADE LEVEL EXPECTATION	V.B.4.4.	Evaluate the argument that poverty, unemployment, and urban decay serve to limit both political and economic rights
GRADE LEVEL EXPECTATION	V.B.4.5.	Evaluate the argument that personal, political, and economic rights reinforce each other
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.5.	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.5.1.	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; however, the right to free speech can be limited if and when speech seriously harms or endangers others
GRADE LEVEL EXPECTATION	V.B.5.2.	Evaluate 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.5.	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.5.3.	Explain considerations and criteria commonly used in determining what limits should be placed on specific rights, e.g.,
EXPECTATION	V.B.5.3.a.	Clear and present danger
EXPECTATION	V.B.5.3.b.	Compelling government interest
EXPECTATION	V.B.5.3.c.	National security
EXPECTATION	V.B.5.3.d.	Chilling effect on the exercise of rights
EXPECTATION	V.B.5.3.e.	Libel or slander
EXPECTATION	V.B.5.3.f.	Public safety
EXPECTATION	V.B.5.3.g.	Equal opportunity
GRADE LEVEL EXPECTATION	V.B.5.4.	Evaluate positions on contemporary conflicts between rights, e.g., the right to a fair trial and the right to a free press, the right to privacy and the right to freedom of expression, one person's right to free speech versus another's right to be heard
GRADE LEVEL EXPECTATION	V.B.5.5.	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 issues regarding the personal responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.1.1.	Explain the distinction between personal and civic responsibilities, as well as the tensions that may arise between them
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 issues regarding the personal responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.1.2.	Evaluate the importance for the individual and society of
EXPECTATION	V.C.1.2.a.	Taking care of one's self
EXPECTATION	V.C.1.2.b.	Supporting one's family and caring for, nurturing, and educating one's children
EXPECTATION	V.C.1.2.d.	Adhering to moral principles
EXPECTATION	V.C.1.2.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.2.	Civic responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.2.2.	Evaluate the importance for the individual and society of
EXPECTATION	V.C.2.2.a.	Obedying the law
EXPECTATION	V.C.2.2.b.	Being informed and attentive to public issues
EXPECTATION	V.C.2.2.c.	Monitoring the adherence of political leaders and governmental agencies to constitutional principles and taking appropriate action if that adherence is lacking
EXPECTATION	V.C.2.2.e.	Paying taxes
EXPECTATION	V.C.2.2.i.	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 issues regarding civic responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.2.3.	Evaluate whether and when their obligations as citizens require that their personal desires and interests be subordinated to the public good
GRADE LEVEL EXPECTATION	V.C.2.4.	Evaluate whether and when moral obligations or constitutional principles require one to refuse to assume certain civic responsibilities
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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.1.	Dispositions that lead the citizen to be an independent member of society. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that lead individuals to become independent members of society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.1.2.	Explain the meaning and importance of individual responsibility-- fulfilling the moral and legal obligations of membership in society
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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.2.	Dispositions that foster respect for individual worth and human dignity. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that foster respect for individual worth and human dignity. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.2.2.	Explain the meaning and importance of compassion--concern for the well-being of others

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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.3.	Dispositions that incline the citizen to public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that incline citizens to public affairs. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.3.1.	Explain the meaning of civic mindedness--what the Founders called civic virtue--or attentiveness to and concern for public affairs
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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.4.	Dispositions that facilitate thoughtful and effective participation in public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that facilitate thoughtful and effective participation in public affairs. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.4.1.	Evaluate the usefulness of the following traits in facilitating thoughtful and effective participation in public affairs
EXPECTATION	V.D.4.1.a.	Civility--treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument
EXPECTATION	V.D.4.1.i.	Civic mindedness--paying attention to and having concern for public affairs
EXPECTATION	V.D.4.1.j.	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.	The relationship between politics and the attainment of individual and public goals. Students should be able to evaluate, take and defend positions on the relationship between politics and the attainment of individual and public goals. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.1.1.	Explain the relationship of individual participation in the political process to the realization of the fundamental values of American constitutional democracy
GRADE LEVEL EXPECTATION	V.E.1.2.	Explain the relationship between participation in the political process and the attainment of individual and collective goals
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 participation in government and political life from nonpolitical participation in civil society and private life, e.g., participating in a campaign to change laws regulating nursing homes as opposed to volunteering to work in a nursing home
GRADE LEVEL EXPECTATION	V.E.2.2.	Evaluate the importance of both political and social participation to American 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.3.	Forms of political participation. Students should be able to evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.3.1.	Describe the many ways citizens can participate in the political process at local, state, and national levels
GRADE LEVEL	V.E.3.5.	Evaluate the usefulness of other forms of political participation in influencing

EXPECTATION		public policy, e.g., attending political and governmental meetings, filing a legal challenge, demonstrating, contacting public officials, working in campaigns, contributing money to political parties or causes, writing letters, boycotting, community organizing, petitioning, picketing, expressing opinions on talk shows, running for political office
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 careers in public service. Students should be able to evaluate, take, and defend positions about the functions of leadership in an American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.4.2.	Describe various ways one can exercise leadership in public affairs
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: 10 - 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	1.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	1.1.7.	That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding.
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.	Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
EXPECTATION	1.2.9.	Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.2.	TIME, CONTINUITY, AND CHANGE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
GRADE LEVEL EXPECTATION	2.2.	PROCESSES - Learners will be able to:
EXPECTATION	2.2.4.	Use historical facts, concepts, and methods to evaluate an issue of importance today, and make informed decisions as responsible citizens to propose policies, and take action on it.

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	5.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	5.1.7.	How in democratic societies, legal protections are designed to protect the rights and beliefs of minority groups.
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	6.1.2.	Fundamental principles 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	6.2.3.	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	9.1.7.	Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD /	NCSS.9.	GLOBAL CONNECTIONS

BENCHMARK		
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.	Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territorial rights, economic development, the use of natural resources, and human rights.
EXPECTATION	9.2.10.	Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal human rights.
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	9.3.	PRODUCTS - Learners demonstrate understanding by:
EXPECTATION	9.3.4.	Analyzing or formulating policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
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 recognize where gaps between ideals and practices exist, and prepares us to work for social justice.
EXPECTATION	10.1.2.	Concepts and ideals such as: human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law.
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	10.1.7.	The importance of becoming informed as the basis for thoughtful and positive contributions through civic action.
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.	Compare and contrast the roles of citizen in various forms of government past and present.
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.	Writing a plan of action in collaboration with others to strengthen the "common good," after weighing possible options regarding a specific issue of public concern.
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.	Distinguish between civic life--the public life of the citizen concerned with the affairs of the community and nation--and private life--the personal life of the individual devoted to the pursuit of private interests
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.3.	The purposes of politics and government. Students should be able to evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.A.3.1.	Explain competing ideas about the purposes of politics and government, e.g.,
EXPECTATION	I.A.3.1.g.	Protecting individual rights
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	I.B.	What are civic life, politics, and government? What are the essential characteristics of limited and unlimited government?
BENCHMARK / GRADE LEVEL EXPECTATION	I.B.4.	The relationship of limited government to political and economic freedom. Students should be able to explain and evaluate competing ideas regarding the relationship between political and economic freedoms. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.B.4.1.	Identify essential political freedoms, e.g., freedom of religion, speech, press, and assembly
GRADE LEVEL EXPECTATION	I.B.4.3.	Explain competing ideas about the relationship between political and economic freedoms, e.g., that political freedom is more important than economic freedom, that political and economic freedom are inseparable
GRADE LEVEL EXPECTATION	I.B.4.4.	Explain how political and economic freedoms serve to limit governmental power
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 central ideas of American constitutional government and their history. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.A.1.4.	Explain the central ideas of American constitutional government such as
EXPECTATION	II.A.1.4.d.	The Constitution as legitimizing majority rule in certain key areas of decision making, while limiting the power of these majorities in order to protect the rights of individuals
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	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

