

Civic Education in the 21st Century: A Call to Action

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Political liberty in a citizen is that tranquility of spirit which comes from the opinion each one has of his security, and in order for him to have this liberty the government must be such that one citizen cannot fear another citizen.
Charles de Montesquieu, The Spirit of Laws, 1748. *Liberty without learning is always in peril and learning without liberty is always in vain.* John F. Kennedy, 1963.

The interplay between political liberty and learning provides a framework for civic education in the 21st century. In identifying the mutual action that links the role of the citizen and the role of the government, civic educators are prompted to ask, “What information and knowledge, dispositions and values, and ultimately actions are required by citizens in order to attend to the public’s business in the practice of democratic citizenship?” (Boggs, 1992). Civic education prepares the citizen for the acquisition of rights and the fulfillment of obligations in order to sustain a system of government in which “one citizen cannot fear another citizen” - a government designed to promote and protect that liberty which fosters “the tranquility of spirit.” Yet, to what measure will *We the People* invest and engage in an educational system that was also founded to perpetuate a more perfect union?

Dr. Marilyn Howard, former Idaho Superintendent of Public Instruction, put forward on Constitution Day, September 17, 2008:

To be successful as citizens and contributing members of society, today's students need to be able to read, write, and think in many disciplines – music as well as math, economics as well as English, social studies as well as science. They need to see the connections between what they learn in school and the real life issues they must tackle. They need to acquire the “people skills” necessary to work in diverse group settings. They need to realize that their futures will be impacted by global trade, international economic trends, and political decisions made in countries around the world.

And they need to understand the history, traditions, laws and democratic processes that make this nation unique. When they say the Pledge of Allegiance, they must understand what those words really mean.

The very nature of Howard's concern begs us to re-examine the current policy and practice of civic education – that which Strom and Stoskopt (1983) defined as “learning to think about one's life as a citizen in a community.”

The Constitution of the State of Idaho, in establishing its system of public education, enumerates a distinct goal. It does not promise to prepare students for college or for the global economy. Instead, it establishes public schools with the hope that those schools will educate youth in preparation for informed and active citizenship:

The stability of a republican form of government depending mainly upon the intelligence of the people, it shall be the duty of the legislature of Idaho, to establish and maintain a general, uniform and thorough system of public, free common schools.

According to Carl Glickman (2003, p.304), “The goal of public education is to enable students to become valued and valuable citizens of a democracy, learn to be free, have and make choices about their future, and govern themselves individually and collectively.” Idaho's definition of a “thorough system of public, free common schools,” (Idaho Code Thoroughness Standard #8) states, “A thorough system of public schools in Idaho is one in which the importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.” Idaho

Code 33-1602 reinforces, “Instruction in citizenship shall be given in all elementary and secondary schools. Citizenship instruction shall include lessons on the role of a citizen in a constitutional republic, how laws are made, how officials are elected, and the importance of voting and of participating in government.” Likewise, the Rules of the Board Governing Education emphasizes, “Schools will provide instruction and activities necessary for students to acquire the skills to enable them to be responsible citizens in their homes, schools, communities, state and nation.” In Idaho, a two-semester course in government, a two-semester course in American history, and a one-semester course in economics are required for all graduating seniors.

Is Idaho’s mandated support for citizenship education sufficient? In his examination of democratic education, Carl Glickman (2003) insists that the education is insufficient if it does not provide opportunity for students to demonstrate and apply their learning “by contributing to a larger community beyond classmates and teachers.” Associate Director of the Center for Civic Education, Margaret Branson (2006) maintains, “Acquiring essential information, understanding the values and principles of democracy, developing civic skills, and forming civic dispositions take time. Those essential components of civic education cannot be accomplished in the one or two hours per week that many schools allot to learning for citizenship. Neither can they be achieved in a single ‘cram’ course at the end of secondary school.”

While the design and content of Idaho’s one senior course in American Government is perhaps too little, too late, the required curriculum serves as a capstone to the state’s social studies standard for civics and government (see Appendix). The standard emphasizes that students in all grades will “build an understanding of the

foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.”

