**Civic Mindedness**

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| **HS 1.CM.1 Civic and Political Institutions** *Distinguish the powers and responsibilities of local, state, national and international civic and political institutions.* | |
| **Key Idea**: branches of government, separation of powers, checks and balances, United Nations, WTO, NATO, federalism, judicial review, popular sovereignty, autocracy (monarchy,dictatorship, etc.), oligarchy (communist systems), democracy (representative, constitutional monarchy, parliamentary systems), bureaucracy | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May contain, but are not limited to the following:* | |

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| **HS 2.CM.1 Civic and Political Institutions** *Analyze founding and governing documents of governments and evaluate the impacts on citizens, political and economic groups.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May contain, but are not limited to the following:* | |

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| **HS 3.CM.1 Civic and Political Institutions** *Analyze and evaluate the roles of U.S.* citizens *as compared to the roles of citizens in other countries.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May contain, but are not limited to the following:* | |

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| **HS 4.CM.1 Civic and Political Institutions** *Compare and evaluate the effectiveness of the domestic and foreign policies of the United States and other countries.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May contain, but are not limited to the following:* | |

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| **HS 1.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Evaluate the effectiveness of social and political systems to promote civic virtues and democratic principles by using primary and secondary sources.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May contain, but are not limited to the following:* | |
| **HS 2.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Analyze the civic responsibilities, democratic principles and constitutional rights that guide individuals and societies when addressing governmental and societal issues.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May contain, but are not limited to the following:* | |
| **HS 3.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles**  *Analyze how human rights and global responsibility influence individual perspectives and societies when addressing governmental and societal issues.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May contain, but are not limited to the following:* | |
| **HS 4.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Demonstrate deliberative processes by applying democratic principles when making decisions and reaching judgments as an individual and in groups for diverse situations.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May contain, but are not limited to the following:* | |
| **HS 1.CM.3 Processes Rules and Laws** *Evaluate how multiple procedures are used at various levels of government to enact policies and laws to address societal needs.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May contain, but are not limited to the following:* | |
| **HS 2.CM.3 Processes Rules and Laws** *Analyze how people use and challenge laws about public issues across**various levels of government.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May contain, but are not limited to the following:* | |
| **HS 3.CM.3 Processes Rules and Laws** *Evaluate public policies in terms of intended and unintended outcomes and consequences across various levels of government.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May contain, but are not limited to the following:* | |
| **HS 4.CM.3 Processes Rules and Laws** *Analyze historical, contemporary and emerging methods for changing societies, while promoting the general welfare.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May contain, but are not limited to the following:* | |