EXPECTATION		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, the Puritan ethic, frontier traditions, religious beliefs
GRADE LEVEL EXPECTATION	II.B.2.2.	Describe the role of voluntary associations in performing functions usually associated with government, such as providing social welfare and education; give historical and contemporary examples
GRADE LEVEL EXPECTATION	II.B.2.3.	Describe the extent of voluntarism in American society compared to other countries
GRADE LEVEL EXPECTATION	II.B.2.4.	Explain the relationship of voluntarism to Americans' ideas about limited government
GRADE LEVEL EXPECTATION	II.B.2.5.	Evaluate arguments regarding what responsibilities properly belong to individuals or to groups and to the private sector or to the government and how these responsibilities should be shared by the private sector and government
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.	The role of organized groups in political life. Students should be able to evaluate, take, and defend positions on the contemporary role of organized groups in American social and political life. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.3.1.	Identify examples of organized groups and discuss their historical and contemporary role in local, state, and national politics, e.g., unions, professional organizations; religious, charitable, service, and civic groups
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.4.	Diversity in American society. Students should be able to evaluate, take and defend positions on issues regarding diversity in American life. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.4.1.	Identify the many forms of diversity found in American society, e.g., racial, religious, ethnic, socioeconomic, regional, linguistic
GRADE LEVEL EXPECTATION	II.B.4.2.	Explain the impact on American politics, both historically and at present, of the racial, religious, socioeconomic, regional, ethnic, and linguistic diversity of American society
GRADE LEVEL EXPECTATION	II.B.4.3.	Explain alternative ideas about the role and value of diversity in American life both historically and at present
GRADE LEVEL EXPECTATION	II.B.4.4.	Describe conflicts that have arisen from diversity and explain the means by which some have been managed and explain why some conflicts have persisted unabated
GRADE LEVEL EXPECTATION	II.B.4.5.	Explain the importance of adhering to constitutional values and principles in managing conflicts over diversity
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.	Character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually tend to prevent it or 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
EXPECTATION	II.C.2.1.e.	Extending civil rights to all Americans
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.	Character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually tend to prevent it or 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, nineteenth century labor unrest, the 1950s and 1960s civil rights struggles, and the opposition to the war in Vietnam, has generally been less divisive than in many other nations. These include
EXPECTATION	II.C.2.2.b.	The existence of many opportunities to influence government and to participate in it
EXPECTATION	II.C.2.2.e.	Acceptance of majority rule tempered by 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.3.	Fundamental values and principles. Students should be able to evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.3.1.	Explain the following values which are widely considered to be fundamental to American civic life
EXPECTATION	II.D.3.1.a.	Individual rights, i.e., life, liberty, property, and the pursuit of happiness
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.	Fundamental values and principles. Students should be able to evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.3.5.	Explain the interdependence among certain values and principles, e.g., individual liberty and diversity
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.4.	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 may be in conflict. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.4.1.	Describe historical and contemporary issues which involve conflicts among fundamental values and principles and explain how these conflicts might be resolved
EXPECTATION	II.D.4.1.b.	Liberty and authority
EXPECTATION	II.D.4.1.c.	Individual rights and the common good
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.4.	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 may be in conflict. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.4.2.	Explain why people may agree on values or principles in the abstract but disagree when they are applied to specific issues, e.g., the right to life and capital punishment
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.5.	Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.5.1.	Explain the importance of Americans' establishing ideals in political life and their insistence on comparing current practices with these ideals
GRADE LEVEL EXPECTATION	II.D.5.2.	Explain, using historical and contemporary examples, discrepancies between American ideals and the realities of American social and political life, e.g., the ideal of equal opportunity and the reality of unfair discrimination

GRADE LEVEL EXPECTATION	II.D.5.3.	Describe historical and contemporary efforts to reduce discrepancies between ideals and reality in American public life, e.g., abolitionists; suffrage, union, and civil rights movements; government programs such as Head Start; civil rights legislation and enforcement
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.5.	Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.5.4.	Explain ways in which discrepancies between reality and the ideals of American constitutional democracy can be reduced by
EXPECTATION	II.D.5.4.a.	Individual action
EXPECTATION	II.D.5.4.b.	Social action
EXPECTATION	II.D.5.4.c.	Political action
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.A.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
BENCHMARK / GRADE LEVEL EXPECTATION	III.A.2.	The American federal system. Students should be able to evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.A.2.4.	Explain how the federal system provides numerous opportunities for citizens to hold their governments accountable
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? How is the national government organized and what does it do?
BENCHMARK / GRADE LEVEL EXPECTATION	III.B.2.	Major responsibilities of the national government in domestic and foreign policy. Students should be able to evaluate, take, and defend positions on issues regarding 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.2.1.	Explain the major responsibilities of the national government for domestic policy and how domestic policies affect their everyday lives and their community
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.D.	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.D.1.	The place of law in American society. Students should be able to evaluate, take, and defend positions on the role and importance of law in the American political system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.D.1.1.	Explain why the rule of law has a central place in American society, e.g., it
EXPECTATION	III.D.1.1.a.	Establishes limits on both those who govern and the governed
EXPECTATION	III.D.1.1.b.	Makes possible a system of ordered liberty that protects the basic rights of citizens
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.D.	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.D.1.	The place of law in American society. Students should be able to evaluate, take, and defend positions on the role and importance of law in the American political system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.D.1.4.	Explain, using historical and contemporary examples, the meaning and significance of the idea of equal protection of the laws for all persons, e.g., the Fourteenth Amendments, Americans with Disabilities Act, equal

		opportunity legislation
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? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.1.	The public agenda. Students should be able to evaluate, take, and defend positions about how the public agenda is set. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.1.2.	Describe how the public agenda is shaped by political leaders, political institutions, political parties, interest groups, the media, individual citizens
GRADE LEVEL EXPECTATION	III.E.1.3.	Explain how individuals can help to shape the public agenda, e.g., joining interest groups or political parties, making presentations at public meetings, writing letters to newspapers and government officials
GRADE LEVEL EXPECTATION	III.E.1.4.	Explain why issues important to some groups and the nation do not become a part of the public agenda
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? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.5.	Associations and groups. Students should be able to evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.5.1.	Identify and explain the historical role of various associations and groups active in American politics, e.g., political organizations, political action committees (PACs), interest groups, voluntary and civic associations, professional organizations, unions, religious groups
GRADE LEVEL EXPECTATION	III.E.5.3.	Describe the contemporary roles of associations and groups in local, state, and national politics
GRADE LEVEL EXPECTATION	III.E.5.4.	Evaluate the degree to which associations and groups enhance citizen participation in American political life
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? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.6.	Forming and carrying out public policy. Students should be able to evaluate, take, and defend positions about the formation and implementation of public policy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.6.2.	Identify the major groups interested in that issue and explain their positions
GRADE LEVEL EXPECTATION	III.E.6.3.	Identify the points at which citizens can monitor or influence the process of public policy formation
GRADE LEVEL EXPECTATION	III.E.6.5.	Explain why conflicts about values, principles, and interests may make agreement difficult or impossible on certain issues of public policy, e.g., affirmative action, abortion, environment, gun control, capital punishment
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	IV.C.	What is the relationship of the United States to other nations and to world affairs? How has the United States influenced other nations, and how have other nations influenced American politics and society?
BENCHMARK / GRADE LEVEL EXPECTATION	IV.C.1.	Impact of the American concept of democracy and individual rights on the world. Students should be able to evaluate, take, and defend positions about the impact of American political ideas on the world. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	IV.C.1.2.	Describe the influence abroad of American ideas about rights and how the ideas of others about rights have influenced Americans
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD /	IV.C.	What is the relationship of the United States to other nations and to world

