

## Suggested Framework for Implementing Standard 6.3 (2020) by Course & Grade Level

Visit Companion Document 6.3. with Resources at [www.njcss.org](http://www.njcss.org) under Lessons & Resources

Performance Expectation	Curriculum Integration	Grade Level	Assessment	Resources
<b>Grades K-2</b>				
<b>Grades K-2</b> 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.	Traffic & Safety Plastic Bags Recreation Facilities Programs for Senior Citizens Bicycle Transportation Water runoff from parking lots Big Box stores School issues (Recess, Cafeteria, Student council representation)	K	Presentation should include... Images Journal Video Display	<a href="#">Environmental Issues</a>
6.3.2.GeoGI.1: Investigate a global issue such as <b>climate change</b> , its significance, and share information about how it impacts different regions around the world.	Arbor Day Earth Day Impact of weather on food supply Impact of climate change on animals Energy use with appliances	1	Presentation should include... Images Journal Video Display	<a href="#">Environmental Activities</a> <a href="#">NJ Climate Resources</a>
6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an <b>environmental issue</b> and identify possible solutions.	Water Use in home or school Electric use in home Carbon emissions from vehicles Chemical pollution Deforestation Algae Blooms Sanitation and Waste	2	Presentation should include... Images Journal Video Display Publish a Book	<a href="#">Meadowlands</a> <a href="#">NJ Climate Resources</a>
<b>Grades 3-5</b>				
6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.	Traffic & Safety Plastic Bags Crime Poverty Pre-School/Kindergarten Internet Access Recycling Programs for Senior Citizens Bicycle Transportation Big Box stores	3	Solution and rubric should include budget, implementation, barriers to implementation, valid and credible sources, two or more perspectives, interviews with local officials or community members	Environmental issue Educational Issue Municipal Services Crime Racism Access to Technology Charging Stations <a href="#">Pew Research Center</a>
6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to <b>climate change</b> and share with school and/or community members.	Alternative energy sources in District Planting trees Recycling Plastic bags Electric/Hybrid public vehicles Efficient mass transportation Solar and wind energy Electric use at night	4	Action Plan and rubric should include valid and credible sources, empirical evidence the plan addressed the problem in another place, names of local or school officials who will be responsible for approval or implementation, and a digital or print presentation with graphics and advantages of the plan. (When possible, include rebuttal of any disadvantages)	Flooding Energy use Planting Trees Sustainability Renewable Energy Biodiversity Species protection Water conservation Soil Erosion Non-Point Pollution Plastics
6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.	Fair wages Health insurance Poverty Access to medical care Financial Literacy School Budget	5	Rubric should include demonstrated research of multiple sources including books, news reports, documents, interviews, images, and digital. Documentation and analysis of perspectives and previous actions taken on the issue.	<b>Current Issues</b> Public Transportation Walkable Communities Senior Care Zoning  <b>Historical Issues</b> Taxes Sewers Infrastructure
6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about	Erosion Local Flooding Pollution/Ozone levels	5	Rubric should include identification of the public issue or need; description	Local flooding, sustainable energy in a public or private building, visual display (video,

## Suggested Framework for Implementing Standard 6.3 (2020) by Course & Grade Level

Visit Companion Document 6.3. with Resources at [www.njcss.org](http://www.njcss.org) under Lessons & Resources

