

Nevada Social Studies Standards – Civics

Correlation with Materials from the Center for Civic Education

We the People...The Citizen and the Constitution

Levels I (5th grade), II (8th grade), III (12th grade)

We the People...Project Citizen

Middle School (6th - 8th grades)

Introduction

President Abraham Lincoln said that we have a government "of the people, by the people, and for the people." This statement reflects the basic premise of the United States government since 1787.

The framers of the U.S. Constitution envisioned a government strong enough to rule the nation with power derived from the people. To ensure the continuation of our complex and dynamic system of government, our society must rely on the knowledge and skills of our citizens and elected public officials.

The goals of civics education in Nevada are to create knowledgeable citizens who will participate in political life and be committed to the fundamental values and principles of democracy. Instruction will provide students with a basic understanding of political philosophy, politics and government, and how democracy is maintained in an increasingly diverse society. Students will study in-depth our political system including the legislative, judicial, and executive branches of government at the local, state, and national levels as well as the rights and responsibilities of a citizen.

The following standards comprise a comprehensive K-12 framework for a civics curriculum. These include the need for rules, laws, and government (Rules and Law); the U.S. Constitution and government it creates (The U.S. Government); the relationship between the states and national government (National and State Government); the roles of political parties, interest groups, and public opinion in the democratic process (The Political Process); the roles, rights, and responsibilities of United States citizens (Citizenship); the structure and functions of state and local governments (State and Local Government); the different political and economic systems in the world (Political and Economic Systems); and the political and economic relationship of the US and its citizens with other nations (International Relations).

Democracy does not simply exist; it is participatory. As students progress through the curriculum and master the civics standards, they will have the skills necessary to meet the demands required of a 21st century U.S. citizen.

NOTE: These standards make use of the terms *including*, *such as*, and *for example*. These words and phrases have been used in specific ways. *Including* is used to indicate specific topics or ideas to be learned by students. Items that follow *including* are considered vital to the understanding of the topic. However, the study of the content in benchmarks is not limited to what follows *including*. *Such as* and *for example* are used to indicate suggestions or examples to provide guidance and understanding.

Civics

Content Standard 1.0: Rules and Law: Students know why society needs rules, laws, and governments.

Grade 5'	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
1.5.1 Describe the effects on society of the absence of law. Lesson 2- Why did the founders think we needed a government?	1.8.1 Explain the difference between the rule of law and the rule of man (such as divine right of monarchs, dictatorships). Lesson 1- Why do we need a government? Lesson 5- How were the Americans influenced by their English background?	1.12.1 Explain the concept of the rule of law in the establishment of the U.S. Constitution. Lesson 5- What were the British Origins of American Constitutionalism?	Rules and Law

<p>1.5.2</p> <p>Identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the United States government.</p> <p>Lesson 6- What experiences led to the American Revolution?</p> <p>Lesson 7- What basic ideas about government were in the Declaration of Independence?</p> <p>Lesson 8- How did the states govern themselves after the Revolution?</p> <p>Lesson 10- Why did the Founders think a new constitution was needed?</p> <p>Unit Three- What happened at the Philadelphia Convention?</p>	<p>1.8.2</p> <p>Describe the significance of the Declaration of Independence and the U.S. Constitution as foundations of U.S. democracy.</p> <p>Lesson 3- What is a republican government?</p> <p>Lesson 4- What is a constitutional government?</p> <p>Lesson 5- How did the Founders use their ideas in the Declaration of Independence?</p> <p>Unit Two- How was our Constitution written?</p>	<p>1.12.2</p> <p>Explain the influence of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution.</p> <p>Lesson 1- What would life be like in a State of Nature?</p> <p>Lesson 2- How does Government secure natural Rights?</p> <p>Lesson 3- What did the Founders learn about Republican Government from the Ancient World?</p> <p>Lesson 4- How did Modern Ideas of Individual Rights Develop?</p> <p>Lesson 5- What were the British Origins of American Constitutionalism?</p> <p>Lesson 7- What Basic Ideas about Rights and Constitutional Government did Colonial</p>	<p>Documents</p>
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		<p>1.12.3</p> <p>Describe the historic influences on early U.S. documents, such as: Greek law, Magna Carta, Iroquois league</p> <p>Lesson 3- What did the Founders learn about Republican Government from the Ancient World?</p> <p>Lesson 4- How did Modern Ideas of Individual Rights Develop?</p> <p>Lesson 5- What were the British Origins of American Constitutionalism?</p> <p>Lesson 6- How did Representative Government begin in England?</p>	
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Constitution: Body of fundamental law, setting out the basic principles, structures, processes, and functions of a government, and placing limits upon its actions.

