

WE THE PEOPLE – THE CITIZEN & THE CONSTITUTION

Level II

7th Grade

| Unit 1 | | | |
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| What were the Founders’ basic ideas about government? | | | |
| | Chapter | GLEs | Benchmark |
| 1 | What were the British colonies in America like in the 1770s? | <p>1.Analyze various types of maps, charts, graphs, and diagrams related to U.S. history</p> <p>2. Explain how physical features and climate affected migration, settlement patterns, and land use in the United States through 1877</p> <p>7. Compare the interdependence of Great Britain and the American colonies to the global economy today</p> <p>9. Explain how the different physical environments in the American North and South led to different economic activities</p> <p>12. Distinguish between various forms of government (e.g., monarchy, totalitarian) and describe their characteristics and organization</p> <p>22. Identify problems the United States faced after the American Revolution that led to the writing of the U.S. Constitution</p> <p>23. Compare and contrast the Articles of Confederation with the U.S. Constitution</p> <p>54. Explain how the American Revolution affected the politics, society, and economy of the new nation</p> | <p>G-1A-M2</p> <p>G-1B-M1</p> <p>G-1C-M6</p> <p>G-1D-M2</p> <p>C-1A-M2</p> <p>C-1B-M1</p> <p>C-1B-M1</p> <p>H-1B-M7</p> |
| 2 | Why do we need government? | <p>10. Explain and evaluate the major purpose of government</p> <p>12. Distinguish between various forms of government (e.g. monarchy, totalitarian) and describe their characteristics and organization</p> <p>27. Explain how ancient government influenced American democracy and culture</p> <p>28. Describe historical experiences and factors that defined, influenced, and helped shape American political culture</p> <p>47. Explain how a given historical figure influenced or changed the course of U.S. history</p> <p>50. Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history</p> | <p>C-1A-M1</p> <p>C-1A-M2</p> <p>C-1B-M1</p> <p>C-1B-M2</p> <p>H-1A-M3</p> <p>H-1A-M6</p> |
| 3. | What is republican government? | <p>10. Explain and evaluate the major purpose of government</p> <p>12. Distinguish between various forms of government (e.g. monarchy, totalitarian) and describe their characteristics and organization</p> <p>27. Explain how ancient government influenced American democracy and culture</p> <p>28. Describe historical experiences and factors that defined, influenced, and helped shape American political culture</p> <p>47. Explain how a given historical figure influenced or changed the course of U.S. history</p> <p>50. Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history</p> | <p>C-1A-M1</p> <p>C-1A-M2</p> <p>C-1B-M1</p> <p>C-1B-M2</p> <p>H-1A-M3</p> <p>H-1A-M6</p> |
| 4. | What is constitutional government? | <p>10. Explain and evaluate the major purpose of government</p> <p>12. Distinguish between various forms of government (e.g. monarchy, totalitarian) and describe their characteristics and organization</p> <p>27. Explain how ancient government influenced American democracy and culture</p> | <p>C-1A-M1</p> <p>C-1A-M2</p> <p>C-1B-M1</p> |

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| | | <p>28. Describe historical experiences and factors that defined, influenced, and helped shape American political culture</p> <p>47. Explain how a given historical figure influenced or changed the course of U.S. history</p> <p>50. Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history</p> | <p>C-1B-M2</p> <p>H-1A-M3</p> <p>H-1A-M6</p> |
| 5 | How can we organize government to prevent the abuse of power? | <p>10. Explain and evaluate the major purpose of government</p> <p>13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances</p> <p>14. Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution</p> <p>27. Explain how ancient government influenced American democracy and culture</p> | <p>C-1A-M1</p> <p>C-1A-M3</p> <p>C-1A-M3</p> <p>C-1B-M1</p> |
| <p>Unit 2</p> <p>What shaped the Founders' thinking about government?</p> | | | |
