

Civics

Social Studies
Curriculum Framework

Revised 2014

Course Title: Civics
 Course/Unit Credit: 0.5
 Course Number: 472000
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12

Civics

Course Focus and Content

In Grades K-8, students receive a strong foundation in civics and government. The focus of Civics is the application of civic virtues and democratic principles and investigation of problem solving in society. This course provides a study of the structure and functions of federal, state, and local government. Civics also examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process.

Skills and Application

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. Civics is required by the Standards for Accreditation and does not need Arkansas Department of Education approval.

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in Dimensions 1, 3, and 4 of The College, Career, & Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills. Dimension 2 sets forth the conceptual content, and the alignment to this dimension is embedded in the student learning expectations (SLEs).

Dimension 1 – Questions	Dimension 3 – Sources and Evidence	Dimension 4 – Communicating Ideas
1. Construct compelling questions that promote inquiry around key ideas and issues	4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others
3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view		8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes
Engage in disciplinary thinking across the social sciences in Grades K-12		

Strand	Content Standard
Civic and Political Institutions	
	1. Students will analyze the structure and functions of various types of government.
	2. Students will analyze the roles of government and the political institutions in governing and protecting citizens.
Participation and Deliberation	
	3. Students will analyze the role of citizens in society.
	4. Students will analyze ways that government protects the rights of citizens.
	5. Students will analyze the electoral process and the role of political parties.
Processes, Rules, and Laws	
	6. Students will analyze the process of making and changing laws.
	7. Students will analyze ways institutions work together in carrying out the laws.

Notes:

1. All items in a bulleted list are required to be taught.
2. The examples given (e.g.,) are suggestions to guide the instructor.
3. Arkansas ELA Standards (ELA-Literacy alignment) key, R.CCR.1 = College and Career Ready Anchor Standard.Reading.1
4. College, Career, & Civic Life C3 Framework for Social Studies State Standards (C3 alignment) key, D2.His.1.9-12 = Dimension 2.History. 1st K-12 Pathway. Grades 9-12
5. The course strands, content standards, and the SLEs are meant to be taught in an integrated manner.
6. The Arkansas Department of Education course curriculum framework is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.

Strand: Civic and Political Institutions

Content Standard 1: Students will analyze the structure and functions of various types of government.

		ELA- Literacy Alignment	C3 Alignment
CPI.1.C.1	Analyze the establishment and purposes of government	R.CCR.1, 2, 3, 8, 9, 10 W.CCR.2, 7, 9 SL.CCR.1	D1.5.9-12 D2.Civ.5.9-12
CPI.1.C.2	Construct explanations comparing and contrasting the ideologies of various governments and ways they have changed over time using multiple sources (e.g., anarchy, oligarchy, monarchy, theocracy, autocracy, direct democracy, representative democracy)	R.CCR.1, 2, 3, 8, 9, 10 W.CCR.1, 2, 7, 9 SL.CCR.1 L.CCR.6	D1.2, 5.9-12 D2.Civ.5.9-12
CPI.1.C.3	Analyze the rationale for the structure of the U.S. Constitution using a variety of primary and secondary sources	R.CCR.1, 2, 3, 5, 6, 7, 10 W.CCR.2, 9 SL.CCR.3	D2.Civ.4.9-12 D3.1.9-12
CPI.1.C.4	Analyze the purpose, organization, authority, and function of each of the three branches of government at the federal and state levels	R.CCR.1, 2, 3, 6, 8, 9, 10 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D1.1.9-12 D2.Civ.1, 4.9-12

Strand: Civic and Political Institutions

Content Standard 2: Students will analyze the roles of political institutions in governing and protecting citizens.