Democracy: A form of government in which political control is exercised by all the people, either directly or through their elected representatives.

Natural rights: The belief that individuals are naturally endowed with basic human rights as opposed to rights conferred by law.

Rule of law: The principle that every member of a society, even a ruler, must follow the law.

Rule of man: The ability of government officials and others to govern by their personal whim or desire.

Social contract: Agreement of all the people in a society to give up part of their freedom to a government in return for protection of their natural rights.

Civics

Content Standard 1.0: Rules and Law: Students know why society needs rules, laws, and governments.

Grade 5	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
1.5.4 Describe the operation of representative government, including the rights of political minorities. Lesson 7- How did the Philadelphia Convention begin? Lesson 10- What basic ideas are in the Preamble to the Constitution?	1.8.4 Explain popular sovereignty and the need for citizen involvement at all levels of U.S. government. Lesson 8- How did the states govern themselves after the Revolution? Unit 6- What are the responsibilities of Citizens?	1.12.4 Analyze the role of citizen participation in U.S. civic life. Unit 6- What are the roles of the Citizen in American Democracy?	Democratic Participation

ble to the Constitution? Unit 4- How does the Constitution protect your Basic Rights?	zens?		The U.S. Constitu- tion and Amend- ments
	<p>1.8.5</p> <p>Describe how the U.S. Constitution serves as a device for preserving national principles and as a vehicle for change, including knowledge of the formal process of amending the U.S. Constitution.</p> <p>Lesson 14- What was the conflict over the legislative power of the national government?</p> <p>Lesson 17- Who were the supporters and critics of the Constitution?</p>	<p>1.12.5</p> <p>Identify and explain changes in the interpretation and application of the U.S. Constitution.</p> <p>Lesson 21- What is Judicial review? Why is it controversial?</p>	

Citizen: One who owes allegiance to a nation and is entitled to its protection.

Popular sovereignty: A principle of government in which the vote of the citizens is considered the final authority.

Representative government: A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Civics

Content Standard 2.0: The U.S. Government: *Students know the United States Constitution and the government it creates.*

Grade 5	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
<p>2.5.1</p> <p>Identify the three branches of government (as set forth in the U.S. Constitution).</p> <p>Lesson 11- How did the Framers limit the powers of our government?</p>	<p>2.8.1</p> <p>Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the U.S. Constitution.</p> <p>Lesson 14- What was the conflict over the legislative power of the national government?</p> <p>Lesson 15- How much power should be given to the executive and judicial branches?</p>	<p>2.12.1</p> <p>Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.</p> <p>Lesson 12- Why did the Framers use the Virginia Plan to create the Constitution?</p>	<p>The U.S. Constitution</p>
<p>2.5.2</p> <p>Name the two houses of the U.S. Congress.</p> <p>Lesson 11- How did the</p>	<p>2.8.2</p> <p>Explain the historic compromises that created a two-house Congress and identify the responsibilities</p>	<p>2.12.2</p> <p>Describe the creation of laws through the legislative process</p>	<p>The Legislative Structure and Process</p>