Within the standard, the following five distinct goals frame the learning objectives for the civics content in all social studies courses:

- Build an understanding of the foundational principles of the American political system.
- Build an understanding of the organization and formation of the American system of government.
- Build an understanding that all people in the United States have rights and assume responsibilities.
- Build an understanding of the evolution of democracy.
- Build an understanding of comparative government.

Though consistent with a practice of local autonomy in creating education policy, Idaho – as most states in the Union – derived its standards and learning objectives for civics and government from the National Standards for Civics and Government published by the Center for Civic Education in 1994. The document reminds policymakers that:

Standards alone cannot improve student achievement, teacher performance, or school quality, but they can be an important stimulus for change. They provide widely agreed upon guidelines for what all students in this nation should learn and be able to do in the field of civics and government. They are useful in the development of curricular frameworks, course outlines, textbooks, professional development programs, and systems of assessment. These national standards are voluntary. They are provided as a resource to state and local education agencies and others interested in the improvement of education in civics and government.

Perhaps less replicated by other states, a 2005 revision of Idaho’s content standards also included the addition of a Global Perspectives standard, with learning objectives integrated into social studies courses from kindergarten through Grade12. As Charles Titus (1994) recognized, “The future of American democracy depends in large

part on how well the citizens of our nation gain the competence of citizenship needed to carry out their civic responsibilities, both here at home and in the world.”

In 2002, the American Forum for Global Education advocated, “The study of the world can be divided into three main themes: global issues, global culture, and global connections” (Czarra). Each theme, delineated by requisite knowledge, skills, and participation, serves to promote an engaged citizenry who are residents of a planet that has become a global village which necessitates our “civic attention and action on a transnational and transcultural scale” (Elise Boulding, 1988).

To extend the premise that we educate United States citizens for responsible participation in our communities, our nation and our interdependent world, Idaho’s Global Perspective standard recommends that we “build an understanding of multiple perspectives and global interdependence” through an examination of the global connections, global cultures, and global issues to broaden our sense of community. Civic education for global understanding calls for changes in the traditional approach to social studies content in history, geography, and economics through instruction that includes a renewed engagement with and dedication to the civic needs of our nation (Titus, 1994). This involves “explicit and continuing study of the basic concepts and values underlying our democratic community and constitutional order” (Butts, 1988). Such instruction provides students with a broader understanding of the concepts that equip them to “live effectively in the complex and interrelated world to which their country is inextricably connected” (Titus, 1994).

In the aftermath of September 11, 2001, Secretary of State Colin Powell stated that Americans must be engaged with the rest of the world more than ever before – “a

global civic culture that helps Americans recognize their obligations to their own nation and to the planet at large” (Titus, 1994). In 2002, former United States Secretary of Education Richard W. Riley observed that:

International education not only is an important element in our development as world citizens, it is also imperative for our national security and leadership. Education breaks down walls of ignorance, fear and apathy and builds bridges of understanding, trust and engagement. For the USA to be an effective world leader in the 21st century, Americans must be more knowledgeable about the world in which we live, in all its complexity and diversity, and be more engaged in it.

In 2006, the Education Commission of the States (ECS) expressed concern over the continuing decline of student civic knowledge, skills and engagement. ECS recognized, “A recommitment to the civic mission of schools is needed at every level of the education system.”

Responding to the importance of that mission, the Fifty-eighth Idaho Legislature, through House Concurrent Resolution No. 33 called for *the Secretary of State, with the assistance of the Department of Education, to establish a committee to convene a Summit for Civic and Historical Learning at Boise State University with a goal of determining a strategy for enhancing long-term civic engagement and learning within the state.*

Although the Idaho example might well provide an introduction to what is typical of civic education content today, Branson (2006) reminds us,

To capitalize on adolescence as a prime time for civic learning, schools and communities need to work together. They must afford young people opportunities to learn firsthand about governance in a democratic society—both in their school and in their community. Sufficient time must be given to both preparation for and reflection on their governance and service-learning experiences under the guidance of competent teachers.

