



COLORADO
Content Standards Civics Grades 9-12
***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 how purposes of government impact the individual and society; 	SE: 7-12, 146-150, 153-155, 171-174, 175-178, 324-327, 329-333, 515-518 TWE: RT 7 DI 148
<ul style="list-style-type: none"> analyzing how different forms of government execute the purposes of government; and 	SE: 572-575, 576-580, 588-593, 595-598, 599-604, 610-615 TWE: RT 573, 589 DI 574 ICA 591
<ul style="list-style-type: none"> analyzing and knowing how different forms of government impact the individual (<i>for example, personal freedom and political liberty</i>). 	SE: 10-12, 89-90, 588-593, 622-627 <i>Evaluating Charts</i> 11, 90, 579, 596 <i>Analyzing Graphs</i> 611 TWE: ICA 591
1.2 Students know the essential characteristics of limited* and unlimited government*.	
<ul style="list-style-type: none"> comparing and contrasting limited* and unlimited government* (<i>for example, constitutional republic*, authoritarian*, and totalitarian government*</i>); 	SE: 89-93, 572-575, 576-580, 588-593, 595-598, 599-604, 622-627 <i>Evaluating Charts</i> 596 TWE: RT 589 ICA 591
<ul style="list-style-type: none"> comparing how constitutions* promote the principles* of a political system and provide the basis for government; and 	SE: 39-40, 82-87, 89-93, 282-286, 590 <i>Evaluating Charts</i> 84, 90, 91, 92 TWE: DI 91
<ul style="list-style-type: none"> describing how constitutions* and the rule of law* may limit government. 	SE: 82-83, 89-93, 344-347, 590-591 <i>Evaluating Charts</i> 11, 90, 91, 92 TWE: RT 90 DI 91
1.3 Students understand the principles* of the United States constitutional government*.	
<ul style="list-style-type: none"> analyzing the political thought that influenced the development of the United States Constitution (<i>for example, social contract* theory, the major ideas of republicanism*, natural rights* philosophy</i>); 	SE: 6-7, 10, 28-32, 33-38, 52-54, 55-59, 89-93, 344-347, 436-437 TWE: TTA 27
<ul style="list-style-type: none"> evaluating the Federalist and Anti-Federalist positions in the context of contemporary United States society; 	SE: 55-59, 91-93, 282-286 <i>Evaluating Charts</i> 91, 92, 284 TWE: ICA 58, 92 DI 91
<ul style="list-style-type: none"> explaining how the United States Constitution is a vehicle for continuity and preserving liberty, yet allows for change; and 	SE: 82, 93, 109-112, 113-115, 206-210 <i>Analyzing the Court Decision</i> 108, 374, 519 <i>Evaluating Charts</i> 114, 207