the impact of climate change at the local or state level and propose possible solutions.	Health Alerts Sustainable Agriculture		and documentation of advocacy project, three strategies to inform others in the community or state, detailed proposal of one or more solutions with comparative advantages.	images, presentation, press announcement, etc.)
<b>Grades 6-8</b>				
6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.	November elections Inauguration Day Municipal Elections in Spring	Elective Year (Defined as the year in which US or WH is not required)	Rubric should include one or more issues, three or more editorials representing different points of view, information from websites of candidates, community survey, historical background to the issue over the past 5-10 years, and a researched based conclusion.	Public Education v. Charter Schools Environmental Protection v. Economic Growth Law & Order v. Criminal Justice Reform Tax Cuts v. Tax Increases Free Trade v. Tariffs Regulation v. Deregulation
6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.	Civics Project Guest speakers (local government, lawyer) Debate Constitutional Convention Project Citizen  Possible issues might be: Environmental issues Gun control Health care Access to mortgages Censorship of media Nutrition Food & Drug regulations Eminent Domain Freedom of speech Water safety	Elective Year	Rubric should include all of the constitutional principles in the Performance Expectation: Consent of governed Rule of law Limited government Separation of powers Checks and balances Individual rights in the constitution and amendments. In addition, the rubric should include research relating to one of more issues for each of the fundamental principles above, detailed explanation on the role of the local, state, or federal government in addressing the issue(s), and an historical timeline.	<a href="#">The Constitutional Convention</a> <a href="#">American Icons</a> <a href="#">Educational Videos on the U.S. Constitution</a> <a href="#">Principles of the U.S. constitution</a> <a href="#">The Annenberg Guide to the U.S. Constitution</a>
6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).	Zenger case Causes of the American Revolution Constitution Alien & Sedition Acts Gag Rule on slavery Compromise of 1850 Suspension of Habeas Corpus	Elective Year	Rubric should include identification of point of view, researched based analysis of ideals of liberty or equality, three or more Supreme Court cases, graphic image of the opposing view in the conflict, identification and analysis of principles in the Constitution and Amendments, reasonable conclusion supported with documentation supporting point of view.	<a href="#">Equality v. Liberty: The Eternal Conflict</a> <a href="#">An Introduction to Documents of Freedom</a> <a href="#">Democratic Values: Liberty, Equality, Justice</a>
6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.	Model Congress or Constitutional Convention Ratification debates of the Constitution Marbury vs. Madison Election of 1796, 1800, 1824, 1860 Webster-Hayne Debate Webster-Clay Debate	Elective Year	Rubric should include an essay on the importance of a competitive democracy with two political parties, reading and analysis of one or more of the Federalist Papers, analysis of	<a href="#">Resources for Model Congress Simulations in the Classroom</a> Consider organizing your own Model Congress (with multiple classrooms, area schools, local college) <a href="#">NJ Mock Election</a> Register your class to vote on an issue

**Suggested Framework for Implementing Standard 6.3 (2020) by Course & Grade Level**  
 Visit Companion Document 6.3. with Resources at [www.njcss.org](http://www.njcss.org) under Lessons & Resources

	Lincoln-Douglas Debates		different points of views in newspapers (Chronicling America), presentation of information in a simulation, video production, debate, or point of view essay or blog.	and/or candidates for public office (October)
6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.	Power of Purse Hamilton’s Plan Bank of the United States	Elective Year	Identify a section in a local budget (school, town, organization, etc.) Rubric should include budget changes from previous year(s), analysis of areas of concern, impact of increase or decrease on services and taxes, presentation of two or more points of view, cost-benefit analysis over a period of years, two or more advantages and disadvantages of the increase or decrease, clearly stated position, documentation of evidence or comparison with another similar local budget.	Consider perspectives on a specific line item in a school budget, municipal budget, county budget
6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	Declaration of Independence Articles of Confederation Hamilton’s Plan Election of 1800 War of 1812, Mexican War Clay’s American System Tariffs Secession Trail of Tears	US	Rubric should include philosophy and purpose of government, one or more examples of a problem requiring the involvement of a governing body, an analysis of one or more of the problems (i.e. enforcement, legislation, limited resources, etc.), reference and application to an article or book on the purpose of government, clarity of presentation in an essay, debate, blog, video, or PowerPoint.	<a href="#">The Nature of Government</a> <a href="#">Is Government Necessary?</a> <a href="#">Roots of American Government</a> <a href="#">Hobbes and Locke Social Contract Theory</a> <a href="#">Social Contract</a>
6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.	Federalists and Anti-Federalists Louisiana Purchase Turner’s Rebellion Know-Nothing Party Reform Movement	US	Rubric should include a Works Cited page of five or more reputable sources, identification of a local or global issue, a specific plan or proposal with budget, and a formal letter to a governmental or non-governmental organization with the authority to address the issue.	<u>Local Issues:</u> Traffic, Safety, Education, Recreation, Crime, Nutrition, Mental Health, etc.  <u>Global Issues:</u> Environmental, Population, Human Rights, Peace, Cybersecurity, Travel. Etc.  <u>Governmental Org.:</u> School Board Town Council Mayor County Executive State Representative Congressional Rep. Senator(s)

## Suggested Framework for Implementing Standard 6.3 (2020) by Course & Grade Level

Visit Companion Document 6.3. with Resources at [www.njcss.org](http://www.njcss.org) under Lessons & Resources

