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***We the People, Level 2, eBook* © 2013**

correlated to the

**National Standards for Civics and Government (2010),  
 Grades 5-8**

Standards		Page References
<b>I</b>	<b>WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?</b>	
<b>I.A</b>	<b>What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?</b>	
<b>I.A.1</b>	<b>1 Defining civic life, politics, and government</b> Students should be able to explain the meaning of the terms civic life, politics, and government.  To achieve this standard, students should be able to:	
<b>I.A.1.a</b>	<ul style="list-style-type: none"> <li>• define and distinguish between private life and civic life               <ul style="list-style-type: none"> <li>➤ <b>private life</b> concerns the personal life of the individual, e.g, being with family and friends, joining clubs or teams, practicing one’s religious beliefs, earning money</li> <li>➤ <b>civic life</b> concerns taking part in the governance of the school, community, tribe, state, or nation, e.g., helping to find solutions to problems, helping to make rules and laws, serving as elected leaders</li> </ul> </li> </ul>	<u>Unit 1:</u> Lesson 4: What Is Constitutional Government? (What is a higher law? Lesson Review)  <u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (What role should citizens have in government? How might citizens participate in their government? Ways citizens can participate)

Standards		Page References
I.A.1.b	<ul style="list-style-type: none"> <li>describe <b>politics</b> as the ways people whose ideas may differ reach agreements that are generally regarded as binding on the group, e.g., presenting information and evidence, stating arguments, negotiating, compromising, voting</li> </ul>	Glossary
I.A.1.c	<ul style="list-style-type: none"> <li>describe <b>government</b> as the people and institutions with authority to make, carry out, enforce laws, and manage disputes about law                             <ul style="list-style-type: none"> <li>define authority as the right, legitimized by custom, law, consent, or principles of morality, to use power to direct or control people</li> <li>identify institutions with authority to direct or control the behavior of members of a society, e.g., a school board, city council, state legislature, courts, Congress</li> <li>define power without authority as power that is not legitimized by custom, law, consent, or principles of morality</li> <li>identify examples of the exercise of power without authority, e.g., a street gang, a military junta, a self-proclaimed dictatorship</li> </ul> </li> </ul>	<p><u>Unit 1:</u> Lesson 1: What Were the British Colonies in America Like in the 1770s? (Why study the British colonies in North America?)</p> <p><u>Unit 3:</u> Lesson 15: How did the Framers Resolve the Conflict about the Powers of the Legislative Branch? (What are the enumerated powers of Congress? What are the general powers of Congress?) Lesson 16: How Much Power Should Be Given to the Executive and Judicial Branches? (What powers does the Constitution give to the judicial branch?)</p> <p><u>Unit 4:</u> Lesson 17: How Did the Constitution Create a Federal System of Government? (What is a federal system of government?)</p>
I.A.2	<p><b>2 Necessity and purposes of government</b> Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.</p> <p>To achieve this standard, students should be able to:</p>	
I.A.2.a	<ul style="list-style-type: none"> <li>explain major ideas about why government is necessary, e.g.,                             <ul style="list-style-type: none"> <li>people’s lives, liberty, and property would be insecure without government, e.g., there would be no laws to control people’s behavior, the strong might take advantage of the weak</li> <li>individuals by themselves cannot do many of the things they can do collectively, e.g., create a system of highways, provide armed</li> </ul> </li> </ul>	<p><u>Unit 1:</u> Lesson 2: Why Do We Need Government? (Entire lesson)</p>

Standards		Page References
	forces for the security of the nation, make and enforce laws	
<b>I.A.2.b</b>	<ul style="list-style-type: none"> <li>• evaluate competing ideas about the purposes government should serve, e.g.,               <ul style="list-style-type: none"> <li>➤ protecting individual rights</li> <li>➤ promoting the common good</li> <li>➤ providing economic security</li> <li>➤ molding the character of citizens</li> <li>➤ furthering the interests of a particular class or group</li> <li>➤ promoting a particular religion</li> </ul> </li> </ul>	<u>Unit 1:</u> Lesson 3: What is Republican Government? (What did the Founders learn about government from the Romans? What advantages did the Founders see in republican government? What were the disadvantages of republican government?)
<b>I.B</b>	<b>What are the essential characteristics of limited and unlimited government?</b>	
<b>I.B.1</b>	<b>1 Limited and unlimited governments</b> Students should be able to describe the essential characteristics of limited and unlimited governments.  To achieve this standard, students should be able to:	
<b>I.B.1.a</b>	<ul style="list-style-type: none"> <li>• describe the essential characteristics of limited and unlimited governments               <ul style="list-style-type: none"> <li>➤ limited governments have established and respected restraints on their power, e.g.,                   <ul style="list-style-type: none"> <li>▪ constitutional governments—governments characterized by legal limits on political power</li> </ul> </li> <li>➤ unlimited governments are those in which there are no effective means of restraining their power, e.g.                   <ul style="list-style-type: none"> <li>▪ authoritarian systems—governments in which political power is concentrated in one person or a small group, and individuals and groups are subordinated to that power</li> <li>▪ totalitarian systems— modern forms of extreme authoritarianism in which the government attempts to control every aspect of the lives of individuals and prohibits independent associations</li> </ul> </li> </ul> </li> </ul>	<u>Unit 1:</u> Lesson 4: What is Constitutional Government? (What is a constitutional government? What is a higher law?)
<b>I.B.1.b</b>	<ul style="list-style-type: none"> <li>• identify historical and contemporary examples of limited and unlimited governments and justify their classification, e.g.,               <ul style="list-style-type: none"> <li>➤ limited governments—United States, Great Britain, Botswana,</li> </ul> </li> </ul>	<u>Unit 1:</u> Lesson 4: What is Constitutional Government? (What is a constitutional government? What is a higher law?)

Standards		Page References
	<p>Japan, Israel, Chile</p> <ul style="list-style-type: none"> <li>➤ unlimited governments—Nazi Germany, Imperial Japan, Spain under Franco, Argentina under Perón, Iraq under Hussein, Iran</li> </ul>	Activities)
<b>I.B.2</b>	<p><b>2 The rule of law</b> Students should be able to explain the importance of the rule of law for the protection of individual rights and the common good.</p> <p>To achieve this standard, students should be able to:</p>	
<b>I.B.2.a</b>	<ul style="list-style-type: none"> <li>• explain the difference between the rule of law and the “rule of men”</li> </ul>	<p><u>Unit 2:</u> Lesson 6: How did Constitutional government Develop in Great Britain? (Why is the Magna Carta an important document?) Lesson 7: What Experiences Led to the American Revolution? (Which ideas did the colonists in America use to create their governments?) Glossary</p>
<b>I.B.2.b</b>	<ul style="list-style-type: none"> <li>• explain how the rule of law can be used to restrict the actions of private citizens and government officials alike in order to protect the rights of individuals and to promote the common good</li> </ul>	<p><u>Unit 2:</u> Lesson 6: How did Constitutional government Develop in Great Britain? (Why is the Magna Carta an important document?) Lesson 7: What Experiences Led to the American Revolution? (Which ideas did the colonists in America use to create their governments?) Glossary</p>
<b>I.B.2.c</b>	<ul style="list-style-type: none"> <li>• explain the consequences of the absence of a rule of law, e.g., <ul style="list-style-type: none"> <li>➤ anarchy</li> <li>➤ arbitrary and capricious rule</li> <li>➤ absence of predictability</li> <li>➤ disregard for established and fair procedures</li> </ul> </li> </ul>	<p><u>Unit 1:</u> Lesson 2: Why Do We Need Government? (What might life be like in a state of nature? Why do people agree to form a social contract?)</p>
<b>I.C</b>	<b>What are the nature and purposes of constitutions?</b>	
<b>I.C.1</b>	<p><b>1 Concepts of “constitution”</b> Students should be able to explain alternative uses of the term “constitution” and to distinguish between governments with a constitution and a constitutional government.</p>	

Standards		Page References
	To achieve this standard, students should be able to:	
<b>I.C.1.a</b>	<ul style="list-style-type: none"> <li>• distinguish among the following uses of the term constitution               <ul style="list-style-type: none"> <li>➤ constitution as a description of a form of government</li> <li>➤ constitution as a document</li> <li>➤ constitution as a higher law limiting the powers of government, i.e., a constitutional or limited government</li> </ul> </li> </ul>	<u>Unit 1:</u> Lesson 4: What is Constitutional Government? (What is a constitution? What is a constitutional government? What is a higher law?) Lesson 5: How Can We Organize Government to Prevent the Abuse of Power? (How might people organize a government to prevent the abuse of power? How does separation of powers work? How does a system of checks and balances work?)
<b>I.C.1.b</b>	<ul style="list-style-type: none"> <li>• identify historical and contemporary nations with constitutions that in reality do not limit power, e.g., former Soviet Union, Nazi Germany, Iraq under Saddam Hussein</li> </ul>	<u>Unit 1:</u> Lesson 4: What is Constitutional Government? (Activities)  <u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (How have the Declaration of Independence and the U.S. Constitution and Bill of Rights influenced other countries?)
<b>I.C.1.c</b>	<ul style="list-style-type: none"> <li>• identify historical and contemporary nations with constitutions that in reality do limit power, e.g., United States, United Kingdom, Germany, Japan, Botswana, Chile</li> </ul>	<u>Unit 1:</u> Lesson 4: What is Constitutional Government? (What is a constitutional government? What is a higher law? Activities)  <u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (How have the Declaration of Independence and the U.S. Constitution and Bill of Rights influenced other countries?)