<p>Framers limit the powers of our government?</p>	<p>of each.</p> <p>Lesson 14- What was the conflict over the legislative power of the national government?</p>	<p>Lesson 13- What powers were granted to the Legislative Branch?</p>	
<p>2.5.3</p> <p>Identify the powers of the U.S. Congress, such as power to tax, declare war, impeach the President.</p> <p>Lesson 11- How did the Framers limit the powers of our government?</p> <p>Lesson 12- What is the Legislative branch?</p>	<p>2.8.3</p> <p>Discuss enumerated and implied powers of the U.S. Congress.</p> <p>Lesson 14- What was the conflict over the legislative power of the national government?</p>	<p>2.12.3</p> <p>Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers.</p> <p>Lesson 17- What was the Federalists' position in the debate over Ratification?</p>	<p>Legislative Powers</p>
<p>2.5.4</p> <p>Identify the duties of the President.</p> <p>Lesson 11- How did the Framers limit the powers of our government?</p> <p>Lesson 13- What is the executive branch?</p>	<p>2.8.4</p> <p>Describe the duties of the President, such as presenting a budget proposal.</p> <p>Lesson 15- How much power should be given to the executive and judicial branches?</p>	<p>2.12.4</p> <p>Describe the duties of the executive branch, including: Cabinet departments, regulatory commissions, White House staff</p> <p>Lesson 14- What powers were granted to the Executive and Judicial branches?</p>	<p>The Executive Branch</p>

Enumerated power: Those powers specifically stated in the U.S. Constitution.

Implied powers: Those powers of the government inferred from the enumerated powers; those necessary and proper' to carry out the expressed powers.

Civics

Content Standard 2.0: The U.S. Government: Students know the United States Constitution and the government it creates.

Grade 5	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
<p>2.5.5</p> <p>Identify the Supreme Court as the highest court in the land.</p> <p>Lesson 11 - How did the Framers limit the powers of our government?</p> <p>Lesson 14- What is the federal branch?</p>	<p>2.8.5</p> <p>List the ways the Supreme Court determines policy, including: judicial review, interpreting laws, overruling or revising its previous decisions</p> <p>Lesson 15- How much power should be given to the executive and judicial branches?</p> <p>Lesson 21 - Who decides what the Con-</p>	<p>2.12.5</p> <p>Describe the jurisdiction of the federal court system and the power of judicial review.</p> <p>Lesson 14- What powers were granted to the Executive and Judicial branches?</p> <p>Lesson 21 - What is Judicial Review? Why is it controversial?</p>	<p>The Judicial Branch</p>

		<p>stitution means?</p> <p>Lesson 22- How does the Supreme Court interpret the Constitution?</p>				
2.5.6	Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.	2.8.6	Describe the trial process, including the selection and responsibilities of jurors.	2.12.6	Explain the importance of the jury process in a democratic society.	The Jury System
	<p>Lesson 19- How does the Constitution protect your right to be treated fairly by the government?</p>	2.8.7	Explain the system of checks and balances in the design of the U.S. Constitution.	2.12.7	Analyze the effectiveness of checks and balances in maintaining the equal division of power.	Checks and Balances
		<p>Lesson 4- How can governments be organized to prevent the abuse of power?</p>		<p>Lesson 4- How did modern Ideas of Individual Rights develop?</p> <p>Lesson 17- What was the Federalist's position in the debate about rati-</p>		

		<p>ification?</p> <p>Lesson 18- How was the Constitution used to organize the new government?</p>	
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Civics

Content Standard 3.0: National and State Government: Students can explain the relationship between the states and national government.

Grade 5	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	3.8.1	3.12.1	Division of Powers
	Give examples of governmental powers (such as the power to tax, declare war, and issue drivers' licenses) that are distributed between the state and national governments.	Explain the U.S. Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers)	
	Lesson 13- What was the conflict over the legislative power of the national government?	Lesson 16 What was the Anti-Federalists' position in the debate about Ratification?	