| 6 | How did constitutional government develop in Great Britain? | <p>12. Distinguish between various forms of government (e.g. monarchy, totalitarian) and describe their characteristics and organization</p> <p>26. Explain how historical English documents, such as the Magna Carta and the English Bill of Rights, influenced American democracy</p> <p>27. Explain how ancient government influenced American democracy and culture</p> <p>32. Explain how changes are made in a democratic society</p> <p>48. Compare and contrast two primary sources related to the same event in U.S. history</p> | <p>C-1A-M2</p> <p>C-1B-M1</p> <p>C-1B-M1</p> <p>C-1B-M5</p> <p>H-1A-M4</p> |
| 7 | What experiences led to the American Revolution? | <p>7. Compare the interdependence of Great Britain and the American colonies to the global economy today</p> <p>21. Evaluate a type of tax in an historical context (e.g., Stamp Act, Tea Tax)</p> <p>41. Use economic concepts (e.g., supply and demand, interdependence) to explain Mercantilism and describe its role in British colonization and the conflict between the thirteen American colonies and Great Britain</p> <p>42. Identify U.S. exports and imports that contributed to the U.S economic interdependence with Europe and other parts of the world during the eighteenth and nineteenth centuries</p> <p>43. Construct a timeline of key events and key figures in U.S. history from 1763 to 1877</p> <p>44. Interpret a timeline to identify cause-and-effect relationships among events in U.S. history</p> <p>50. Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history</p> <p>51. Explain the causes, course, and consequences of the American Revolutionary War</p> <p>52. Compare and contrast the strategies and motivations of the Patriots, Loyalists, and British during the American Revolution</p> <p>53. Explain the role of key figures in the American Revolution</p> <p>54. Explain how the American Revolution affected the politics, society, and economy of the new nation</p> | <p>G-1C-M6</p> <p>C-1A-M10</p> <p>E-1A-M9</p> <p>E-1B-M6</p> <p>H-1A-M1</p> <p>H-1A-M1</p> <p>H-1A-M6</p> <p>H-1B-M6</p> <p>H-1B-M6</p> <p>H-1B-M6</p> <p>H-1B-M7</p> |
| 8 | What basic ideas about government are in the Declaration of | <p>29. Define and explain the ideas expressed in the Mayflower Compact and the Declaration of Independence</p> <p>43. Construct a timeline of key events and key figures in U.S. history from 1763 to 1877</p> <p>44. Interpret a timeline to identify cause-and-effect relationships among</p> | <p>C-1B-M3</p> <p>H-1A-M1</p> <p>H-1A-M1</p> |

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| | Independence? | <p>events in U.S. history</p> <p>47. Explain how a given historical figure influenced or changed the course of U.S. history</p> <p>48. Compare and contrast two primary sources related to the same event in U.S. history</p> <p>49. Propose and defend an alternative course of action to a given issue or problem in U.S. history</p> <p>51. Explain the causes, course, and consequences of the American Revolutionary War</p> <p>52. Compare and contrast the strategies and motivations of the Patriots, Loyalists, and British during the American Revolution</p> <p>53. Explain the role of key figures in the American Revolution</p> | <p>H-1A-M3</p> <p>H-1A-M4</p> <p>H-1A-M5</p> <p>H-1B-M6</p> <p>H-1B-M6</p> <p>H-1B-M6</p> |
| 9 | What happened during the American Revolution? How did the government function? | <p>24. Identify the roles of the Continental Congress and the Great Compromise in forming the American constitutional government and the federal union</p> <p>43. Construct a timeline of key events and key figures in U.S. history from 1763 to 1877</p> <p>44. Interpret a timeline to identify cause-and-effect relationships among events in U.S. history</p> <p>50. Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history</p> <p>51. Explain the causes, course, and consequences of the American Revolutionary War</p> <p>53. Explain the role of key figures in the American Revolution</p> <p>54. Explain how the American Revolution affected the politics, society, and economy of the new nation</p> | <p>C-1B-M1</p> <p>H-1A-M1</p> <p>H-1A-M1</p> <p>H-1A-M6</p> <p>H-1B-M6</p> <p>H-1B-M6</p> <p>H-1B-M7</p> |
