



COLORADO
Content Standards Civics Grades 5-8
***Civics Today: Citizenship, Economics, & You* © 2005**

STANDARDS	PAGE REFERENCES
STANDARD 1: Students understand the purposes of government, and the basic constitutional principles* of the United States republican form of government.	
1.1 Students know and understand what government is and what purpose it serves.	
<ul style="list-style-type: none"> explaining major ideas about why government is necessary (<i>for example, promote the common good*, protect individual rights*, safety, order</i>); 	SE: 7-9, 83, 175, 178, 329-330, 332-333, 336-337, 344-345, 551-552 TWE: EC 184
<ul style="list-style-type: none"> describing how the United States Constitution limits the power* of government; and 	SE: 89-93, 107, 150, 203-204, 353-354 TWE: RS 90
<ul style="list-style-type: none"> comparing and contrasting various ideas about the purposes of government. 	SE: 40, 55-59, 83, 220, 222, 589-590, 601 TWE: RS 50, 589, 600
1.2 Students know the essential characteristics of limited* and unlimited government*.	
<ul style="list-style-type: none"> comparing limited* and unlimited government*; 	SE: 10-12, 90, 93, 389-390, 588-593, 595-598, 599-604 TWE: RS 50, 99
<ul style="list-style-type: none"> describing different types of government, limited*, unlimited* and absence of government (<i>for example, anarchy, oligarchy, constitutional republic*, authoritarian*, democratic and totalitarian*</i>); and 	SE: 10-12, 93, 101, 268, 588-593, 595-598, 599-604 TWE: RS 50, 589, 600, 603
<ul style="list-style-type: none"> explaining how rule of law* differs from arbitrary decisions of a leader. 	SE: 90, 93, 589-590, 600-601
1.3 Students understand the principles* of the United States constitutional government*.	
<ul style="list-style-type: none"> explaining the historical foundation of the United States constitutional government* (<i>for example, the influence of the Roman Republic, Magna Carta, colonial experience, the Declaration of Independence, Articles of Confederation, the importance of the natural rights* philosophy, and social contract*</i>); 	SE: 28-42, 52-59, 90, 344-347, 352, 659, 660 TWE: ICA 106 RS 37 TTA 27
<ul style="list-style-type: none"> explaining the essential principles of government stated in the United States Constitution (<i>for example, the purposes of government as stated in the Preamble, limited government*, separation of powers*, checks and balances* of legislative*, executive* and judicial* branches, federalism* and rule of law*</i>); 	SE: 83, 89-93, 150, 161, 660 TWE: RS 90

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<ul style="list-style-type: none"> identifying individual rights* protected by the Bill of Rights; and 	SE: 98-101, 103-107, 109-112, 150, 236, 353-358 <i>Economics and You</i> 99 TWE: CTA 86 RS 96
<ul style="list-style-type: none"> developing and defending positions* on current issues involving constitutional protection of individual rights*. 	SE: 391-393, 395-397, 398-399 <i>Citizenship and You</i> 96 <i>Issues to Debate</i> 13 <i>Street Law: The Law and You</i> 261 TWE: DI 391, 397 RS 99, 356
1.4 Students know the distinctive characteristics of the political culture* of the United States.	
<ul style="list-style-type: none"> explaining how the shared political principles* of the United States Constitution affect citizens (<i>for example, shared political principles* could be liberty*, equality, justice*, patriotism*, limited government*</i>); 	SE: 111, 120-121, 193, 358, 390-391, 624-627
<ul style="list-style-type: none"> developing, evaluating, and defending positions* on how shared political principles* have affected citizens; 	SE: 111, 103-106, 113-115, 344-345, 348, 353-358, 673 TWE: CLA 114
<ul style="list-style-type: none"> analyzing why conflicts arise, and ways in which conflicts can be resolved in a peaceful manner; and 	SE: 113-115, 192, 345, 488-489, 620-621, 624 <i>American Biographies</i> 578 <i>Americans in Action</i> 113 TWE: RS 114, 356 TTA 609
<ul style="list-style-type: none"> describing and analyzing the processes that have led to the expansion of rights for more people in the United States (<i>for example, abolition of slavery, women's suffrage, civil rights movement</i>). 	SE: 109-112, 113-115, 271, 663, 664, 668, 670, 671, 673 <i>Americans in Action</i> 352 <i>Landmark Supreme Court Case Studies</i> 301, 374, 594 TWE: EC 76 RS 110, 114
1.5 Students know the fundamental democratic principles* inherent in the United States concept of a constitutional democratic republic*.	
<ul style="list-style-type: none"> explaining the meaning and importance of each of the following traditional principles* of representative government - individual rights* (<i>for example, the rights to life, liberty*, and property</i>), the common good*, self-government, justice*, and equality; and 	SE: 31-33, 61-62, 72-73, 83, 89-90, 98-101, 103-106, 109-112, 122-124, 193, 271, 358, 668 TWE: EC 75
<ul style="list-style-type: none"> identifying and applying to contemporary situations the fundamental principles* of representative government of the United States (<i>for example, rule by consent of the people, representative democracy*, rule of law*, the importance of citizen participation, limited government*, balancing individual and social needs, majority rule* and minority rights*</i>). 	SE: 10-11, 122, 139, 147, 154-155, 167, 227-230, 236-240, 241-244, 258-262, 270-273, 289, 358, 390-392, 395-396 <i>Why It Matters</i> 214 TWE: CTA 62 ICA 273

