
Civics: Examples of Changes to the Michigan Social Studies Standards

The changes in the updated 2019 standards in Civics revolve around the C-3 instructional goals of creating an active and informed citizen. The standards support student investigation of the complex relationship between Democratic Values and Constitutional Principles. This also provides opportunities for rich conversation and student research.

The structure of the Civics strands were updated to address the redundancy of themes within the 2007 standards. This change increased clarity and allowed for a reduction in the number of standards. Examples and standards were also adjusted to increase inclusion, particularly in the realm of tribal governments and their relationships with the United States government.

Examples added where no examples previously existed

2007

3.2.3 Identify specific provisions in the Constitution that limit the power of the federal government.

2019

C 3.1.7 Identify and explain how Supreme Court decisions and provisions in the U.S Constitution have impacted the power of the federal government. Examples may include but are not limited to: the Bill of Rights, rule of law, enumerated powers, implied powers, federalism, and *McCulloch v. Maryland*.

Additional examples added to make expectations more inclusive

2007

C-5.3.8 Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.

2019

C – 4.2.3 Using the Fourteenth Amendment, describe the impact of the doctrine of incorporation, due process of law, and equal protection of law on the articulation and extension of rights. Examples may include court cases and pieces of legislation that include but are not limited to: Civil Rights Act of 1964, Voting Right Act of 1965, *Barron v. Baltimore*, *Slaughterhouse cases*, *Gitlow v. New York*, *Gideon v. Wainwright*, *Mapp v. Ohio*, *Meyer v. Nebraska*, *Griswold v. Connecticut*, *Roe v. Wade*, *Cantwell v. Connecticut*, *McDonald v. Chicago*, *Shelby County v. Holder*, *Obergefell v. Hodges*, *United States v. Wong Kim Ark*.

Changes to make language more inclusive

2007

3.3.4 Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.

2019

C – 3.2.3 Describe how state, local, and tribal governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).

Content expectations consolidated to reduce redundancy

C6.1.1, 6.1.2, 6.1.3, 6.1.4 6.1.5 combined and moved to 2019 C6.4.3

2019

C – 6.4.3 Identify and describe a local, state, national, or international public policy issue; research and evaluate multiple solutions; analyze the consequences of each solution and propose, defend, and take relevant action to address or resolve the issue.

Considerations for research may include but are not limited to: primary and secondary sources, legal documents (Constitutions, court decisions, state law), non-text based information (oral speeches/presentations, political cartoons, campaign advertisements), and other forms of political communication (speeches and blogs).

Considerations for analyzing credible sources may include but are not limited to: logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, appeals to bias or prejudice, overall strength of argument.

Content expectation changed to encourage higher-level thinking

2007

3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.

2019

C – 3.1.4 Examine and evaluate the effectiveness of the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.

Examples may include but are not limited to: advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, the necessary and proper clause, and impeachment.

Content expectation changed to provide clarity and direction

2007

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.

2019

C – 4.1.1 Describe the five essential rights protected by the First Amendment. Through the use of court cases and examples, explore and analyze the scope and limits of First Amendment rights.

Examples may include but are not limited to: Schenck v. United States, Brandenburg v. Ohio, Tinker v. Des Moines Independent Community School District, Bethel School District v. Fraser, Hazelwood School District v. Kuhlmeier, Texas v. Johnson, New York Times Co. v. United States, Village of Skokie v. National Socialist Party, Minersville School District v. Gobitis, West Virginia State Board of Education v. Barnette, Engel v. Vitale, Lemon v. Kurtzman, Wisconsin v. Yoder, NAACP v. Alabama.

Content expectation added to counter the misconceptions

2019

C – 3.2.4 Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and enforcement between federal, state, and local governments and tribal governments

2007 Standards Structure	2019 Standards Structure
<p>C1 – CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE --1.1 Nature Of Civic Life, Politics, and Government --1.2 Alternative Forms of Government</p> <p>C2 – ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA --2.1 Origins of American Constitutional Government --2.2 Foundational Values and Constitutional Principles of American Government</p> <p>C3 – STRUCTURE AND FUNCTION OF GOVERNMENT IN THE UNITED STATES OF AMERICA --3.1 Structure, Functions, and Enumerated Powers of National Government --3.2 Powers and Limits on Powers --3.3 Structure and Functions of State and Local Governments --3.4 System of Law and Laws --3.5 Other Actors in the Policy Process</p> <p>C4 – THE UNITED STATES OF AMERICA AND WORLD AFFAIRS --4.1 Formation and Implementation of U.S. Foreign Policy --4.2 U.S. Role in International Institutions and Affairs</p> <p>C5 – CITIZENSHIP IN THE UNITED STATES OF AMERICA --5.1 The Meaning of Citizenship in the United States of America --5.2 Becoming a Citizen --5.3 Rights of Citizenship --5.4 Responsibilities of Citizenship --5.5 Dispositions of Citizenship</p> <p>C6 – CITIZENSHIP IN ACTION --6.1 Civic Inquiry and Public Discourse --6.2 Participating in Civic Life</p>	<p>C1 Philosophical Foundations of Civic Society and Government</p> <p>C2 Origins and Foundations of Government of the United States of America --2.1 Origins of American Constitutional Government --2.2 Democratic Values and Constitutional Principles</p> <p>C3 Structure and Function of Governments in the United States of America --3.1 Structures, Functions, Powers, and Limits of the Federal Government --3.2 Structure, Functions, Powers, and Limits of the State, Local, and Tribal Governments --3.3 Additional Actors and Influences in American Civic Society</p> <p>C4 Rights and Liberties in the United States of America --4.1 Application of the Bill of Rights --4.2 The Extension of Civil Rights and Liberties --4.3 Examining Tensions and Limits on Rights and Liberties</p> <p>C5 The United States of America and World Affairs --5.1 Formation and Implementation of U.S. Foreign Policy --5.2 U.S. Role in International Institutions and Affairs</p> <p>C6 Citizenship and Civic Participation in the United States of America --6.1 Citizenship in the United States of America --6.2 Rights and Responsibilities in Civic Society --6.3 Dispositions for Civic Participation --6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse</p>
<p>Notes:</p> <ul style="list-style-type: none"> • <i>Redundancy in standards C1, C5, and C6</i> • <i>No visibility for tribal governments</i> • <i>No discussion of differences between states, territories, federal districts, and tribal lands</i> 	<p>Notes:</p> <ul style="list-style-type: none"> • <i>Consolidation of redundant standards</i> • <i>More consistent flow of standards between the structure and function followed by Rights and Liberties</i> • <i>Inclusion of Tribal Governments</i> • <i>Inclusion of variations between states, territories, federal districts, and tribal lands</i> • <i>Greater clarity for inquiry and process based standards</i>