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> explaining the conditions which are necessary for the United States constitutional government* to operate effectively (<i>for example, the acceptance of or commitment to common constitutional principles*</i>). 	<p><i>The following references cover the role of citizens in a democratic government and the role of government in the lives of citizens. The roles and responsibilities of both citizens and government must be fulfilled in order for the United States constitutional government to operate effectively:</i></p> <p>SE: 6-12, 120-124, 125-130, 236-240, 416-419, 502-506 <i>Evaluating Charts</i> 122</p> <p>TWE: RT 7, 121 DI 122</p>
1.4 Students know the distinctive characteristics of the political culture* of the United States.	
<ul style="list-style-type: none"> analyzing how amendments, laws, and landmark decisions have helped fulfill the promise of the Constitution; 	<p>SE: 109-112, 113-115, 206-210 <i>Analyzing the Court Decision</i> 108, 263, 374 <i>Evaluating Charts</i> 110, 114, 207</p> <p>TWE: RT 114</p>
<ul style="list-style-type: none"> analyzing the relationship between the Constitution and the political culture* in which it exists; 	<p>SE: 82, 93, 109-112, 113-115, 209-210, 329-333, 334-337, 395-399 <i>Analyzing the Court Decision</i> 108, 211</p>
<ul style="list-style-type: none"> developing, evaluating, and defending positions* about the importance of adhering to constitutional principles* in managing conflicts over diverse viewpoints (<i>for example, taxation, civil rights, and balance of power</i>); and 	<p>SE: 11-12, 22-23, 89-90, 93, 98-101, 109-112, 113-115, 120-124, 209-210</p> <p>TWE: CL 115</p>
<ul style="list-style-type: none"> developing, evaluating, and defending positions* on the effectiveness of the Constitution and Bill of Rights in protecting the rights of all citizens. 	<p>SE: 98-101, 103-107, 109-112, 113-115, 206-210 <i>Analyzing the Court Decision</i> 108, 263, 374 <i>Evaluating Charts</i> 114</p> <p>TWE: RT 114</p>
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"> developing and defending positions* on issues in which traditional principles* of representative government are in conflict, using historical and contemporary examples (<i>for example, conflicts between liberty* and equality, between individual rights* and the common good*</i>); 	<p>SE: 11-12, 101, 103-107, 113-115 <i>Issues to Debate</i> 13, 291 <i>Analyzing the Court Decision</i> 108</p> <p>TWE: CL 101, 115 RT 114</p>
<ul style="list-style-type: none"> developing, evaluating, and defending positions* about historical and contemporary efforts to act according to constitutional principles (<i>for example, abolition movement, desegregation of schools, civil rights movements</i>); and 	<p>SE: 57-58, 109-112, 113-115, 209 <i>Evaluating Charts</i> 114, 207 <i>Historical Documents</i> 664, 668</p> <p>TWE: CL 59</p>
<ul style="list-style-type: none"> developing, evaluating, and defending positions* on contemporary issues on the balance between individual rights* and the common good*. 	<p>SE: 11-12, 101, 103-107, 391-393, 395-399 <i>Issues to Debate</i> 13, 291</p> <p>TWE: CL 101, 115 ICA 398</p>

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"> analyzing how the organization of the local, state, and national governments influences the formulation and implementation of policy (<i>for example, weak versus strong mayoral system, unicameral* versus bicameral legislature*, legislative approval of presidential appointments</i>); 	SE: 91-93, 282-286, 287-290, 306-311 <i>Evaluating Charts</i> 91, 92 TWE: RT 90, 283 ICA 92, 285
<ul style="list-style-type: none"> explaining why states have their own constitutions* and the relationship of state constitutions to the federal constitution (<i>for example, the "roots" of colonial assemblies, strong state governments</i>); 	SE: 39-42, 58-59, 92-93, 282-286 <i>Evaluating Charts</i> 92, 284 TWE: ICA 92 RT 283 TE 283 CL 286
<ul style="list-style-type: none"> evaluating the tension between citizens' desire for government services and benefits, and the costs associated with providing those; and 	SE: 121, 147, 289-290, 329-333, 516-518, 542-546, 548-552 TWE: RT 330, 549 ICA 332
<ul style="list-style-type: none"> describing major provisions of the Colorado Constitution. 	<i>The following references cover state constitutions and their relationship to the federal constitution. The references can be used to facilitate lessons/activities specific to Colorado with adjunct materials, such as a copy of the Colorado Constitution:</i> SE: 92-93, 282-286 <i>Evaluating Charts</i> 92, 284 TWE: ICA 92 RT 283 TE 283 CL 286
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"> analyzing how the design of the United States Constitution balances and checks to prevent the abuse of power* (<i>for example, Marbury v. Madison, Supreme Court packing under New Deal, Watergate</i>); and 	SE: 82-87, 89-93, 282-286 <i>Evaluating Charts</i> 91, 92 <i>Analyzing the Court Decision</i> 211 TWE: CL 87, 93 RT 90 ICA 92
<ul style="list-style-type: none"> developing, evaluating, and defending positions* on historical and contemporary conflicts over the respective roles, balance of power*, and responsibility between local, state, and federal government. 	SE: 58-59, 92-93, 282-286, 289-290, 306-307, 329-333 <i>Evaluating Charts</i> 92 TWE: ICA 92 CL 93 RT 283