BENCHMARK		affairs? How has the United States influenced other nations, and how have other nations influenced American politics and society?
BENCHMARK / GRADE LEVEL EXPECTATION	IV.C.2.	Political developments. Students should be able to evaluate, take, and defend positions about the effects of significant international political developments on the United States and other nations. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	IV.C.2.2.	Explain the effects on other nations of significant American political developments, e.g., immigration policies; opposition to communism; promotion of human rights; foreign trade; economic, military, and humanitarian aid
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 in the United States. Students should be able to explain the meaning of citizenship in the United States. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.A.1.1.	Explain the idea that 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 regarding personal rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.1.1.	Explain the meaning of personal rights as distinguished from political rights, e.g., the right to privacy or the right to freedom of conscience as distinguished from the political right to peaceably assemble and petition for a redress of grievances
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 regarding 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.a.	Freedom of thought and conscience
EXPECTATION	V.B.1.3.b.	Privacy and personal autonomy
EXPECTATION	V.B.1.3.c.	Freedom of expression and association
EXPECTATION	V.B.1.3.d.	Freedom of movement and residence
GRADE LEVEL EXPECTATION	V.B.1.4.	Explain how personal rights are secured in American constitutional democracy by such means as the rule of law, checks and balances, an independent judiciary, a vigilant citizenry
GRADE LEVEL EXPECTATION	V.B.1.5.	Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of 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 regarding political rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.2.1.	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 for expression of one's personal tastes and interests, or the right to register to vote as distinct from the right to live where one chooses

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 regarding economic rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.3.6.	Evaluate contemporary issues that involve economic rights, e.g., minimum wages, consumer product safety, taxation, affirmative action, eminent domain, zoning, copyright, patents
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.	Relationships among personal, political, and economic rights. Students should be able to evaluate, take, and defend positions on the relationships among personal, political, and economic rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.4.3.	Explain and give examples of situations in which personal, political, or economic rights are in conflict
GRADE LEVEL EXPECTATION	V.B.4.4.	Evaluate the argument that poverty, unemployment, and urban decay serve to limit both political and economic rights
GRADE LEVEL EXPECTATION	V.B.4.5.	Evaluate the argument that personal, political, and economic rights reinforce each other
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.5.	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.5.1.	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; however, the right to free speech can be limited if and when speech seriously harms or endangers others
GRADE LEVEL EXPECTATION	V.B.5.2.	Evaluate 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.5.	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.5.3.	Explain considerations and criteria commonly used in determining what limits should be placed on specific rights, e.g.,
EXPECTATION	V.B.5.3.a.	Clear and present danger
EXPECTATION	V.B.5.3.b.	Compelling government interest
EXPECTATION	V.B.5.3.c.	National security
EXPECTATION	V.B.5.3.d.	Chilling effect on the exercise of rights
EXPECTATION	V.B.5.3.e.	Libel or slander
EXPECTATION	V.B.5.3.f.	Public safety
EXPECTATION	V.B.5.3.g.	Equal opportunity
GRADE LEVEL EXPECTATION	V.B.5.4.	Evaluate positions on contemporary conflicts between rights, e.g., the right to a fair trial and the right to a free press, the right to privacy and the right to freedom of expression, one person's right to free speech versus another's right to be heard
GRADE LEVEL EXPECTATION	V.B.5.5.	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 /	N.NSCG.	National Standards for Civics and Government (NSCG)

ORGANIZATION		
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 issues regarding the personal responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.1.1.	Explain the distinction between personal and civic responsibilities, as well as the tensions that may arise between them
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 issues regarding the personal responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.1.2.	Evaluate the importance for the individual and society of
EXPECTATION	V.C.1.2.a.	Taking care of one's self
EXPECTATION	V.C.1.2.b.	Supporting one's family and caring for, nurturing, and educating one's children
EXPECTATION	V.C.1.2.d.	Adhering to moral principles
EXPECTATION	V.C.1.2.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.2.	Civic responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.2.2.	Evaluate the importance for the individual and society of
EXPECTATION	V.C.2.2.a.	Obedying the law
EXPECTATION	V.C.2.2.b.	Being informed and attentive to public issues
EXPECTATION	V.C.2.2.c.	Monitoring the adherence of political leaders and governmental agencies to constitutional principles and taking appropriate action if that adherence is lacking
EXPECTATION	V.C.2.2.e.	Paying taxes
EXPECTATION	V.C.2.2.i.	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 issues regarding civic responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.2.3.	Evaluate whether and when their obligations as citizens require that their personal desires and interests be subordinated to the public good
GRADE LEVEL EXPECTATION	V.C.2.4.	Evaluate whether and when moral obligations or constitutional principles require one to refuse to assume certain civic responsibilities
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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.1.	Dispositions that lead the citizen to be an independent member of society. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that lead individuals to become independent members of society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.1.2.	Explain the meaning and importance of individual responsibility-- fulfilling the moral and legal obligations of membership in society

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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.2.	Dispositions that foster respect for individual worth and human dignity. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that foster respect for individual worth and human dignity. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.2.2.	Explain the meaning and importance of compassion--concern for the well-being of others
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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.3.	Dispositions that incline the citizen to public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that incline citizens to public affairs. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.3.1.	Explain the meaning of civic mindedness--what the Founders called civic virtue--or attentiveness to and concern for public affairs
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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.4.	Dispositions that facilitate thoughtful and effective participation in public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that facilitate thoughtful and effective participation in public affairs. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.4.1.	Evaluate the usefulness of the following traits in facilitating thoughtful and effective participation in public affairs
EXPECTATION	V.D.4.1.a.	Civility--treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument
EXPECTATION	V.D.4.1.i.	Civic mindedness--paying attention to and having concern for public affairs
EXPECTATION	V.D.4.1.j.	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.	The relationship between politics and the attainment of individual and public goals. Students should be able to evaluate, take and defend positions on the relationship between politics and the attainment of individual and public goals. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.1.1.	Explain the relationship of individual participation in the political process to the realization of the fundamental values of American constitutional democracy
GRADE LEVEL EXPECTATION	V.E.1.2.	Explain the relationship between participation in the political process and the attainment of individual and collective goals
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 participation in government and political life from nonpolitical participation in civil society and private life, e.g., participating in a campaign to change laws regulating nursing homes as opposed to volunteering to work in a nursing home
GRADE LEVEL EXPECTATION	V.E.2.2.	Evaluate the importance of both political and social participation to American 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.3.	Forms of political participation. Students should be able to evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.3.1.	Describe the many ways citizens can participate in the political process at local, state, and national levels
GRADE LEVEL EXPECTATION	V.E.3.5.	Evaluate the usefulness of other forms of political participation in influencing public policy, e.g., attending political and governmental meetings, filing a legal challenge, demonstrating, contacting public officials, working in campaigns, contributing money to political parties or causes, writing letters, boycotting, community organizing, petitioning, picketing, expressing opinions on talk shows, running for political office
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 careers in public service. Students should be able to evaluate, take, and defend positions about the functions of leadership in an American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.4.2.	Describe various ways one can exercise leadership in public affairs
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: 11 - 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	1.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	1.1.7.	That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding.
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.	Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
EXPECTATION	1.2.9.	Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)

