



## Grades 9<sup>th</sup>-12<sup>th</sup> Civics Student Presidential Tour

The Student Presidential Tour is docent-led and includes the Clinton Center's orientation film, a tour of its Cabinet Room, Life in the White House, Oval Office, and the current temporary exhibit. High school students will spend additional time in the Cabinet Room with the computer interactives to explore, in detail, some of the major decisions of the Clinton Administration. This tour will last one hour and 15 minutes.

*\*\* The items in **bold** within each framework standard are areas that will be primarily emphasized during the presentation, other areas listed may possibly be addressed.*

### Civics Academic Standards

#### Civic and Political Institutions

- **C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.**
- C.2.CIV.2 Analyze the establishment and purposes of government and relate it to everyday life experiences including law enforcement, public schools, and city planning
- C.2.CIV.6 Analyze the purpose, organization, powers, and function of the executive branch of government, including the electoral college process, duties of the President, and supporting executive branch agencies, using Article II of the Constitution and other primary and secondary sources.
- C.2.CIV.10 Examine ways the powers, responsibilities, and limits of the federal government have changed over time and are still contested

#### Participation and Deliberation

- **C.3. Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.**
- C.3.CIV.1 Evaluate rights and responsibilities of citizens in the United States using the Bill of Rights and various Supreme Court decisions.
- **When addressing responsibilities, key topics may include:**
  - Obeying the law
  - Respecting rights of others
  - Paying taxes
  - Staying informed
  - Military service
  - Serving as juror
  - Voting

- C.3.CIV.2 Compare the roles of citizen and non-citizen residents in the United States, including the protections of and limits on immigrant rights.
- C.3.CIV.3 Construct explanations of the ways citizenship in the United States has changed over time and been affected by public policy, geographic location, state and federal law, and demographics.
- C.3.CIV.4 Analyze the requirements to be a U.S. citizen, including naturalization and the different routes non-citizens can take to become citizens.
- C.3.CIV.9 Analyze the protections of and limits on the rights of citizens of the United States when outside the borders of the United States.
- C.3.CIV.12 Critique the roles of political parties in the election process.
- C.3.CIV.13 Analyze the election process in federal, state, and local governments including voter registration, primary elections, and general elections.
- C.3.CIV.14 Evaluate various influences on political parties during the electoral process, such as interest groups, lobbyists, Political Action Committees (PAC), and major events.
- C.3.CIV.15 Assess the influence of media on the electoral process, including candidate debates, news reporting and analysis, political cartoons, public opinion polls, propaganda techniques, and social media.
- C.3.CIV.16 Analyze the process and impact of redistricting on election statistics and voting patterns, including the state legislature's role (Article I, Section 4), the history of gerrymandering across states, and modern reforms to redistricting.

#### **Processes, Rules, and Laws**

- **C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.**
- C.4.CIV.5 Analyze cooperation and conflict among federal, state, and local government when carrying out public policy (e.g., elections/voting, law enforcement, education, housing).
- 6. Students will analyze the process of making and changing laws.
  - Investigate various methods for creating federal, state, and local laws
- 7. Students will analyze ways institutions work together in carrying out the laws.
  - Evaluate interaction among federal, state, and local governments when carrying out public policy

## **English Language Arts Standards**

#### **Collaborative Communication**

- Speaking and Listening Comprehension
  - **9.CC.1.SLC Initiate and express ideas in a collaborative setting, using effective discussion strategies.**
  - 9.CC.4.SLC Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
  - **10.CC.1.SLC Initiate and express ideas in a collaborative setting, using effective discussion strategies.**

- 10.CC.4.SLC Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
- 11.CC.1.SLC **Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.**
- 12.CC.1.SLC **Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.**