

PARTICIPATION IN A DEMOCRACY

Anchor Standard	Grades 9-12 Inquiry Standards
<i>The student demonstrates an understanding of</i>	<i>Therefore, the student is able to</i>
Anchor Standard 1 Developing Questions and Planning Inquiries	Inquiry Standard SS.9-12.1.1 questions representing key ideas of the disciplines
	Inquiry Standard SS.9-12.1.2 Critique compelling questions that reflect an enduring issue in the field
	Inquiry Standard SS.9-12.1.3 Create supporting questions that address key ideas identified in compelling questions
	Inquiry Standard SS.9-12.1.4 Explain how new compelling and supporting questions emerge
Anchor Standard 2 Gathering and Evaluating Sources	Inquiry Standard SS.9-12.2.1 Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
	Inquiry Standard SS.9-12.2.2 Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
Anchor Standard 3 Creating Claims	Inquiry Standard SS.9-12.3.1 Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
	Inquiry Standard SS.9-12.3.2 Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims
Anchor Standard 4 Communicating Conclusions	Inquiry Standard SS.9-12.4.1 Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
	Inquiry Standard SS.9-12.4.2 Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)

Anchor Standard 5 Taking Informed Action	Inquiry Standard SS.9-12.5.1 Identify local, regional and/or global problems or issues by using interdisciplinary lenses
	Inquiry Standard SS.9-12.5.2 Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
	Inquiry Standard SS.9-12.5.3 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
	Inquiry Standard SS.9-12.5.4 Create an action plan to address a solution to the problem or issue and demonstrate substantive evidence of implementation

Theme 1	Foundations of the Constitution		
Sample Compelling Questions	<ul style="list-style-type: none"> • Does the Constitution protect us from tyranny? • What role should government play in the economy? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
History Anchor Standard 17 Change, Continuity, and Context	Philosophical Foundations of the Constitution	Content Standard SS.PID.1.17.1 Evaluate the extent to which classical philosophy, natural rights philosophy, and English common law informed the thinking of the American Founders	<ul style="list-style-type: none"> • Classical Philosophy: civic virtue, Greek and Roman foundations • Natural Rights Philosophy: Hobbes, Locke, Montesquieu • English Common Law: Magna Carta, English Bill of Rights
History Anchor Standard 19 Causation and Argumentation	Constitutional Debate	Content Standard SS.PID.1.19.2 Analyze the problems and compromises that shaped the United States Constitution	<ul style="list-style-type: none"> • Problems: Articles of Confederation, Shays' Rebellion, slavery, Three-Fifths Clause, weak central government • Factions and Compromises: Federalists versus Anti-Federalists, New Jersey Plan versus Virginia Plan, Bill of Rights
Economics Anchor Standard 11 The National Economy	A New American Economy	Content Standard SS.PID.1.11.3 Explain the perspective of both Hamilton and Jefferson on the optimal strength of the federal government and its role in the national economy	<ul style="list-style-type: none"> • Hamilton: high tariffs, national bank, pro-industrial economic policy, strong federal government, taxation • Jefferson: agrarian economy, free trade, states' rights

Theme 2	Institutions of National Government		
Sample Compelling Questions	<ul style="list-style-type: none"> • What is the right balance between liberty and security? • Is limited government better government? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Civics Anchor Standard 6 Civic and Political Institutions	Central Principles Governing Institutions of National Government	Content Standard SS.PID.2.6.1 Explain how the American Constitution embodies the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, and limited government	<ul style="list-style-type: none"> • Principles: checks and balances, limited government, popular sovereignty, rule of law, separation of powers • Branches of Government: executive, judicial, legislative • Election and Appointment Process: Electoral College, executive appointment process, representatives elected at the federal, state, and local levels
Civics Anchor Standard 8 Processes, Rules and Laws	Lawmaking Process	Content Standard SS.PID.2.8.2 Analyze the role of the three branches of government in the lawmaking process	<ul style="list-style-type: none"> • Executive: executive power, implementation, interpretation, veto power • Legislative: bill introduction, bill reconciliation between House and Senate, final adoption • Judicial: judicial review

Theme 3		Civic Rights and Responsibilities	
Sample Compelling Questions		<ul style="list-style-type: none"> • Has the Supreme Court historically expanded or constricted freedom? • What makes a good citizen? 	
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History Anchor Standard 17 Change, Continuity, and Context	Landmark Cases	Content Standard SS.PID.3.17.1 Explain the significance and impact of landmark Supreme Court cases in American history	<ul style="list-style-type: none"> • Cases: Marbury v. Madison, Plessy v. Ferguson, Korematsu v. United States, Brown v. Board of Education, Tinker v. Des Moines, Texas v. Johnson, Shelby County v. Holder • Significance: judicial review, upheld segregation, affirmed Executive Order 9066, principle of separate but equal overturned, free speech, free press, privacy, civil rights, voting rights • Impact: established branches of government as co-equal, enshrined idea of “separate but equal,” legalized internment of Americans of Japanese ancestry, supported desegregation, guaranteed free speech rights to students, symbolic speech protected, challenged constitutionality of Voting Rights Act of 1965
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Rights and Responsibilities of Citizenship	Content Standard SS.PID.3.7.2 Assess the importance of exercising the rights and responsibilities of citizenship in a democracy	<ul style="list-style-type: none"> • Rights and Responsibilities: being an informed and active citizen, paying taxes, respecting the rights, beliefs, and opinions of others, serving jury duty, understanding and exercising the rights of citizenship, voting

Theme 4		Public Policy		
Sample Compelling Questions		<ul style="list-style-type: none"> • What should we do about economic inequality? • Do international alliances make the United States stronger? 		
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<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Public Policy	Content Standard SS.PID.4.7.1 Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy	<ul style="list-style-type: none"> • Policy Makers: create and enact laws and policies • Interest Groups: advocate for specific policies, represent multiple viewpoints • Media: investigates and educates the public about policy problems 	
Economics Anchor Standard 10 Exchange and Markets	Role of Government in the Economy	Content Standard SS.PID.4.10.2 Analyze how the government affects the economic well-being of its citizens	<ul style="list-style-type: none"> • Economic Functions of Government: corrects for externalities, Federal Reserve System, maintains competition, provides public goods and services, regulates wages, stabilizes the economy • Social Services Provided by Government: educational grants and loans, Medicare and Medicaid, Social Security, veterans' services 	
Geography Anchor Standard 16 Global Interconnections: Changing Spatial Patterns	The Global Role of the United States	Content Standard SS.PID.4.16.3 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics	<ul style="list-style-type: none"> • Geopolitics: military alliances, terrorism, treaties • International Economics: debt, monetary policy, outsourcing of goods and services, trade agreements • Immigration: changing patterns of movement and government policy 	

Theme 5	Civic Engagement		
Sample Compelling Questions	<ul style="list-style-type: none"> • Will you vote? • How can young people make a difference? 		
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<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Analyzing Civic Action	Content Standard SS.PID.5.7.1 Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world	<ul style="list-style-type: none"> • Citizen Engagement Actions: forming a club, peaceful protesting, providing a forum for debate, providing public testimony, running for office, volunteering, voting, writing letters to policymakers and the media