| 10 | How did the states govern themselves after the Revolution? | <p>12. Distinguish between various forms of government (e.g. monarchy, totalitarian) and describe their characteristics and organization</p> <p>13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances</p> <p>14. Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution</p> <p>47. Explain how a given historical figure influenced or changed the course of U.S. history</p> <p>48. Compare and contrast two primary sources related to the same event in U.S. history</p> <p>49. Propose and defend an alternative course of action to a given issue or problem in U.S. history</p> | <p>C-1A-M2</p> <p>C-1A-M3</p> <p>C-1A-M3</p> <p>H-1A-M3</p> <p>H-1A-M4</p> <p>H-1A-M5</p> |
| 11 | How did the Articles of Confederation organize the first national government? | <p>22. Identify problems the United States faced after the American Revolution that led to the writing of the U.S. Constitution</p> <p>23. Compare and contrast the Articles of Confederation with the U.S. Constitution</p> <p>45. Explain the point of view of key historical figures and groups in U.S. history</p> <p>46. Explain the causes, effects, or impact of a given historical event in U.S. history</p> <p>54. Explain how the American Revolution affected the politics, society, and economy of the new nation</p> | <p>C-1B-M1</p> <p>C-1B-M1</p> <p>H-1A-M2</p> <p>H-1A-M3</p> <p>H-1B-M7</p> |
| Unit 3 | | | |
| What happened at the Philadelphia Convention? | | | |
| 12 | Who attended the Philadelphia Convention? | <p>24. Identify the roles of the Continental Congress and the Great Compromise in forming the American constitutional government and the federal union</p> <p>43. Construct a timeline of key events and key figures in U.S. history</p> | <p>C-1B-M1</p> <p>H-1A-M1</p> |

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| | How was it organized? | <p>from 1763 to 1877</p> <p>44. Interpret a timeline to identify cause-and-effect relationships among events in U.S. history</p> <p>47. Explain how a given historical figure influenced or changed the course of U.S. history</p> <p>49. Propose and defend an alternative course of action to a given issue or problem in U.S. history</p> <p>50. Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history</p> <p>55. Describe the issues involved in the creation and ratification of the U.S. Constitution</p> | <p>H-1A-M1</p> <p>H-1A-M3</p> <p>H-1A-M5</p> <p>H-1A-M6</p> <p>H-1B-M8</p> |
| 13 | How did the Framers resolve the conflict about representation in Congress? | <p>24. Identify the roles of the Continental Congress and the Great Compromise in forming the American constitutional government and the federal union</p> <p>30. Explain the principles of government embodied in the U.S. Constitution</p> <p>31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory)</p> <p>32. Explain how changes are made in a democratic society</p> <p>47. Explain how a given historical figure influenced or changed the course of U.S. history</p> <p>49. Propose and defend an alternative course of action to a given issue or problem in U.S.</p> <p>55. Describe the issues involved in the creation and ratification of the U.S. Constitution</p> | <p>C-1B-M1</p> <p>C-1B-M3</p> <p>C-1B-M4</p> <p>C-1B-M5</p> <p>H-1A-M3</p> <p>H-1A-M5</p> <p>H-1B-M8</p> |
| 14 | How did the Framers resolve the conflict between the Northern and Southern states? | <p>24. Identify the roles of the Continental Congress and the Great Compromise in forming the American constitutional government and the federal union</p> <p>30. Explain the principles of government embodied in the U.S. Constitution</p> <p>31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory)</p> <p>49. Propose and defend an alternative course of action to a given issue or problem in U.S.</p> <p>55. Describe the issues involved in the creation and ratification of the U.S. Constitution</p> | <p>C-1B-M1</p> <p>C-1B-M3</p> <p>C-1B-M4</p> <p>H-1A-M5</p> <p>H-1B-M8</p> |