		<p>3.8.2</p> <p>Define "federalism."</p> <p>Lesson 18- What was the federal system created by the Constitution?</p>	<p>Ratification?</p> <p>Lesson 17- What was the Federalists' position in the debate about Ratification</p>	
		<p>3.8.3</p> <p>Explain how the supremacy clause of the U.S. Constitution defines the relationship between state and national governments.</p> <p>Lesson 15- How much power should be given to the executive and judicial branches?</p>	<p>3.12.2</p> <p>Provide contemporary example of federalism.</p> <p>Lesson 23- What were the Constitutional issues that led to the Civil War?</p> <p>Lesson 38- What can American citizens learn about Constitutionalism from other countries?</p>	Federalism
		<p>3.12.3</p> <p>Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.</p> <p>Lesson 13- What powers were granted to the Legislative branch?</p>		Constitutional Supremacy

Federalism (or federal system): A form of political organization in which governmental power is divided between a central government and territorial subdivisions (for example states).

Concurrent powers: Any powers that may be exercised by both the federal government and state governments.

Delegated powers: Those powers the U.S. Constitution grants or delegates to the national government, such as expressed powers, implied powers, and inherent powers.

Reserved powers: The powers not delegated to the national government by the U.S. Constitution, nor prohibited to the states, are reserved to the states, or the people.

Supremacy Clause: Article VI, Section 2 of the U.S. Constitution, which states that the U.S. Constitution, laws passed by U.S. Congress, and the treaties of the United States "shall be the supreme law of the land," and binding on the states.

Civics

Content Standard 4.0: The Political Process: *Students describe the roles of political parties, interest groups, and public opinion in the democratic process.*

	Grade 5	Grade 8	Grade 12	
	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	4.5.1 List the qualities of a leader.	4.8.1 Describe the election process.	4.12.1 Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the electoral college system in the election of the President.	Leaders and Elections

			<p>Lesson 14- What powers were granted to the Executive and Judicial Branches?</p> <p>Lesson 18- how was the Constitution used to organize the new government?</p>		
4.5.2	<p>Name the two major political parties.</p> <p>Lesson 20- How did political parties develop?</p>	4.8.2	4.12.2	<p>Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.</p> <p>Lesson 20- What caused the rise of political parties?</p>	<p>Political Parties</p>
4.5.3	<p>Give examples of interest groups.</p>	4.8.3	4.12.3	<p>Evaluate the significance of interest groups in the political process of a democratic society.</p> <p>Lesson 20- What caused the rise of political parties?</p>	<p>Interest Groups</p>
4.5.4	<p>Identify sources of</p>	4.8.4	4.12.4	<p>Analyze the role that tele-</p>	<p>Formation of Public Opinion</p>

	mation people use to form an opinion.	media in forming public opinion.	vision and other media play in the process of political persuasion.	
		4.8.5 Identify propaganda and persuasion in political advertising and literature.	4.12.5 Evaluate propaganda in both historic and current political communication. Lesson 39- What are some constitutional issues facing United States citizens in the Nation's third Century?	Propaganda

Interest group: Organized body of individuals who share some goals and try to influence public policy to meet those goals.

Political party: A group of people with broad common interests who organize to win elections, control government, and influence government policies.

Public policy: All decisions and actions of government.

Civics

Content Standard 4.0: The Political Process: *Students describe the roles of political parties, interest groups, and public opinion in the democratic process.*

Grade 5

Grade 8

Grade 12

Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Public Policy
	4.8.6 Provide examples of contemporary public issues that may require public solutions. Current events are integral to the curriculum	4.12.6 Describe the process by which public policy is formed and carried out. Current events are integral to the curriculum	

Civics

Content Standard 5.0: Citizenship: Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.