				<p><u>Non-Governmental Org.:</u> Environmental Organizations Senior Citizen Organizations</p>
<p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.</p>	<p>Abolition Movement Lowell Mills Reform Movement</p>	<p>US</p>	<p>Rubric should include the identification of a specific political leader or organization, civil or civic organizations, and economic organizations and how they are helping individuals.</p>	<p>Criminal Justice Reforms Environmental Reforms Financial Literacy Bankruptcy Food security Tutoring  Chamber of Commerce Rotary Community Banks Petey Greene Working in Support of Educators Faith-based organizations</p> <p><a href="#">Interest Groups: Who or What They Are</a> <a href="#">Policy Making: Political Interactions</a> <a href="#">The Importance of Political Parties</a></p>
<p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p>	<p>Zenger Case Causes of American Revolution Alien &amp; Sedition Acts Marbury v. Madison Harriett Beecher Stowe Henry David Thoreau</p>	<p>US</p>	<p>Rubric should include a works cited page of five or more sources relating to a specific aspect of the First Amendment (speech, press, religion, assembly), analysis of three or more Supreme Court decisions, two or more historical examples, explicitly stated claim or thesis statement, analysis of a supporting argument with three or more research-based examples.</p>	<p><a href="#">Directory of U.S. Supreme Court Cases</a> <a href="#">Supreme Court Cases</a> <a href="#">Bill of Rights Institute</a> <a href="#">Foundation for Individual Rights in Education</a> <a href="#">The Bill of Rights</a></p>
<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p>	<p>New England Town Meetings House of Burgesses Mayflower Compact Stamp Act Congress Revolutionary War Marbury v. Madison Voter Qualifications</p>	<p>US and/or WH</p>	<p>Assessment should include a minimum of five primary sources relating to the historical experiences of either ancient Greece, Rome, and medieval England or the experiences of the American colonies (1607 – 1789)</p>	<p><a href="#">Resources for World History</a> Pericles Funeral Oration Aristotle’s Athenian Constitution Trial of Socrates Plato’s Republic Twelve Tables Magna Carta</p> <p><a href="#">Resources for U.S. History</a> House of Burgesses Mayflower Compact Fundamental Orders of Connecticut Zenger Trial Benjamin Franklin Quotes Richard Henry Lee’s Resolution Declaration of Independence NJ and Virginia Plans de Crevecoeur’s Letters from an American Farmer Liberty, a Delusive Dream by Abraham Clark, 1786 Is this Liberty? Petition of Rachel Wells, 1786 <a href="#">Founding Documents</a> <a href="#">Papers of the Continental Congress</a> <a href="#">Historic Documents on the Development of American Government</a></p>

## Suggested Framework for Implementing Standard 6.3 (2020) by Course & Grade Level

Visit Companion Document 6.3. with Resources at [www.njcss.org](http://www.njcss.org) under Lessons & Resources

				<a href="#">The Fundamental Orders of Connecticut, 1639</a> <a href="#">Primary Documents in American History</a> <a href="#">17<sup>th</sup> Century Documents in World History</a>
6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.	Seneca Falls	US	Rubric should include historical background to the public policy issue, clear statement of proposal including mandates, enforcement, inherent barriers to adoption, and budget, and justification of the appropriate legislative body, two or more advantages, a minimum of three evidence based sources from research, and formal proposal to a local, state representative or member of Congress.	<a href="#">Five Issues Facing New Jersey</a> <a href="#">Seven Issues Facing New Jersey</a> <a href="#">Smart Growth Issues Facing New Jersey</a> <a href="#">Environmental issues Facing New Jersey</a>
6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).	Hamilton’s Plan Jackson and Bank Maysville Road Erie Canal	US	Rubric should include identification of an issue based on documented research of a minimum of three sources, two or more strategies to fund the plan (bonds, taxes, tolls, direct costs, etc.) the analysis of the cost of the proposed plan compared to the savings over a period of time presented on a spreadsheet with a position statement including advocacy and advantages.	<p><u>Health Care</u> Maximum threshold of \$2,000 on prescriptions for families and \$1,000 for individuals</p> <p>Wellness care for individuals and families earning less than \$50,000 a year.</p> <p><u>Education</u> Required civic education course in public schools with 5 hours of training for teachers.</p> <p>Implementation of 5G connectivity to every public school</p> <p>Tuition free community college education</p> <p>Tuition free pre-school for children ages 3-5.</p> <p><u>Transportation</u> High speed rail service between NY and Washington, D.C. Construction of a passenger or commercial rail tunnel under the Hudson River</p> <p>Mass transportation link between Trenton, Camden, Philadelphia.</p>
6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).	Hamilton’s Plan Whiskey Tax Land Grants Homestead Act	US	Rubric should include the cost of one government incentive and the cost of one government disincentive. Information should be presented in a spreadsheet, with two or more graphics, and three or more sources of evidence.	<p><u>Incentives</u> Tax relief Real Estate incentives Opportunity zones Bonds and loans <a href="#">NJ Economic Development Authority</a></p> <p><u>Disincentives</u> Cost of living Insurance costs Traffic Excessive regulations Corruption</p>
6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals [to be] are informed by facts,	Athenian Democracy Lyceum Roman Senate	WH	Assessment should be an essay, presentation, video production, children’s	<p>Issues can be local, state, or national.</p> <p>Voting Rights</p>