Standards		Page References
I.C.1.d	<ul style="list-style-type: none"> <li>explain that a government with a constitution but with no effective ways to enforce its limitations is not a constitutional government</li> </ul>	<u>Unit 1:</u> Lesson 4: What is Constitutional Government? (What is a constitutional government?)
I.C.2	<p><b>2 Purposes and uses of constitutions</b>            Students should be able to explain the various purposes constitutions serve.</p> <p>To achieve this standard, students should be able to:</p>	
I.C.2.a	<ul style="list-style-type: none"> <li>explain how constitutions               <ul style="list-style-type: none"> <li>➤ set forth the purposes of government</li> <li>➤ describe the way a government is organized and how power is allocated</li> <li>➤ define the relationship between a people and their government</li> </ul> </li> </ul>	<u>Unit 1:</u> Lesson 4: What is Constitutional Government? (What is a constitution? What is a constitutional government? What is a higher law?) Lesson 5: How Can We Organize Government to Prevent the Abuse of Power? (How might people organize a government to prevent the abuse of power? How does separation of powers work? How does a system of checks and balances work?)
I.C.2.b	<ul style="list-style-type: none"> <li>describe historical and contemporary examples of how constitutions have been used to promote the interests of a particular group, class, religion, or political party, e.g., the People’s Republic of China, Kenya, Mexico</li> </ul>	<u>Unit 1:</u> Lesson 4: What is Constitutional Government? (What is a constitution?)  <u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (How have the Declaration of Independence and the U.S. Constitution and Bill of Rights influenced other countries?)
I.C.2.c	<ul style="list-style-type: none"> <li>describe historical and contemporary examples of how constitutions have been used to protect individual rights and promote the common good, e.g., United States Constitution “Congress shall make no law respecting an establishment of religion,” (First Amendment) “The right of citizens of the United States to vote shall not be denied...on account of sex” (Nineteenth Amendment)</li> </ul>	<u>Unit 2:</u> Lesson 9: What Happened During the American Revolution? How Did the Government Function? (How did the Revolutionary War begin, and what was its significance?)

Standards		Page References
		<p><u>Unit 4:</u> Lesson 19: How did Congress Organize the New Government? (How did Congress add the Bill of Rights to the Constitution?)</p> <p><u>Unit 5:</u> Lesson 23: How Does the Constitution Protect Freedom of Expression? (Entire lesson) Lesson 24: How Does the Constitution Protect Freedom of Religion? (Entire lesson) Lesson 25: How Has the Right to Vote Expanded Since the Constitution Was Adopted? (Entire lesson) Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law? (Entire lesson) Lesson 27: How Does the Constitution Protect the Right to Due Process of Law? (Entire lesson)</p> <p><u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (How have the Declaration of Independence and the U.S. Constitution and Bill of Rights influenced other countries?)</p>
<b>I.C.3</b>	<p><b>3 Conditions under which constitutional government flourishes</b> Students should be able to explain those conditions that are essential for the flourishing of constitutional government.</p> <p>To achieve this standard, students should be able to:</p>	
<b>I.C.3.a</b>	<ul style="list-style-type: none"> <li>• explain the importance of establishing and maintaining conditions that help constitutional government to flourish such as               <ul style="list-style-type: none"> <li>➤ a citizenry that                   <ul style="list-style-type: none"> <li>▪ is educated and enjoys a reasonable standard of living</li> <li>▪ understands and supports the constitution and its values and principles</li> <li>▪ willingly assumes the responsibilities of citizenship</li> </ul> </li> </ul> </li> </ul>	<p><u>Unit 1:</u> Lesson 3: What is Republican Government? (Why is civic virtue necessary for republican government to work well?)</p> <p><u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What responsibilities accompany the</p>

<b>Standards</b>		<b>Page References</b>
	<ul style="list-style-type: none"> <li>▪ insists that government officials respect limitations the constitution places on their authority</li> <li>➤ persons serving in government who               <ul style="list-style-type: none"> <li>▪ understand and support the constitution and its values and principles</li> <li>▪ respect limitations the constitution places on their authority</li> </ul> </li> </ul>	<p>basic rights of citizens? Must you obey a law you think is unjust? What are your responsibilities as a citizen?)</p> <p>Lesson 30: How Might Citizens Participate in Civic Affairs? (What role should citizens have in government? How much participation in government should citizens be willing to contribute? How might citizens participate in their government? Should citizens participate in their government?)</p>
<b>I.D</b>	<b>What are alternative ways of organizing constitutional governments?</b>	
<b>I.D.1</b>	<p><b>1 Shared powers and parliamentary systems</b>            Students should be able to describe the major characteristics of systems of shared powers and of parliamentary systems.</p> <p>To achieve this standard, students should be able to:</p>	
<b>I.D.1.a</b>	<ul style="list-style-type: none"> <li>• describe the major characteristics of systems of shared powers, e.g., in the United States               <ul style="list-style-type: none"> <li>➤ the president and members of the Cabinet cannot be members of Congress</li> <li>➤ powers are separated among branches, each branch has primary responsibility for certain functions, e.g., legislative, executive, and judicial</li> <li>➤ each branch also shares the powers and functions of the other branches, e.g.,                   <ul style="list-style-type: none"> <li>▪ Congress may pass laws, but the president may veto them</li> <li>▪ the president nominates certain public officials, but the Senate needs to approve them</li> <li>▪ Congress may pass laws, but the Supreme Court may declare them unconstitutional</li> </ul> </li> </ul> </li> </ul>	<p><u>Unit 1:</u>            Lesson 5: How Can We Organize Government to Prevent the Abuse of Power? (How might people organize a government to prevent the abuse of power? How does separation of powers work? How does a system of checks and balances work?)</p> <p><u>Unit 3:</u>            Lesson 15: How did the Framers Resolve the Conflict about the Powers of the Legislative Branch? (What are the enumerated powers of Congress? What are the general powers of Congress?)            Lesson 16: How Much Power Should Be Given to the Executive and Judicial Branches? (What powers does the Constitution give to the executive branch? How does the Constitution limit the powers of the executive branch? What powers does the Constitution give to the judicial branch?)</p>
<b>I.D.1.b</b>	<ul style="list-style-type: none"> <li>• describe the major characteristics of parliamentary systems, e.g., in the</li> </ul>	Glossary

Standards		Page References
	<p>United Kingdom</p> <ul style="list-style-type: none"> <li>➤ authority is held by a legislature called Parliament</li> <li>➤ the political party or parties that can form a majority in Parliament choose the prime minister</li> <li>➤ the prime minister chooses members of Parliament to serve in the cabinet</li> <li>➤ the prime minister and members of the cabinet must all be members of the legislature—Parliament</li> <li>➤ the prime minister and cabinet direct the administration of the government</li> <li>➤ the prime minister and cabinet may be replaced by Parliament if a majority vote “no confidence” in the government</li> </ul>	
<b>I.D.2</b>	<p><b>2 Confederal, federal, and unitary systems</b></p> <p>Students should be able to explain the advantages and disadvantages of confederal, federal, and unitary systems of government.</p> <p>To achieve this standard, students should be able to:</p>	
<b>I.D.2.a</b>	<ul style="list-style-type: none"> <li>• define confederal, federal, and unitary systems of government <ul style="list-style-type: none"> <li>➤ confederal system—a system of government in which sovereign states delegate powers to a national government for specific purposes</li> <li>➤ federal system—a system in which power is divided and shared between national and state governments</li> <li>➤ unitary system—a system in which all power is concentrated in a central government; state and local governments can exercise only those powers given to them by the central government</li> </ul> </li> </ul>	<p><u>Unit 4:</u> Lesson 17: How Did the Constitution Create a Federal System of Government? (How did some other nations organize their governments? What is a federal system of government?)</p>
<b>I.D.2.b</b>	<ul style="list-style-type: none"> <li>• identify examples of confederal, federal, and unitary systems in the history of the United States, e.g., <ul style="list-style-type: none"> <li>➤ confederal system—the United States under the Articles of Confederation and the Confederate States of America</li> <li>➤ federal system—the government of the United States</li> <li>➤ unitary system—state governments of the United States</li> </ul> </li> </ul>	<p><u>Unit 4:</u> Lesson 17: How Did the Constitution Create a Federal System of Government? (How did some other nations organize their governments? What is a federal system of government?)</p>
<b>I.D.2.c</b>	<ul style="list-style-type: none"> <li>• explain the major advantages and disadvantages of confederal, federal, and unitary systems</li> </ul>	<p><u>Unit 4:</u> Lesson 17: How Did the Constitution Create a Federal</p>

Standards		Page References
		System of Government? (How did some other nations organize their governments? What is a federal system of government?)
<b>II</b>	<b>WHAT ARE THE FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM?</b>	
<b>II.A</b>	<b>What is the American idea of constitutional government?</b>	
<b>II.A.1</b>	<b>1 The American idea of constitutional government</b> Students should be able to explain the essential ideas of American constitutional government.  To achieve this standard, students should be able to:	
<b>II.A.1.a</b>	<ul style="list-style-type: none"> <li>• explain essential ideas of American constitutional government as expressed in the Declaration of Independence, the Constitution, and other writings, e.g.,               <ul style="list-style-type: none"> <li>➤ the people are sovereign; they are the ultimate source of power</li> <li>➤ the Constitution is a higher law that authorizes a government of limited powers</li> <li>➤ the purposes of government, as stated in the Preamble to the Constitution, are to                   <ul style="list-style-type: none"> <li>▪ form a more perfect union</li> <li>▪ establish justice</li> <li>▪ insure domestic tranquility</li> <li>▪ provide for the common defense</li> <li>▪ promote the general welfare</li> <li>▪ secure the blessings of liberty to ourselves and our posterity</li> </ul> </li> </ul> </li> </ul>	<u>Unit 1:</u> Lesson 4: What is Constitutional Government? (What is a constitution? What is a constitutional government? What is a higher law?)  <u>Unit 2:</u> Lesson 10: How Did the States Govern Themselves After the Revolution? (What were the basic ideas about government in the state constitutions?)
<b>II.A.1.b</b>	<ul style="list-style-type: none"> <li>• explain how the following provisions of the United States Constitution give government the power it needs to fulfill the purposes for which it was established               <ul style="list-style-type: none"> <li>➤ <b>delegated or enumerated powers</b>, e.g., to lay and collect taxes, to make treaties, to decide cases and controversies between two or more states (Articles I, II &amp; III)</li> <li>➤ the <b>general welfare provision</b> (Article I, Section 8)</li> <li>➤ the <b>necessary and proper clause</b> (Article I, Section 8, Clause 18)</li> </ul> </li> </ul>	<u>Unit 3:</u> Lesson 15: How did the Framers Resolve the Conflict about the Powers of the Legislative Branch? (What are the enumerated powers of Congress?)