Grade 5	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	

<p>5.5.1</p> <p>Describe the difference between a natural-born and a naturalized citizen of the United States.</p> <p>Unit 5- What are the responsibilities of citizens?</p>		<p>5.8.1</p> <p>Identify the rights, privileges, and responsibilities associated with U.S. citizenship, including voting, holding office, jury duty, or military, community, or public service.</p> <p>Lesson 3- What is constitutional government?</p> <p>Lesson 25- How has the right to vote been expanded since the Constitution was adopted?</p> <p>Unit 6- What are the responsibilities of citizens?</p> <p>Project Citizen empowers students with knowledge and skills to influence public policy in their schools, communities or states</p>	
		<p>5.12.1</p> <p>Examine the rights of citizens and how these rights may be restricted.</p> <p>Lesson 35- What does it mean to be a citizen?</p>	<p>Citizenship</p>
	<p>5.12.2</p> <p>Examine the responsibilities of U.S. citizens.</p> <p>Lesson 35- What does it mean to be a citizen?</p> <p>Lesson 36- How do we use our citizenship?</p>		

<p>5.5.3</p> <p>Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance.</p>	<p>5.8.3</p> <p>Explain the significance of mottoes and symbols including: E Pluribus Unum, National Anthem, Flag, Statue of Liberty, Great Seal, Oath of office, Pledge of Allegiance</p>	<p>5.12.3</p> <p>Explain symbols and documents of a nation and how they represent its identity.</p>	<p>Symbols</p>
<p>5.5.4</p> <p>Identify the Bill of Rights.</p> <p>Unit 4- How does the Constitution protect your basic rights?</p>	<p>5.8.4</p> <p>Explain the necessity of the Bill of Rights for a democratic society.</p> <p>Lesson 17- Who were the supporters and critics of the Constitution?</p>	<p>5.12.4</p> <p>Describe the development of the Bill of Rights and provide a contemporary application.</p> <p>Lesson 19- what rights did the Constitution protect? How was the Bill of Rights added to the Constitution?</p> <p>Unit 5- What rights does the Bill of Rights protect?</p>	<p>Individual Rights</p>
		<p>5.12.5</p> <p>Analyze the United States Constitution and its amendments in protecting individual rights, including the Fourteenth Amendment's provisions for due process and equal protection.</p>	<p>Individual Rights</p>

		<p>tion.</p> <p>Lesson 25- How did the Fourteenth Amendment expand Constitutional Protections of Rights?</p>	
<p>5.5.6</p> <p>Identify ways conflicts can be resolved in a peaceful manner that respects individual rights.</p> <p>Unit 4- How does the Constitution protect your basic rights?</p>	<p>5.8.6</p> <p>Identify examples of conflict resolution that respect individual rights at school and in the community, within the United States.</p> <p>Project Citizen encourages students to use changing public policy as a means to settle conflict</p>	<p>5.12.6</p> <p>Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.</p>	<p>Conflict and Resolution</p>
		<p>5.12.7</p> <p>Describe the role of the United States Supreme Court as guardian of individual rights through the examination of landmark cases, including: <i>Brown v. Board of Education of Topeka</i>, <i>Gideon v. Wainwright</i>, <i>Miranda v. Arizona</i>, <i>Tinker v. Des Moines Independent Community School District</i>.</p>	<p>The Supreme Court and Individual Rights Cases</p>

			<p>Lesson 26- How did the Civil Rights Movement use the Constitution to achieve its goals?</p>	
			<p>Unit 5- What rights does the Bill of Rights protect?</p>	

Civics

Content Standard 6.0: State and Local Government: Students know the structure and functions of state and local governments

	Grade 5	Grade 8	Grade 12	
	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	

6.5.1	Explain why local governments are created within states.	6.8.1	Compare the organization and purpose of state, local, and tribal government.		In completing Project Citizen, students must address various levels of local and state government to address their public policy problem	6.12.1	Explain the structure and function of state and local governments.	Structure of State, Local, and Tribal Government
6.5.3	Name the three branches of state government.					6.12.2	Describe the unique role of tribal governments within the United States.	
6.5.4	Know that there are different types of courts.					6.12.3	Compare and contrast the structure of the Nevada and United States Constitutions.	
		6.12.4	Describe the differences between the local, state, and federal court systems.				Court Systems	

	6.8.5		
	Describe the juvenile, civil, and criminal court systems.		

Local government: A county and/or municipal government that may include special districts.

