

Civics

Social Studies Academic Standards

Revised 2022

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

Prerequisites: None

Civics Academic Standards & Disciplinary Concepts

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.

Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

Related Laws for Social Studies

- A.C.A. § 1-5-109. Prisoners of War Remembrance Day.
- A.C.A. § 1-5-112. POW/MIA Recognition Day.
- A.C.A. § 1-5-113. Native American Heritage Week.
- A.C.A. § 1-5-114. Juneteenth Independence Day.
- A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.
- A.C.A. § 6-16-101. Celebrate Freedom Week.
- A.C.A. § 6-16-105. United States Flag.
- A.C.A. § 6-16-106. Arkansas Flag.
- A.C.A. § 6-16-107. Patriotic Observances Generally.
- A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.
- A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.
- A.C.A. § 6-16-121. African-American History – Teaching materials.
- A.C.A. § 6-16-122. American Heritage.
- A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.
- A.C.A. § 6-16-154. Holocaust Education.
- A.C.A. § 6-16-124. Arkansas History – Required Social Studies Course.
- A.C.A. § 6-17-703. Arkansas History Professional Development.

Teacher Note: Not all state statutes apply to the current grade level content.

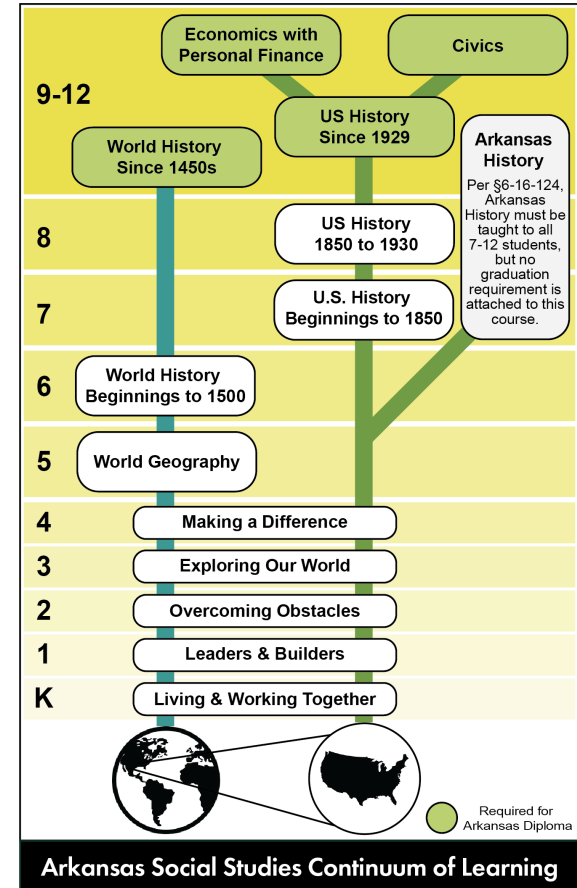


Figure 1

Civics Academic Standards & Disciplinary Concepts

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.* These standards do not meet the Grades 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Academic Standards written for the course in Grades 7-8 or the Arkansas History Curriculum Framework for the course in Grades 9-12 to fulfill the one-semester Arkansas History requirement as defined in Act 787 of 1997.

Nomenclature Explained

icon indicates KPEs or SPEs that focus on topics in K-6 which relate to Arkansas and may be used to fulfill A.C.A. § 6-16-124