STANDARDS	PAGE REFERENCES
2.3 Students know and understand the place of law in the Colorado and United States constitutional systems.	
<ul style="list-style-type: none"> explaining the significance of historical and contemporary events to illustrate the central place of the rule of law* (for example, <i>United States Supreme Court cases such as United States v. Nixon, Mapp v. Ohio, Gideon v. Wainwright</i>); 	SE: 90, 109-112, 354-358 <i>Analyzing the Court Decision</i> 301, 374 <i>United States v. Nixon (1974)</i> 674
<ul style="list-style-type: none"> analyzing, using historical and contemporary examples, the meaning and significance of the idea of equal protection* of laws for all persons (for example, <i>Brown v. Board of Education, University of California v. Bakke</i>); 	SE: 74, 109-112, 113-115, 209-210, 352-358 <i>Analyzing the Court Decision</i> 301, 374 <i>Historical Documents</i> 668 TWE: EC 74, 75
<ul style="list-style-type: none"> explaining how the state and federal courts' power* of judicial review reflects the United States constitutional government* (for example, <i>Marbury v. Madison</i>); and 	SE: 91-93, 202-203 <i>Evaluating Charts</i> 91, 207 <i>Analyzing the Court Decision</i> 211 <i>Marbury v. Madison (1803)</i> 672
<ul style="list-style-type: none"> developing, evaluating, and defending positions* on current issues regarding judicial protection of individual rights* (for example, <i>explaining the basic concept of due process* protections, including presumption of innocence, speedy and public trials, right to counsel, trial by jury, right of appeal</i>). 	SE: 98-101, 103-107, 109-112, 352-358 <i>Evaluating Charts</i> 353, 355 <i>Analyzing the Court Decision</i> 374 TWE: CL 107 RT 356 EC 357
2.4 Students know how public policy* is developed at the local, state, and national levels.	
<ul style="list-style-type: none"> evaluating the contemporary roles of voters, political parties*, associations, and groups in local, state, and national politics* (for example, <i>political action committees, interest groups*, think tanks, unions, professional organizations</i>); 	SE: 227-230, 236-240, 270-275, 486-489 TWE: RT 228, 237, 274, 487 DI 229, 273
<ul style="list-style-type: none"> analyzing a current public policy* issue at local, state, or national levels and evaluating the alternative positions (for example, <i>welfare reform</i>); 	SE: 329-333, 389-393, 395-399 <i>Issues to Debate</i> 13, 245, 581 TWE: RT 330, 390 ICA 332 DI 397
<ul style="list-style-type: none"> explaining why conflicts within traditional principles* of representative government may make agreement on issues of public policy* difficult (for example, <i>affirmative action, gun control, environmental protection, capital punishment, growth, welfare reform</i>); and 	SE: 11-12, 101, 115, 289-290, 329-333, 395-399 <i>Issues to Debate</i> 13 TWE: CL 101, 115 RT 614
<ul style="list-style-type: none"> developing, evaluating, and defending positions* about the role of media and public opinion in United States politics* (for example, <i>ways that government and media influence public opinion and the behavior of public officials</i>). 	SE: 258-262, 264-268 <i>Analyzing Graphs</i> 267 <i>Citizenship Skillbuilder</i> 269 <i>Evaluating Charts</i> 274 TWE: RT 259, 265 DI 260 ICA 261, 267