<b>Standards</b>		<b>Page References</b>
<b>II.A.1.c</b>	<ul style="list-style-type: none"> <li>• explain the means of limiting the powers of government under the United States Constitution               <ul style="list-style-type: none"> <li>➤ separation and sharing of powers</li> <li>➤ checks and balances</li> <li>➤ Bill of Rights</li> </ul> </li> </ul>	<p><u>Unit 1:</u>            Lesson 5: How Can We Organize Government to Prevent the Abuse of Power? (How might people organize a government to prevent the abuse of power? How does separation of powers work? How does a system of checks and balances work?)</p> <p><u>Unit 3:</u>            Lesson 15: How did the Framers Resolve the Conflict about the Powers of the Legislative Branch? (What are the general powers of Congress?)</p>
<b>II.A.1.d</b>	<ul style="list-style-type: none"> <li>• explain how specific provisions of the United States Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals, e.g., habeas corpus; trial by jury; ex post facto; freedom of religion, speech, press, and assembly; equal protection of the law; due process of law; right to counsel</li> </ul>	<p><u>Unit 1:</u>            Lesson 5: How Can We Organize Government to Prevent the Abuse of Power? (How might people organize a government to prevent the abuse of power? How does separation of powers work? How does a system of checks and balances work?)</p> <p><u>Unit 3:</u>            Lesson 16: How Much Power Should Be Given to the Executive and Judicial Branches? (What powers does the Constitution give to the executive branch? How does the Constitution limit the powers of the executive branch? What powers does the Constitution give to the judicial branch?)</p> <p><u>Unit 4:</u>            Lesson 19: How did Congress Organize the New Government? (How did Congress add the Bill of Rights to the Constitution?)</p> <p><u>Unit 5:</u>            Lesson 23: How Does the Constitution Protect Freedom of Expression? (Entire lesson)            Lesson 24: How Does the Constitution Protect Freedom of</p>

Standards		Page References
		<p>Religion? (Entire lesson)</p> <p>Lesson 25: How Has the Right to Vote Expanded Since the Constitution Was Adopted? (Entire lesson)</p> <p>Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law? (Entire lesson)</p> <p>Lesson 27: How Does the Constitution Protect the Right to Due Process of Law? (Entire lesson)</p>
<b>II.A.1.e</b>	<ul style="list-style-type: none"> <li>• evaluate, take, and defend positions on current issues involving constitutional protection of individual rights, such as               <ul style="list-style-type: none"> <li>➤ limits on speech, e.g., “hate speech,” “advertising, libel and slander, “fighting words”</li> <li>➤ separation of church and state, e.g., school vouchers, prayer in public schools</li> <li>➤ cruel and unusual punishment, e.g., death penalty</li> <li>➤ search and seizure, e.g., warrantless searches</li> <li>➤ privacy, e.g., fingerprinting of children, national identification cards, wiretapping, DNA banks</li> </ul> </li> </ul>	<p><u>Unit 5:</u></p> <p>Lesson 23: How Does the Constitution Protect Freedom of Expression? (Ideas for Discussion, Solve the Problem, Activities)</p> <p>Lesson 24: How Does the Constitution Protect Freedom of Religion? (Activities)</p> <p>Lesson 25: How Has the Right to Vote Expanded Since the Constitution Was Adopted? (Ideas for Discussion)</p> <p>Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law? (Ideas for Discussion)</p>
<b>II.B</b>	<b>What are the distinctive characteristics of American society?</b>	
<b>II.B.1</b>	<p><b>1 Distinctive characteristics of American society</b></p> <p>Students should be able to identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society.</p> <p>To achieve this standard, students should be able to:</p>	
<b>II.B.1.a</b>	<ul style="list-style-type: none"> <li>• explain important factors that have helped shape American society               <ul style="list-style-type: none"> <li>➤ absence of a nobility or an inherited caste system</li> <li>➤ religious freedom</li> <li>➤ the Judeo-Christian ethic</li> <li>➤ a history of slavery</li> <li>➤ relative geographic isolation</li> <li>➤ abundance of land and widespread ownership of property</li> <li>➤ social, economic, and geographic mobility</li> <li>➤ effects of a frontier</li> </ul> </li> </ul>	<p>These and other factors responsible for shaping American society are addressed throughout <i>We the People: The Citizen &amp; the Constitution</i>. Representative lessons:</p> <p><u>Unit 1:</u></p> <p>Lesson 1: What Were the British Colonies in America Like in the 1770s? (How did American Indians live before the Europeans came? Where did the British colonists settle? How did people in the colonies earn a living? Whose opportunities were limited? What rights did</p>

Standards		Page References
	<ul style="list-style-type: none"> <li>➤ large scale immigration</li> <li>➤ diversity of the population</li> <li>➤ individualism</li> <li>➤ work ethic</li> <li>➤ market economy</li> <li>➤ relative social equality</li> <li>➤ universal public education</li> </ul>	<p>the colonists value?)</p> <p>Lesson 3: What is Republican Government? (How did the Founders adapt the idea of republican government?)</p> <p><u>Unit 4:</u> Lesson 18: How Did the People Approve the New Constitution? (Does the Constitution provide for republican government?)</p> <p><u>Unit 5:</u> Lesson 24: How Does the Constitution Protect Freedom of Religion? (Why did freedom of religion become an important principle in America? Why do conflicts about freedom of religion exist today? Lesson Review) Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law? (<i>Brown v. Board of Education</i>)</p> <p><u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What are the rights of citizens? What responsibilities accompany the basic rights of citizens?)</p>
<p><b>II.B.2</b></p>	<p><b>2 The role of voluntarism in American life</b> Students should be able to evaluate, take, and defend positions on the importance of voluntarism in American society.</p> <p>To achieve this standard, students should be able to:</p>	
<p><b>II.B.2.a</b></p>	<ul style="list-style-type: none"> <li>• explain factors that have inclined Americans toward voluntarism, e.g., colonial conditions, frontier traditions, religious beliefs <ul style="list-style-type: none"> <li>➤ identify services that religious, charitable, and civic groups provide in their own community, e.g., health, child, and elderly care; disaster relief; counseling; tutoring; basic needs such as food, clothing, shelter</li> </ul> </li> </ul>	<p><u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (What role should citizens have in government? How much participation in government should citizens be willing to contribute? Why should I participate in the affairs of my community?)</p>

Standards		Page References
	<ul style="list-style-type: none"> <li>➤ identify opportunities for individuals to volunteer in their own schools and communities</li> </ul>	
<b>II.B.3</b>	<p><b>3 Diversity in American society</b>            Students should be able to evaluate, take, and defend positions on the value and challenges of diversity in American life.</p> <p>To achieve this standard, students should be able to:</p>	
<b>II.B.3.a</b>	<ul style="list-style-type: none"> <li>• identify the many forms of diversity in American society, e.g., regional, linguistic, racial, religious, ethnic, socioeconomic</li> </ul>	The following lesson could be extended to cover this standard: <u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What does it mean to be a citizen? How does a person become a citizen of the United States?)
<b>II.B.3.b</b>	<ul style="list-style-type: none"> <li>• explain why diversity is desirable and beneficial, e.g., increases choice, fosters a variety of viewpoints, encourages cultural creativity</li> </ul>	The following lesson could be extended to cover this standard: <u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (What is international law? How do nations of the world interact with each other?)
<b>II.B.3.c</b>	<ul style="list-style-type: none"> <li>• explain why conflicts have arisen from diversity, using historical and contemporary examples, e.g., North/South conflict; conflict about land, suffrage, and other rights of Native Americans; Catholic/Protestant conflicts in the nineteenth century; conflict about civil rights of minorities and women; present day ethnic conflict in urban settings</li> </ul>	<u>Unit 5:</u> Lesson 24: How Does the Constitution Protect Freedom of Religion? (Why did freedom of religion become an important principle in America? Why do conflicts about freedom of religion exist today? How can we decide issues about religion in the public schools?)
<b>II.B.3.d</b>	<ul style="list-style-type: none"> <li>• evaluate ways conflicts about diversity can be resolved in a peaceful manner that respects individual rights and promotes the common good</li> </ul>	<u>Unit 5:</u> Lesson 24: How Does the Constitution Protect Freedom of Religion? (Why do conflicts about freedom of religion exist today? How can we decide issues about religion in the public schools?)
<b>II.C</b>	<b>What is American political culture?</b>	

