

**SAU 50
Middle School
Grades 6-8
Social Studies
Civics**

Civics is the study of “the history, principles, and foundations of American democracy, and the ability to participate in civic and democratic processes.”

(Herczog, 2013, p. 31)

SAU 50 District Competency:

Students will independently use their learning to be informed about rights and responsibilities and be confident to act on beliefs.

Essential Questions

- What happens in the absence of government?
- How can an individual make a difference?
- Why can the Constitution be called a “living document”?
- How is power gained, limited, explained, used, and/or justified?
- Why do individuals choose to work together?

Acquisition

Students will demonstrate the following to meet the standards.

- I can compare and contrast the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- I can identify the different roles of a citizen.
- I can analyze the origins, purposes, and impact of a law on society and individuals.
- I can analyze the origins, purposes, and impact of a treaty or international agreements on society and individuals.
- I can analyze the origins, purposes, and impact of a constitution on society and individuals.
- I can explain how the three branches of government work together and restrain each other.
- I can explain the powers and limits of public officials and bureaucracies at the federal level of U.S. government.
- I can explain the powers and limits of public officials and bureaucracies at the state and local levels.
- I can compare and contrast various systems of government found throughout the world and

history.

- I can describe the roles of political, civil, and economic organizations in shaping people's lives.
- I can demonstrate virtues and democratic principles in our community.
- I can use a primary source document to illustrate its impact on the social and political system.
- I can compare the decisions made in different types of deliberative processes.
- I can formulate an opinion when addressing issues and problems in government and civil society.
- I can assess the impact of laws that address public issues.
- I can identify, research, and "predict" possible long term impact of decisions.
- I can understand and explain changes in society over time.

Standards

C3 Frameworks for Social Studies

Key to Standard Notation:

Civic and Political Institutions (basic concepts of the discipline area)

D2.Civ.1.6-8

D2. (Domain 2: Applying Disciplinary Concepts and Tools) Civ (Civics) 1 (number of the standard) 6-8 (grade span)

Civics:

Civic and Political Institutions

D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).

D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.

D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.

D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.

D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

Participation and Deliberation

D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.

D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.

D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

Processes, Rules, and Laws

D2.Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.

D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.

D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.

[C3 Frameworks for Social Studies Standards document](#)

References:

Herczog, Michelle, ed. *Social Studies for the next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3): Framework for Social Studies State Standards*. Silver Spring: National Council for the Social Studies, 2013. Print. Ser. 113.