STANDARDS	PAGE REFERENCES
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"> identifying and analyzing the effectiveness of solutions used to resolve an international problem or concern by governmental and nongovernmental agencies (<i>for example, United Nations attempts to resolve political conflicts, attempts to deal with world-wide refugee problems, terrorism, attempts to protect the world's environment</i>). 	SE: 610-615, 620-621, 622-627 TWE: RT 611, 614, 623, 626
3.2 Students understand how the United States government develops foreign policy*.	
<ul style="list-style-type: none"> analyzing how and why domestic politics* may impose constraints or obligations on the ways in which the United States acts in the world, giving current political examples (<i>for example, understanding treaties and their relationship to the Constitution</i>); and 	SE: 175-178, 567-569, 621 <i>Issues to Debate</i> 581 <i>Relations With the United States</i> 603-604 <i>Environmental Destruction</i> 614-615 <i>Spread of Democracy and Liberty</i> 624-627 TWE: RT 568 EC 569 TE 581
<ul style="list-style-type: none"> identifying and analyzing issues concerning the national interests of the United States. 	SE: 564-570, 610-615, 620-621, 622-627 TWE: DI 566, 624 CL 570 RT 611, 614
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"> evaluating the impact of significant international developments on the United States and other nations (<i>for example, impact of land mines</i>); 	SE: 576-580, 610-615, 620-621 <i>Regional Trade Agreements</i> 567-569 <i>Spread of Democracy and Liberty</i> 624-627 TWE: RT 176, 568, 626 EC 569 DI 624
<ul style="list-style-type: none"> describing the impact abroad of the principles* of the Declaration of Independence and the United States Constitution; 	SE: 576-578 <i>The Expansion of Democracy</i> 591-592 <i>A Shift Toward Moderation</i> 601-602 <i>Spread of Democracy and Liberty</i> 624-627 TWE: DI 590 RT 592 ICA 602
<ul style="list-style-type: none"> giving examples of how foreign policy decisions made by foreign countries affect the United States; 	SE: 610-615 <i>Barriers to International Trade</i> 565-567 <i>Relations With the United States</i> 603-604 TWE: RT 176, 565 CL 604

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<ul style="list-style-type: none"> giving examples of diplomatic strategies used by the United States government when interacting on significant international issues (<i>for example, humanitarian and development aid, economic sanctions</i>); 	SE: 175-178, 580, 617-621 <i>Relations With the United States</i> 603-604 <i>Foreign Aid</i> 613 <i>Environmental Destruction</i> 614-615 TWE: RT 176 CL 178
<ul style="list-style-type: none"> evaluating current international issues in which the foreign policy* of the United States has played a significant role (<i>for example, world trade negotiations - GATT agreements</i>); and 	SE: 568-569, 580, 614 <i>Military Force</i> 178 <i>Evaluating Charts</i> 568 <i>Relations With the United States</i> 603-604 TWE: RT 176, 565, 568 EC 569
<ul style="list-style-type: none"> identifying opportunities for citizens of the United States to participate in the resolution of international problems and concerns (<i>for example, citizens pressure to release the remains of POWs from Vietnam</i>). 	SE: <i>National Service Programs</i> 128-130 <i>Evaluating Charts</i> 129 <i>The Law and You</i> 318, 624 <i>Teens in Action</i> 392, 603 TWE: RT 385
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 rights and obligations of United States citizens; 	SE: 98-101, 103-107, 109-113, 120-124, 125-130, 239-240, 438-442 <i>Evaluating Charts</i> 122 TWE: DI 122 ICA 123
<ul style="list-style-type: none"> comparing and analyzing the rights and responsibilities of citizens and non-citizens in the United States; and 	<i>The following references define citizen and non-citizen and cover some of the characteristics of the United States population:</i> SE: 14-17, 19-23 <i>The following references cover the rights and responsibilities of citizens; the rights and responsibilities of non-citizens would be the opposite:</i> SE: 98-101, 103-107, 109-113, 120-124, 125-130, 239-240, 438-442 <i>Evaluating Charts</i> 122
<ul style="list-style-type: none"> evaluating the usefulness of the following characteristics of an effective citizen to participate effectively in public life (<i>for example, civic virtue, common courtesy, respect for person and property, civic and personal responsibility, and honest and fair dealings</i>). 	SE: 23, 120-124, 125-129 <i>The Law and You</i> 12 <i>Teens in Action</i> 21, 123, 224, 336 TWE: RT 126
4.2 Students know how citizens can fulfill their responsibilities for preserving the constitutional republic*.	
<ul style="list-style-type: none"> evaluating whether and when their obligations as citizens require that their personal desires and interests be balanced with the public good; 	SE: 11-12, 23, 101, 391-393, 395-399 <i>Issues to Debate</i> 13, 291 TWE: CL 101, 115 ICA 398