| 15 | How did the Framers resolve the conflict about the powers of the legislative branch/ | <p>11. Explain the meaning of the term <i>federalism</i></p> <p>13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances</p> <p>14. Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution</p> <p>15. Identify the structure and powers of the three branches of the federal government, the limits of those powers, and key positions within each branch</p> <p>16. Identify qualifications and terms of office for elected officials at the national level</p> <p>18. Describe the powers/responsibilities and limits of power for government officials at the national level</p> <p>20. Examine a given law or court ruling and evaluate it based on given criteria (e.g., Dred Scott decision)</p> <p>30. Explain the principles of government embodied in the U.S. Constitution</p> <p>32. Explain how changes are made in a democratic society</p> <p>55. Describe the issues involved in the creation and ratification of the U.S. Constitution</p> | <p>C-1A-M2</p> <p>C-1A-M3</p> <p>C-1A-M3</p> <p>C-1A-M5</p> <p>C-1A-M6</p> <p>C-1A-M6</p> <p>C-1A-M7</p> <p>C-1B-M3</p> <p>C-1B-M5</p> <p>C-1B-M8</p> |

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| 16 | How much power should be given to the executive and judicial branches? | <p>13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances</p> <p>14. Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution</p> <p>15. Identify the structure and powers of the three branches of the federal government, the limits of those powers, and key positions within each branch</p> <p>16. Identify qualifications and terms of office for elected officials at the national level</p> <p>17. Identify current government leaders at the national level</p> <p>18. Describe the powers/responsibilities and limits of power for government officials at the national level</p> <p>30. Explain the principles of government embodied in the U.S. Constitution</p> <p>31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory)</p> <p>49. Propose and defend an alternative course of action to a given issue or problem in U.S. history</p> <p>55. Describe the issues involved in the creation and ratification of the U.S. Constitution</p> | <p>C-1A-M3</p> <p>C-1A-M3</p> <p>C-1A-M5</p> <p>C-1A-M6</p> <p>C-1A-M6</p> <p>C-1A-M6</p> <p>C-1B-M3</p> <p>C-1B-M4</p> <p>C-1B-M5</p> <p>C-1B-M8</p> |
| Unit 4 How was the Constitution used to establish out government? | | | |
| 17 | How did the Constitution create a federal system of government? | <p>11. Explain the meaning of the term <i>federalism</i></p> <p>12. Distinguish between various forms of government (e.g. monarchy, totalitarian) and describe their characteristics and organization</p> <p>13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances</p> <p>14. Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution</p> <p>15. Identify the structure and powers of the three branches of the federal government, the limits of those powers, and key positions within each branch</p> <p>18. Describe the powers/responsibilities and limits of power for government officials at the national level</p> <p>30. Explain the principles of government embodied in the U.S. Constitution</p> | <p>C-1A-M2</p> <p>C-1A-M2</p> <p>C-1A-M3</p> <p>C-1A-M3</p> <p>C-1A-M5</p> <p>C-1A-M6</p> <p>C-1B-M3</p> |
| 18 | How did the people approve the new Constitution? | <p>25. Identify the arguments of the Federalists and Anti-Federalists</p> <p>30. Explain the principles of government embodied in the U.S. Constitution</p> <p>31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory)</p> <p>32. Explain how changes are made in a democratic society</p> <p>48. Compare and contrast two primary sources related to the same event in U.S. history</p> <p>49. Propose and defend an alternative course of action to a given issue or problem in U.S. history</p> <p>55. Describe the issues involved in the creation and ratification of the U.S. Constitution</p> <p>56. Explain the significance of the Bill of Rights and its specific guarantees</p> | <p>C-1B-M1</p> <p>C-1B-M3</p> <p>C-1B-M4</p> <p>C-1B-M5</p> <p>H-1A-M4</p> <p>H-1A-M5</p> <p>H-1B-M8</p> <p>H-1B-M8</p> |
| 19 | How did Congress organize the new government? | <p>13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances</p> <p>15. Identify the structure and powers of the three branches of the federal government, the limits of those powers, and key positions within each branch</p> | <p>C-1A-M3</p> <p>C-1A-M5</p> |

