

Kentucky Department of Education - Course Standards

Course Standards for 2019-2020 and Beyond

Course Code: 451001

Course Name: Civics

Grade level: 9-12



Kentucky Department of
EDUCATION

Course standards documents are designed to show how specific standards align to courses. For instructional planning and assessment, please access the complete [Kentucky Academic Standards for Social Studies](#) for the full scope of what students should know and be able to do.

Upon course completion students should be able to:

Standards

Civics

Questioning

- HS.C.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics concepts.
- HS.C.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions.

Investigating occurs through the exploration of the discipline strand standards:

C: Civic and Political Institutions

- HS.C.CP.1 Explain how the U.S. Constitution embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.
- HS.C.CP.2 Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.
- HS.C.CP.3 Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community.
- HS.C.CP.4 Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights.

C: Roles and Responsibilities of a Citizen

- HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.
- HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.

C: Civic Virtues and Democratic Principles

- HS.C.CV.1 Explain how classical republicanism, natural rights philosophy and English common law influenced the thinking and actions of the American Founders.
- HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.
- HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.

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Standards

C: Processes, Rules and Laws

- HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process.
- HS.C.PR.2 Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.
- HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally.
- HS.C.PR.4 Compare the domestic and foreign policies of the United States and other countries.

C: Kentucky Government

- HS.C.KGO.1 Explain how the Kentucky Constitution embodies the principles of rule of law, popular sovereignty, separation of powers and checks and balances.
- HS.C.KGO.2 Compare Kentucky's government to other states and to the federal government.
- HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky.

Using Evidence

- HS.C.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.
- HS.C.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.
- HS.C.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics.

Communicating Conclusions

- HS.C.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics.
- HS.C.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in civics.
- HS.C.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics.