

MVS Course Alignment Document

Civics MMC

STANDARD C1: CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE			
C1.1 Nature Of Civic Life, Politics, and Government		Unit	Lesson
C1.1.1	Identify roles citizens play in civic and private life, with emphasis on leadership.	1	1-3
C1.1.2	Explain and provide examples of the concepts of "power", "legitimacy", "authority", and "sovereignty".	1	1-3
C1.1.3	Identify and explain competing arguments about the necessity and purpose of government (such as to protect inalienable rights. Promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USGHF1.1; F1.2; 8.3.2)	1	1-3
C1.1.4	Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (see USHG F1.1; F1.2; 6.3.2; 8.3.1)	4	8-9
C1.2 Alternative Forms of Government		Unit	Lesson
C1.2.1	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.	1	1-3
C1.2.2	Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)	1	1-3
C1.2.3	Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure.	1	1-3
C1.2.4	Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)	1	1-3

Standard C2: ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA			
C2.1 Origins of American Constitutional Government		Unit	Lesson
C2.1.1	Explain the historical and philosophical origins of American constitutional government based on ideas found in the Magna Carta, English Bill of Rights, the Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (such as the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.	1	1-3
C2.1.2	Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.	1	1-3
C2.1.3	Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.	1	1-3
C2.1.4	Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, suffrage, the Great Depression, and the civil rights movement.	1	1-3
C2.2 Fundamental Values and Constitutional Principles of American Government		Unit	Lesson
C2.2.1	Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).	1	1-3
C2.2.2	Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women and the disadvantaged.	1	1-3
C2.2.3	Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good).	1	1-3

C2.2.4	Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail,” the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act).	1	1-3
C2.2.5	Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations.	1	1-3

Standard C3: STRUCTURE AND FUNCTIONS OF THE GOVERNMENT OF THE UNITED STATES

C3.1 Structure, Functions, and Enumerated Powers of National Government		Unit	Lesson
C3.1.1	Analyze the purposes, organization, functions and processes of the legislative branch as enumerated in Article I of the Constitution.	2	5
C3.1.2	Analyze the purposes, organization, and functions of the executive branch as enumerated in Article II of the Constitution.	2	6
C3.1.3	Analyze the purposes, organization, functions and processes of the judicial branch as enumerated in Article III of the Constitution.	2	7
C3.1.4	Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission).	2	6
C3.1.5	Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).	2	5-7
C3.1.6	Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.	2	12.1 and 12.3
C3.1.7	Explain why the national government is one of the enumerated powers while state governments are those of reserved powers.	1	3
C3.2 Powers and Limits on Powers		Unit	Lesson

C3.2.1	Explain how the principles of enumerated powers, federalism, separation of powers, checks and balances, republicanism, rule of law, individual rights, separation of church and state, and popular sovereignty serve to limit the power of government.	1	3
C3.2.2	Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland).	1	3
C3.2.3	Identify specific provisions in the Constitution that limit the power of the national government.	1	3
C3.2.4	Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)	1	4, 17.1 and 25.2
C3.2.5	Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1).		4, 17.1 and 25.2
C3.3 Structure and Functions of State and Local Governments		Unit	Lesson
C3.3.1	Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the national government's power over the states (e.g., national government cannot abolish a state, Tenth Amendment reserves powers to the state).	1	3
C3.3.2	Identify and define states' reserved and concurrent powers.	1	3
C3.3.3	Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.	1	3
C3.3.4	Describe how the state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.	3	8-9
C3.3.5	Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).	3	8-9
C3.3.6	Evaluate the major sources of revenue for state and local governments.	3	8-9
C3.3.7	Explain the role of state constitutions in state governments.	3	8-9
C3.4 Powers and Limits on Powers		Unit	Lesson
C3.4.1	Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like Marbury v. Madison and U.S. v. Nixon; practices such as submitting bills to legal counsel to ensure congressional compliance with the law).	1 and 2	3 and 7