STANDARDS	PAGE REFERENCES
STANDARD 2: Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.	
2.1 Students know the organization and functions of local, state, and national governments.	
<ul style="list-style-type: none"> explaining major responsibilities of national, state, and local governments; 	SE: 146-149, 171-174, 175-178, 193-195, 289, 294, 297-299, 307, 313, 329-330, 332-333, 545-546 TWE: RS 304, 543 TTA 305
<ul style="list-style-type: none"> explaining the rationale for taxes and the purposes for which taxes are used; 	SE: 289-290, 543-546, 549-552 TWE: ICA 551 RS 304, 330, 549 TTA 541
<ul style="list-style-type: none"> identifying their representatives in the legislative branches*, heads of executive*, and judicial branches*; and 	SE: <i>Citizenship and You</i> 280 TWE: ICA 141 RS 4, 237 TTA 214
<ul style="list-style-type: none"> explaining which level of government they should contact to get information, express their opinions or get help on specific issues. 	SE: <i>Citizenship and You</i> 4, 280 <i>Time Teens in Action</i> 154 TWE: DI 148 ICA 141, 154 RS 158, 385 TTA 305
2.2 Students know how power*, authority*, and responsibility are distributed, shared, and limited through federalism* as established by the United States Constitution.	
<ul style="list-style-type: none"> explaining how the Constitution divides the powers* of government among the executive*, legislative*, and judicial branches*, and how each branch can check the powers* of another; and 	SE: 63-69, 83-85, 91-92, 146-150, 161, 171-174, 176, 193, 203-204 TWE: RS 63, 147
<ul style="list-style-type: none"> explaining how and why powers* are distributed between local, state, and national governments (<i>for example, shared power such as to tax, borrow money, regulate voting; functions primarily exercised by state governments, such as education, law enforcement, highways; and distribution of power reflects the value of local decision-making and local control</i>). 	SE: 92-93, 150, 194-195, 282-286, 293-294, 295, 297-299, 306-307, 329-330, 332-333, 551-552 TWE: RS 283, 304 TMLL 304 TTA 541
2.3 Students know and understand the place of law in the Colorado and United States constitutional systems.	
<ul style="list-style-type: none"> identifying types of law: juvenile, criminal, civil, and explaining how law protects individual rights* and promotes the common good*; 	SE: 344-347, 348-351, 390-391, 393, 395-397, 398-399 TWE: RS 342 TTA 343
<ul style="list-style-type: none"> evaluating strengths and weaknesses of a rule or law; 	SE: 389-392, 395-399 <i>Issues to Debate</i> 291, 507, 581 TWE: DI 397 RS 356, 396 TTA 343