"C.1" indicates the first civics disciplinary standard

"2" specifies that it is an expectation for 2nd grade

"3" indicates which knowledge or skill performance expectation

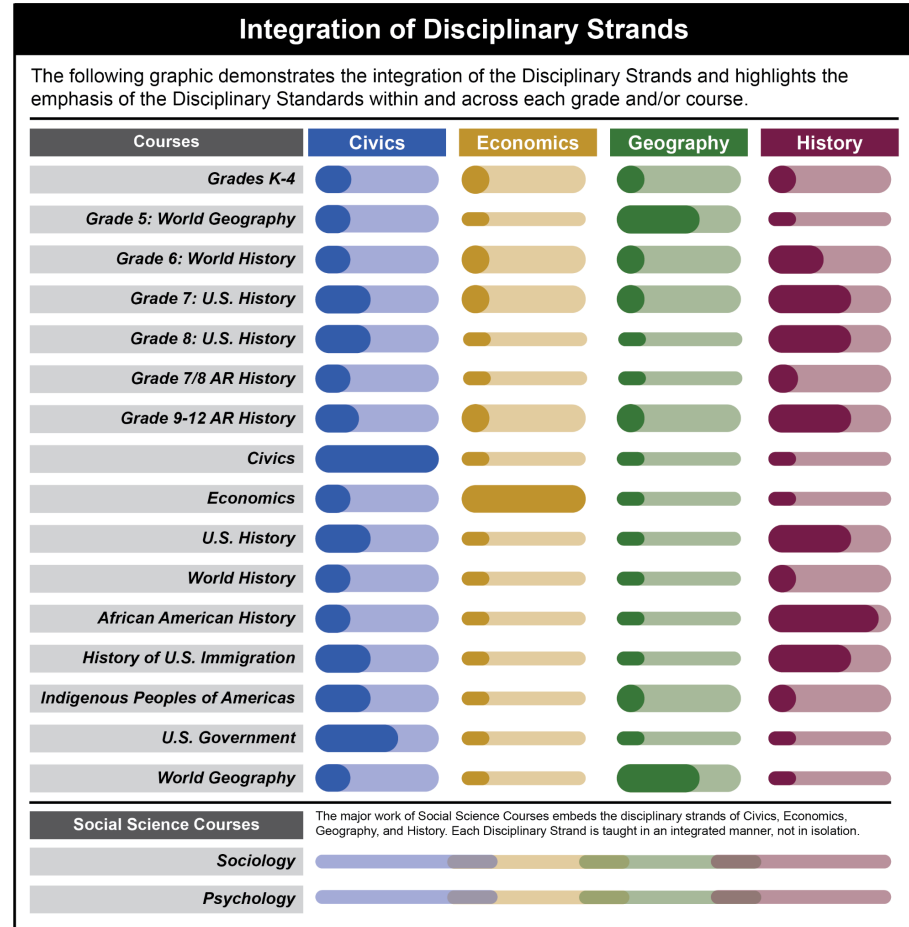
Standard

Grade or Course

KPE or SPE

Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.



**Civics
Academic Standards & Disciplinary Concepts**

The College, Career, and Civic Life C3 Framework for Social Studies State Standards

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 four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and 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** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

Dimension 1 Developing Questions and Planning Inquiries	Dimension 3 Evaluating Sources and Using Evidence	Dimension 4 Communicating Conclusions and Taking Informed Action
<ol style="list-style-type: none"> 1. Construct compelling questions that promote inquiry around key ideas and issues 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view 	<ol style="list-style-type: none"> 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 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations 	<ol style="list-style-type: none"> 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others 8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes

Dimension 2¹ Applying Disciplinary Concepts and Tools				
Civics	Economics	Geography	History	Social Sciences
<ul style="list-style-type: none"> ● Civic and Political Institutions ● Participation and Deliberation ● Processes, Rules, and Laws 	<ul style="list-style-type: none"> ● Economic Decision-Making ● Exchange and Markets ● Growth and Stability ● The National Economy ● The Global Economy 	<ul style="list-style-type: none"> ● Geographic Representations: <i>Spatial Views of the World</i> ● Human-Environment Interaction: <i>Place, Regions, and Culture</i> ● Human Populations: <i>Spatial Patterns and Movements</i> ● Global Interconnections: <i>Global Spatial Patterns</i> 	<ul style="list-style-type: none"> ● Change, Continuity, and Context ● Perspectives ● Historical Sources and Evidence ● Causation and Argumentation 	<ul style="list-style-type: none"> ● Psychology ● Sociology

¹ Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

Civics
Academic Standards & Disciplinary Concepts

K-12 Disciplinary Standards Overview

Civics	Economics	Geography	History
<p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p>	<p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p>	<p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p>