<b>Standards</b>		<b>Page References</b>
<b>II.C.1</b>	<p><b>1 American identity</b>            Students should be able to explain the importance of shared political values and principles to American society.</p> <p>To achieve this standard, students should be able to:</p>	
<b>II.C.1.a</b>	<ul style="list-style-type: none"> <li>• explain that an American’s identity stems from belief in and allegiance to shared political values and principles rather than from ethnicity, race, religion, class, language, gender, or national origin, which determine identity in most other nations</li> </ul>	<p><u>Unit 2:</u>            Lesson 8: What Basic Ideas about Government Are in the Declaration of Independence? (What principles of government does the Declaration include?)</p>
<b>II.C.1.b</b>	<ul style="list-style-type: none"> <li>• identify basic values and principles Americans share as set forth in such documents as the Declaration of Independence, the United States Constitution, the Gettysburg Address</li> </ul>	<p><u>Unit 2:</u>            Lesson 8: What Basic Ideas about Government Are in the Declaration of Independence? (What principles of government does the Declaration include?)</p>
<b>II.C.1.c</b>	<ul style="list-style-type: none"> <li>• explain why it is important to the individual and society that Americans understand and act on their shared political values and principles</li> </ul>	<p><u>Unit 1:</u>            Lesson 3: What is Republican Government? (Why should citizens promote the common good? Why is civic virtue necessary for republican government to work well?)</p>
<b>II.C.2</b>	<p><b>2 The character of American political conflict</b>            Students should be able to describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity.</p> <p>To achieve this standard, students should be able to:</p>	
<b>II.C.2.a</b>	<ul style="list-style-type: none"> <li>• describe political conflict in the United States both historically and at present, such as conflict about               <ul style="list-style-type: none"> <li>➤ geographic and sectional interests</li> <li>➤ slavery and indentured servitude</li> <li>➤ national origins</li> <li>➤ extending the franchise</li> <li>➤ extending civil rights to all Americans</li> <li>➤ the role of religion in American public life</li> <li>➤ engaging in wars</li> </ul> </li> </ul>	<p><u>Unit 3:</u>            Lesson 13: How did the Framers Resolve the conflict about Representation in Congress? (Entire lesson)            Lesson 14: How Did the Framers Resolve the Conflict Between Northern and Southern States? (Entire lesson)            Lesson 15: How did the Framers Resolve the Conflict about the Powers of the Legislative Branch? (Entire lesson)</p> <p><u>Unit 5:</u></p>

Standards		Page References
		<p>Lesson 23: How Does the Constitution Protect Freedom of Expression? (Ideas for discussion, Should there be limits to freedom of expression? Solve the problem, Activities)</p> <p>Lesson 24: How Does the Constitution Protect Freedom of Religion? (Solve the problem, Activities)</p> <p>Lesson 25: How Has the Right to Vote Expanded Since the Constitution Was Adopted? (Entire lesson)</p> <p>Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law? (Entire lesson)</p> <p>Lesson 27: How Does the Constitution Protect the Right to Due Process of Law? (How can the rights of the individual and the rights of society conflict?)</p>
<p><b>II.C.2.a</b></p>	<ul style="list-style-type: none"> <li>• explain some of the reasons why political conflict in the United States, with notable exceptions such as the Civil War, labor unrest, civil rights struggles, and the opposition to the war in Vietnam generally has been less divisive than in many other nations. These include <ul style="list-style-type: none"> <li>➤ a shared respect for the Constitution and its principles</li> <li>➤ a sense of unity within diversity</li> <li>➤ many opportunities to influence government and to participate in it</li> <li>➤ willingness to relinquish power when voted out of office</li> <li>➤ acceptance of the idea of majority rule tempered by a respect for minority rights</li> <li>➤ willingness to use the legal system to manage conflicts</li> <li>➤ availability of land and abundance of natural resources</li> <li>➤ a relatively high standard of living</li> <li>➤ opportunities to improve one’s economic condition</li> <li>➤ opportunities for free, public education</li> </ul> </li> </ul>	
<p><b>II.D</b></p>	<p><b>What values and principles are basic to American constitutional democracy?</b></p>	
<p><b>II.D.1</b></p>	<p><b>1 Fundamental values and principles</b>  Students should be able to explain the meaning and importance of the fundamental values and principles of American constitutional democracy.</p>	

Standards		Page References
	To achieve this standard, students should be able to:	
<b>II.D.1.a</b>	<ul style="list-style-type: none"> <li>• identify fundamental values and principles as expressed in               <ul style="list-style-type: none"> <li>➤ basic documents, e.g., Declaration of Independence and United States Constitution</li> <li>➤ significant political speeches and writings, e.g., <i>The Federalist</i>, Washington’s Farewell Address, Lincoln’s Gettysburg Address, King’s “I Have a Dream” speech</li> <li>➤ individual and group actions that embody fundamental values and principles, e.g., suffrage and civil rights movements</li> </ul> </li> </ul>	<p><u>Unit 2:</u> Lesson 8: What Basic Ideas about Government Are in the Declaration of Independence? (What principles of government does the Declaration include?)</p> <p><u>Unit 5:</u> Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law? (How did Congress, the executive branch, and citizens work to end unfair discrimination by government?)</p>
<b>II.D.1.b</b>	<ul style="list-style-type: none"> <li>• explain the meaning and importance of each of the following values considered to be fundamental to American public life               <ul style="list-style-type: none"> <li>➤ individual rights: life, liberty, property, and the pursuit of happiness</li> <li>➤ the common or public good</li> <li>➤ self government</li> <li>➤ justice</li> <li>➤ Equality</li> <li>➤ Diversity</li> <li>➤ openness and free inquiry</li> <li>➤ truth</li> <li>➤ patriotism</li> </ul> </li> </ul>	<p><u>Unit 1:</u> Lesson 3: What is Republican Government? (What did the Founders learn about government from the Romans? What advantages did the Founders see in republican government? Why should citizens promote the common good? Why is civic virtue necessary for republican government to work well?)</p> <p><u>Unit 2:</u> Lesson 8: What Basic Ideas about Government Are in the Declaration of Independence? (What principles of government does the Declaration include?)</p>
<b>II.D.1.c</b>	<ul style="list-style-type: none"> <li>• explain the meaning and importance of the following fundamental principles of American constitutional democracy               <ul style="list-style-type: none"> <li>➤ <b>popular sovereignty</b>—the concept that ultimate political authority rests with the people who create and can alter or abolish governments</li> <li>➤ <b>constitutional government</b> which includes                   <ul style="list-style-type: none"> <li>▪ the rule of law</li> <li>▪ representative institutions</li> <li>▪ shared powers</li> <li>▪ checks and balances</li> </ul> </li> </ul> </li> </ul>	<p><u>Unit 1:</u> Lesson 4: What is Constitutional Government? (What is a constitution? What is a constitutional government? What is a higher law?)</p> <p><u>Unit 2:</u> Lesson 6: How did Constitutional government Develop in Great Britain? (Why is the Magna Carta an important document?) Lesson 7: What Experiences Led to the American Revolution? (Which ideas did the colonists in</p>

Standards		Page References
	<ul style="list-style-type: none"> <li>▪ individual rights</li> <li>▪ separation of church and state</li> <li>▪ federalism</li> <li>▪ civilian control of the military</li> </ul>	<p>America use to create their governments?)            Lesson 10: How Did the States Govern Themselves After the Revolution? (What were the basic ideas about government in the state constitutions?)</p>
<b>II.D.2</b>	<p><b>2 Conflicts among values and principles in American political and social life</b>            Students should be able to evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict.</p> <p>To achieve this standard, students should be able to:</p>	
<b>II.D.2.a</b>	<ul style="list-style-type: none"> <li>• describe conflicts among fundamental values and principles and give historical and contemporary examples of these conflicts, such as               <ul style="list-style-type: none"> <li>➢ conflicts between liberty and equality, e.g., liberty to exclude others from private clubs and the right of individuals to be treated equally</li> <li>➢ conflicts between individual rights and the common good, e.g., liberty to smoke in public places and protection of the health of other persons</li> </ul> </li> </ul>	<p><u>Unit 1:</u>            Lesson 4: What is Constitutional Government? (Activities)</p> <p><u>Unit 5:</u>            Lesson 23: How Does the Constitution Protect Freedom of Expression? (Ideas for discussion, Should there be limits to freedom of expression? Solve the problem, Activities)            Lesson 24: How Does the Constitution Protect Freedom of Religion? (Solve the problem, Activities)            Lesson 25: How Has the Right to Vote Expanded Since the Constitution Was Adopted? (Entire lesson)            Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law? (Entire lesson)            Lesson 27: How Does the Constitution Protect the Right to Due Process of Law? (How can the rights of the individual and the rights of society conflict?)</p>
<b>II.D.2.b</b>	<ul style="list-style-type: none"> <li>• explain why people may agree on values or principles in the abstract but disagree when they are applied to specific issues               <ul style="list-style-type: none"> <li>➢ agreement on the value of freedom of expression but disagreement about the extent to which expression of unpopular and offensive views should be tolerated, e.g., neo-Nazi demonstrations, racial slurs, profanity, lyrics that advocate violence</li> <li>➢ agreement on the value of equality but disagreement about affirmative action programs</li> </ul> </li> </ul>	<p><u>Unit 5:</u>            Lesson 23: How Does the Constitution Protect Freedom of Expression? (Should there be limits to freedom of expression?)            Lesson 24: How Does the Constitution Protect Freedom of Religion? (Why do conflicts about freedom of religion exist today?)</p>