Civil court: A court that handles cases relating to disputes between two or more individuals or organizations.

Criminal court: A court that handles cases relating to the violation of law.

Juvenile court: A court that handles cases specifically relating to minors.

Local government: A county and/or municipal government that may include special districts.

Tribal government (or Tribe): A political entity with the right to self-government.

Civics			
Content Standard 7.0: Political and Economic Systems: <i>Students explain the different political and economic systems in the world.</i>			
	Grade 5	Grade 8	Grade 12
	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:
	7.5.1	7.8.1	7.12.1
	List the characteristics of a	Define the world's major	Summarize and evaluate
			Comparative Political Systems

<p>nation-state, including: self-rule, territory, population, organized government</p>	<p>political systems, including: monarchy, totalitarian dictatorship, presidential system, communism</p> <p>Lesson 5- How were Americans influenced by their English background?</p>	<p>the significant characteristics of the world's major political systems, including: monarchy, totalitarian dictatorship, presidential system, parliamentary system communism</p> <p>Lesson 38- What American citizens learn about Constitutionalism from Other Countries?</p>	
	<p>7.8.2</p> <p>Define the world's major economic systems, including: capitalism, mixed economy, socialism, command economy</p>	<p>7.12.2</p> <p>Define and analyze the major economic systems of the world, including: capitalism, mixed economy, socialism, command economy</p> <p>Lesson 4- How did modern ideas of individual rights develop?</p>	<p>Comparative Economic Systems</p>

Capitalism: An economic system in which all or most of the means of production, distribution, and exchange are privately owned and operated for profit.

Command economy: An economic system in which the government makes economic decisions.

Communism: An economic and political system in which property and goods are owned by the government and products are shared by all.

Mixed economy: An economic system in which the government both supports and regulates free enterprise.

Monarchy: A government where a king, queen, or emperor exercises supreme powers.

Nation-state: A political community that occupies a definite territory and has an organized government with the power to make and enforce laws without approval from any higher authority.

Parliamentary system: A form of government that gives governmental authority to a legislature that selects the executive from its own members.

Presidential system: A government where voters elect the president, or chief executive, for a fixed term of office. Voters also elect members of the legislative branch.

Socialism: An economic system in which the government owns the basic means of production, determines the use of resources, distributes products and wages, and provides social services such as education, health care, and welfare.

Totalitarianism (or dictatorship): A system of government in which a single leader or group has complete authority to rule.

Civics

Content Standard 8.0: International Relations: Students know the political and economic relationship of the United States and its citizens to other nations.

	Grade 5	Grade 8	Grade 12	
	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
8.5.1	Identify the countries bordering the United States.	8.8.1 Identify nations that play a significant role in U.S. foreign policy.	8.12.1 Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.	From Individual to the World

8.5.2 Explain ways in which nations interact.	8.8.2 Define foreign policy and describe ways nations interact diplomatically, including: treaties, trade, humanitarian aid, military intervention	8.12.2 Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns including: diplomacy, economic policy, humanitarian aid, military intervention	Foreign Policy
	8.8.3 Describe the purpose of the United Nations.	8.12.3 Critique the role of international organizations, such as the United Nations and non-governmental organizations, in world affairs. Lesson 38- what can American Citizens learn about Constitutionalism from other World Countries?	International Organizations
	8.8.4 List and describe non-governmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross.		

Foreign policy: The actions and positions that a nation takes in every aspect of its relationships in world affairs.