

# High School: Civics

## Civics HS.C

### PI. Political Institutions (C.PI) HS.C.PI

- 1 Investigate and compare core elements of early governments that were influential and evident in the United States government structure. HS.C.PI.1
- 2 Compare and contrast the United States republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy. HS.C.PI.2
- 3 Examine and compare institutions, functions, and processes of government. HS.C.PI.3
- 4 Using the Tribal History/Shared History resources and other primary and secondary source documents, identify and explain the development and mechanisms for the government-to-government relationship between Oregon and the nine federally recognized tribal governments. HS.C.PI.4
- 5 Explore and explain the historical evolution of the debate over the role, function, and size of the federal branches of government. HS.C.PI.5
- 6 Analyze and evaluate a landmark United States Supreme Court case addressing principles of federalism. HS.C.PI.6
- 7 Compare core documents associated with the protection of individual rights. HS.C.PI.7

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### IR. Identity, Roles, and Responsibilities (C.IR) HS.C.IR

- 8 Using primary sources from multiple perspectives, discuss and debate the central ideas of the government of the United States and Oregon. HS.C.IR.8
- 9 Describe the civic behaviors that promote and strengthen a pluralistic democracy. HS.C.IR.9
- 10 Analyze how political parties, interest and community groups, corporations, and mass media influence the beliefs and behaviors of individuals, and the policies and laws adopted by local, state, and national governments. HS.C.IR.10
- 11 Identify and explain the roles and responsibilities of branches and agencies responsible for the foreign policy of the United States. HS.C.IR.11

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**DP. Democratic Principles (C.DP)** HS.C.DP

- 12 Using primary sources from multiple perspectives, identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and the realities of American political and civic life for traditionally underrepresented groups. HS.C.DP.12
- 13 Argue and defend positions on contemporary issues in which foundational ideas or values are in tension. HS.C.DP.13
- 14 Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or context. HS.C.DP.14
- 15 Identify and evaluate the effect of the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and process for expanding and protecting civil rights. HS.C.DP.15
- 16 Identify the requirements and process for voting. HS.C.DP.16

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**CE. Civic Engagement (C.CE)** HS.C.CE

- 17 Explain how active citizens and political or social movements can affect the lawmaking process locally, nationally, and internationally. HS.C.CE.17
- 18 Identify and assess the planning and methods groups facing discrimination used to achieve access to voting, as well as expansion of rights and liberties from 1865 to the present. HS.C.CE.18
- 19 Compare the debate over a public policy issue from the past with a contemporary issue and evaluate the role of political parties, interest groups, social movements, and media in influencing public opinion. HS.C.CE.19