When education stakeholders engage in the review and development of resource materials and programs dedicated to support the civic mission of the schools, it is imperative that attention be drawn to enhancing not only students' civic *knowledge*, but their civic *skills* and *dispositions* as well. Identified in the 2003 Center for Information and Research on Civic Learning and Engagement (CIRCLE) and Carnegie Corporation report "Civic Mission of the Schools", six promising approaches to civic education were recommended:

1. Provide instruction in government, history, law, and democracy.
2. Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.
3. Design and implement programs that provide students with the opportunity to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.
4. Offer extracurricular activities that provide opportunity for young people to get involved in their schools or communities.
5. Encourage student participation in school governance.
6. Encourage students' participation in simulations of democratic processes and procedures.

In her presentation to the legislators, educators, and civic education stakeholders attending the 2006 Idaho Summit for Civic and Historical Learning, Margaret Branson (2006) cited William Damon's insistence that:

Within and beyond the classroom, young people should be given a sense of their own potential roles in the continuing drama of their society's search for a more exemplary democracy. This will require conveying to the young a firm faith in the fundamental mission of democratic governance as well as high expectations for young people's capacities to improve it once they have gained their own understanding and commitment.

This leads us to question how civic education might be made more compelling to the youth of today and tomorrow.

Concurring with others in the field, the National Center for Learning and Citizenship (NCLC) identifies three components of civic competency: civic-related

knowledge, cognitive and participatory skills, and civic dispositions. The knowledge component, consistent with the concepts outlined in the National Standards for Civics and Government and reflected in the Idaho Content Standards, include “such things as understanding the structure and mechanics of constitutional government and knowing who the local political actors are and how democratic institutions function” (Lennon, 2006).

If there is little dispute as to what is taught, perhaps the focus should be on how it is conveyed to students. In highlighting the significance of adult civic education, David Boggs (1992) insisted, “Civic knowledge arises out of the interconnection between reflection and action.” Consequently, a focus on civic action necessitates skill development.

In her discussion of civic competencies, Lennon (2006) suggested that civic skills include “evaluating sources of information, political issues and candidates; working with fellow citizens and public officials; and developing a plan and implementing it.”

Congressman Lee Hamilton (2004) elaborated, “We need to learn and to teach the techniques of a healthy democracy – participation, consensus building, compromise, civility, and rational discourse.” The implication by Boggs, Lennon and Hamilton is that civic education should be both participatory and action oriented.

Lauded as a teaching approach designed to engage students in their own learning, project-based learning emphasizes activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices. The Buck Institute of Education (2007) defines standards-focused project-based learning “as a systematic teaching method that engages students in learning knowledge and skills through an

RMC Research Corporation (Kraft, 2005) identified the following 17 components or attributes of project-based learning:

1. allows for a variety of learning styles
2. "real" world oriented - learning has value beyond the demonstrated competence of the learner
3. risk-free environment - provides positive feedback and allows choice
4. encourages the use of higher order thinking skills and learning concepts as well as basic facts
5. utilizes hands-on approaches
6. provides for in-depth understanding
7. accessible for all learners
8. utilizes various modes of communication
9. assessment is congruent with instruction, i.e. performance-based
10. students are responsible for their own learning
11. students have ownership of their learning within the curriculum
12. projects promote meaningful learning, connecting new learning to students' past performances
13. learning utilizes real time data - investigating data and drawing conclusions
14. the learning process is valued as well as the learning project
15. learning cuts across curricular areas - multidisciplinary in nature
16. teacher is a facilitator of learning
17. student self-assessment of learning is encouraged

The components, when viewed through the lens of promoting a civic skill set, can be applied to provide students with an opportunity to critically think about, explore, and experience civic and political life. The same can be said about integrating service learning.

The Corporation for National and Community Service (CNCS) defines service learning as a “teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (September 2008). Identified as one of the six promising approaches in the 2003 “Civic Mission of Schools Report,” service

objectives, when combined with learning objectives, intentionally creates an environment and activity that can prompt change in both the recipient and the provider of the service. CNCS promotes that the structured opportunities foster self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge. In his examination of civic education through service learning, Brian Garman (1995) stated, “We become good citizens by practicing the art of good citizenship. Service learning provides the practice that will renew civic commitment to our community and nation, thereby strengthening American democracy.”

