



Civics Today

Citizenship, Economics, & You

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STANDARDS	
Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history	
There are no benchmarks for this standard for this Grade/Course.	
Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	
There are no benchmarks for this standard for this Grade/Course.	

STANDARDS			
Strand		History	
Standard 3: History: PARTICIPATION IN A DEMOCRACY-Understand important historical events and ideas related to the development of civics and political science			
Topic	Enlightenment	Page References	
Benchmark SS.9PD.3.1	Describe how ideas of the Enlightenment influenced the American political system	Student Edition: 37-38, 44, 61-71, 83-85, 89-93, 98-101, 103-107, 109-112, 120-121, 146-150, 171-173, 176-178, 192-195, 202-204, 352-358 <i>Economics and You</i> 99	
Sample Performance Assessment (SPA)	The student: Explains how the Enlightenment ideas of natural rights, limited government, separation of powers, and social contract are expressed in the Declaration of Independence and/or the American Constitution.	Teacher Wraparound Edition: RS 63, 90; TTA 27	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how ideas of the Enlightenment influenced the American political system	Describe, with detail, how ideas of the Enlightenment influenced the American political system	Describe, with minimal detail, how ideas of the Enlightenment influenced the American political system	Ineffectively describe how ideas of the Enlightenment influenced the American political system
Topic	Early Historical Events	Page References	
Benchmark SS.9PD.3.2	Describe how historical events and ideas have influenced American constitutional democracy	Student Edition: 11, 28-31, 33-38, 39-42, 44-47, 55-59, 89-93, 98-101, 103-107 <i>Americans in Action</i> 28, 98 <i>Documents of American History</i> 659	
Sample Performance Assessment (SPA)	The student: Explains how classical republicanism, the Magna Carta, the English Bill of Rights, and the Declaration of Independence influenced American constitutional democracy.	Teacher Wraparound Edition ICA 106; RS 50; TTA 27	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how historical events and ideas have influenced American constitutional democracy	Describe, with detail, how historical events and ideas have influenced American constitutional democracy	Describe, with minimal detail, how historical events and ideas have influenced American constitutional democracy	Ineffectively describe how historical events and ideas have influenced American constitutional democracy

STANDARDS			
Topic	Historical Challenges to the Constitution		Page References
Benchmark SS.9PD.3.3	Describe how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights		Student Edition: 109-112, 113-115, 192, 208-210 <i>Americans in Action</i> 192 <i>Landmark Supreme Court Case Studies</i> 108, 263, 301, 374, 594 <i>Supreme Court Case Summaries</i> 671, 672, 673-674 Teacher Wraparound Edition: ICA 203; RS 46, 110, 114, 207
	The student: Explains how the Supreme Court interpreted free speech, free, press, civil rights, and the right to vote, over time.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights	Describe, with detail, how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights	Describe, with minimal detail, how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights	Ineffectively describe how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights

STANDARDS			
Strand		Political Science/Civics	
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION- Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives			
Topic	Political Institutions: Governance, Power, and Authority	Page References	
Benchmark SS.9PD.4.1 Sample Performance Assessment (SPA)	Explain how governments derive authority	Student Edition: 146-148, 157-161, 171-173, 175-178, 181, 193-195, 206-210, 275, 324-327, 329-333, 334, 336-337, 393, 395-396, 398-399, 542-543 <i>Americans in Action</i> 179 <i>Issues to Debate</i> 13 <i>Landmark Supreme Court Case Studies</i> 108, 263, 301, 374 <i>Street Law</i> 182 <i>Supreme Court Case Summaries</i> 617, 672, 673-674 Teacher Wraparound Edition: DI 148; ICA 160; RS 193	
	The student: Chooses an example of government action and describes the basis of the government's authority to act (e.g., Constitution, Divine law, international law, military strength, rule of law).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the ways in which governments derive authority	Explain how governments derive authority	Name sources of government authority	Recognize that governments have authority