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<p><b>II.D.3</b></p>	<p><b>3 Disparities between ideals and reality in American political and social life</b>            Students should be able to evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities.</p> <p>To achieve this standard, students should be able to:</p>	
<p><b>II.D.3.a</b></p>	<ul style="list-style-type: none"> <li>identify some important American ideals, e.g., liberty and justice for all, an informed citizenry, civic virtue or concern for the common good, respect for the rights of others</li> </ul>	<p><u>Unit 1:</u>            Lesson 3: What is Republican Government? (What did the Founders learn about government from the Romans? What advantages did the Founders see in republican government? Why should citizens promote the common good? Why is civic virtue necessary for republican government to work well?)</p> <p><u>Unit 2:</u>            Lesson 8: What Basic Ideas about Government Are in the Declaration of Independence? (What principles of government does the Declaration include?)</p> <p><u>Unit 6:</u>            Lesson 30: How Might Citizens Participate in Civic Affairs? (What role should citizens have in government? Ways citizens can participate)</p>
<p><b>II.D.3.b</b></p>	<ul style="list-style-type: none"> <li>explain the importance of ideals as goals, even if they are not fully achieved</li> </ul>	<p><u>Unit 1:</u>            Lesson 3: What is Republican Government? (Why is civic virtue necessary for republican government to work well? Lesson Review)</p>
<p><b>II.D.3.c</b></p>	<ul style="list-style-type: none"> <li>explain, using historical and contemporary examples, discrepancies between American ideals and the realities of political and social life in the United States, e.g., the ideal of equal justice for all and the reality that the poor may not have equal access to the judicial system.</li> </ul>	<p><u>Unit 4:</u>            Lesson 22: How Does the U.S. supreme Court Determine the Meaning of the Words in the Constitution? (How does the U.S. supreme Court decide what the words in the Constitution mean?)</p>
<p><b>II.D.3.d</b></p>	<ul style="list-style-type: none"> <li>describe historical and contemporary efforts to reduce discrepancies</li> </ul>	<p><u>Unit 5:</u>            Lesson 23: How Does the Constitution Protect Freedom of</p>

<b>Standards</b>		<b>Page References</b>
	between ideals and the reality of American public life, e.g., abolition, suffrage, civil rights, and environmental protection movements	Expression? (Entire lesson) Lesson 24: How Does the Constitution Protect Freedom of Religion? (Entire lesson) Lesson 25: How Has the Right to Vote Expanded Since the Constitution Was Adopted? (Entire lesson) Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law? (Entire lesson) Lesson 27: How Does the Constitution Protect the Right to Due Process of Law? (Entire lesson)
<b>II.D.3.e</b>	<ul style="list-style-type: none"> <li>• explain ways in which discrepancies between reality and the ideals of American constitutional democracy can be reduced by <ul style="list-style-type: none"> <li>➤ individual action</li> <li>➤ social action</li> <li>➤ political action</li> </ul> </li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (What is political action and what is social action? Why should I participate in the affairs of my community?)
<b>III</b>	<b>HOW DOES THE GOVERNMENT ESTABLISHED BY THE CONSTITUTION EMBODY THE PURPOSES, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY?</b>	
<b>III.A</b>	<b>How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?</b>	
<b>III.A.1</b>	<b>1 Distributing, sharing, and limiting powers of the national government</b> Students should be able to explain how the powers of the national government are distributed, shared, and limited.	
	To achieve this standard, students should be able to:	
<b>III.A.1.a</b>	<ul style="list-style-type: none"> <li>• explain how the three opening words of the Preamble to the Constitution, “We the People,” embody the principle of the people as sovereign—the ultimate source of authority</li> </ul>	<u>Unit 2:</u> Lesson 10: How Did the States Govern Themselves After the Revolution? (What were the basic ideas about government in the state constitutions?)  <u>Unit 3:</u> Lesson 12: Who Attended the Philadelphia Convention? How Was It Organized? (What ideas about government did the Framers agree to include in the new constitution?)

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		<p><u>Unit 4:</u>            Lesson 18: How Did the People Approve the New Constitution? (Why did the Framers want the people to ratify the Constitution?)</p>
<p><b>III.A.1.b</b></p>	<ul style="list-style-type: none"> <li>• explain how legislative, executive, and judicial powers are distributed and shared among the three branches of the national government               <ul style="list-style-type: none"> <li>➤ legislative power—although primary legislative power lies with Congress, it is shared with the other branches, e.g., the executive branch can submit bills for consideration and can establish regulations, the Supreme Court can interpret laws and can declare them unconstitutional</li> <li>➤ executive power—although primary executive power is with the executive branch, it is shared by the other branches, e.g., congressional committees have authority to review actions of the executive branch, the Senate must approve appointments and ratify treaties, the Supreme Court can review actions of the executive branch and declare them unconstitutional</li> <li>➤ judicial power—although primary judicial power is with the federal judiciary, it is shared with other branches, e.g., the president appoints federal judges, the Senate can approve or refuse to confirm federal court appointees, the executive branch can hold administrative hearings on compliance with regulations and laws, Congress can “overturn” a Supreme Court interpretation of a law by amending it</li> </ul> </li> </ul>	<p><u>Unit 3:</u>            Lesson 15: How did the Framers Resolve the Conflict about the Powers of the Legislative Branch? (How should the Constitution be written to give power to Congress? What are the enumerated powers of Congress? What are the general powers of Congress?)            Lesson 16: How Much Power Should Be Given to the Executive and Judicial Branches? (What powers does the Constitution give to the executive branch? How does the Constitution limit the powers of the executive branch? What powers does the Constitution give to the judicial branch?)</p>
<p><b>III.A.1.c</b></p>	<ul style="list-style-type: none"> <li>• explain how each branch of government can check the powers of the other branches               <ul style="list-style-type: none"> <li>➤ legislative branch has the power to                   <ul style="list-style-type: none"> <li>▪ establish committees to oversee activities of the executive branch</li> <li>▪ impeach the president, other members of the executive branch, and federal judges</li> </ul> </li> </ul> </li> </ul>	<p><u>Unit 1:</u>            Lesson 5: How Can We Organize Government to Prevent the Abuse of Power? (How might people organize a government to prevent the abuse of power? How does separation of powers work? How does a system of checks and balances work?)</p> <p><u>Unit 3:</u></p>

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	<ul style="list-style-type: none"> <li>▪ pass laws over the president’s veto by two-thirds majority vote of both Houses</li> <li>▪ disapprove appointments made by the president</li> <li>▪ propose amendments to the United States Constitution</li> <li>➤ executive branch has the power to               <ul style="list-style-type: none"> <li>▪ veto laws passed by Congress</li> <li>▪ nominate members of the federal judiciary</li> </ul> </li> <li>➤ judicial branch has the power to               <ul style="list-style-type: none"> <li>▪ overrule decisions made by lower courts</li> <li>▪ declare laws made by Congress to be unconstitutional</li> <li>▪ declare actions of the executive branch to be unconstitutional</li> </ul> </li> </ul>	<p>Lesson 15: How did the Framers Resolve the Conflict about the Powers of the Legislative Branch? (What are the enumerated powers of Congress? What are the general powers of Congress? What limits are there on the powers of Congress? How do the other branches check the power of Congress?)</p> <p>Lesson 16: How Much Power Should Be Given to the Executive and Judicial Branches? (What powers does the Constitution give to the executive branch? How does the Constitution limit the powers of the executive branch? What powers does the Constitution give to the judicial branch?)</p>
<b>III.A.2</b>	<p><b>2 Sharing of powers between the national and state governments</b>            Students should be able to explain how and why powers are distributed and shared between national and state governments in the federal system.</p> <p>To achieve this standard, students should be able to:</p>	
<b>III.A.2.a</b>	<ul style="list-style-type: none"> <li>• identify the major parts of the federal system               <ul style="list-style-type: none"> <li>➤ national government</li> <li>➤ state governments</li> <li>➤ other governmental units, e.g., District of Columbia; American tribal governments; territories of Puerto Rico, Guam, American Samoa; Virgin Islands</li> </ul> </li> </ul>	<p><u>Unit 4:</u>            Lesson 17: How Did the Constitution Create a Federal System of Government? (What is a federal system of government?)</p>
<b>III.A.2.b</b>	<ul style="list-style-type: none"> <li>• describe how some powers are shared between the national and state governments, e.g., power to tax, borrow money, regulate voting</li> </ul>	<p><u>Unit 3:</u>            Lesson 15: How did the Framers Resolve the Conflict about the Powers of the Legislative Branch? (What are the enumerated powers of Congress?)</p> <p><u>Unit 4:</u>            Lesson 17: How Did the Constitution Create a Federal System of Government? (What powers are delegated to the state and federal governments?)</p>
<b>III.A.2.c</b>	<ul style="list-style-type: none"> <li>• describe functions commonly and primarily exercised by state</li> </ul>	<p><u>Unit 4:</u></p>

Standards		Page References
	governments, e.g., education, law enforcement, health and hospitals, roads and highways	Lesson 17: How Did the Constitution Create a Federal System of Government? (What powers are delegated to the state and federal governments?)
III.A.2.d	<ul style="list-style-type: none"> <li>identify powers prohibited to state governments by the United States Constitution, e.g., coining money, conducting foreign relations, interfering with interstate commerce, raising an army and declaring war (Article I, Section 10)</li> </ul>	<u>Unit 4:</u> Lesson 17: How Did the Constitution Create a Federal System of Government? (What powers does the Constitution deny to the federal and state governments?)
III.A.2.e	<ul style="list-style-type: none"> <li>explain how and why the United States Constitution provides that laws of the national government and treaties are the supreme law of the land</li> </ul>	<u>Unit 4:</u> Lesson 17: How Did the Constitution Create a Federal System of Government? (What is the supremacy clause?) Lesson 21: How Does the U.S. Supreme Court Use the Power of Judicial Review? (How does judicial review apply to laws passed by state governments?)
III.A.2.f	<ul style="list-style-type: none"> <li>explain how the distribution and sharing of power between the national and state governments increases opportunities for citizens to participate and to hold their governments accountable</li> </ul>	The following lesson could be extended to cover this standard: <u>Unit 4:</u> Lesson 17: How Did the Constitution Create a Federal System of Government? (What is a federal system of government?)
<b>III.B</b>	<b>What does the national government do?</b>	
<b>III.B.1</b>	<b>1 Major responsibilities for domestic and foreign policy</b> Students should be able to explain the major responsibilities of the national government for domestic and foreign policy.  To achieve this standard, students should be able to:	
III.B.1.a	<ul style="list-style-type: none"> <li>identify historical and contemporary examples of important domestic policies, e.g., Pure Food and Drug Act, Environmental Protection Act, civil rights laws, child labor laws, minimum wage laws, Aid to Families with Dependent Children, Social Security</li> </ul>	<u>Unit 5:</u> Lesson 25: How Has the Right to Vote Expanded Since the Constitution Was Adopted? (How did African American men gain the right to vote? How did women gain the right to vote? How did Native Americans gain the right to vote? How did eighteen-

Standards		Page References
		year-olds gain the right to vote?) Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law? (How did Congress, the executive branch, and citizens work to end unfair discrimination by government?)
<b>III.B.1.b</b>	<ul style="list-style-type: none"> <li>explain how and why domestic policies affect their lives</li> </ul>	
<b>III.B.1.c</b>	<ul style="list-style-type: none"> <li>identify historical and contemporary examples of important foreign policies, e.g., Monroe Doctrine, Marshall Plan, immigration acts, foreign aid, arms control, promoting democracy and human rights throughout the world</li> </ul>	<u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (What is international law? How do nations of the world interact with each other? What international organizations promote interaction among nations? Activities)
<b>III.B.1.d</b>	<ul style="list-style-type: none"> <li>explain how and why foreign policies affect own lives</li> </ul>	<u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (Ideas for discussion)
<b>III.B.2</b>	<p><b>2 Financing government through taxation</b>            Students should be able to explain the necessity of taxes and the purposes for which taxes are used.</p> <p>To achieve this standard, students should be able to:</p>	
<b>III.B.2.a</b>	<ul style="list-style-type: none"> <li>explain why taxation is necessary to pay for government</li> </ul>	The following lesson could be extended to cover this standard: <u>Unit 2:</u> Lesson 11: How Did the Articles of Confederation Organize the First National Government? (What problems did the country experience under the Articles of Confederation?)
<b>III.B.2.b</b>	<ul style="list-style-type: none"> <li>identify provisions of the United States Constitution that authorize the national government to collect taxes, i.e., Article One, Sections 7 and 8; Sixteenth Amendment</li> </ul>	<u>Unit 3:</u> Lesson 15: How did the Framers Resolve the Conflict about the Powers of the Legislative Branch? (What are the enumerated powers of Congress?)

<b>Standards</b>		<b>Page References</b>
<b>III.B.2.c</b>	<ul style="list-style-type: none"> <li>identify major sources of revenue for the national government, e.g., individual income taxes, social insurance receipts (Social Security and Medicare), borrowing, taxes on corporations and businesses, estate and excise taxes, tariffs on foreign goods</li> </ul>	<u>Unit 3:</u> Lesson 14: How Did the Framers Resolve the Conflict Between Northern and Southern States? (Why did the states disagree about the need for tariffs? Amendment XVI) Lesson 15: How did the Framers Resolve the Conflict about the Powers of the Legislative Branch? (What are the enumerated powers of Congress?)
<b>III.B.2.d</b>	<ul style="list-style-type: none"> <li>identify major uses of tax revenues received by the national government, e.g., direct payment to individuals (Social Security, Medicaid, Medicare, Aid to Families with Dependent Children), national defense, interest on the federal debt, interstate highways</li> </ul>	<u>Unit 3:</u> Lesson 15: How did the Framers Resolve the Conflict about the Powers of the Legislative Branch? (Bills under consideration to become laws)
<b>III.C</b>	<b>How are state and local governments organized and what do they do?</b>	
<b>III.C.1</b>	<b>1 State governments</b> Students should be able to explain why states have constitutions, their purposes, and the relationship of state constitutions to the federal constitution.  To achieve this standard, students should be able to:	
<b>III.C.1.a</b>	<ul style="list-style-type: none"> <li>explain that their state has a constitution because the United States is a federal system</li> </ul>	The following lessons could be extended to cover this standard: <u>Unit 2:</u> Lesson 10: How Did the States Govern Themselves After the Revolution? (Activities)  <u>Unit 4:</u> Lesson 17: How Did the Constitution Create a Federal System of Government? (What is a federal system of government?)
<b>III.C.1.b</b>	<ul style="list-style-type: none"> <li>identify major purposes of the constitution of the state in which they live</li> </ul>	<u>Unit 2:</u> Lesson 10: How Did the States Govern Themselves After the Revolution? (Activities)

Standards		Page References
III.C.1.c	<ul style="list-style-type: none"> <li>identify and explain the basic similarities and differences between their state constitution and the United States Constitution</li> </ul>	<u>Unit 1:</u> Lesson 5: How Can We Organize Government to Prevent the Abuse of Power? (Activities)
III.C.1.d	<ul style="list-style-type: none"> <li>explain why state constitutions and state governments cannot violate the United States Constitution</li> </ul>	<u>Unit 4:</u> Lesson 17: How Did the Constitution Create a Federal System of Government? (What is a federal system of government? What powers does the Constitution deny to the federal and state governments? What is the supremacy clause?)
III.C.1.e	<ul style="list-style-type: none"> <li>explain how citizens can change their state constitution and cite examples of changes</li> </ul>	
III.C.2	<p><b>2 Organization and responsibilities of state and local governments</b>            Students should be able to describe the organization and major responsibilities of state and local governments.</p> <p>To achieve this standard, students should be able to:</p>	
III.C.2.a	<ul style="list-style-type: none"> <li>identify major responsibilities of their state and local governments, e.g., education, welfare, streets and roads, parks, recreation, and law enforcement</li> </ul>	<u>Unit 4:</u> Lesson 17: How Did the Constitution Create a Federal System of Government? (What powers are delegated to the state and federal governments? How has the relation between federal and state governments changed?)
III.C.2.b	<ul style="list-style-type: none"> <li>describe the organization of their state and local governments, e.g., legislative, executive, and judicial functions at state and local levels</li> </ul>	<u>Unit 1:</u> Lesson 4: What Is Constitutional Government? (Questions about government)  <u>Unit 4:</u> Lesson 17: How Did the Constitution Create a Federal System of Government? (Activities)
III.C.2.c	<ul style="list-style-type: none"> <li>identify major sources of revenue for state and local governments, e.g., property, sales, and income taxes; fees and licenses; taxes on corporations and businesses; borrowing</li> </ul>	

Standards		Page References
III.C.2.d	<ul style="list-style-type: none"> <li>explain why state and local governments have an important effect on their own lives</li> </ul>	Unit 4: Lesson 17: How Did the Constitution Create a Federal System of Government? (Solve the problem)
<b>III.D</b>	<b>Who represents you in local, state, and national governments?</b>	
<b>III.D.1</b>	<b>Who represents you in legislative and executive branches of your local, state, and national governments?</b>	
	Students should be able to identify their representatives in the legislative branches as well as the heads of the executive branches of their local, state, and national governments.	
	To achieve this standard, students should be able to:	
III.D.1.a	<ul style="list-style-type: none"> <li>name the persons representing them at state and national levels in the legislative branches of government, i.e., representatives and senators in their state legislature and in Congress</li> </ul>	Unit 3: Lesson 13: How did the Framers Resolve the conflict about Representation in Congress? (Activities)
III.D.1.b	<ul style="list-style-type: none"> <li>name the persons representing them at local, state, and national levels in the executive branches of government, e.g., mayor, governor, president</li> </ul>	
III.D.1.c	<ul style="list-style-type: none"> <li>explain how they can contact their representatives and when and why it is important to do so</li> </ul>	
III.D.1.d	<ul style="list-style-type: none"> <li>explain which level of government they should contact to express their opinions or to get help on specific problems, e.g., <b>opinions</b> about a curfew for persons under 16 years of age, an increase in state sales tax, aid to another country; <b>problems</b> with street lights, driver's license, federal income taxes</li> </ul>	Unit 4: Lesson 17: How Did the Constitution Create a Federal System of Government? (Solve the problem)
<b>III.E</b>	<b>What is the place of law in the American constitutional system?</b>	
<b>III.E.1</b>	<b>1 The place of law in American society</b>	
	Students should be able to explain the importance of law in the American constitutional system.	
	To achieve this standard, students should be able to:	
III.E.1.a	<ul style="list-style-type: none"> <li>explain the importance of the rule of law in               <ul style="list-style-type: none"> <li>➤ establishing limits on both those who govern and the governed</li> <li>➤ protecting individual rights</li> <li>➤ promoting the common good</li> </ul> </li> </ul>	Unit 2: Lesson 6: How did Constitutional government Develop in Great Britain? (Why is the Magna Carta an important document?)