		ELA- Literacy Alignment	C3 Alignment
CPI.2.C.1	Explain how federal, state, and local governments acquire power	R.CCR.1, 2, 3, 10 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D1.1.9-12
CPI.2.C.2	Differentiate among delegated, concurrent, and reserved powers	R.CCR.1, 2, 3, 9, 10 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D1.1.9-12 D2.Civ.4, 8.9-12
CPI.2.C.3	Construct arguments about the strengths, weaknesses, and reasons for checks and balances and separation of powers using multiple primary and secondary sources	R.CCR.1, 2, 3, 6, 8, 9, 10 W.CCR. 1, 2, 3, 8 SL.CCR.1, 4	D1.1.9-12 D2.Civ.1, 4.9-12
CPI.2.C.4	Examine ways the powers, responsibilities, and limits of the federal government have changed over time and are still contested	R.CCR.1, 2, 3, 9, 10 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D1.1.9-12 D2.Civ.4.9-12

Strand: Participation and Deliberation

Content Standard 3: Students will analyze the role of citizens in society.

		ELA- Literacy Alignment	C3 Alignment
PD.3.C.1	Evaluate rights and responsibilities of citizens in the United States	R.CCR.1, 2, 3, 10 W.CCR.2, 9 SL.CCR.1, 4	D2.Civ.2, 7, 10.9-12
PD.3.C.2	Compare and contrast the roles of citizen and non-citizen residents in the United States	R.CCR.1, 2, 3, 6, 7, 8, 9, 10 W.CCR.2, 7, 8, 9 SL.CCR.1, 3, 4	D2.Civ.7, 10.9-12
PD.3.C.3	Construct explanations of the ways citizenship in the United States has changed over time and been affected by public policy, geographic location, state and federal law, and demographics using a variety of sources	R.CCR.1, 2, 3, 6, 7, 8, 9, 10 W.CCR.2, 7, 8, 9 SL.CCR.1, 3, 4	D2.Civ.7, 10, 12, 14.9-12 D2.Geo.5.9-12

Strand: Participation and Deliberation

Content Standard 4: Students will analyze ways that government protects the rights of citizens.

		ELA- Literacy Alignment	C3 Alignment
PD.4.C.1	Analyze historical documents and events that set the ideological foundations for the U.S. Constitution (e.g., Magna Carta, Mayflower Compact, Declaration of Independence, Articles of Confederation, Constitutional Convention)	R.CCR.1, 2, 3, 5, 7, 8, 9, 10 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D1.5.9-12 D2.Civ.10, 14.9-12 D2.His.16.9-12 D3.1.9-12
PD.4.C.2	Evaluate ideological influences Enlightenment Thinkers had on the framers of the U.S. Constitution (e.g., Locke, Rousseau, Montesquieu)	R.CCR.1, 2, 3, 6, 7, 8, 9, 10 W.CCR.2, 7, 8, 9 SL.CCR.1, 3, 4	D1.5.9-12 D2.Civ.10, 14.9-12 D2.His.16.9-12 D3.1.9-12
PD.4.C.3	Examine the amendments to the U.S. Constitution in order to determine how the roles of citizens and the federal and state governments have changed over time (e.g., Bill of Rights, incorporation of states' rights into government, interpretation, due process, voting rights)	R.CCR.1, 2, 3, 6, 7, 8, 9, 10 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D2.Civ.13.9-12
PD.4.C.4	Analyze the protections of and limits on the rights of citizens of the United States when outside the borders of the United States	R.CCR.1, 2, 3, 7, 8, 9, 10 W.CCR.2, 7, 9 SL.CCR.1, 4	D2.Civ.3, 8, 10.9-12 D3.1, 3.9-12
PD.4.C.5	Assess the effects of civil rights legislation on society in the United States (e.g., affirmative action, American Disabilities Act, Civil Rights Act 1964, Voting Rights Act 1965, modern civil rights movements)	R.CCR.1, 2, 3, 6, 7, 8, 9, 10 W.CCR.2, 7, 8, 9 SL.CCR.1, 3, 4	D1.5.9-12 D2.Civ.10, 14.9-12 D3.1.9-12
PD.4.C.6	Evaluate Arkansas laws and their impact on students <ul style="list-style-type: none"> • Bullying • Local ordinances • Penalties for juvenile activity • Penalties for truancy • Requirements for obtaining and grounds for revocation of a driver's license 	R.CCR.1, 2, 3, 4, 7, 8, 9, 10 W.CCR. 2, 7, 9 SL.CCR.1, 4	D1.5.9-12 D2.Civ.10, 13, 14.9-12 D3.1.9-12
PD.4.C.7	Construct arguments analyzing citizens' rights protected by the U.S. Constitution and constitutional amendments using multiple sources	R.CCR.1, 2, 3, 4, 5, 7, 8, 9, 10 W.CCR.1, 2, 7, 9 SL.CCR.1, 4	D1.2.9-12 D2.Civ.4, 8, 10.9-12 D2.His.16.9-12 D3.1, 3.9-12

Strand: Participation and Deliberation

Content Standard 5: Students will analyze the electoral process and the role of political parties.

