

Academic Standards: Religion and Politics: The Battle Over the Judiciary

United States History

Understands economic, social, and cultural developments in the contemporary United States Level IV, Benchmarks 3, 5

<http://www.mcrel.org/compendium/Benchmark.asp?SubjectID=5&StandardID=31>

3. Understands how the rise of religious groups and movements influenced political issues in contemporary American society (e.g., the position of major religious groups on such issues as abortion, gay rights, women in the clergy, and educational issues; the causes and significance of religious evangelism and its effect on American political and religious culture in the 1980s; how Supreme Court decisions since 1968 have affected the meaning and practice of religious freedom)

Civics

Standard 18: Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=14&standardID=18>

Level IV, Benchmark 7

7. Understands the importance of an independent judiciary in a constitutional democracy

Standard 19: Understands what is meant by "the public agenda", how it is set, and how it is influenced by public opinion and the media

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=14&standardID=19>

Level IV, Benchmark 3

3. Understands the concept of public opinion, and knows alternative views of the proper role of public opinion in a democracy

Standard 28: Understands how participation in civic and political life can help citizens attain individual and public goals

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=14&standardID=28>

Level IV, Benchmark 2 & 3

2. Understands what distinguishes participation in government and political life from nonpolitical participation in civil society and private life (e.g., participating in a campaign to change laws regulating nursing homes as opposed to volunteering to work in a nursing home), and understands the importance of both forms of participation to American constitutional democracy

3. Knows the many ways citizens can participate in the political process at local, state, and national levels, and understands the usefulness of other forms of political participation in influencing public policy (e.g., attending political and governmental meetings, demonstrating, contacting public officials, writing letters, boycotting, community organizing, petitioning, picketing)

Behavioral Studies

Standard 4: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=20&standardID=4>

Level IV, Benchmarks 1-2, 8

1. Understands that conflict between people or groups may arise from competition over ideas, resources, power, and/or status
2. Understands that social change, or the prospect of it, promotes conflict because social, economic, and political changes usually benefit some groups more than others (which is also true of the status quo)
8. Understands how various institutions (e.g., social, religious, political) develop and change over time (i.e., what is taught in school and school policies toward student behavior have changed over the years in response to family and community pressures), and how they further both continuity and change in societies

Language Arts

Standard 8: Uses listening and speaking strategies for different purposes Level IV, Benchmarks 2, 4-5, 8

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=7&standardID=8>

2. Asks questions as a way to broaden and enrich classroom discussions
4. Adjusts message wording and delivery to particular audiences and for particular purposes (e.g., to defend a position, to entertain, to inform, to persuade)
5. Makes formal presentations to the class (e.g., includes definitions for clarity; supports main ideas using anecdotes, examples, statistics, analogies, and other evidence; uses visual aids or technology, such as transparencies, slides, electronic media; cites information sources)
8. Responds to questions and feedback about own presentations (e.g., clarifies and defends ideas, expands on a topic, uses logical arguments, modifies organization, evaluates effectiveness, sets goals for future presentations)

Standard 4: Gathers and uses information for research purposes

<http://www.mcrel.org/compendium/Benchmark.asp?SubjectID=7&StandardID=4>

Level IV, Benchmarks 2, 5

2. Uses a variety of print and electronic sources to gather information for research topics
5. Synthesizes information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies

Standard 9: Uses viewing skills and strategies to understand and interpret visual media

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=7&standardID=9>

Level IV, Benchmark 1

1. Uses a range of strategies to interpret visual media (e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view, deconstructs media to determine the main idea)

[Close Window](#)