## Suggested Framework for Implementing Standard 6.3 (2020) by Course & Grade Level

Visit Companion Document 6.3. with Resources at [www.njcss.org](http://www.njcss.org) under Lessons & Resources

aware of diverse viewpoints, and willing to take action on public issues.			<p>book, role-playing activity or structured debate.</p> <p>Rubric should include information about the validity of sources and credibility of facts, identification of two or more points of view, explanation of why a competitive democracy of two political parties is important, and a strategy for action.</p> <p>Context should be in a World History unit of instruction.</p>	<p>Definition of Poverty Number of uninsured School dropouts Gun violence Environmental pollution Installation of solar energy or wind farms. Immigration policy <a href="#">Tax Policy Center</a> <a href="#">Tax Policy</a> <a href="#">Tax Policy</a> <a href="#">Fact Check</a> <a href="#">Fact Check</a> <a href="#">The Roper Center</a> <a href="#">Pew Research Center</a> <a href="#">The Eagleton Institute</a></p>
6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.	Athenian democracy Roman Republic Magna Carta	WH	Assessment should include the documentation of the extent of inequality, three or more evidence-based solutions, presentation to a local, state, or federal government body or organization.	<p><u>Examples of inequality</u></p> <p>Income based on gender High school graduation rates Incarceration Life expectancy Unemployment</p>
6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).	Theocratic rulers in Ancient World Athenian Democracy Roman Republic Roman Empire Byzantine government Mandate of Heaven	WH	Presentation should include historical examples of government by monarchy, direct democracy, republic, and dictatorships with documentation or historical reasoning of how these forms of government reflected their societies or were imposed on them in contradiction to their values. Suggested presentations are essay, formal district-wide assessment, cooperative group presentations, or video.	<p><u>Monarchy</u></p> <p>Egypt Persia Early Greece England Holy Roman Empire Japan Byzantium India</p> <p><u>Direct Democracy</u></p> <p>Athens</p> <p><u>Republic</u></p> <p>Rome</p> <p><u>Dictatorship</u></p> <p>Hellenistic Greece Sulla Julius Caesar Mayan Empire Mali Songhay Empire Papal Authority <a href="#">Types of Governments</a> <a href="#">Forms of Government</a> <a href="#">Government</a> <a href="#">Democracy, Monarchy &amp; Dictatorship</a></p>
6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.	Athenian democracy Roman Republic	WH	Presentation should include a spreadsheet comparing five or more law codes of civilizations and the concept of jurisprudence and rule by law.	<p>Hammurabi's Code of Laws Twelve Tables Ten Commandments Traditional Chinese Law Civil Service Exams Ritsuryō Law Justinian's Code Canon law</p>
6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to <b>climate change</b> .	Famine in Egypt Volcanic eruption of Mr. Etna	WH	Presentation should include evidence of climate changes throughout history from Mesopotamia through the Middle Ages with a	<p>Famine and drought in Egypt and the Sahara Collapse of the Akkadian Empire Deforestation in Mayan Empire</p>

## Suggested Framework for Implementing Standard 6.3 (2020) by Course & Grade Level

Visit Companion Document 6.3. with Resources at [www.njcss.org](http://www.njcss.org) under Lessons & Resources