Civics
Academic Standards & Disciplinary Concepts

Disciplinary Standards At a Glance

Disciplinary Strand	Disciplinary Standard	
Disciplinary Component	<ul style="list-style-type: none"> Grade or Course Specific Components 	
Civics	C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.	
Civic and Political Institutions	<ul style="list-style-type: none"> Every day government Ideologies of various governments 	
Civics	C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.	
Participation and Deliberation	<ul style="list-style-type: none"> Citizenship Foundations for the U.S. Constitution Civil rights and special topics The election process, gerrymandering, and fair representation 	
Civics	C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.	
Processes, Rules, and Laws	<ul style="list-style-type: none"> Public policy Creating and changing laws Rights and freedoms 	
Disciplinary Note		
The major work of the Civics course includes the disciplinary strands of Civics, Economics, Geography, and History. Each disciplinary strand is meant to be taught in an integrated manner, not in isolation.		
Teacher Note: Concepts of the Economics, Geography, and History strands are implicitly addressed in the embedded KPEs and SPEs.		
Economics	Geography	History
<ul style="list-style-type: none"> Economic Decision-Making Exchange and Markets Growth and Stability The National Economy The Global Economy 	<ul style="list-style-type: none"> Geographic Representations: <i>Spatial Views of the World</i> Human-Environment Interaction: <i>Place, Regions, and Culture</i> Human Populations: <i>Spatial Patterns and Movements</i> Global Interconnections: <i>Global Spatial Patterns</i> 	<ul style="list-style-type: none"> Change, Continuity, and Context Perspectives Historical Sources and Evidence Causation and Argumentation

Civics
Academic Standards & Disciplinary Concepts

Civics
C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.
Civic and Political Institutions
Knowledge and Skill Performance Expectations
Civics
C.2.CIV.1 Demonstrate proper etiquette for interacting with the Arkansas and American flags and analyze the free speech rights of citizens regarding the use of the flag (e.g., West Virginia vs. Barnette, Texas vs. Johnson).
C.2.CIV.2 Analyze the establishment and purposes of government and relate it to everyday life experiences including law enforcement, public schools, and city planning.
C.2.CIV.3 Compare the ideologies of various forms of government and ways they have changed over time: <ul style="list-style-type: none">● Anarchy● Autocracy● Direct democracy● Monarchy● Oligarchy● Representative democracy● Theocracy
C.2.CIV.4 Analyze the rationale for the structure of the U.S. Constitution using the Federalist Papers and other primary and secondary sources. Teacher Note: Specific Federalist Papers to consider may be numbers 9, 10, 39, and 51
C.2.CIV.5 Analyze the purpose, organization, powers, and function of the legislative branch of government, including the legislative process and the role of the Senate in giving states equal representation, using Article I of the Constitution and other primary and secondary sources.
C.2.CIV.6 Analyze the purpose, organization, powers, and function of the executive branch of government, including the electoral college process, duties of the President, and supporting executive branch agencies using Article II of the Constitution and other primary and secondary sources
C.2.CIV.7 Analyze the purpose, organization, powers, and function of the judicial branch of government, including judicial review and the origin and duties of the court system and Supreme Court, as outlined by Article III of the Constitution, Marbury vs. Madison, and other primary and secondary sources.

Civics
Academic Standards & Disciplinary Concepts

Civics
C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.
Civic and Political Institutions
Knowledge and Skill Performance Expectations
Civics
C.2.CIV.8 Differentiate among delegated, implied (i.e., Necessary and Proper Clause), concurrent, and reserved powers (i.e., Tenth Amendment).
C.2.CIV.9 Analyze the reasons for checks and balances, separation of powers, and federalism within the Constitution to limit government power and protect individual liberty.
C.2.CIV.10 Examine ways the powers, responsibilities, and limits of the federal government have changed over time and are still contested.

Civics
Academic Standards & Disciplinary Concepts

Civics

C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.

Participation and Deliberation

Knowledge and Skill Performance Expectations

Civics

C.3.CIV.1

Evaluate rights and responsibilities of citizens in the United States using the Bill of Rights and various Supreme Court decisions.

- Free exercise of religion (*Kennedy vs. Bremerton School District*)
- Freedom of speech (*Brandenburg vs. Ohio*)
- Freedom of press (*New York Times vs. United States*)
- Freedom of assembly (*Bates vs. Little Rock*)

Teacher Note: Other significant rights may include:

- Rights of students (*Tinker vs. Des Moines*)
- Right against self-incrimination (*Miranda vs. Arizona*)
- Right against unreasonable search or seizure (*Katz vs. United States*)
- Presumption of innocence (*Coffin vs. United States*)
- 14th Amendment (*Gitlow vs. New York*)

When addressing responsibilities, key topics may include:

- Obeying the law
- Respecting rights of others
- Paying taxes
- Staying informed
- Military service
- Serving as juror
- Voting

C.3.CIV.2

Compare the roles of citizen and non-citizen residents in the United States, including the protections of and limits on immigrant rights (e.g., *Plyler vs. Doe*, *Nielsen vs. Preap*).