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<ul style="list-style-type: none"> describing alternative means of conflict management, including negotiation*, mediation*, arbitration*, and litigation*; and 	SE: 364-367, 488-489 TWE: DI 366 RS 365
<ul style="list-style-type: none"> explaining the role and importance of the Bill of Rights in the Colorado and United States constitutional systems (<i>for example, Supreme Court cases such as Tinker v. Des Moines, Miranda v. Arizona, Gideon v. Wainwright, TLO v. New Jersey</i>). 	SE: 89-90, 93, 98-101, 103-107, 286, 673 <i>Landmark Supreme Court Case Studies</i> 108, 263, 301, 374 TWE: RS 96
2.4 Students know how public policy* is developed at the local, state, and national levels.	
<ul style="list-style-type: none"> defining public policy* and identifying examples at local, state and national levels; 	SE: 324-327, 391-392, 395-397 TWE: DI 326 RS 325
<ul style="list-style-type: none"> describing how the public agenda* is shaped by political leaders, interest groups*, media, state and federal courts, and individual citizens; 	SE: 258-262, 264-265, 270-275, 324-325 <i>American Biographies</i> 326 <i>Citizenship and You</i> 304 <i>Times Teens in Action</i> 317 TWE: DI 260 ICA 261, 273 RS 271
<ul style="list-style-type: none"> explaining how political parties*, campaigns, and elections influence policy formation; 	SE: 174, 219-220, 222, 223-226, 227-230, 241-244, 246-250 TWE: RS 216
<ul style="list-style-type: none"> evaluating the role of the media and public opinion in formulating public policy*; and 	SE: 258-262, 270-274 TWE: ICA 273 RS 274
<ul style="list-style-type: none"> explaining how changing demographics affect civic responsibility. 	SE: 21-23, 122-124, 166-167 <i>Time Teens in Action</i> 224 TWE: EC 68
STANDARD 3: Students know the political relationship of the United States and its citizens to other nations and to world affairs.	
3.1 Students know how and why governments and nongovernmental agencies around the world interact politically.	
<ul style="list-style-type: none"> defining foreign policy* and describing ways that nations interact with one another diplomatically (<i>for example, trade, treaties, humanitarian aid, military force</i>). 	SE: 12, 175-178, 598, 603-604, 625-627, 667 TWE: RS 176
3.2 Students understand how the United States government develops foreign policy*.	
<ul style="list-style-type: none"> explaining the powers* the United States Constitution gives to the branches of government in foreign policy*; 	SE: 147, 171, 173, 176, 178 <i>Street Law: The Law and You</i> 182
<ul style="list-style-type: none"> identifying current foreign policy* issues and evaluating the geopolitical strategies the United States is using to deal with them; 	SE: 12, 175, 178, 626-627
<ul style="list-style-type: none"> describing ways in which citizens can influence the formation of foreign policy; and 	SE: 181, 258-262, 264-265, 270-274 <i>American Biographies</i> 626 <i>Americans in Action</i> 588 TWE: EC 630 RS 626
<ul style="list-style-type: none"> explaining the relationship between United States foreign policy and national interest. 	SE: 175, 624-627 <i>Time Reports</i> 630-631

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3.3 Students understand the domestic and foreign policy influence the United States has on other nations and how the actions of other nations influence politics* and society of the United States.	
<ul style="list-style-type: none"> giving examples of how foreign policy decisions made by the United States government regarding other countries have affected lives of United States citizens (<i>for example, the Gulf War, tariffs, embargoes</i>); 	SE: 178, 625, 662 TWE: DI 624
<ul style="list-style-type: none"> describing the influence of United States political ideas on other nations and the influence of other nations' ideas on the United States; 	SE: 622-627, 667
<ul style="list-style-type: none"> describing diplomatic strategies in which agencies of the United States government have sought to help resolve an international problem and/or pursue our national interest or concern (<i>for example, American diplomats have sought to mediate disputes in Bosnia, Northern Ireland, and the Middle East, participation of United States government officials in international conferences on the environment or population, sending humanitarian aid to countries in conflict</i>); and 	SE: 622-624, 667 <i>Time Reports</i> 630-631 TWE: RS 623
<ul style="list-style-type: none"> describing ways in which nongovernmental agencies and organizations have sought to help with an international problem or concern (<i>for example, the Red Cross helping victims of war or natural disasters, organizations of doctors or scientists helping with diseases or disasters like Chernobyl</i>). 	SE: <i>American Biographies</i> 626 <i>Americans in Action</i> 622 <i>Time Teens in Action</i> 392 TWE: EC 630 RS 626 WYC 561
STANDARD 4: Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life* at all levels - local, state, and national.	
4.1 Students know what citizenship is.	
<ul style="list-style-type: none"> explaining the meaning of citizenship in the United States; 	SE: 6, 120-124 <i>Citizenship and You</i> 118 <i>Street Law: The Law and You</i> 12 TWE: DI 122 RS 129
<ul style="list-style-type: none"> describing how to become a citizen in the United States (<i>for example, the process of naturalization</i>); and 	SE: 14-16 TWE: RS 15
<ul style="list-style-type: none"> identifying significant characteristics of an effective citizen (<i>for example, civic virtue, common courtesy, respect for person and property, civic and personal responsibility, and honest and fair dealings</i>). 	SE: 122-124, 125-128, 236, 239-240, 358 <i>Street Law: The Law and You</i> 12, 318 <i>Time Teens in Action</i> 123, 238, 317, 349 TWE: DI 122