The third of the identified civic competencies, Lennon (2006) introduced that civic dispositions or motivations for behavior “include things like a belief in liberty and equality, tolerance for diverse beliefs and commitment to the common good.” Arguably, can dispositions be taught, encouraged, or assessed as part of the education process?

The Character Education Partnership, funded by the United States Department of Education, prepared a draft paper in 2003 on “Pathways to Civic Character: A Shared Vision for America’s Schools.” The paper encouraged the independent silos of civic education, character education, service learning, and social and emotional learning to unite in a shared and common vision.

A nation committed to democratic freedom requires citizens with the knowledge, virtues and skills needed for active engagement in public life. Citizens of character are responsible and caring people who act to build a safe, just and free society in their communities and our nation. They also act on behalf of the larger world community.

Once again, the fostering of “citizens of character” is linked to taking action within the community. In his 1988 work on the Civic Imperative, Richard Pratt stressed,

Civic virtue is not a matter of mere behavior; it is a matter of forming a civic disposition, a willingness to act, in behalf of the public good while being attentive to and considerate of the feelings, needs, and attitudes of others. It implies an obligation or duty to be fair to others, to show kindness and tact, and to render agreeable service to the community (p17).

The Character Education Partnership (2003) built upon that premise to insist that an educational aim is to graduate students of “good character who are intellectually prepared, civically engaged, and compassionate members of the community.”

Identifying the attributes of “citizens of character,” the Partnership listed:

- value and demonstrate honesty, personal integrity and respect for others;
- act toward others with empathy and caring;
- exercise leadership for social justice;
- work to counter prejudice and discrimination
- resolve differences in constructive ways;
- think critically and creatively about local issues, state and national affairs, and world events;
- contribute time and resources to building community and solving problems.

That premise alone, however, does not suggest how to teach dispositions.

In their 2005 revision of the state content standards, the Idaho State Department of Education (SDE) proposed including the “dispositions of democracy” within the required civics content. Drawn from the National Standards for Civics and Government, the SDE disposition statements included:

- individual responsibility—fulfilling one’s responsibilities to family, friends, and others in one’s community and nation
- self-discipline/self-governance—obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
- civility—treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
- respect for the rights of other individuals—respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government

- honesty—telling the truth
- respect for the law—willingness to abide by laws, even though one may not be in complete agreement with every law
- open mindedness—willingness to consider other points of view
- critical mindedness—the inclination to question the truth of various positions, including one’s own
- negotiation and compromise—willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
- persistence—willingness to attempt again and again to accomplish a worthwhile goal
- civic mindedness—concern for the well-being of one’s community
- compassion—concern for the well-being of others, especially for the less fortunate
- patriotism—loyalty to the values and principles underlying American constitutional democracy

The revision process, including public review and comment, ended with the deletion of the civic dispositions from the final document over concerns of how the dispositions would be taught and how the learning would be assessed. While noteworthy, the objection does not abdicate the educational responsibility to foster the full measure of civic competency: civic-related knowledge, cognitive and participatory skills, and civic dispositions.

Once more, the interplay between political liberty and learning provides a framework for civic education in the 21st century. For it is in the process of learning – be it project-based or in service – that students must be provided with the opportunity and expectation to apply the civic knowledge, to work for the common good, to articulate those attributes which promote respect for human dignity and diversity, and to foster individual responsibility to work for justice and peace. The government of, by, and for the people cannot be sustained by an educational system in which the school house is not a haven for social justice. *One citizen cannot fear another citizen; one student cannot*

fear another student. Glickman's (2003) Holding Sacred Ground provides an imagery of the interplay:

Our ideal of public education is one in which students are engaged in reflection and action that constantly encourages them to move America toward a "truer" democratic society. A democratic society, we believe, is one in which people of all races, cultures, religions, genders, and sexual orientations have access to what the American founders called unalienable rights.