STANDARD / BENCHMARK	NCSS.2.	TIME, CONTINUITY, AND CHANGE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
GRADE LEVEL EXPECTATION	2.2.	PROCESSES - Learners will be able to:
EXPECTATION	2.2.4.	Use historical facts, concepts, and methods to evaluate an issue of importance today, and make informed decisions as responsible citizens to propose policies, and take action on it.
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	5.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	5.1.7.	How in democratic societies, legal protections are designed to protect the rights and beliefs of minority groups.
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	6.1.2.	Fundamental principles 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	6.2.3.	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 /		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR

GRADE LEVEL EXPECTATION		THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
GRADE LEVEL EXPECTATION	9.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	9.1.7.	Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.
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.	Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territorial rights, economic development, the use of natural resources, and human rights.
EXPECTATION	9.2.10.	Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal human rights.
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	9.3.	PRODUCTS - Learners demonstrate understanding by:
EXPECTATION	9.3.4.	Analyzing or formulating policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
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 recognize where gaps between ideals and practices exist, and prepares us to work for social justice.
EXPECTATION	10.1.2.	Concepts and ideals such as: human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law.
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	10.1.7.	The importance of becoming informed as the basis for thoughtful and positive contributions through civic action.
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	10.2.	PROCESSES - Learners will be able to:

EXPECTATION		
EXPECTATION	10.2.1.	Ask and find answers to questions about how to become informed and take civic action.
EXPECTATION	10.2.2.	Compare and contrast the roles of citizen in various forms of government past and present.
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.	Writing a plan of action in collaboration with others to strengthen the "common good," after weighing possible options regarding a specific issue of public concern.
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.	Distinguish between civic life--the public life of the citizen concerned with the affairs of the community and nation--and private life--the personal life of the individual devoted to the pursuit of private interests
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.3.	The purposes of politics and government. Students should be able to evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.A.3.1.	Explain competing ideas about the purposes of politics and government, e.g.,
EXPECTATION	I.A.3.1.g.	Protecting individual rights
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	I.B.	What are civic life, politics, and government? What are the essential characteristics of limited and unlimited government?
BENCHMARK / GRADE LEVEL EXPECTATION	I.B.4.	The relationship of limited government to political and economic freedom. Students should be able to explain and evaluate competing ideas regarding the relationship between political and economic freedoms. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.B.4.1.	Identify essential political freedoms, e.g., freedom of religion, speech, press, and assembly
GRADE LEVEL EXPECTATION	I.B.4.3.	Explain competing ideas about the relationship between political and economic freedoms, e.g., that political freedom is more important than economic freedom, that political and economic freedom are inseparable
GRADE LEVEL EXPECTATION	I.B.4.4.	Explain how political and economic freedoms serve to limit governmental power
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 central ideas of American constitutional government and their history. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.A.1.4.	Explain the central ideas of American constitutional government such as

EXPECTATION	II.A.1.4.d.	The Constitution as legitimizing majority rule in certain key areas of decision making, while limiting the power of these majorities in order to protect the rights of individuals
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, the Puritan ethic, frontier traditions, religious beliefs
GRADE LEVEL EXPECTATION	II.B.2.2.	Describe the role of voluntary associations in performing functions usually associated with government, such as providing social welfare and education; give historical and contemporary examples
GRADE LEVEL EXPECTATION	II.B.2.3.	Describe the extent of voluntarism in American society compared to other countries
GRADE LEVEL EXPECTATION	II.B.2.4.	Explain the relationship of voluntarism to Americans' ideas about limited government
GRADE LEVEL EXPECTATION	II.B.2.5.	Evaluate arguments regarding what responsibilities properly belong to individuals or to groups and to the private sector or to the government and how these responsibilities should be shared by the private sector and government
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.	The role of organized groups in political life. Students should be able to evaluate, take, and defend positions on the contemporary role of organized groups in American social and political life. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.3.1.	Identify examples of organized groups and discuss their historical and contemporary role in local, state, and national politics, e.g., unions, professional organizations; religious, charitable, service, and civic groups
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.4.	Diversity in American society. Students should be able to evaluate, take and defend positions on issues regarding diversity in American life. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.4.1.	Identify the many forms of diversity found in American society, e.g., racial, religious, ethnic, socioeconomic, regional, linguistic
GRADE LEVEL EXPECTATION	II.B.4.2.	Explain the impact on American politics, both historically and at present, of the racial, religious, socioeconomic, regional, ethnic, and linguistic diversity of American society
GRADE LEVEL EXPECTATION	II.B.4.3.	Explain alternative ideas about the role and value of diversity in American life both historically and at present
GRADE LEVEL EXPECTATION	II.B.4.4.	Describe conflicts that have arisen from diversity and explain the means by which some have been managed and explain why some conflicts have persisted unabated
GRADE LEVEL EXPECTATION	II.B.4.5.	Explain the importance of adhering to constitutional values and principles in managing conflicts over diversity
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.	Character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually tend to prevent it or 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

EXPECTATION	II.C.2.1.e.	Extending civil rights to all Americans
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.	Character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually tend to prevent it or 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, nineteenth century labor unrest, the 1950s and 1960s civil rights struggles, and the opposition to the war in Vietnam, has generally been less divisive than in many other nations. These include
EXPECTATION	II.C.2.2.b.	The existence of many opportunities to influence government and to participate in it
EXPECTATION	II.C.2.2.e.	Acceptance of majority rule tempered by 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.3.	Fundamental values and principles. Students should be able to evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.3.1.	Explain the following values which are widely considered to be fundamental to American civic life
EXPECTATION	II.D.3.1.a.	Individual rights, i.e., life, liberty, property, and the pursuit of happiness
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.	Fundamental values and principles. Students should be able to evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.3.5.	Explain the interdependence among certain values and principles, e.g., individual liberty and diversity
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.4.	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 may be in conflict. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.4.1.	Describe historical and contemporary issues which involve conflicts among fundamental values and principles and explain how these conflicts might be resolved
EXPECTATION	II.D.4.1.b.	Liberty and authority
EXPECTATION	II.D.4.1.c.	Individual rights and the common good
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.4.	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 may be in conflict. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.4.2.	Explain why people may agree on values or principles in the abstract but disagree when they are applied to specific issues, e.g., the right to life and capital punishment
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.5.	Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.5.1.	Explain the importance of Americans' establishing ideals in political life and their insistence on comparing current practices with these ideals
GRADE LEVEL EXPECTATION	II.D.5.2.	Explain, using historical and contemporary examples, discrepancies between American ideals and the realities of American social and political life, e.g., the ideal of equal opportunity and the reality of unfair discrimination
GRADE LEVEL EXPECTATION	II.D.5.3.	Describe historical and contemporary efforts to reduce discrepancies between ideals and reality in American public life, e.g., abolitionists; suffrage, union, and civil rights movements; government programs such as Head Start; civil rights legislation and enforcement
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.5.	Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.5.4.	Explain ways in which discrepancies between reality and the ideals of American constitutional democracy can be reduced by
EXPECTATION	II.D.5.4.a.	Individual action
EXPECTATION	II.D.5.4.b.	Social action
EXPECTATION	II.D.5.4.c.	Political action
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.A.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
BENCHMARK / GRADE LEVEL EXPECTATION	III.A.2.	The American federal system. Students should be able to evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.A.2.4.	Explain how the federal system provides numerous opportunities for citizens to hold their governments accountable
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? How is the national government organized and what does it do?
BENCHMARK / GRADE LEVEL EXPECTATION	III.B.2.	Major responsibilities of the national government in domestic and foreign policy. Students should be able to evaluate, take, and defend positions on issues regarding 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.2.1.	Explain the major responsibilities of the national government for domestic policy and how domestic policies affect their everyday lives and their community
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.D.	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.D.1.	The place of law in American society. Students should be able to evaluate, take, and defend positions on the role and importance of law in the American political system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.D.1.1.	Explain why the rule of law has a central place in American society, e.g., it
EXPECTATION	III.D.1.1.a.	Establishes limits on both those who govern and the governed
EXPECTATION	III.D.1.1.b.	Makes possible a system of ordered liberty that protects the basic rights of citizens
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)