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> evaluating what to do when individual beliefs or constitutional principles* are in conflict; and 	<p><i>The following references cover principles such as respect for diversity and the opinions of others, obeying the law, and conflict resolution skills:</i></p> <p>SE: 23, 120-124 <i>Principles of American Democracy</i> 10-12 <i>The Law and You</i> 12 <i>The Preamble</i> 83 <i>Citizenship Skillbuilder</i> 359, 379</p>
<ul style="list-style-type: none"> identifying and evaluating how the characteristics of an effective citizen promote the preservation of the republic. 	<p>SE: 120-124, 125-130, 324-327 <i>Evaluating Charts</i> 122 <i>Analyzing Graphs</i> 129 <i>Saving for the Future</i> 441</p> <p>TWE: ICA 123 CL 124 RT 126</p>
4.3 Students know how citizens can exercise their rights.	
<ul style="list-style-type: none"> identifying the scope and limits of rights (<i>for example, all rights have limits</i>); 	<p>SE: 11-12, 23, 101, 391-393, 395-399 <i>Issues to Debate</i> 13, 291</p> <p>TWE: CL 101, 115 EC 357</p>
<ul style="list-style-type: none"> explaining considerations and criteria commonly used in determining what limits should be placed on specific rights (<i>for example, clear and present danger, national security, public safety</i>); 	<p>SE: 11-12, 101, 391-393, 395-399 <i>Keeping Order and Providing Security</i> 7-8 <i>Issues to Debate</i> 13, 291 <i>Analyzing the Court Decision</i> 263</p> <p>TWE: CL 115 EC 357</p>
<ul style="list-style-type: none"> evaluating different positions on contemporary issues that involve rights of citizens (<i>for example, restricted membership in organizations, sexual harassment, school prayer, refusal of medical care</i>); and 	<p>SE: 391-393, 395-399 <i>Issues to Debate</i> 13, 291, 507 <i>The Law and You</i> 261, 356</p> <p>TWE: CL 101</p>
<ul style="list-style-type: none"> describing and evaluating historical or current examples of citizen movements to ensure rights of all citizens. 	<p>SE: 113-115, 486-488 <i>Evaluating Charts</i> 114 <i>American Biographies</i> 127, 248</p> <p>TWE: RT 114, 487</p>
4.4 Students know how citizens can participate in civic life*.	
<ul style="list-style-type: none"> evaluating the effectiveness of various forms of political participation (<i>for example, voting, attending political and governmental meetings, contacting public officials</i>); 	<p>SE: 125-130, 239-240, 324-327, 384-387 <i>Analyzing Graphs</i> 129 <i>The Law and You</i> 318</p> <p>TWE: ICA 128 RT 385</p>
<ul style="list-style-type: none"> describing various ways one can exercise leadership and participate in public affairs (<i>for example, campaigning</i>); 	<p>SE: 120-124, 125-130, 324-327 <i>Teens in Action</i> 123, 238 <i>Evaluating Charts</i> 129 <i>Why Your Vote Matters</i> 239-240 <i>American Biographies</i> 326</p> <p>TWE: ICA 123 RT 126</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> demonstrating understanding of strategies for monitoring and influencing current public policy* (<i>for example, writing to a public official, writing letters to the editor, working with advocacy groups, working on a political campaign or using technology to monitor and influence legislation</i>); and 	SE: 122-123, 236-240, 258-260, 270-275, 324-327, 384-387 <i>Evaluating Charts</i> 274 TWE: RT 121, 237, 385
<ul style="list-style-type: none"> describing the role of civil disobedience*. 	SE: 113-115 <i>Analyzing the Court Decision</i> 108 <i>Techniques of Interest Groups</i> 273 <i>The Law and You</i> 318 <i>American Biographies</i> 488

Codes Used for TWE Pages

AS	Assess
CL	Close
DI	Differentiated Instruction
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
RT	Reading the Text
TE	Teach
TTA	Teacher-to-Teacher Activity