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| Anchor Standard 3 | **Processes, Rules and Laws**  Evaluate and critique how decisions, procedures and policies are used to address problems and/or needs in a variety of settings. |
| K | Describe rules in various settings. |
|  | What are rules  Why are there rules for home and rules for school;  How/Why are these rules different |
| 1st | Explain the purpose of rules in various settings. |
|  | Why do we need rules?  What is the purpose of rules?  What are examples of rules in sports? Home? School? Church?  Who decides what the rules are?  Why is it OK to wear a ballcap outside, but not inside?  What would it would be like if we didn’t have rules?  What happens if you break a rule?  What happens if you do follow a rule? |
| 2nd | Describe how people have tried to improve their communities through rules or laws. |
|  | What is a community  What are some rules we have in our community (school, home, church, playground)  What are laws  How do laws help out community  Can we change the rules  What are some rules that you know have changed  How are rules different from laws  How are laws enforced  Are there laws that might make a community worse  How do people join together to get a new rule/law created  Can people become the rule makers |
| 3rd | Compare decision-making procedures in a variety of settings |
|  | What is a comparison  Who makes the decisions for local, national, international….  Who makes decisions in a democracy  What if the leader doesn’t like the new rule  What is a veto; What is a majority; what is a ballot |
| 4th | Explain how communities are improved by developing policies to meet the needs of society. |
|  | What is a policy  Who makes policies  Can we change policies  How are they developed  What is a congress |
| 5th | Using historical and contemporary examples, explain how rules and law promote the common good |
|  | What is the common good  Who is the common good at school, home, national  What is contemporary  What are the definitions of promote  How do we promote the common good  What are senators, representatives |
| 6th | Determine the procedures for making civic decisions based on the needs of society. |
|  | How do we know what people in society need  What are civic decisions  What is civics  Who makes these decisions  How can people contribute to these decisions  What is the majority, minority |
| 7th | Compare historical and contemporary methods of changing society to promote the common good. |
|  | What is an amendment  How have schools changed since you’ve been in  What is a revolution  What is a petition  What are historical examples of societal changes  Do societies ever stop changing  Is change good  How can we protect the rights of minorities |
| 8th | Analyze the purposes, implementation and consequences of bills, laws and policies to address societal needs. |
|  | What is a bill  Why do we need bills  What is the process of a bill becoming a law  How can people voice their opinion about bills, laws, policies  Analyze the differences of bills, laws, policies |
| HS-1 | Evaluate how multiple procedures are used at various levels of government to enact policies and laws to address societal needs. |
|  | What does it mean to evaluate  What are the levels of government  How is each level of government responsible to the citizens  How can citizens influence government |
| HS-2 | Analyze how people use and challenge laws about public issues over various levels of government. |
|  | How can people change laws  How can people challenge the laws they disagree with  What groups/individuals are successful with challenging laws  What type of public issues are challenged |
| HS-3 | Evaluate public policies in terms of intended and unintended outcomes and consequences over various levels of government. |
|  | What makes some results of policy more successful than others  What are examples of public policies that have been more/less successful  How would you score public policies (various examples) |
| HS-4 | Analyze historical, contemporary and emerging methods for changing societies, promoting the common good and protecting human rights. |
|  | How have methods for changing society improved over time  What methods have been most/least successful at promoting the common good/why  What methods have been most/least successful at protecting human rights/why |