STANDARD / BENCHMARK	III.D.	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.D.1.	The place of law in American society. Students should be able to evaluate, take, and defend positions on the role and importance of law in the American political system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.D.1.4.	Explain, using historical and contemporary examples, the meaning and significance of the idea of equal protection of the laws for all persons, e.g., the Fourteenth Amendments, Americans with Disabilities Act, equal opportunity legislation
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? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.1.	The public agenda. Students should be able to evaluate, take, and defend positions about how the public agenda is set. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.1.2.	Describe how the public agenda is shaped by political leaders, political institutions, political parties, interest groups, the media, individual citizens
GRADE LEVEL EXPECTATION	III.E.1.3.	Explain how individuals can help to shape the public agenda, e.g., joining interest groups or political parties, making presentations at public meetings, writing letters to newspapers and government officials
GRADE LEVEL EXPECTATION	III.E.1.4.	Explain why issues important to some groups and the nation do not become a part of the public agenda
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? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.5.	Associations and groups. Students should be able to evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.5.1.	Identify and explain the historical role of various associations and groups active in American politics, e.g., political organizations, political action committees (PACs), interest groups, voluntary and civic associations, professional organizations, unions, religious groups
GRADE LEVEL EXPECTATION	III.E.5.3.	Describe the contemporary roles of associations and groups in local, state, and national politics
GRADE LEVEL EXPECTATION	III.E.5.4.	Evaluate the degree to which associations and groups enhance citizen participation in American political life
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? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.6.	Forming and carrying out public policy. Students should be able to evaluate, take, and defend positions about the formation and implementation of public policy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.6.2.	Identify the major groups interested in that issue and explain their positions
GRADE LEVEL EXPECTATION	III.E.6.3.	Identify the points at which citizens can monitor or influence the process of public policy formation
GRADE LEVEL EXPECTATION	III.E.6.5.	Explain why conflicts about values, principles, and interests may make agreement difficult or impossible on certain issues of public policy, e.g., affirmative action, abortion, environment, gun control, capital punishment
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	IV.C.	What is the relationship of the United States to other nations and to world affairs? How has the United States influenced other nations, and how have other nations influenced American politics and society?

BENCHMARK / GRADE LEVEL EXPECTATION	IV.C.1.	Impact of the American concept of democracy and individual rights on the world. Students should be able to evaluate, take, and defend positions about the impact of American political ideas on the world. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	IV.C.1.2.	Describe the influence abroad of American ideas about rights and how the ideas of others about rights have influenced Americans
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	IV.C.	What is the relationship of the United States to other nations and to world affairs? How has the United States influenced other nations, and how have other nations influenced American politics and society?
BENCHMARK / GRADE LEVEL EXPECTATION	IV.C.2.	Political developments. Students should be able to evaluate, take, and defend positions about the effects of significant international political developments on the United States and other nations. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	IV.C.2.2.	Explain the effects on other nations of significant American political developments, e.g., immigration policies; opposition to communism; promotion of human rights; foreign trade; economic, military, and humanitarian aid
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 in the United States. Students should be able to explain the meaning of citizenship in the United States. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.A.1.1.	Explain the idea that 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 regarding personal rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.1.1.	Explain the meaning of personal rights as distinguished from political rights, e.g., the right to privacy or the right to freedom of conscience as distinguished from the political right to peaceably assemble and petition for a redress of grievances
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 regarding 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.a.	Freedom of thought and conscience
EXPECTATION	V.B.1.3.b.	Privacy and personal autonomy
EXPECTATION	V.B.1.3.c.	Freedom of expression and association
EXPECTATION	V.B.1.3.d.	Freedom of movement and residence
GRADE LEVEL EXPECTATION	V.B.1.4.	Explain how personal rights are secured in American constitutional democracy by such means as the rule of law, checks and balances, an independent judiciary, a vigilant citizenry
GRADE LEVEL EXPECTATION	V.B.1.5.	Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of 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 regarding political rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.2.1.	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 for expression of one's personal tastes and interests, or the right to register to vote as distinct from the right to live where one chooses
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 regarding economic rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.3.6.	Evaluate contemporary issues that involve economic rights, e.g., minimum wages, consumer product safety, taxation, affirmative action, eminent domain, zoning, copyright, patents
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.	Relationships among personal, political, and economic rights. Students should be able to evaluate, take, and defend positions on the relationships among personal, political, and economic rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.4.3.	Explain and give examples of situations in which personal, political, or economic rights are in conflict
GRADE LEVEL EXPECTATION	V.B.4.4.	Evaluate the argument that poverty, unemployment, and urban decay serve to limit both political and economic rights
GRADE LEVEL EXPECTATION	V.B.4.5.	Evaluate the argument that personal, political, and economic rights reinforce each other
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.5.	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.5.1.	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; however, the right to free speech can be limited if and when speech seriously harms or endangers others
GRADE LEVEL EXPECTATION	V.B.5.2.	Evaluate 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.5.	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.5.3.	Explain considerations and criteria commonly used in determining what limits should be placed on specific rights, e.g.,
EXPECTATION	V.B.5.3.a.	Clear and present danger
EXPECTATION	V.B.5.3.b.	Compelling government interest
EXPECTATION	V.B.5.3.c.	National security
EXPECTATION	V.B.5.3.d.	Chilling effect on the exercise of rights
EXPECTATION	V.B.5.3.e.	Libel or slander
EXPECTATION	V.B.5.3.f.	Public safety
EXPECTATION	V.B.5.3.g.	Equal opportunity
GRADE LEVEL	V.B.5.4.	Evaluate positions on contemporary conflicts between rights, e.g., the right