STANDARDS			
Topic	Political Institutions: Governance, Power, and Authority		Page References
Benchmark SS.9PD.4.2	Describe how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government		Student Edition: 23, 89-93, 98, 146-150, 161, 171-174, 176-178, 193-195, 198, 222, 223-226, 227-230, 236-240, 241-244, 258-262, 270-273 <i>Americans in Action</i> 89, 146 Teacher Wraparound Edition: C 222, 230; RS 90
Sample Performance Assessment (SPA)	The student: Provides specific examples of constitutional principles embodied by the Constitution and explains them.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government	Describe, with detail, how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government	Describe, with minimal detail, how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government	Ineffectively describe how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government
Topic	Political Institutions: Governance, Power, and Authority		Page References
Benchmark SS.9PD.4.3	Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized		Student Edition: 12, 98-101, 103-107, 109-112, 113-115, 192, 236-237, 267-268, 282-286, 352-358, 389-393, 395-399, 493, 516-518 <i>Americans in Action</i> 192 <i>Economics and You</i> 99 <i>Issues to Debate</i> 13 <i>Landmark Supreme Court Case Studies</i> 108, 263, 301, 374 <i>Supreme Court Case Summaries</i> 671, 672, 673-674 <i>Time Teens in Action</i> 224 Teacher Wraparound Edition: C 101, 115; ICA 221; RS 110, 114, 356
Sample Performance Assessment (SPA)	The student: Assesses whether efforts to reduce discrepancies between American values and reality have been successful.		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized, taking a position or making a claim and defending it with explanations, reasons, or evidence	Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized	Explain American values of common good, equality of opportunity, and individual rights	Recognize American values of common good, equality of opportunity, and individual rights
Strand		Political Science/Civics	
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action			
Topic	Rights and Responsibilities of Citizens	Page References	
Benchmark SS.9PD.5.1	Explain the rights, duties, and responsibilities of citizens in a democracy and the relationship between them	Student Edition: 98-101, 109-112, 113-115, 120-124, 125-130, 236-240, 270-273, 352-358 <i>Americans in Action</i> 89 <i>Street Law</i> 12	
Sample Performance Assessment (SPA)	The student: Describes how paying taxes, serving on a jury, and voting contribute to the common good.	Teacher Wraparound Edition: C 12, 124; DI 122; RS 96, 114, 129; WIC 403, 499	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the rights, duties, and responsibilities of citizens in a democracy and elaborate on the relationship between them	Explain, with detail, the rights, duties, and responsibilities of citizens in a democracy and the relationship between them	Explain, with minimal detail, the rights, duties, and responsibilities of citizens in a democracy and/or the relationship between them	Ineffectively explain the rights, duties, and responsibilities of citizens in a democracy and the relationship between them

STANDARDS			
Topic	Citizenship Participation		Page References
Benchmark SS.9PD.5.2	Investigate how citizens can monitor and advocate for a local, state, or national issue		Student Edition: 264-267, 270-274, 324-325, 384-387 <i>American Biographies</i> 248, 273, 326, 376, 488, 578 <i>Americans in Action</i> 270, 324, 384 <i>Street Law</i> 318 Teacher Wraparound Edition: C 387; ICA 261, 273; RS 158, 237, 271, 330, 385, 390; TTA 214, 278, 383
Sample Performance Assessment (SPA)	The student: Formulates a plan to advocate for (e.g., attend public hearings, write letters) and monitor (e.g., follow the issue in the media, track a bill as it goes through the legislative process) an issue of personal concern.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Investigate how citizens can monitor and advocate for a local, state, or national issue, extending investigation into relevant courses of practical action	Investigate how citizens can monitor and advocate for a local, state, or national issue	Investigate how citizens can monitor or advocate for a local, state, or national issue	Ineffectively investigate how citizens can monitor and/or advocate for a local, state, or national issue
Topic	Citizenship Participation		Page References
Benchmark SS.9PD.5.3	Compare the characteristics of major political parties based upon the philosophy, platform, and support base		Student Edition: 218-222, 223-226, 227-230 Teacher Wraparound Edition: RS 216, 224; TTA 214, 383
Sample Performance Assessment (SPA)	The student: Compares the major political parties based upon the philosophy, platform, and support base.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the characteristics of major political parties based upon the philosophy, platform, and support base, making significant connections, insights, and generalizations	Compare the characteristics of major political parties based upon the philosophy, platform, and support base	Describe the characteristics of major political parties based upon the philosophy, platform, and/or support base	Ineffectively describe the characteristics of major political parties based upon the philosophy, platform, and/or support base

STANDARDS			
Topic	Citizenship Participation		Page References
Benchmark SS.9PD.5.4 Sample Performance Assessment (SPA)	Explain the role of a citizen in the electoral process		Student Edition: 122-123, 138-140, 166-167, 223-230, 236-240, 246-247, 249, 259-260, 270-273, 287-288, 292-293, 324-325, 384-387 <i>American Biographies</i> 127, 143, 248, 273, 299, 307, 376, 592 <i>Americans in Action</i> 223, 227, 236, 324 <i>Time Teens in Action</i> 224 Teacher Wraparound Edition: C 387; RS 139, 167, 224, 385
	The student: Describes how a citizen can demonstrate his/her roles in the political process as a voter, a candidate, and/or a political party member.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the role of a citizen in the electoral process	Explain, with detail, the role of a citizen in the electoral process	Explain, with minimal detail, the role of a citizen in the electoral process	Ineffectively explain the role of a citizen in the electoral process