C3.4.2	Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury).	1	2
C3.4.3	Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).	1	4, 17.1 and 25.2
C3.4.4	Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, national security, libel or slander, public safety, and equal opportunity).	1	4, 17.1 and 25.2
C3.4.5	Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.	2	7
C3.5 Structure and Functions of State and Local Governments		Unit	Lesson
C3.5.1	Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.	5	10-11
C3.5.2	Describe the origin and the evolution of political parties and their influence.	5	10-11
C3.5.3	Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).	5	10-11
C3.5.4	Explain the concept of public opinion, factors that shape it, and alternative views on the role it should play in public policy.	5	10-11
C3.5.5	Evaluate the actual influence of public opinion on public policy.	5	10-11
C3.5.6	Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.	5	10-11
C3.5.7	Explain the role of television, radio, the press, and the Internet in political communication.	5	10-11
C3.5.8	Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.	5	10-11
C3.5.9	In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.	5	11

Standard C4: THE UNITED STATES IN WORLD AFFAIRS

C4.1 Formation and Implementation of U.S. Foreign Policy		Unit	Lesson
C4.1.1	Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of fundamental values and principles, providing examples of how they were implemented and their consequences.	6	24
C4.1.2	Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.	6	24
C4.1.3	Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).	6	24
C4.1.4	Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3; 8.1.2)	6	24
C4.2 Role in International Institutions and Affairs		Unit	Lesson
C4.2.1	Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)	6	24
C4.2.2	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1)	6	24
C4.2.3	Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)	6	24
C4.2.4	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).	6	24
C4.2.5	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).	6	24

C4.2.6	Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).	6	24
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Standard C5: CITIZENSHIP IN THE UNITED STATES

C5.1 The Meaning of Citizenship in the U.S.		Unit	Lesson
C5.1.1	Using examples, explain the idea and meaning of citizenship in the United States.	1	1
C5.1.2	Compare the rights of citizenship Americans have as a member of a state and the nation.	1	3
C5.2 Becoming a Citizen		Unit	Lesson
C5.2.1	Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.	1	1
C5.2.2	Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.	1	1
C5.2.3	Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).	1	1
C5.3 The Rights of Citizenship		Unit	Lesson
C5.3.1	Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, and equal protection of the law).	1	4, 17.1 and 25.2
C5.3.2	Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).	1	4, 17.1 and 25.2
C5.3.3	Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).	1	4, 17.1 and 25.2
C5.3.4	Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.	1	4, 17.1 and 25.2
C5.3.5	Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.	1	4, 17.1 and 25.2
C5.3.6	Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.	1	4, 17.1 and 25.2

C5.3.7	Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.	1	4, 17.1 and 25.2
C5.3.8	Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.	1	4, 17.1 and 25.2
C5.3.9	Use examples to explain why rights are not unlimited and absolute.	1	4, 17.1 and 25.2

C5.4 Responsibilities of Citizenship		Unit	Lesson
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C5.4.1	Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.	1	1-3
C5.4.2	Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.	1	1-3
C5.4.3	Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.	1	1-3

C5.5 Dispositions of Citizenship		Unit	Lesson
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C5.5.1	Describe dispositions thought to lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others).	1	1
C5.5.2	Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., "civic virtue" or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance of ambiguity).	1	1
C5.5.3	Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy.	1	1

Standard C6: CITIZENSHIP IN ACTION			
C6.1 Civic Inquiry and Public Discourse		Unit	Lesson

C6.1.1	Identify and research various viewpoints on significant public policy issues.		
C6.1.2	Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).		
C6.1.3	Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.		
C6.1.4	Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences for each and proposing an action to address the issue or resolve the problem.		
C6.1.5	Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.		
C6.2 Participating in Civic Life		Unit	Lesson
C6.2.1	Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).	1	1-2
C6.2.2	Distinguish between and evaluate the importance of political participation and social participation.	1, 4	1-2, 11
C6.2.3	Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participants.	4	11
C6.2.4	Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.	4	10
C6.2.5	Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.	5	11
C6.2.6	Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.	1	4, 17.1 and 25.2

C6.2.7	Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation. 1	1	4, 17.1 and 25.2
C6.2.8	Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.	3	6
C6.2.9	Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.	1	1-2
C6.2.10	Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.	4	8-9
C6.2.11	Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.	4	8-9