Michigan Standards- Civics	Dream of a Nation Chapter(s)											
	1. A People Centered and Accountable Government	2. Citizen Stewardship	3. Creating a Stable and Equitable Economy	4. A New Media That Informs and Empowers	5. Aiming for the Best in Education	6. Re-Powering America	7. Improving Health and Avoiding Alarming Trends	8. Ending Poverty and Building Common Wealth	9. Re-Imaging Business	10. Strengthening Communities	11. Waging Peace	12. A Nation That Shines
1.1.1 Identify roles citizens play in civic and private life, with emphasis on leadership.	*	*	*	*	*	*	*	*	*	*	*	*
1.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)	*	*	*	*	*	*	*	*	*	*	*	*
1.1.4 Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)	*	*	*	*	*	*	*	*	*	*	*	*
1.2.4 Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)	*	*	*	*	*	*	*	*	*	*	*	*
2.2.2 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)	*				*			*		*	*	
2.2.3 Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)	*	*	*	*	*	*	*	*	*	*	*	*
2.2.5 Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations. (See USHG 8.2.4)	*	*	*	*	*	*	*	*	*	*	*	*
3.3.5 Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).	*	*	*	*	*	*	*	*	*	*	*	*
3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.	*	*	*	*	*	*	*	*	*	*	*	*

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3.5.3 Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).	*	*	*	*	*	*	*	*	*	*	*	*
3.5.4 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.	*	*	*	*	*	*	*	*	*	*	*	*
3.5.5 Evaluate the actual influence of public opinion on public policy.	*	*	*	*	*	*	*	*	*	*	*	*
3.5.6 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.	*											
3.5.7 Explain the role of television, radio, the press, and the internet in political communication.	*			*								
3.5.8 Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.	*	*	*	*	*	*	*	*	*	*	*	*
4.1.1 Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish- American War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).	*							*			*	
4.1.2 Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.	*			*							*	
4.1.3 Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).	*							*	*		*	
4.2.2 Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration	*	*				*	*	*	*		*	

policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1)												
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5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).	*	*	*	*	*	*	*	*	*	*	*	*
5.1.2 Compare the rights of citizenship Americans have as a member of a state and the nation.	*	*	*	*	*	*	*	*	*	*	*	*
 5.2.2 Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens. 5.3.2 Identify and explain political rights (e.g., freedom of speech, press, 	•			•						*		
assembly, and petition; and the right to vote and run for public office). 5.3.3 Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).	*		*	*				*	*	*		
5.3.4 Describe the relationship between personal, political, and economic	*			*			*	*		*	*	
rights and how they can sometimes conflict. 5.3.6 Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.				*								
5.4.2 Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.	*	*	*	*	*	*	*	*	*	*	*	*
5.5.3 Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity,	*	*	*	*	*	*	*	*	*	*	*	*

inclined to participate in public affairs, and are thoughtful															
and effective in their participation, is important to the preservation and															
improvement of American constitutional democracy.															
6.1.1 Identify and research various viewpoints on significant public	*	*	*	*	*	*	*	*	**	*	*	*			
policy issues.	***	***	***	***	•••	***	**	**	***	***	**	***			
6.1.4 Address a public issue by suggesting alternative solutions or															
courses of action, evaluating the consequences of each, and proposing an	**	*	*	*	*	*	**	*	*	*	*	*	*	*	*
action to address the issue or resolve the problem.															
6.1.5 Make a persuasive, reasoned argument on a public issue and															
support using evidence (e.g., historical and contemporary examples),	*	*	•••	**	*	•••	*	*	*	*	**	*			
constitutional principles, and fundamental values of				•	***	·•·									
American constitutional democracy; explain the stance or position.															
6.2.1 Describe the relationship between politics and the attainment of								*							
individual and public goals (e.g., how	*	• •	*	***	*	* *	*		*	*	*	*			
individual interests are fulfilled by working to achieve collective goals).															
6.2.3 Describe how, when, and where individuals can participate in the															
political process at the local, state, and national levels (including, but not															
limited to voting, attending political and governmental meetings,						•	*	*	*	*	*				
contacting public officials, working in campaigns, community	*	*	*	**	*	*						*			
organizing, demonstrating or picketing, boycotting, joining interest															
groups or political action committees); evaluate the effectiveness of															
these methods of participation.	<u> </u>														
6.2.5 Describe how citizen movements seek to realize fundamental	*	*	*	•;•	*	**	*	*	*	*	*	*			
values and principles of American constitutional democracy.						-						-			
6.2.6 Analyze different ways people have used civil disobedience, the											•				
different forms civil disobedience might take (e.g., violent and non-											*				
violent) and their impact.															
6.2.9 Evaluate the claim that constitutional democracy requires the	*	*	*	*	*	*	*	*	*	*	*	*			
participation of an attentive, knowledgeable, and competent citizenry.															
6.2.10 Participate in a real or simulated public hearing or debate and	**	*	*	**	*	*	*	*	*	*	*	*			
evaluate the role of deliberative public discussions in civic life.															
6.2.11 Identify typical issues, needs, or concerns of citizens (e.g.,															
seeking variance, zoning changes, information	*	*	*	*	*	**	*	*	*	*	*	*			
about property taxes), and actively demonstrate ways citizens might use															
local governments to resolve issues or concerns.															