EXPECTATION		to a fair trial and the right to a free press, the right to privacy and the right to freedom of expression, one person's right to free speech versus another's right to be heard
GRADE LEVEL EXPECTATION	V.B.5.5.	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 issues regarding the personal responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.1.1.	Explain the distinction between personal and civic responsibilities, as well as the tensions that may arise between them
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 issues regarding the personal responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.1.2.	Evaluate the importance for the individual and society of
EXPECTATION	V.C.1.2.a.	Taking care of one's self
EXPECTATION	V.C.1.2.b.	Supporting one's family and caring for, nurturing, and educating one's children
EXPECTATION	V.C.1.2.d.	Adhering to moral principles
EXPECTATION	V.C.1.2.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.2.	Civic responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.2.2.	Evaluate the importance for the individual and society of
EXPECTATION	V.C.2.2.a.	Obedying the law
EXPECTATION	V.C.2.2.b.	Being informed and attentive to public issues
EXPECTATION	V.C.2.2.c.	Monitoring the adherence of political leaders and governmental agencies to constitutional principles and taking appropriate action if that adherence is lacking
EXPECTATION	V.C.2.2.e.	Paying taxes
EXPECTATION	V.C.2.2.i.	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 issues regarding civic responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.2.3.	Evaluate whether and when their obligations as citizens require that their personal desires and interests be subordinated to the public good
GRADE LEVEL EXPECTATION	V.C.2.4.	Evaluate whether and when moral obligations or constitutional principles require one to refuse to assume certain civic responsibilities
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD /	V.D.	What are the roles of the citizen in American democracy? What civic

BENCHMARK		dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.1.	Dispositions that lead the citizen to be an independent member of society. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that lead individuals to become independent members of society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.1.2.	Explain the meaning and importance of individual responsibility-- fulfilling the moral and legal obligations of membership in society
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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.2.	Dispositions that foster respect for individual worth and human dignity. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that foster respect for individual worth and human dignity. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.2.2.	Explain the meaning and importance of compassion--concern for the well-being of others
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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.3.	Dispositions that incline the citizen to public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that incline citizens to public affairs. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.3.1.	Explain the meaning of civic mindedness--what the Founders called civic virtue--or attentiveness to and concern for public affairs
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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.4.	Dispositions that facilitate thoughtful and effective participation in public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that facilitate thoughtful and effective participation in public affairs. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.4.1.	Evaluate the usefulness of the following traits in facilitating thoughtful and effective participation in public affairs
EXPECTATION	V.D.4.1.a.	Civility--treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument
EXPECTATION	V.D.4.1.i.	Civic mindedness--paying attention to and having concern for public affairs
EXPECTATION	V.D.4.1.j.	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.	The relationship between politics and the attainment of individual and public goals. Students should be able to evaluate, take and defend positions on the relationship between politics and the attainment of individual and public goals. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.1.1.	Explain the relationship of individual participation in the political process to the realization of the fundamental values of American constitutional democracy
GRADE LEVEL EXPECTATION	V.E.1.2.	Explain the relationship between participation in the political process and the attainment of individual and collective goals
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 participation in government and political life from nonpolitical participation in civil society and private life, e.g., participating in a campaign to change laws regulating nursing homes as opposed to volunteering to work in a nursing home
GRADE LEVEL EXPECTATION	V.E.2.2.	Evaluate the importance of both political and social participation to American 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.3.	Forms of political participation. Students should be able to evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.3.1.	Describe the many ways citizens can participate in the political process at local, state, and national levels
GRADE LEVEL EXPECTATION	V.E.3.5.	Evaluate the usefulness of other forms of political participation in influencing public policy, e.g., attending political and governmental meetings, filing a legal challenge, demonstrating, contacting public officials, working in campaigns, contributing money to political parties or causes, writing letters, boycotting, community organizing, petitioning, picketing, expressing opinions on talk shows, running for political office
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 careers in public service. Students should be able to evaluate, take, and defend positions about the functions of leadership in an American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.4.2.	Describe various ways one can exercise leadership in public affairs
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

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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	1.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	1.1.7.	That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding.
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	1.2.	PROCESSES - Learners will be able to:

EXPECTATION		
EXPECTATION	1.2.6.	Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
EXPECTATION	1.2.9.	Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems.
STRAND / ORGANIZATION	N.NCSS.	National Curriculum Standards for Social Studies (NCSS)
STANDARD / BENCHMARK	NCSS.2.	TIME, CONTINUITY, AND CHANGE
BENCHMARK / GRADE LEVEL EXPECTATION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
GRADE LEVEL EXPECTATION	2.2.	PROCESSES - Learners will be able to:
EXPECTATION	2.2.4.	Use historical facts, concepts, and methods to evaluate an issue of importance today, and make informed decisions as responsible citizens to propose policies, and take action on it.
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	5.1.	KNOWLEDGE - Learners will understand:
EXPECTATION	5.1.7.	How in democratic societies, legal protections are designed to protect the rights and beliefs of minority groups.
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	6.1.2.	Fundamental principles 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	6.2.3.	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	6.3.	PRODUCTS - Learners demonstrate understanding by:

EXPECTATION		
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	9.1.7.	Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.
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.	Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territorial rights, economic development, the use of natural resources, and human rights.
EXPECTATION	9.2.10.	Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal human rights.
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	9.3.	PRODUCTS - Learners demonstrate understanding by:
EXPECTATION	9.3.4.	Analyzing or formulating policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
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 recognize where gaps between ideals and practices exist, and prepares us to work for social justice.
EXPECTATION	10.1.2.	Concepts and ideals such as: human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law.
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	10.1.7.	The importance of becoming informed as the basis for thoughtful and positive contributions through civic action.

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.	Compare and contrast the roles of citizen in various forms of government past and present.
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.	Writing a plan of action in collaboration with others to strengthen the "common good," after weighing possible options regarding a specific issue of public concern.
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.	Distinguish between civic life--the public life of the citizen concerned with the affairs of the community and nation--and private life--the personal life of the individual devoted to the pursuit of private interests
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.3.	The purposes of politics and government. Students should be able to evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.A.3.1.	Explain competing ideas about the purposes of politics and government, e.g.,
EXPECTATION	I.A.3.1.g.	Protecting individual rights
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	I.B.	What are civic life, politics, and government? What are the essential characteristics of limited and unlimited government?
BENCHMARK / GRADE LEVEL EXPECTATION	I.B.4.	The relationship of limited government to political and economic freedom. Students should be able to explain and evaluate competing ideas regarding the relationship between political and economic freedoms. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	I.B.4.1.	Identify essential political freedoms, e.g., freedom of religion, speech, press, and assembly
GRADE LEVEL EXPECTATION	I.B.4.3.	Explain competing ideas about the relationship between political and economic freedoms, e.g., that political freedom is more important than economic freedom, that political and economic freedom are inseparable
GRADE LEVEL EXPECTATION	I.B.4.4.	Explain how political and economic freedoms serve to limit governmental power