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| | | <p>18. Describe the powers/responsibilities and limits of power for government officials at the national level</p> <p>30. Explain the principles of government embodied in the U.S. Constitution</p> <p>55. Describe the issues involved in the creation and ratification of the U.S. Constitution</p> <p>56. Explain the significance of the Bill of Rights and its specific guarantees</p> <p>57. Describe major events and issues involving early presidencies</p> | <p>C-1A-M6</p> <p>C-1B-M3</p> <p>H-1B-M8</p> <p>H-1B-M8</p> <p>H-1B-M8</p> |
| 20 | How did political parties develop? | <p>1. Analyze various types of maps, charts, graphs, and diagrams related to U.S. history</p> <p>6. Identify selected racial, ethnic, and religious groups that settled in the United States and explain the political, cultural, and economic reasons for immigration</p> <p>8. Explain how cooperation and conflict affected the changing political boundaries of the United States to 1877 (e.g., Missouri Compromise)</p> <p>27. Explain how ancient governments influenced American democracy and culture</p> <p>28. Describe historical experiences and factors that defined, influenced, and helped shape American political culture</p> <p>31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory)</p> <p>33. Describe the role of political parties in the American political system</p> <p>34. Describe political divisions of the world (nation-states)</p> <p>35. Explain various processes/strategies nations use to interact</p> <p>36. Explain how U.S. foreign policy is formed and carried out</p> <p>57. Describe major events and issues involving early presidencies</p> | <p>G-1A-M2</p> <p>G-1C-M4</p> <p>G-1C-M7</p> <p>C-1B-M1</p> <p>C-1B-M2</p> <p>C-1B-M4</p> <p>C-1B-M6</p> <p>C-1C-M1</p> <p>C-1C-M1</p> <p>C-1C-M2</p> <p>H-1B-M8</p> |
| 21 | How does the U.S. Supreme Court use the power of judicial review? | <p>13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances</p> <p>14. Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution</p> <p>15. Identify the structure and powers of the three branches of the federal government, the limits of those powers, and key positions within each branch</p> <p>18. Describe the powers/responsibilities and limits of power for government officials at the national level</p> <p>20. Examine a given law or court ruling and evaluate it based on given criteria (e.g., Dred Scott decision)</p> <p>31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory)</p> <p>32. Explain how changes are made in a democratic society</p> <p>47. Explain how a given historical figure influenced or changed the course of U.S. history</p> <p>48. Compare and contrast two primary sources related to the same event in U.S. history</p> <p>49. Propose and defend an alternative course of action to a given issue or problem in U.S. history</p> <p>57. Describe major events and issues involving early presidencies</p> | <p>C-1A-M3</p> <p>C-1A-M3</p> <p>C-1A-M5</p> <p>C-1A-M6</p> <p>C-1A-M7</p> <p>C-1B-M4</p> <p>C-1B-M5</p> <p>H-1A-M3</p> <p>H-1A-M4</p> <p>H-1A-M5</p> <p>H-1B-M8</p> |
| 22 | How does the U.S. Supreme Court determine the meaning of the words in the Constitution? | <p>13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances</p> <p>14. Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution</p> <p>15. Identify the structure and powers of the three branches of the federal government, the limits of those powers, and key positions within each branch</p> <p>18. Describe the powers/responsibilities and limits of power for</p> | <p>C-1A-M3</p> <p>C-1A-M3</p> <p>C-1A-M5</p> <p>C-1A-M6</p> |

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| | | <p>government officials at the national level</p> <p>20. Examine a given law or court ruling and evaluate it based on given criteria (e.g., Dred Scott decision)</p> <p>30. Explain the principles of government embodied in the U.S. Constitution</p> <p>31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory)</p> <p>32. Explain how changes are made in a democratic society</p> <p>48. Compare and contrast two primary sources related to the same event in U.S. history</p> | <p>C-1A-M7</p> <p>C-1B-M3</p> <p>C-1B-M4</p> <p>C-1B-M5</p> <p>H-1A-M4</p> |