			possible option of application to the 21 <sup>st</sup> century or continuity and change over many centuries.	Volcanoes in Roman Empire Impact of Drought in India and China Bubonic Plague and Climate
6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.	Hammurabi's Code of Laws Slaves and women in Ancient Greece Religious persecution Feudal society Heretics	WH	Presentation should include the protection of human rights in the Ten Commandments with examples of violations throughout world history. Rubric should quantify how the argument is presented and defended by documentation and analysis with five or more examples from the beginning of civilization through the Middle ages with the option of contemporary examples.	Persecution against the Jews Interdict and excommunication Persecution of Christians in Roman Empire Slavery  <a href="#">The Foundation for International Human Rights</a> <a href="#">Protecting Human Rights</a> <a href="#">Human Rights and Democracy</a> <a href="#">Human Rights</a> <a href="#">The United Nations and Human Rights</a> <a href="#">Defend Rights-Secure Justice</a> <a href="#">Human Rights</a> <a href="#">European Union Human Rights Policy</a> <a href="#">The Fight Against Child Trafficking</a>
<b>Grades 9-12</b>				
6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.	Colonization Industrialization imperialism Treaty of Versailles Universal Declaration of Human Rights	WH	Rubric should include evidenced based research from five or more credible sources relating to one of the requested case studies of a human rights abuse, timeline of the problem over time (decades), comparison and analysis of the issue in the United States and one or more other countries, presentation of data and statistical information in a graph, and analysis with documentation on the impact and extent of the human rights violations, a Conclusion with two or more specific recommendations for addressing the problem(s).	<a href="#">Modern Slavery</a> <a href="#">Child Labor</a> <a href="#">Unfair Labor Practices</a> <a href="#">Agricultural Workers</a>
6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of <b>environmental justice</b> , including <b>climate change and water scarcity</b> , and present those solutions to relevant national and international governmental and/or nongovernmental organizations.	Imperialism Industrial Revolution Contemporary World History United Nations	WH	Rubric should include collaborating with more than one student from two different countries, identification and explanation of a global environmental problem, analysis of a current solution in need of expanded implementation or a proposed solution, research of three or more articles from reputable journals, blogs, or books, and the position or advocacy role of a national government or international organization.	<b>Connections to students in another country:</b> Network with parents in your school community who have contacts in another country Network with global businesses in your community Network with a local college with programs in other countries  <b>Examples of global environmental issues</b> Causes of famine (drought) Plastics in landfills and water Potable water Evaporation from Irrigation and dams Carbon emissions (coal and oil) Nuclear power emissions Exporting wastes Pesticide Protecting Forests Protecting species

**Suggested Framework for Implementing Standard 6.3 (2020) by Course & Grade Level**  
 Visit Companion Document 6.3. with Resources at [www.njcss.org](http://www.njcss.org) under Lessons & Resources

				<p><b>Government and NGOs</b>                  National Governments (Dept. of Environment)  <a href="#">Environmental Protection Agency</a>  <a href="#">United Nations</a>  <a href="#">Sierra Club</a>  <a href="#">World Organization Protection of the Environment</a>  <a href="#">Client Earth</a>  <a href="#">NOAA</a></p>
6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.	Contemporary World	WH	Presentation should include a simulated forum of a press conference, Model UN, committee of the World Bank, IMF, G20, World Trade Organization, World Economic Forum, European Central Bank, or another organization, evidence based research from notable economists, economic journals, multiple perspectives on the issue researched (inflation, deficit, poverty, unemployment, refugees, etc.), a written outline or summary, and a Works Cited Page.	<p><a href="#">Directory of International Economic Organizations</a>  <a href="#">International Monetary Fund</a>  <a href="#">World Bank</a>  <a href="#">European Union</a>  <a href="#">European Central Bank</a></p>
6.3.12.HistoryCA.1: Analyze the impact of [a] current governmental practices and laws affecting national security and/or [individual civil] First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).	Constitution and Amendments 19 <sup>th</sup> century Immigration	US 1	Rubric should include the identification of a specific practice or law by the federal government that is directly related to the First Amendment of civil rights laws, research that demonstrates the use of legislative documents, citation of court case decisions, scholarly articles from experts, one or more specific examples of the impact of the law or practice on an individual, group, or organization, two or more editorials or perspectives, and a Works Cited section.	This Performance Expectation is an opportunity for students to demonstrate research, inquiry, and writing skills.
6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.	Constitution and Amendments	US 1	Rubric should include the identification of a specific issue, explanation of which branch or level of government can address the issue, evidence based research of five or more articles about the significant of the issue, an evidence based plan from a state or country to address the problem, including goals, legislative mandates, budget, implementation, timeline for implementation, protections against corruption or	<p><b>Examples of Issues:</b>                  Health Care                  Quality of Education                  Path to citizenship for immigrants</p>



**Suggested Framework for Implementing Standard 6.3 (2020) by Course & Grade Level**  
 Visit Companion Document 6.3. with Resources at [www.njcss.org](http://www.njcss.org) under Lessons & Resources

			mismanagement, and education of the public (transparency) regarding two or more advantages of the plan.	
6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.	Contemporary America	US 2	Presentation should include a position paper, video, panel presentation, or blog. Rubric should include the identification of a specific foreign policy issue relating to diplomacy or trade, analysis of historical and current perspectives, attempts to address the problem and possible reasons why they failed, and evidence based proposal or action plan. (Works Cited Page, U.S. Department of State contact, letter of inquiry to U.S. government (Foreign Policy Committee, Embassy, UN, think Tank, etc.)	Middle East Latin America Regional Trade Agreements China Nuclear Arms  <u>Sources:</u> Atlantic Council Foreign Policy Association U.S. Department of State