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| Anchor Standard 3 | **Processes, Rules and Laws**Evaluate and critique how decisions, procedures and policies are used to address problems and/or needs in a variety of settings. |
| K | Describe rules in various settings. |
|  | What are rulesWhy are there rules for home and rules for school; How/Why are these rules different |
| 1st | Explain the purpose of rules in various settings.  |
|  | Why do we need rules? What is the purpose of rules?What are examples of rules in sports? Home? School? Church?Who decides what the rules are?Why is it OK to wear a ballcap outside, but not inside?What would it would be like if we didn’t have rules?What happens if you break a rule?What happens if you do follow a rule? |
| 2nd | Describe how people have tried to improve their communities through rules or laws. |
|  | What is a communityWhat are some rules we have in our community (school, home, church, playground)What are lawsHow do laws help out communityCan we change the rulesWhat are some rules that you know have changedHow are rules different from lawsHow are laws enforcedAre there laws that might make a community worseHow do people join together to get a new rule/law createdCan people become the rule makers |
| 3rd | Compare decision-making procedures in a variety of settings  |
|  | What is a comparisonWho makes the decisions for local, national, international….Who makes decisions in a democracyWhat if the leader doesn’t like the new ruleWhat is a veto; What is a majority; what is a ballot |
| 4th | Explain how communities are improved by developing policies to meet the needs of society.  |
|  | What is a policyWho makes policiesCan we change policiesHow are they developedWhat is a congress |
| 5th | Using historical and contemporary examples, explain how rules and law promote the common good |
|  | What is the common goodWho is the common good at school, home, nationalWhat is contemporaryWhat are the definitions of promoteHow do we promote the common goodWhat are senators, representatives |
| 6th | Determine the procedures for making civic decisions based on the needs of society.  |
|  | How do we know what people in society needWhat are civic decisionsWhat is civicsWho makes these decisionsHow can people contribute to these decisionsWhat is the majority, minority |
| 7th | Compare historical and contemporary methods of changing society to promote the common good.  |
|  | What is an amendmentHow have schools changed since you’ve been in What is a revolutionWhat is a petitionWhat are historical examples of societal changesDo societies ever stop changingIs change goodHow can we protect the rights of minorities |
| 8th | Analyze the purposes, implementation and consequences of bills, laws and policies to address societal needs.  |
|  | What is a billWhy do we need billsWhat is the process of a bill becoming a lawHow can people voice their opinion about bills, laws, policiesAnalyze the differences of bills, laws, policies |
| HS-1 | Evaluate how multiple procedures are used at various levels of government to enact policies and laws to address societal needs.  |
|  | What does it mean to evaluateWhat are the levels of governmentHow is each level of government responsible to the citizensHow can citizens influence government  |
| HS-2 | Analyze how people use and challenge laws about public issues over various levels of government.  |
|  | How can people change lawsHow can people challenge the laws they disagree withWhat groups/individuals are successful with challenging lawsWhat type of public issues are challenged |
| HS-3 | Evaluate public policies in terms of intended and unintended outcomes and consequences over various levels of government. |
|  | What makes some results of policy more successful than othersWhat are examples of public policies that have been more/less successfulHow would you score public policies (various examples) |
| HS-4 | Analyze historical, contemporary and emerging methods for changing societies, promoting the common good and protecting human rights.  |
|  | How have methods for changing society improved over timeWhat methods have been most/least successful at promoting the common good/whyWhat methods have been most/least successful at protecting human rights/why |