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 central ideas of American constitutional government and their history. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.A.1.4.	Explain the central ideas of American constitutional government such as
EXPECTATION	II.A.1.4.d.	The Constitution as legitimizing majority rule in certain key areas of decision making, while limiting the power of these majorities in order to protect the rights of individuals
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, the Puritan ethic, frontier traditions, religious beliefs
GRADE LEVEL EXPECTATION	II.B.2.2.	Describe the role of voluntary associations in performing functions usually associated with government, such as providing social welfare and education; give historical and contemporary examples
GRADE LEVEL EXPECTATION	II.B.2.3.	Describe the extent of voluntarism in American society compared to other countries
GRADE LEVEL EXPECTATION	II.B.2.4.	Explain the relationship of voluntarism to Americans' ideas about limited government
GRADE LEVEL EXPECTATION	II.B.2.5.	Evaluate arguments regarding what responsibilities properly belong to individuals or to groups and to the private sector or to the government and how these responsibilities should be shared by the private sector and government
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.	The role of organized groups in political life. Students should be able to evaluate, take, and defend positions on the contemporary role of organized groups in American social and political life. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.3.1.	Identify examples of organized groups and discuss their historical and contemporary role in local, state, and national politics, e.g., unions, professional organizations; religious, charitable, service, and civic groups
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.4.	Diversity in American society. Students should be able to evaluate, take and defend positions on issues regarding diversity in American life. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.B.4.1.	Identify the many forms of diversity found in American society, e.g., racial, religious, ethnic, socioeconomic, regional, linguistic
GRADE LEVEL EXPECTATION	II.B.4.2.	Explain the impact on American politics, both historically and at present, of the racial, religious, socioeconomic, regional, ethnic, and linguistic diversity of American society
GRADE LEVEL EXPECTATION	II.B.4.3.	Explain alternative ideas about the role and value of diversity in American life both historically and at present
GRADE LEVEL EXPECTATION	II.B.4.4.	Describe conflicts that have arisen from diversity and explain the means by which some have been managed and explain why some conflicts have persisted unabated
GRADE LEVEL EXPECTATION	II.B.4.5.	Explain the importance of adhering to constitutional values and principles in managing conflicts over diversity
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.	Character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually tend to prevent it or 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
EXPECTATION	II.C.2.1.e.	Extending civil rights to all Americans
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.	Character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually tend to prevent it or 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, nineteenth century labor unrest, the 1950s and 1960s civil rights struggles, and the opposition to the war in Vietnam, has generally been less divisive than in many other nations. These include
EXPECTATION	II.C.2.2.b.	The existence of many opportunities to influence government and to participate in it
EXPECTATION	II.C.2.2.e.	Acceptance of majority rule tempered by 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.3.	Fundamental values and principles. Students should be able to evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.3.1.	Explain the following values which are widely considered to be fundamental to American civic life
EXPECTATION	II.D.3.1.a.	Individual rights, i.e., life, liberty, property, and the pursuit of happiness
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.	Fundamental values and principles. Students should be able to evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.3.5.	Explain the interdependence among certain values and principles, e.g., individual liberty and diversity
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.4.	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 may be in conflict. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.4.1.	Describe historical and contemporary issues which involve conflicts among fundamental values and principles and explain how these conflicts might be resolved
EXPECTATION	II.D.4.1.b.	Liberty and authority
EXPECTATION	II.D.4.1.c.	Individual rights and the common good
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.4.	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 may be in conflict. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.4.2.	Explain why people may agree on values or principles in the abstract but disagree when they are applied to specific issues, e.g., the right to life and capital punishment
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.5.	Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.5.1.	Explain the importance of Americans' establishing ideals in political life and their insistence on comparing current practices with these ideals
GRADE LEVEL EXPECTATION	II.D.5.2.	Explain, using historical and contemporary examples, discrepancies between American ideals and the realities of American social and political life, e.g., the ideal of equal opportunity and the reality of unfair discrimination
GRADE LEVEL EXPECTATION	II.D.5.3.	Describe historical and contemporary efforts to reduce discrepancies between ideals and reality in American public life, e.g., abolitionists; suffrage, union, and civil rights movements; government programs such as Head Start; civil rights legislation and enforcement
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.5.	Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	II.D.5.4.	Explain ways in which discrepancies between reality and the ideals of American constitutional democracy can be reduced by
EXPECTATION	II.D.5.4.a.	Individual action
EXPECTATION	II.D.5.4.b.	Social action
EXPECTATION	II.D.5.4.c.	Political action
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.A.	How does the government established by the constitution embody the purposes, values, and principles of American democracy? How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
BENCHMARK / GRADE LEVEL EXPECTATION	III.A.2.	The American federal system. Students should be able to evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.A.2.4.	Explain how the federal system provides numerous opportunities for citizens to hold their governments accountable
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? How is the national government organized and what does it do?
BENCHMARK / GRADE LEVEL EXPECTATION	III.B.2.	Major responsibilities of the national government in domestic and foreign policy. Students should be able to evaluate, take, and defend positions on issues regarding 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.2.1.	Explain the major responsibilities of the national government for domestic policy and how domestic policies affect their everyday lives and their community
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.D.	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 /	III.D.1.	The place of law in American society. Students should be able to evaluate, take, and defend

GRADE LEVEL EXPECTATION		positions on the role and importance of law in the American political system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.D.1.1.	Explain why the rule of law has a central place in American society, e.g., it
EXPECTATION	III.D.1.1.a.	Establishes limits on both those who govern and the governed
EXPECTATION	III.D.1.1.b.	Makes possible a system of ordered liberty that protects the basic rights of citizens
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	III.D.	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.D.1.	The place of law in American society. Students should be able to evaluate, take, and defend positions on the role and importance of law in the American political system. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.D.1.4.	Explain, using historical and contemporary examples, the meaning and significance of the idea of equal protection of the laws for all persons, e.g., the Fourteenth Amendments, Americans with Disabilities Act, equal opportunity legislation
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? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.1.	The public agenda. Students should be able to evaluate, take, and defend positions about how the public agenda is set. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.1.2.	Describe how the public agenda is shaped by political leaders, political institutions, political parties, interest groups, the media, individual citizens
GRADE LEVEL EXPECTATION	III.E.1.3.	Explain how individuals can help to shape the public agenda, e.g., joining interest groups or political parties, making presentations at public meetings, writing letters to newspapers and government officials
GRADE LEVEL EXPECTATION	III.E.1.4.	Explain why issues important to some groups and the nation do not become a part of the public agenda
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? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.5.	Associations and groups. Students should be able to evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.5.1.	Identify and explain the historical role of various associations and groups active in American politics, e.g., political organizations, political action committees (PACs), interest groups, voluntary and civic associations, professional organizations, unions, religious groups
GRADE LEVEL EXPECTATION	III.E.5.3.	Describe the contemporary roles of associations and groups in local, state, and national politics
GRADE LEVEL EXPECTATION	III.E.5.4.	Evaluate the degree to which associations and groups enhance citizen participation in American political life
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? How does the American political system provide for choice and opportunities for participation?
BENCHMARK / GRADE LEVEL EXPECTATION	III.E.6.	Forming and carrying out public policy. Students should be able to evaluate, take, and defend positions about the formation and implementation of public policy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	III.E.6.2.	Identify the major groups interested in that issue and explain their positions