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4.2 Students know how citizens can fulfill their responsibilities for preserving the constitutional republic*.	
<ul style="list-style-type: none"> identifying civic responsibilities (<i>for example, accepting responsibility for the consequences of one's actions as a citizen, considering the rights and interests of others, voting, obeying the law, paying taxes, performing voluntary public service, jury service, serving in the armed forces</i>); 	SE: 120-124, 236, 239-240, 358, 667 <i>Be an Active Citizen</i> 214 <i>Citizenship and You</i> 118, 342 <i>Time Teens in Action</i> 473 TWE: RS 385 WYC 499
<ul style="list-style-type: none"> identifying contemporary issues that involve civic responsibilities and analyzing various positions on those responsibilities (<i>for example, accepting responsibility for the consequences of one's actions, considering the rights and interests of others, voting, obeying the law, paying taxes, performing voluntary public service, jury service, serving in the armed forces</i>); and 	SE: 125-128, 239-240 <i>Time Teens in Action</i> 238, 392 TWE: DI 122 WYC 341
<ul style="list-style-type: none"> analyzing the implications of not fulfilling citizen responsibilities. 	SE: 16, 69-70, 126, 236, 239-240, 242 <i>Why It Matters</i> 214 The text discusses volunteerism on the following pages. To not volunteer would be the converse of what is discussed. SE: 128, 129 <i>Caption</i> 128 TWE: CA 128
4.3 Students know how citizens can exercise their rights.	
<ul style="list-style-type: none"> distinguishing between personal and political rights (<i>for example, freedom of religion, freedom of speech, right to own property</i>); 	SE: 98-100, 435
<ul style="list-style-type: none"> identifying and analyzing responses to situations involving historic and contemporary threats to the meaning of political rights (<i>for example, right to vote, petition, assembly</i>) as distinguished from personal rights (<i>for example, free speech to express personal taste, freedom of conscience, freedom of movement, privacy rights</i>); 	SE: 9, 113-115, 391, 395-397, 398-399, 670 <i>Americans in Action</i> 352 <i>Issues to Debate</i> 13, 291, 507 <i>Landmark Supreme Court Case Studies</i> 108, 263, 301, 374, 594 <i>Street Law: The Law and You</i> 261 TWE: RS 114, 390, 396
<ul style="list-style-type: none"> identifying and evaluating situations involving conflict between rights and proposing solutions to the conflict within the scope and limits of those rights; and 	SE: 101, 115, 389-393, 395-397, 398-399 <i>Landmark Supreme Court Case Studies</i> 263 <i>Street Law: The Law and You</i> 624 TWE: DI 391 RS 99, 390
<ul style="list-style-type: none"> using historical and legal sources of personal and political rights to defend the exercise of rights of citizens in a given situation (<i>for example, Declaration of Independence, Constitution, Bill of Rights, court decisions</i>). 	SE: 44, 72-73, 74, 209-210, 668, 671, 673, 674 <i>Landmark Supreme Court Case Studies</i> 301, 374

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4.4 Students know how citizens can participate in civic life*.	
<ul style="list-style-type: none"> explaining the meaning of civic life*, politics*, and government; 	SE: 122-124, 125-130, 222, 227-230, 241-244, 386-387 <i>Time Teens in Action</i> 154, 184, 224, 238, 317, 349, 417, 603 TWE: RS 126, 129
<ul style="list-style-type: none"> identifying and applying criteria useful in selecting political leaders at local, state, and national levels; 	SE: 222, 239-240 <i>Citizenship and You</i> 216 TWE: ICA 239 RS 129
<ul style="list-style-type: none"> explaining how participation in civic and political life can help to solve problems; and 	SE: <i>Citizenship and You</i> 256 <i>Time Teens in Action</i> 21, 317, 336, 349, 417, 603 TWE: WYC 3, 403
<ul style="list-style-type: none"> describing how to influence public policy* in the politics* and governments of their own classrooms and schools. 	SE: <i>Street Law: The Law and You</i> 318 <i>Time Teens in Action</i> 21, 612 TWE: CLA 81 WYC 215

Codes Used for TWE Pages

CA	Caption Answer
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DI	Differentiated Instruction
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
RS	Reading Strategy
TMLL	Two-Minute Lesson Launcher
TTA	Teacher to Teacher Activity
WYC	Working in Your Community