| <p>Unit 5</p> <p>How does the Constitution protect our basic rights?</p> | | | |
| 23 | How does the Constitution protect freedom of expression? | <p>20. Examine a given law or court ruling and evaluate it based on given criteria (e.g., Dred Scott decision)</p> <p>30. Explain the principles of government embodied in the U.S. Constitution</p> <p>31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory)</p> <p>32. Explain how changes are made in a democratic society</p> <p>49. Propose and defend an alternative course of action to a given issue or problem in U.S. history</p> <p>56. Explain the significance of the Bill of Rights and its specific guarantees</p> | <p>C-1A-M7</p> <p>C-1B-M3</p> <p>C-1B-M4</p> <p>C-1B-M5</p> <p>H-1A-M5</p> <p>H-1B-M8</p> |
| 24 | How does the Constitution protect freedom of religion? | <p>20. Examine a given law or court ruling and evaluate it based on given criteria (e.g., Dred Scott decision)</p> <p>30. Explain the principles of government embodied in the U.S. Constitution</p> <p>31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory)</p> <p>32. Explain how changes are made in a democratic society</p> <p>49. Propose and defend an alternative course of action to a given issue or problem in U.S. history</p> <p>56. Explain the significance of the Bill of Rights and its specific guarantees</p> | <p>C-1A-M7</p> <p>C-1B-M3</p> <p>C-1B-M4</p> <p>C-1B-M5</p> <p>H-1A-M5</p> <p>H-1B-M8</p> |
| 25 | How has the right to vote expanded since the Constitution was adopted? | <p>13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances</p> <p>14. Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution</p> <p>20. Examine a given law or court ruling and evaluate it based on given criteria (e.g., Dred Scott decision)</p> <p>28. Describe historical experiences and factors that defined, influenced, and helped shape American political culture</p> <p>32. Explain how changes are made in a democratic society</p> <p>39. Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large (e.g., Bill of Rights)</p> <p>40. Explain issues involving rights and responsibilities of individuals in American society (e.g., rights of individuals with disabilities, responsibility to pay taxes)</p> <p>46. Explain the causes, effects, or impact of a given historical event in U.S. history</p> <p>49. Propose and defend an alternative course of action to a given issue or problem in U.S. history</p> <p>50. Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history</p> | <p>C-1A-M3</p> <p>C-1A-M3</p> <p>C-1A-M7</p> <p>C-1B-M2</p> <p>C-1B-M5</p> <p>C-1D-M2</p> <p>C-1D-M3</p> <p>H-1A-M3</p> <p>H-1A-M5</p> <p>H-1A-M6</p> |

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| | | <p>56. Explain the significance of the Bill of Rights and its specific guarantees</p> <p>70. Explain the importance of the Second Great Awakening, the ideas of its principal leaders, and how it affected public education, temperance, women’s suffrage, and abolition</p> <p>71. Describe fundamental beliefs of abolitionists and compare positions of those who favored gradual versus immediate emancipation</p> <p>78. Describe provisions of the Thirteenth Amendment and Lincoln’s reasons for advancing it, as well as the purpose and significance of the Fourteenth and Fifteenth Amendments</p> <p>79. Describe, compare, and evaluate various reconstruction plans of the post-Civil War South</p> | <p>H-1B-M8</p> <p>H-1B-M11</p> <p>H-1B-M11</p> <p>H-1B-M12</p> <p>H-1B-M13</p> |
| 26 | How does the Constitution safeguard the right to equal protection of the law? | <p>13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances</p> <p>14. Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution</p> <p>20. Examine a given law or court ruling and evaluate it based on given criteria (e.g., Dred Scott decision)</p> <p>28. Describe historical experiences and factors that defined, influenced, and helped shape American political culture</p> <p>32. Explain how changes are made in a democratic society</p> <p>39. Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large (e.g., Bill of Rights)</p> <p>40. Explain issues involving rights and responsibilities of individuals in American society (e.g., rights of individuals with disabilities, responsibility to pay taxes)</p> <p>46. Explain the causes, effects, or impact of a given historical event in U.S. history</p> <p>49. Propose and defend an alternative course of action to a given issue or problem in U.S. history</p> <p>50. Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history</p> <p>56. Explain the significance of the Bill of Rights and its specific guarantees</p> <p>70. Explain the importance of the Second Great Awakening, the ideas of its principal leaders, and how it affected public education, temperance, women’s suffrage, and abolition</p> <p>71. Describe fundamental beliefs of abolitionists and compare positions of those who favored gradual versus immediate emancipation</p> <p>78. Describe provisions of the Thirteenth Amendment and Lincoln’s reasons for advancing it, as well as the purpose and significance of the Fourteenth and Fifteenth Amendments</p> <p>79. Describe, compare, and evaluate various reconstruction plans of the post-Civil War South</p> | <p>C-1A-M3</p> <p>C-1A-M3</p> <p>C-1A-M7</p> <p>C-1B-M2</p> <p>C-1B-M5</p> <p>C-1D-M2</p> <p>C-1D-M3</p> <p>H-1A-M3</p> <p>H-1A-M5</p> <p>H-1A-M6</p> <p>H-1B-M8</p> <p>H-1B-M11</p> <p>H-1B-M11</p> <p>H-1B-M12</p> <p>H-1B-M13</p> |
| 27 | How does the Constitution protect the right to due process of law? | <p>13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances</p> <p>14. Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution</p> <p>20. Examine a given law or court ruling and evaluate it based on given criteria (e.g., Dred Scott decision)</p> <p>30. Explain the principles of government embodied in the U.S. Constitution (</p> <p>31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states’ rights theory)</p> <p>32. Explain how changes are made in a democratic society</p> | <p>C-1A-M3</p> <p>C-1A-M3</p> <p>C-1A-M7</p> <p>C-1B-M3</p> <p>C-1B-M4</p> <p>C-1B-M5</p> |

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| | | <p>39. Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large (e.g., Bill of Rights)</p> <p>40. Explain issues involving rights and responsibilities of individuals in American society (e.g., rights of individuals with disabilities, responsibility to pay taxes) (</p> <p>49. Propose and defend an alternative course of action to a given issue or problem in U.S. history</p> <p>50. Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history</p> | <p>C-1D-M2</p> <p>C-1D-M3</p> <p>H-1A-M5</p> <p>H-1A-M6</p> |
| <p>Unit 6</p> <p>What are the responsibilities of citizens?</p> | | | |
| 28. | What is the relationship of the United States to other nations in the world | <p>34. Describe political divisions of the world (nation-states)</p> <p>35. Explain various processes/strategies nations use to interact</p> <p>36. Explain how U.S. foreign policy is formed and carried out</p> <p>37. Identify types of foreign policy issues with reference to current and historical examples (e.g., Middle East conflicts)</p> | <p>C-1C-M1</p> <p>C-1C-M1</p> <p>C-1C-M2</p> <p>C-1C-M3</p> |
| 29. | What are the rights and responsibilities of citizenship | <p>38. Identify the qualifications or requirements for U.S. citizenship, including naturalization</p> <p>39. Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large (e.g., Bill of Rights)</p> <p>40. Explain issues involving rights and responsibilities of individuals in American society (e.g., rights of individuals with disabilities, responsibility to pay taxes)</p> | <p>C-1D-M1</p> <p>C-1D-M2</p> <p>C-1D-M3</p> |
| 30 | How might citizens participate in civic affairs? | <p>31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory)</p> <p>32. Explain how changes are made in a democratic society</p> <p>38. Identify the qualifications or requirements for U.S. citizenship, including naturalization</p> <p>39. Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large (e.g., Bill of Rights)</p> <p>40. Explain issues involving rights and responsibilities of individuals in American society (e.g., rights of individuals with disabilities, responsibility to pay taxes)</p> | <p>C-1B-M4</p> <p>C-1B-M5</p> <p>C-1D-M1</p> <p>C-1D-M2</p> <p>C-1D-M3</p> |