GRADE LEVEL EXPECTATION	III.E.6.3.	Identify the points at which citizens can monitor or influence the process of public policy formation
GRADE LEVEL EXPECTATION	III.E.6.5.	Explain why conflicts about values, principles, and interests may make agreement difficult or impossible on certain issues of public policy, e.g., affirmative action, abortion, environment, gun control, capital punishment
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	IV.C.	What is the relationship of the United States to other nations and to world affairs? How has the United States influenced other nations, and how have other nations influenced American politics and society?
BENCHMARK / GRADE LEVEL EXPECTATION	IV.C.1.	Impact of the American concept of democracy and individual rights on the world. Students should be able to evaluate, take, and defend positions about the impact of American political ideas on the world. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	IV.C.1.2.	Describe the influence abroad of American ideas about rights and how the ideas of others about rights have influenced Americans
STRAND / ORGANIZATION	N.NSCG.	National Standards for Civics and Government (NSCG)
STANDARD / BENCHMARK	IV.C.	What is the relationship of the United States to other nations and to world affairs? How has the United States influenced other nations, and how have other nations influenced American politics and society?
BENCHMARK / GRADE LEVEL EXPECTATION	IV.C.2.	Political developments. Students should be able to evaluate, take, and defend positions about the effects of significant international political developments on the United States and other nations. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	IV.C.2.2.	Explain the effects on other nations of significant American political developments, e.g., immigration policies; opposition to communism; promotion of human rights; foreign trade; economic, military, and humanitarian aid
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 in the United States. Students should be able to explain the meaning of citizenship in the United States. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.A.1.1.	Explain the idea that 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 regarding personal rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.1.1.	Explain the meaning of personal rights as distinguished from political rights, e.g., the right to privacy or the right to freedom of conscience as distinguished from the political right to peaceably assemble and petition for a redress of grievances
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 regarding 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.a.	Freedom of thought and conscience
EXPECTATION	V.B.1.3.b.	Privacy and personal autonomy
EXPECTATION	V.B.1.3.c.	Freedom of expression and association
EXPECTATION	V.B.1.3.d.	Freedom of movement and residence

GRADE LEVEL EXPECTATION	V.B.1.4.	Explain how personal rights are secured in American constitutional democracy by such means as the rule of law, checks and balances, an independent judiciary, a vigilant citizenry
GRADE LEVEL EXPECTATION	V.B.1.5.	Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of 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 regarding political rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.2.1.	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 for expression of one's personal tastes and interests, or the right to register to vote as distinct from the right to live where one chooses
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 regarding economic rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.3.6.	Evaluate contemporary issues that involve economic rights, e.g., minimum wages, consumer product safety, taxation, affirmative action, eminent domain, zoning, copyright, patents
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.	Relationships among personal, political, and economic rights. Students should be able to evaluate, take, and defend positions on the relationships among personal, political, and economic rights. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.B.4.3.	Explain and give examples of situations in which personal, political, or economic rights are in conflict
GRADE LEVEL EXPECTATION	V.B.4.4.	Evaluate the argument that poverty, unemployment, and urban decay serve to limit both political and economic rights
GRADE LEVEL EXPECTATION	V.B.4.5.	Evaluate the argument that personal, political, and economic rights reinforce each other
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.5.	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.5.1.	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; however, the right to free speech can be limited if and when speech seriously harms or endangers others
GRADE LEVEL EXPECTATION	V.B.5.2.	Evaluate 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.5.	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.5.3.	Explain considerations and criteria commonly used in determining what limits should be placed on specific rights, e.g.,

EXPECTATION	V.B.5.3.a.	Clear and present danger
EXPECTATION	V.B.5.3.b.	Compelling government interest
EXPECTATION	V.B.5.3.c.	National security
EXPECTATION	V.B.5.3.d.	Chilling effect on the exercise of rights
EXPECTATION	V.B.5.3.e.	Libel or slander
EXPECTATION	V.B.5.3.f.	Public safety
EXPECTATION	V.B.5.3.g.	Equal opportunity
GRADE LEVEL EXPECTATION	V.B.5.4.	Evaluate positions on contemporary conflicts between rights, e.g., the right to a fair trial and the right to a free press, the right to privacy and the right to freedom of expression, one person's right to free speech versus another's right to be heard
GRADE LEVEL EXPECTATION	V.B.5.5.	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 issues regarding the personal responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.1.1.	Explain the distinction between personal and civic responsibilities, as well as the tensions that may arise between them
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 issues regarding the personal responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.1.2.	Evaluate the importance for the individual and society of
EXPECTATION	V.C.1.2.a.	Taking care of one's self
EXPECTATION	V.C.1.2.b.	Supporting one's family and caring for, nurturing, and educating one's children
EXPECTATION	V.C.1.2.d.	Adhering to moral principles
EXPECTATION	V.C.1.2.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.2.	Civic responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.2.2.	Evaluate the importance for the individual and society of
EXPECTATION	V.C.2.2.a.	Obeying the law
EXPECTATION	V.C.2.2.b.	Being informed and attentive to public issues
EXPECTATION	V.C.2.2.c.	Monitoring the adherence of political leaders and governmental agencies to constitutional principles and taking appropriate action if that adherence is lacking
EXPECTATION	V.C.2.2.e.	Paying taxes
EXPECTATION	V.C.2.2.i.	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 /	V.C.2.	Civic responsibilities. Students should be able to evaluate, take, and defend positions on

GRADE LEVEL EXPECTATION		issues regarding civic responsibilities of citizens in American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.C.2.3.	Evaluate whether and when their obligations as citizens require that their personal desires and interests be subordinated to the public good
GRADE LEVEL EXPECTATION	V.C.2.4.	Evaluate whether and when moral obligations or constitutional principles require one to refuse to assume certain civic responsibilities
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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.1.	Dispositions that lead the citizen to be an independent member of society. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that lead individuals to become independent members of society. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.1.2.	Explain the meaning and importance of individual responsibility-- fulfilling the moral and legal obligations of membership in society
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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.2.	Dispositions that foster respect for individual worth and human dignity. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that foster respect for individual worth and human dignity. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.2.2.	Explain the meaning and importance of compassion--concern for the well-being of others
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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.3.	Dispositions that incline the citizen to public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that incline citizens to public affairs. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.3.1.	Explain the meaning of civic mindedness--what the Founders called civic virtue--or attentiveness to and concern for public affairs
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 civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
BENCHMARK / GRADE LEVEL EXPECTATION	V.D.4.	Dispositions that facilitate thoughtful and effective participation in public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that facilitate thoughtful and effective participation in public affairs. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.D.4.1.	Evaluate the usefulness of the following traits in facilitating thoughtful and effective participation in public affairs
EXPECTATION	V.D.4.1.a.	Civility--treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument
EXPECTATION	V.D.4.1.i.	Civic mindedness--paying attention to and having concern for public affairs
EXPECTATION	V.D.4.1.j.	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.	The relationship between politics and the attainment of individual and public goals. Students should be able to evaluate, take and defend positions on the relationship between politics and the attainment of individual and public goals. To achieve this standard, students should be able to

GRADE LEVEL EXPECTATION	V.E.1.1.	Explain the relationship of individual participation in the political process to the realization of the fundamental values of American constitutional democracy
GRADE LEVEL EXPECTATION	V.E.1.2.	Explain the relationship between participation in the political process and the attainment of individual and collective goals
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 participation in government and political life from nonpolitical participation in civil society and private life, e.g., participating in a campaign to change laws regulating nursing homes as opposed to volunteering to work in a nursing home
GRADE LEVEL EXPECTATION	V.E.2.2.	Evaluate the importance of both political and social participation to American 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.3.	Forms of political participation. Students should be able to evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.3.1.	Describe the many ways citizens can participate in the political process at local, state, and national levels
GRADE LEVEL EXPECTATION	V.E.3.5.	Evaluate the usefulness of other forms of political participation in influencing public policy, e.g., attending political and governmental meetings, filing a legal challenge, demonstrating, contacting public officials, working in campaigns, contributing money to political parties or causes, writing letters, boycotting, community organizing, petitioning, picketing, expressing opinions on talk shows, running for political office
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 careers in public service. Students should be able to evaluate, take, and defend positions about the functions of leadership in an American constitutional democracy. To achieve this standard, students should be able to
GRADE LEVEL EXPECTATION	V.E.4.2.	Describe various ways one can exercise leadership in public affairs
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