		ELA- Literacy Alignment	C3 Alignment
PD.5.C.1	Critique the roles of political parties in the election process	R.CCR.1, 2, 3, 6, 7, 8, 9 W.CCR.1, 7, 8, 9 SL.CCR.1, 4	D1.3, 5.9-12 D2.Civ.5, 7, 8.9-12 D3.1, 3, 4.9-12
PD.5.C.2	Analyze the election process in federal, state, and local governments (e.g., voter registration, primary election, general election)	R.CCR.1, 2, 3, 7, 8, 9, 10 W.CCR.7, 8, 9	D2.Civ.7, 8, 9.9-12 D3.1, 3, 4.9-12
PD.5.C.3	Evaluate various influences on political parties during the electoral process (e.g., interest groups, lobbyists, Political Action Committees [PACs], major events)	R.CCR.1, 2, 3, 7, 8, 9, 10 W.CCR.2, 7, 8, 9 SL.CCR.1, 2, 3, 4	D2.Civ.7, 8.9-12 D3.1, 3, 4.9-12
PD.5.C.4	Assess the influence of media on the electoral process (e.g., news reporting, political cartoons, public opinion polls, Internet, propaganda techniques, social media)	R.CCR.1, 2, 3, 6, 7, 8, 9, 10 W.CCR.2, 7, 8, 9 SL.CCR.2, 3	D1.3, 5.9-12 D2.Civ.7, 8.9-12 D3.1, 3, 4.9-12

Strand: Processes, Rules, and Laws

Content Standard 6: Students will analyze the process of making and changing laws.

		ELA- Literacy Alignment	C3 Alignment
PRL.6.C.1	Investigate various methods for creating federal, state, and local laws	R.CCR.1, 2, 3, 7, 8, 9, 10 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D2.Civ.12.9-12 D3.4.9-12 D4.2.9-12
PRL.6.C.2	Compare and contrast the formal and informal methods of amending the U.S. Constitution	R.CCR.1, 2, 3, 7, 8, 9, 10 W.CCR.2, 8, 9 SL.CCR.1, 4	D2.Civ.11, 14.9-12
PRL.6.C.3	Analyze the role the U.S. Supreme Court has on the law-making process	R.CCR.1, 2, 3, 7, 8, 9, 10 W.CCR.2, 6, 7, 8, 9 SL.CCR.1, 4	D2.Civ.12.9-12 D3.4.9-12 D4.2.9-12

Strand: Processes, Rules, and Laws

Content Standard 7: Students will analyze ways institutions work together in carrying out the laws.

		ELA- Literacy Alignment	C3 Alignment
PRL.7.C.1	Evaluate interaction among federal, state, and local governments when carrying out public policy	R.CCR.1, 2, 3, 6, 7, 8, 9, 10 W.CCR.7, 8, 9 SL.CCR.1	D2.Civ.11.9-12
PRL.7.C.2	Identify intended and unintended consequences of public policies	R.CCR.1, 2, 3, 6, 7, 8, 9, 10 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D1.4.9-12 D2.Civ.13.9-12
PRL.7.C.3	Analyze cooperation and conflict between federal and state governments	R.CCR.1, 2, 3, 6, 7, 8, 9, 10 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D2.Civ.12, 14.9-12
PRL.7.C.4	Distinguish criminal from civil law	R.CCR.1, 2, 3, 10 W.CCR.7, 8, 9 SL.CCR.1	D1.5.9-12 D2.Civ.3, 10, 14.9-12 D3.1.9-12

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