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Appendix:

Idaho Content Standards: Social Studies – Civics and Government

Kindergarten

Standard 4: Civics and Government

Students in Kindergarten build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Kindergarten, the student will be able to:

- K.SS.4.1.1 Name some rules and the reasons for them.
- K.SS.4.1.2 Discuss how groups make decisions and solve problems.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Kindergarten, the student will be able to:

- K.SS.4.2.1 Identify symbols of the United States such as the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue.
- K.SS.4.2.2 Recite the Pledge of Allegiance.
- K.SS.4.2.3 Describe holidays and tell why they are commemorated in the United States, such as Thanksgiving, Martin Luther King, Jr.'s Birthday, Presidents' Day.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Kindergarten, the student will be able to:

- K.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives. (
- K.SS.4.3.2 Identify ways to be helpful to family and school.

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level.

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level.

Grade 1

Standard 4: Civics and Government

Students in Grade 1 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.4.1.1 Explain why rules are necessary at home and school.
- 1.SS.4.1.2 Explain why rules must be applied fairly.
- 1.SS.4.1.3 Discuss how groups make decisions and solve problems, such as voting and consensus.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.4.2.1 Identify the significance of symbols in the United States.
- 1.SS.4.2.2 Recite the Pledge of Allegiance.
- 1.SS.4.2.3 Describe holidays and events and tell why they are commemorated in the United States.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.
- 1.SS.4.3.2 Name some responsibilities that students have at home and school.

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level.

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level.

Grade 2

Standard 4: Civics and Government

Students in Grade 2 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.4.1.1 Explain why rules are necessary at home and school.
- 2.SS.4.1.2 Explain that there are benefits for following the rules and consequences for breaking the rules at home and school.
- 2.SS.4.1.3 Identify the people or groups that make, apply, and enforce rules at home and school.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.4.2.1 Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles.
- 2.SS.4.2.2 Tell the meaning of the Pledge of Allegiance.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.4.3.1 Identify characteristics of good citizens.
- 2.SS.4.3.2 Name historic and contemporary people who model characteristics of good citizenship.

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level.

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level.

Grade 3

Standard 4: Civics and Government

Students in Grade 3 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.4.1.1 Explain why communities have laws.
- 3.SS.4.1.2 Explain that there are benefits for following the laws and consequences for breaking the laws of the community.
- 3.SS.4.1.3 Identify the people or groups that make, apply, and enforce laws in the community.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.4.2.1 Identify and explain the basic functions of local governments.
- 3.SS.4.2.2 Tell how local government officials are chosen, e.g., election, appointment.
- 3.SS.4.2.3 Describe services commonly and primarily provided by governments for the community.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.4.3.1 Identify ways children and adults can participate in their community and/or local governments.

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level.

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level.

Grade 4

Standard 4: Civics and Government

Students in Grade 4 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within state and tribal governments.

- 4.SS.4.1.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.4.2.1 Explain the significance of Idaho symbols.
- 4.SS.4.2.2 Describe the difference between state, local, and tribal governments.
- 4.SS.4.2.3 Identify and explain the basic functions of state and tribal governments.
- 4.SS.4.2.4 Identify the three branches of state government and explain the major responsibilities of each.
- 4.SS.4.2.5 Discuss current governmental organization of American Indian tribes in Idaho.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.4.3.1 Name elected state representatives at the legislative and executive branches.
- 4.SS.4.3.2 Explain ways to contact elected state representatives.
- 4.SS.4.3.3 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments.

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.4.4.1 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level.

Grade 5

Standard 4: Civics and Government

Students in Grade 5 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.
- 5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence.
- 5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government.
- 5.SS.4.1.4 Identify the basic concepts of the United States Constitution and Bill of Rights, such as protect individual rights and promote the common good describes how the government is organized and that the United States Constitution is the supreme law of the land.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.
- 5.SS.4.2.2 Identify the three branches of government and the functions and powers of each.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.3.1 Name President and Vice President of the United States and the United States . congressional representatives from Idaho.
- 5.SS.4.3.2 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.
- 5.SS.4.3.3 Describe ways in which citizens participate in public life.

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.4.1 Explain that the United States is a democratic republic.
- 5.SS.4.4.2 State the difference between direct democracy and the constitutional (representative) democracy of today’s United States.
- 5.SS.4.4.3 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level.