STANDARDS			
Topic	Citizenship Participation	Page References	
Benchmark SS.9PD.5.5	Demonstrate the role of a citizen in civic action by selecting a problem, gathering information, proposing a solution, creating an action plan, and showing evidence of implementation	Student Edition: 270-273, 334-337 <i>Economics and You</i> 121 Teacher Wraparound Edition: DI 272, 336; RS 271, 330, 335, 376; TTA 281, 323; WIC 215, 279, 403	
Sample Performance Assessment (SPA)	The student: Evaluates the results of a civic action taken to address a school, local, state, national, or global issue/problem.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Demonstrate the role of a citizen in civic action by selecting a significant problem, gathering relevant information, proposing an insightful solution, creating a clear and detailed action plan, and showing substantial evidence of implementation	Demonstrate the role of a citizen in civic action, by selecting a problem, gathering information, proposing a solution, creating an action plan, and showing evidence of implementation	Demonstrate the role of a citizen in civic action by selecting a problem, gathering information, proposing a solution, and creating an action plan	Ineffectively demonstrate the role of a citizen in civic action, as multiple aspects of the process are missing
Strand		Cultural Anthropology	
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time			
There are no benchmarks for this standard for this Grade/Course.			
Strand		Geography	
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world			
There are no benchmarks for this standard for this Grade/Course.			

STANDARDS			
Strand		Economics	
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems			
Topic	Economic Role of Government	Page References	
Benchmark SS.9PD.8.1	Describe the economic functions of government, including providing public goods and services, maintaining competition, redistributing income, correcting for externalities, and stabilizing the economy	Student Edition: 8, 417-418, 439, 473, 502-506, 510-511, 515-518, 531-533, 542-546, 548-552, 555-557 <i>Americans in Action</i> 515 <i>Economics and You</i> 442 <i>Issues to Debate</i> 495 Teacher Wraparound Edition: C 494; DI 504, 544; ICA 556; RS 417, 516, 543, 549, 614; TTA 305, 343	
Sample Performance Assessment (SPA)	The student: Explains how the government affects the economic well-being of its citizens (e.g., identify a local assistance program that receives government funding. Explain why the government funds it, where the money comes from, and who benefits from the program).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the economic functions of government	Describe, with detail, the economic functions of government	Describe, with minimal detail, the economic functions of government	Ineffectively describe the economic functions of government

STANDARDS			
Topic	Economic Role of Government		Page References
Benchmark SS.9PD.8.2	Explain how people, individually and collectively, participate in the U.S. economy		Student Edition: 121, 122-123, 223-226, 236-240, 258-262, 270-273, 416-417, 418-419, 425, 426, 430-432, 438-442, 480-483, 485, 512-513 <i>American Biographies</i> 418, 454, 474, 488 <i>Time Teens in Action</i> 224, 556 Teacher Wraparound Edition: C 419; RS 439, 481; TTA 523
Sample Performance Assessment (SPA)	The student: Describes the various roles of an individual in the U.S. economy (e.g., consumer, voter, investor, worker, employer, policymaker).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how people, individually and collectively, participate in the U.S. economy	Explain, with detail, how people, individually and collectively, participate in the U.S. economy	Explain, with minimal detail, how people, individually and collectively, participate in the U.S. economy	Ineffectively explain how people, individually and collectively, participate in the U.S. economy
Topic	United States in the World Economy		Page References
Benchmark SS.9PD.8.3	Evaluate the degree to which the United States affects and is affected by international economic policies		Student Edition: 177-178, 564-570, 580, 603-604, 610-615, 617-621 <i>Americans in Action</i> 564 Teacher Wraparound Edition: C 570, 615; EC 569; RS 176, 565, 568
Sample Performance Assessment (SPA)	The student: Evaluates, takes, and defends a position related to U.S. economic policy (e.g., free trade, impact of regulation, U.S. protectionism, multi-national corporations) in light of American economic interests.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Evaluate the degree to which the United States affects and is affected by international economic policies, using compelling evidence to back evaluation	Evaluate the degree to which the United States affects and is affected by international economic policies	Explain the ways in which the United States affects and is affected by international economic policies	Name ways in which the United States affects and is affected by international economic policies