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		Lesson 7: What Experiences Led to the American Revolution? (Rule of Law)
III.E.1.b	<ul style="list-style-type: none"> <li>describe historical and contemporary examples of the rule of law, e.g., <i>Marbury v. Madison</i>, <i>Brown v. Board of Education</i>, <i>U.S. v. Nixon</i></li> </ul>	<p><u>Unit 4:</u> Lesson 21: How Does the U.S. Supreme Court Use the Power of Judicial Review? (How did the U.S. Supreme Court decide the case of <i>Marbury v. Madison</i>?)</p> <p><u>Unit 3:</u> Lesson 16: How Much Power Should Be Given to the Executive and Judicial Branches? (Activities)</p> <p><u>Unit 5:</u> Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law? (<i>Brown v. Board of Education</i>)</p>
III.E.1.c	<ul style="list-style-type: none"> <li>identify principal varieties of law, e.g., constitutional, criminal, civil</li> </ul>	
III.E.1.d	<ul style="list-style-type: none"> <li>explain how the principal varieties of law protect individual rights and promote the common good</li> </ul>	<p><u>Unit 5:</u> Lesson 27: How Does the Constitution Protect the Right to Due Process of Law? (What is due process of law? How can the rights of the individual and the rights of society conflict?)</p>
III.E.2	<p><b>2 Criteria for evaluating rules and laws</b> Students should be able to explain and apply criteria useful in evaluating rules and laws.</p> <p>To achieve this standard, students should be able to:</p>	
III.E.2.a	<ul style="list-style-type: none"> <li>identify the strengths and weaknesses of a rule or law by determining if it is <ul style="list-style-type: none"> <li>➤ well designed to achieve its purposes</li> <li>➤ understandable, i.e., clearly written, its requirements are explicit</li> <li>➤ possible to follow, i.e., does not demand the impossible</li> </ul> </li> </ul>	

<b>Standards</b>		<b>Page References</b>
	<ul style="list-style-type: none"> <li>➤ fair, i.e., not biased against or for any individual or group</li> <li>➤ designed to protect individual rights and to promote the common good</li> </ul>	
<b>III.E.2.b</b>	<ul style="list-style-type: none"> <li>• draft rules for their schools or communities that meet the criteria for a good or well-constructed rule or law</li> </ul>	<u>Unit 4:</u> Lesson 20: How Did Political Parties Develop? (Ideas for discussion)
<b>III.E.3</b>	<p><b>3 Judicial protection of the rights of individuals</b>            Students should be able to evaluate, take, and defend positions on current issues regarding judicial protection of individual rights.</p> <p>To achieve this standard, students should be able to:</p>	
<b>III.E.3.a</b>	<ul style="list-style-type: none"> <li>• explain the basic concept of due process of law, i.e., government must use fair procedures to gather information and make decisions in order to protect the rights of individuals and the interests of society</li> </ul>	<u>Unit 5:</u> Lesson 27: How Does the Constitution Protect the Right to Due Process of Law? (What is due process of law? Solve the problem, How can the rights of the individual and the rights of society conflict?)
<b>III.E.3.b</b>	<ul style="list-style-type: none"> <li>• explain the importance to individuals and to society of major due process protections               <ul style="list-style-type: none"> <li>➤ habeas corpus</li> <li>➤ presumption of innocence</li> <li>➤ fair notice</li> <li>➤ impartial tribunal</li> <li>➤ speedy and public trials</li> <li>➤ right to counsel</li> <li>➤ trial by jury</li> <li>➤ right against self-incrimination</li> <li>➤ protection against double jeopardy</li> <li>➤ right of appeal</li> </ul> </li> </ul>	<u>Unit 3:</u> Lesson 15: How did the Framers Resolve the Conflict about the Powers of the Legislative Branch? (What limits are there on the powers of Congress?)  <u>Unit 5:</u> Lesson 27: How Does the Constitution Protect the Right to Due Process of Law? (What is due process of law? Solve the problem, How can the rights of the individual and the rights of society conflict? Activities)
<b>III.E.3.c</b>	<ul style="list-style-type: none"> <li>• explain why due process rights in administrative and legislative procedures are essential for the protection of individual rights and the maintenance of limited government, e.g., the right to adequate notice of a hearing that may affect one’s interests, the right to</li> </ul>	<u>Unit 5:</u> Lesson 27: How Does the Constitution Protect the Right to Due Process of Law? (What is due process of law? Solve the problem, How can the rights of the individual and the rights of society conflict?)

<b>Standards</b>		<b>Page References</b>
	counsel in legislative hearings	
<b>III.E.3.d</b>	<ul style="list-style-type: none"> <li>describe the adversary system and evaluate its advantages and disadvantages</li> </ul>	
<b>III.E.3.e</b>	<ul style="list-style-type: none"> <li>explain the basic principles of the juvenile justice system and the major differences between the due process rights of juveniles and adults</li> </ul>	<u>Unit 5:</u> Lesson 27: How Does the Constitution Protect the Right to Due Process of Law? (Solve the problem)
<b>III.E.3.f</b>	<ul style="list-style-type: none"> <li>describe alternative means of conflict management and evaluate their advantages and disadvantages, e.g., negotiation, mediation, arbitration, and litigation</li> </ul>	<u>Unit 3:</u> Lesson 16: How Much Power Should Be Given to the Executive and Judicial Branches? (How does the Constitution limit the powers of the executive branch?)
<b>III.E.3.g</b>	<ul style="list-style-type: none"> <li>evaluate arguments about current issues regarding judicial protection of the rights of individuals</li> </ul>	<u>Unit 5:</u> Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law? (Activities)  <u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (Activities)
<b>III.F</b>	<b>How does the American political system provide for choice and opportunities for participation?</b>	
<b>III.F.1</b>	<b>1 The public agenda</b> Students should be able to explain what is meant by the public agenda and how it is set.  To achieve this standard, students should be able to:	
<b>III.F.1.a</b>	<ul style="list-style-type: none"> <li>explain that the public agenda consists of those matters that occupy public attention at any particular time, e.g., crime, health care, education, child care, environmental protection, drug abuse</li> </ul>	
<b>III.F.1.b</b>	<ul style="list-style-type: none"> <li>describe how the public agenda is shaped by political leaders, interest groups, the media, state and federal courts, individual citizens</li> </ul>	
<b>III.F.1.c</b>	<ul style="list-style-type: none"> <li>explain how individuals can help to shape the public agenda, e.g., by joining interest groups or political parties, by making presentations</li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic

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	at public meetings, by writing letters to government officials and to newspapers	Affairs? (What role should citizens have in government? How might citizens participate in their government? Should citizens participate in their government? Ways citizens can participate; Why should I participate in the affairs of my community? Activities)
<b>III.F.2</b>	<p><b>2 Political communication</b>            Students should be able to evaluate, take, and defend positions on the influence of the media on American political life.</p> <p>To achieve this standard, students should be able to:</p>	
<b>III.F.2.a</b>	<ul style="list-style-type: none"> <li>explain the importance of freedom of the press to informed participation in the political system</li> </ul>	<u>Unit 5:</u> Lesson 23: How Does the Constitution Protect Freedom of Expression? (The maintenance of representative democracy)
<b>III.F.2.b</b>	<ul style="list-style-type: none"> <li>evaluate the influence of television, radio, the press, newsletters, and emerging means of electronic communication on American politics</li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (Ways citizens can participate)
<b>III.F.2.c</b>	<ul style="list-style-type: none"> <li>explain how Congress, the president, the Supreme Court, and state and local public officials use the media to communicate with the citizenry</li> </ul>	
<b>III.F.2.d</b>	<ul style="list-style-type: none"> <li>explain how citizens can evaluate information and arguments received from various sources so that they can make reasonable choices on public issues and among candidates for political office</li> </ul>	The following lesson could be extended to cover this standard: <u>Unit 5:</u> Lesson 23: How Does the Constitution Protect Freedom of Expression? (The maintenance of representative democracy)
<b>III.F.2.e</b>	<ul style="list-style-type: none"> <li>evaluate opportunities the media provide for individuals to monitor actions of their government, e.g., televised broadcasts of proceedings of governmental agencies, such as Congress and the courts, press conferences held by public officials</li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (What role should citizens have in government? Ways citizens can participate)

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III.F.2.f	<ul style="list-style-type: none"> <li>evaluate opportunities the media provide for individuals to communicate their concerns and positions on current issues, e.g., letters to the editor, talk shows, “op-ed pages,” public opinion polls</li> </ul>	<u>Unit 2:</u> Lesson 6: How did Constitutional government Develop in Great Britain? (Activities) Lesson 8: What Basic Ideas about Government Are in the Declaration of Independence? (Solve the problem)  <u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (Ways citizens can participate)
III.F.3	<p><b>3 Political parties, campaigns, and elections</b>            Students should be able to explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process.</p> <p>To achieve this standard, students should be able to:</p>	
III.F.3.a	<ul style="list-style-type: none"> <li>describe the role of political parties</li> </ul>	<u>Unit 4:</u> Lesson 20: How Did Political Parties Develop? (What is the role of political parties today?)
III.F.3.b	<ul style="list-style-type: none"> <li>describe various kinds of elections, e.g., primary and general, local and state, congressional, presidential, recall</li> </ul>	<u>Unit 3:</u> Lesson 16: How Much Power Should Be Given to the Executive and Judicial Branches? (How should the president be selected?)
III.F.3.c	<ul style="list-style-type: none"> <li>explain ways individuals can participate in political parties, campaigns, and elections</li> </ul>	<u>Unit 4:</u> Lesson 20: How Did Political Parties Develop? (What is the role of political parties today?)
III.F.4	<p><b>4 Associations and groups</b>            Students should be able to explain how interest groups, unions, and professional organizations provide opportunities for citizens to participate in the political process.</p> <p>To achieve this standard, students should be able to:</p>	
III.F.4.a	<ul style="list-style-type: none"> <li>describe the historical roles of prominent associations and groups in local, state, or national politics, e.g., abolitionists, suffragists,</li> </ul>	<u>Unit 5:</u> Lesson 25: How Has the Right to Vote Expanded Since the

