

Civics/Government

	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>HS</i>
<i>K-12.C.1: Students will explain, compare and contrast, and analyze the historical principles, and philosophical purposes of various forms of government.</i>										
<i>C.1.1</i>	Identify our country's flag of the United States as a symbol of the nation	Identify primary symbols of the United States	Explain, in written form, through speech, or through the use of technology, the meaning behind our national symbols	Research and explain the meaning behind South Dakota's symbols	Describe key events related to South Dakota's entry into statehood	Explain why the U. S. was established as a republic over other forms of governments	Compare and contrast ancient forms of government	Identify and describe different forms of government used throughout the world	Explain how European ideals of government influenced the development of the U.S. government	Rationalize the purposes of government throughout world history through the use of compelling questions,
<i>C.1.2</i>						Explain how rules and laws change society and how people change rules and laws	Identify how government decisions impact people, places, and history		Explain how government decisions impact people, places, and history	Summarize the critical similarities and differences in the various forms of government
<i>C.1.3</i>						Develop a logical argument explaining why governments are necessary	Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security		Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security	Sequence and identify critical events in British history that had a direct or indirect impact on the origins of the United States government
<i>C.1.4</i>										Describe the influence of religion on western political thought
<i>C.1.5</i>										Explain the relationship between political ideologies and corresponding economic ideologies and their impact on government systems through the use of compelling questions.

<p>K-12.C.2: Students will explain the historical impact of primary founding documents including, but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights, and subsequent amendments.</p>										
<p>C.2.1</p>	<p>Understand classroom rules and why they are important</p>	<p>Explain who makes decisions and rules in the school</p>	<p>Explain the basic political roles of leaders in the larger community</p>	<p>Explain the meaning and importance of the Declaration of Independence and the Constitution</p>	<p>Compare and contrast major themes within the SD Constitution and the U.S. Constitution</p>	<p>Examine the origins and purposes of rules, laws, and key U.S. Constitutional powers</p>	<p>Explain the historical impact of ancient world history documents created by ancient civilizations</p>		<p>Refer to 8.H.2.2 and 8.H.2.3 for gov. content related to this subject</p>	<p>Differentiate between a constitutional or limited government and unconstitutional or unlimited government</p>
<p>C.2.2</p>				<p>Explain the basic political roles of leaders in the state and nation</p>		<p>Using research, show where the ideas come from that informed the Constitution</p>				<p>Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies</p>
<p>C.2.3</p>										<p>Evaluate its effectiveness through identifying strengths and weaknesses of the Articles of Confederation</p>
<p>C.2.4</p>										<p>Explain how the goals set forth in the preamble of the United States Constitution reflect enduring issues of American society</p>
<p>C.2.5</p>										<p>Explain the construction of the United States Constitution as a bundle of compromises reflecting differing points of view</p>

C.2.6										Identify the points of agreement and disagreement between the Federalists and the Anti-Federalists over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights.
<i>K-12.C.3: Students will explain how the Constitution organizes the government of the United States.</i>										
C.3.1		Identify services in your local community including but not limited to police, fire, and ambulance	Identify laws in your local government and how local laws are made	Identify why laws and responsibilities are needed in a community and why there are legal consequences	Explain how groups of people make rules to create responsibilities and protect freedoms	Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government			Identify the three branches of government including the separation of powers and checks and balances in the Constitution	Evaluate the effectiveness of the separation of powers and the role of checks and balances
C.3.2			Identify how local government services are funded	Identify the structure, roles, and responsibility of local government	Discuss South Dakota's government and the roles of the three branches	Compare and contrast procedures for making decisions in a variety of settings, including classroom, school, government, and/or society			Describe the rationale behind the United States' ability to amend the Constitution	Outline the law making process
C.3.3									Explain why and how the Bill of Rights and subsequent amendments were added to the Constitution	Make arguments for and against the use of the Electoral College given its intended purpose

C.3.4										Cite historical evidence justifying the power of judicial review
C.3.5										Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding American federalism through the use of compelling questions.
<i>K-12.C.4: Students will understand the fundamental principles of America's democratic republic and the United States Constitution and the inherent conflicts that may arise.</i>										
C.4.1				Explain the role of government agencies in a community		Describe ways in which people benefit from and are challenged by working together in government, workplaces, volunteer organizations, and families			Describe the election process and the Electoral College	Define the concept of civic virtue through the use of compelling questions
C.4.2				Explain why communities have rules and laws					Apply the rights and responsibilities of U.S. citizens to students' lives	Summarize the general principles of American democracy such as the fundamental worth of the individual, equality of all persons, majority rule/minority rights, necessity of compromise, and individual freedom in light of the purpose of government

C.4.3				Identify the rights and responsibilities of citizenship in students' own communities					Compare and contrast methods of civic involvement	Summarize the constitutional principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism
C.4.4										Differentiate between positive and negative rights protected by the United States Constitution and give examples of how they may come into conflict
<i>K-12.C.5: Students will understand the ways in which a citizen can use their basic rights to influence decisions of the republic.</i>										
C.5.1						Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate	Explain ways that people can affect or influence society and government		Analyze ways that citizens can affect or influence the U. S. society and government	Differentiate between rights and responsibilities of a citizen and the practice of civic virtue
C.5.2						Describe how volunteerism has benefitted the U.S.			Explain the roles and influences of individuals, groups, and the media on governments	Identify ways of becoming a United States citizen including the keys steps in the naturalization process and recognize the intended and unintended consequences of this process

C.5.3						Illustrate historical and contemporary means of changing society				Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate
C.5.4										Demonstrate the ability to make informed decisions through the use of multiple, credible sources
C.5.5										Explain the role of political parties and special interest groups in the political process
C.5.6										Critique consistencies and inconsistencies throughout a variety of media sources
C.5.7										Explain how civil disobedience has been used to influence policy making in United States government
C.5.8										Assess options for action to address local, regional, and global problems by volunteer engagement
C.5.9										Demonstrate and/or show examples of how technology has changed the way people participate beyond their traditional sphere of influence

<p><i>K-12.C.6: Students will describe the elements of how U.S. foreign policy is made and understand the challenges and influences of the United States government.</i></p>										
<p>C.6.1</p>									<p>Identify the impact of foreign policy decisions throughout U.S. history</p>	<p>Explain the foreign policy process in the United States and give examples of its impact on foreign policy initiatives</p>
<p>C.6.2</p>										<p>Identify the purpose of various international organizations in which the United States is involved</p>