Geography – Western Hemisphere

Standard 4: Civics and Government

Students in Geography-Western Hemisphere build an understanding of comparative government.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in Geography–Western Hemisphere

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in Geography–Western Hemisphere

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in Geography–Western Hemisphere

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives in Geography–Western Hemisphere

Goal 4.5: Build an understanding of comparative government.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.4.5.1 Identify the major forms of government in the Western Hemisphere and compare them with the United States.

Geography – Eastern Hemisphere

Standard 4: Civics and Government

Students in Geography-Eastern Hemisphere build an understanding of comparative government.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in Geography–Eastern Hemisphere

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in Geography–Eastern Hemisphere

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in Geography–Eastern Hemisphere

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives in Geography–Eastern Hemisphere

Goal 4.5: Build an understanding of comparative government.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.4.5.1 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.
- 6-9.GEH.4.5.2 Give examples of the different routes to independence from colonial rule taken by countries.

World History and Civilization

Standard 4: Civics and Government

Students in World History and Civilization build an understanding of the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in World History and Civilization

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in World History and Civilization

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in World History and Civilization

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.4.4.1 Describe the role of government in population movements throughout western civilization.
- 6-9.WHC.4.4.2 Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.

- 6-9.WHC.4.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes.

Goal 4.5: Build an understanding of comparative government.

No objectives in World History and Civilization

US History I

Standard 4: Civics and Government

Students in U.S. History I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.4.1.1 Trace the development of constitutional democracy in the United States, such as the Mayflower Compact, colonial assemblies, Bacon's Rebellion.
- 6-12.USH1.4.1.2 Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution.
- 6-12.USH1.4.1.3 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.
- 6-12.USH1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in the United States.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.4.3.1 Provide and evaluate examples of social and political leadership in early American history.

6-12.US1.4.3.2 Describe ways in which citizens participated in early American public life.

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.US1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights.

Goal 4.5: Build an understanding of comparative government.

No objectives in U.S. History I

US History II

Standard 4: Civics and Government

Students in U.S. History II build an understanding that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in U.S. History II

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in U.S. History II

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.US2.4.3.1 Identify the impact of landmark United States Supreme Court cases, including *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*.

9-12.US2.4.3.2 Provide and evaluate examples of social and political leadership in American history.

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.US2.4.4.1 Trace the development of political, civil, and economic rights.

Goal 4.5: Build an understanding of comparative government.

No objectives in U.S. History II

American Government

Standard 4: Civics and Government

Students in American Government build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.4.1.1 Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England.
- 9-12.G.4.1.2 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791) in the United States.
- 9-12.G.4.1.3 Analyze the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution.
- 9-12.G.4.1.4 Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.4.2.1 Identify the three branches of federal government, their powers, and responsibilities.
- 9-12.G.4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments.
- 9-12.G.4.2.3 Analyze and explain sovereignty and the treaty/trust relationship the United States has with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing.
- 9-12.G.4.2.4 Analyze the role of political parties and other political organizations and their impact on the American system of government.
- 9-12.G.4.2.5 Explain the electoral process at each level of government.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights.
- 9-12.G.4.3.2 Explain the implications of dual citizenship with regard to American Indians.
- 9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.
- 9-12.G.4.3.4 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court, including *Gideon v. Wainwright*, *Miranda v. Arizona*.

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.4.4.1 Analyze the struggles for the extension of civil rights.
- 9-12.G.4.4.2 Analyze and evaluate states' rights disputes past and present.
- 9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government.
- 9-12.G.4.4.4 Discuss the interpretation and application of the United States Constitution.

Goal 4.5: Build an understanding of comparative government.

No objectives in American Government

Economics

Standard 4: Civics and Government

Students in Economics build an understanding of the organization and formation of the American system of government.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in Economics

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Economics, the student will be able to:

- 9-12.E.4.2.1 Explain the basic functions of government in a mixed economic system.
- 9-12.E.4.2.2 Identify laws and policies adopted in the United States to regulate competition.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in Economics

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives in Economics

Goal 4.5: Build an understanding of comparative government.

No objectives in Economics