C.3.CIV.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.

C.3.CIV.4

Analyze the requirements to be a U.S. citizen, including naturalization and the different routes non-citizens can take to become citizens.

Civics
Academic Standards & Disciplinary Concepts

C.3.CIV.5

Discuss the history, purpose, and methods of the U.S. Census.

C.3.CIV.6

Analyze historical documents and events that set the ideological foundations for the U.S. Constitution:

- Magna Carta
- Mayflower Compact
- English Bill of Rights of 1689
- Declaration of Independence
- Articles of Confederation
- Constitutional Convention

Civics
Academic Standards & Disciplinary Concepts

Civics

C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.

Participation and Deliberation

Knowledge and Skill Performance Expectations

Civics

C.3.CIV.7

Evaluate the ideological influences the Enlightenment had on the framers of the U.S. Constitution:

- John Locke
- Jean-Jacques Rousseau
- Charles-Louis Montesquieu

C.3.CIV.8

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:

- Bill of Rights
- Incorporation of states' rights into government
- Due process
- Citizenship and equal protection (14th Amendment)
- Voting rights (e.g., 15th Amendment, 19th Amendment, 24th Amendment, 26th Amendment)

C.3.CIV.9

Analyze the protections of and limits on the rights of citizens of the United States when outside the borders of the United States.

C.3.CIV.10

Assess the effects of civil rights legislation in the United States:

- Civil Rights Act of 1964 and 1968
- Voting Rights Act of 1965
- Immigration Act of 1965
- Individuals with Disabilities Education Act of 1975
- Americans with Disabilities Act of 1990
- Indian Child Welfare Act
- Tribal Self-Governance Act
- Equal Pay Act of 1963
- Title IX

Civics
Academic Standards & Disciplinary Concepts

C.3.CIV.11

Evaluate Arkansas laws and their impact on students:

- Bullying
- Local ordinances
- Penalties for juvenile activity
- Penalties for truancy
- Requirements for obtaining and grounds for revocation of a driver's license

Civics
Academic Standards & Disciplinary Concepts

Civics	
C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.	
Participation and Deliberation	
Knowledge and Skill Performance Expectations	
Civics	
C.3.CIV.12	Critique the roles of political parties in the election process.
C.3.CIV.13	Analyze the election process in federal, state, and local governments including voter registration, primary elections, and general elections.
C.3.CIV.14	Evaluate various influences on political parties during the electoral process, such as interest groups, lobbyists, Political Action Committees (PACs), and major events.
C.3.CIV.15	Assess the influence of media on the electoral process, including candidate debates, news reporting and analysis, political cartoons, public opinion polls, propaganda techniques, and social media.
C.3.CIV.16	Analyze the process and impact of redistricting on election statistics and voting patterns, including the state legislature's role (Article I, Section 4), the history of gerrymandering across states, and modern reforms to redistricting.

Civics
Academic Standards & Disciplinary Concepts

Civics
C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.
Processes, Rules, and Laws
Knowledge and Skill Performance Expectations
Civics
C.4.CIV.1 Investigate various methods for creating federal, state, and local laws, including the legislative process, ballot initiatives, and referendums.
C.4.CIV.2 Compare methods of amending the U.S. Constitution, including the role of Congress, state legislatures, and convention of the states (i.e., Article V).
C.4.CIV.3 Analyze the role the U.S. Supreme Court has on the law-making process.
C.4.CIV.4 Identify intended and unintended consequences of public policies. Teacher Note: Public policies may include: <ul style="list-style-type: none">● Transportation Security Administration travel policies● Environmental protection policies● Public health policies
C.4.CIV.5 Analyze cooperation and conflict among federal, state, and local governments when carrying out public policy (e.g., elections/voting, law enforcement, education, housing).
C.4.CIV.6 Distinguish between criminal law and civil law as it pertains to both adults and juveniles.