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	labor unions, agricultural organizations, civil rights groups, religious organizations	<p>Constitution Was Adopted? (Lesson Review)            Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law? (Case Two)</p> <p><u>Unit 6:</u>            Lesson 28: What is the Relationship of the United States to Other Nations in the World? (What international organizations promote interaction among nations?)</p>
<b>III.F.4.b</b>	<ul style="list-style-type: none"> <li>describe the contemporary roles of prominent associations and groups in local, state, or national politics, e.g., AFL-CIO, National Education Association, Chamber of Commerce, Common Cause, League of Women Voters, American Medical Association, National Rifle Association, Greenpeace, National Association for the Advancement of Colored People (NAACP), Public Citizen, World Wildlife Federation</li> </ul>	<p><u>Unit 5:</u>            Lesson 25: How Has the Right to Vote Expanded Since the Constitution Was Adopted? (Lesson Review)</p>
<b>III.F.4.c</b>	<ul style="list-style-type: none"> <li>explain how and why Americans become members of associations and groups</li> </ul>	<p><u>Unit 6:</u>            Lesson 30: How Might Citizens Participate in Civic Affairs? (What role should citizens have in government?)</p>
<b>III.F.4.d</b>	<ul style="list-style-type: none"> <li>explain how individuals can participate in the political process through membership in associations and groups</li> </ul>	<p><u>Unit 6:</u>            Lesson 30: How Might Citizens Participate in Civic Affairs? (What role should citizens have in government?)</p>
<b>III.F.5</b>	<p><b>5 Forming and carrying out public policy</b>            Students should be able to explain how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process.</p> <p>To achieve this standard, students should be able to:</p>	
<b>III.F.5.a</b>	<ul style="list-style-type: none"> <li>define public policy and identify examples at local, state, and national levels</li> </ul>	
<b>III.F.5.b</b>	<ul style="list-style-type: none"> <li>describe how public policies are formed and implemented</li> </ul>	

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<b>III.F.5.c</b>	<ul style="list-style-type: none"> <li>explain how citizens can monitor and influence the formation and implementation of public policies</li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (What role should citizens have in government? How might citizens participate in their government?)
<b>III.F.5.d</b>	<ul style="list-style-type: none"> <li>explain why conflicts about values, principles, and interests may make agreement difficult or impossible on certain issues of public policy, e.g., affirmative action, gun control, environmental protection, capital punishment, equal rights</li> </ul>	<u>Unit 1:</u> Lesson 3: What is Republican Government? (Ideas for discussion)  <u>Unit 4:</u> Lesson 20: How Did Political Parties Develop? (Lesson Review)  <u>Unit 5:</u> Lesson 24: How Does the Constitution Protect Freedom of Religion? (Why do conflicts about freedom of religion exist today? How can we decide issues about religion in the public schools?)
<b>IV</b>	<b>WHAT IS THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS AND TO WORLD AFFAIRS?</b>	
<b>IV.A</b>	<b>How is the world organized politically?</b>	
<b>IV.A.1</b>	<b>1 Nation-states</b> Students should be able to explain how the world is organized politically.  To achieve this standard, students should be able to:	
<b>IV.A.1.a</b>	<ul style="list-style-type: none"> <li>describe how the world is divided into nation-states that claim sovereignty over a defined territory and jurisdiction over everyone within it</li> </ul>	<u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (What are nation-states? Who has authority over nation-states?)
<b>IV.A.1.b</b>	<ul style="list-style-type: none"> <li>explain why there is no political organization at the international level with power comparable to that of the nation-state</li> </ul>	<u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (Who has authority over

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		nation-states?)
<b>IV.A.2</b>	<p><b>2 Interaction among nation-states</b> Students should be able to explain how nation-states interact with each other.</p> <p>To achieve this standard, students should be able to:</p>	
<b>IV.A.2.a</b>	<ul style="list-style-type: none"> <li>• describe the most important means nation-states use to interact with one another               <ul style="list-style-type: none"> <li>➤ trade</li> <li>➤ diplomacy</li> <li>➤ treaties and agreements</li> <li>➤ humanitarian aid</li> <li>➤ economic incentives and sanctions</li> <li>➤ military force and the threat of force</li> </ul> </li> </ul>	<p><u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (Who has authority over nation-states? How do nations of the world interact with each other?)</p>
<b>IV.A.2.b</b>	<ul style="list-style-type: none"> <li>• explain reasons for the breakdown of order among nation-states, e.g., conflicts about national interests, ethnicity, and religion; competition for resources and territory; absence of effective means to enforce international law</li> </ul>	
<b>IV.A.2.c</b>	<ul style="list-style-type: none"> <li>• explain the consequences of the breakdown of order among nation-states</li> </ul>	<p><u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (How do nations of the world interact with each other?)</p>
<b>IV.A.2.d</b>	<ul style="list-style-type: none"> <li>• explain why and how the breakdown of order among nation-states can affect their own lives</li> </ul>	<p><u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (How do nations of the world interact with each other? Ideas for discussion)</p>
<b>IV.A.3</b>	<p><b>3 United States' relations with other nation-states</b> Students should be able to explain how United States foreign policy is made and the means by which it is carried out.</p> <p>To achieve this standard, students should be able to:</p>	
<b>IV.A.3.a</b>	<ul style="list-style-type: none"> <li>• explain the most important powers the United States Constitution gives to the Congress, president, and federal judiciary in foreign affairs</li> </ul>	<p><u>Unit 3:</u> Lesson 15: How did the Framers Resolve the Conflict about</p>

<b>Standards</b>		<b>Page References</b>
	<ul style="list-style-type: none"> <li>➤ Congress—can declare war, approve treaties (Senate), raise and support armies, and provide a navy (Article I, Section 8)</li> <li>➤ president—is Commander in Chief, can make treaties and appoint ambassadors (Article II)</li> <li>➤ federal judiciary—can decide cases affecting treaties and ambassadors, and those involving treason (Article III)</li> </ul>	<p>the Powers of the Legislative Branch? (What are the enumerated powers of Congress? What are the general powers of Congress?)</p> <p>Lesson 16: How Much Power Should Be Given to the Executive and Judicial Branches? (What powers does the Constitution give to the executive branch? How does the Constitution limit the powers of the executive branch? What powers does the Constitution give to the judicial branch?)</p>
<b>IV.A.3.b</b>	<ul style="list-style-type: none"> <li>• describe various means used to attain the ends of United States foreign policy, e.g., diplomacy; economic, military, and humanitarian aid; treaties; trade agreements; incentives; sanctions; military intervention; covert action</li> </ul>	<p><u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (How do nations of the world interact with each other?)</p>
<b>IV.A.3.c</b>	<ul style="list-style-type: none"> <li>• identify important current foreign policy issues and evaluate the means the United States is using to deal with them</li> </ul>	<p><u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (Ideas for discussion)</p>
<b>IV.A.4</b>	<p><b>4 International organizations</b> Students should be able to explain the role of major international organizations in the world today.</p> <p>To achieve this standard, students should be able to:</p>	
<b>IV.A.4.a</b>	<ul style="list-style-type: none"> <li>• describe the purposes and functions of major governmental international organizations, e.g., UN, NATO, OAS, World Court</li> </ul>	<p><u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (What international organizations promote interaction among nations? Activities)</p>
<b>IV.A.4.b</b>	<ul style="list-style-type: none"> <li>• describe the purposes and functions of major nongovernmental international organizations, e.g., International Red Cross, World Council of Churches, Amnesty International</li> </ul>	<p><u>Unit 6:</u> Lesson 28: What is the Relationship of the United States to Other Nations in the World? (What international organizations promote interaction among nations?)</p>
<b>IV.B</b>	<p><b>How has the United States influenced other nations and how have other nations influenced American politics and society?</b></p>	

Standards		Page References
<b>IV.B.1</b>	<p><b>Impact of the American concept of democracy and individual rights on the world</b>                      Students should be able to describe the influence of American political ideas on other nations.</p> <p>To achieve this standard, students should be able to:</p>	
<b>IV.B.1.a</b>	<ul style="list-style-type: none"> <li>describe the impact on other nations of the American Revolution and of the values and principles expressed in the Declaration of Independence and the United States Constitution, including the Bill of Rights</li> </ul>	<p><u>Unit 6:</u>                      Lesson 28: What is the Relationship of the United States to Other Nations in the World? (How have the Declaration of Independence and the U.S. Constitution and Bill of Rights influenced other countries?)</p>
<b>IV.B.1.b</b>	<ul style="list-style-type: none"> <li>describe the influence American ideas about rights have had on other nations and international organizations, e.g., French Revolution; democracy movements in Eastern Europe, People’s Republic of China, Latin America, South Africa; United Nations Charter; Universal Declaration of Human Rights</li> </ul>	<p><u>Unit 6:</u>                      Lesson 28: What is the Relationship of the United States to Other Nations in the World? (How have the Declaration of Independence and the U.S. Constitution and Bill of Rights influenced other countries?)</p>
<b>IV.B.1.c</b>	<ul style="list-style-type: none"> <li>describe the impact of other nations’ ideas about rights on the United States, e.g., natural rights in the seventeenth and eighteenth centuries, social and economic rights in the twentieth century</li> </ul>	<p><u>Unit 6:</u>                      Lesson 28: What is the Relationship of the United States to Other Nations in the World? (How have other countries influenced the United States?)</p>
<b>IV.B.2</b>	<p><b>2 Political, demographic, and environmental developments</b>                      Students should be able to explain the effects of significant political, demographic, and environmental trends in the world.</p> <p>To achieve this standard, students should be able to:</p>	
<b>IV.B.2.a</b>	<ul style="list-style-type: none"> <li>describe the impact of current political developments in the world on the United States, e.g., conflicts within and among other nations, efforts to establish democratic governments</li> </ul>	<p><u>Unit 6:</u>                      Lesson 28: What is the Relationship of the United States to Other Nations in the World? (Ideas for discussion)</p>
<b>IV.B.2.b</b>	<ul style="list-style-type: none"> <li>describe the impact of major demographic trends on the United States, e.g., population growth, increase in immigration and refugees</li> </ul>	
<b>IV.B.2.c</b>	<ul style="list-style-type: none"> <li>describe environmental conditions that affect the United States,</li> </ul>	

Standards		Page References
	e.g., destruction of rain forests and animal habitats, depletion of fishing grounds, air and water pollution	
<b>V</b>	<b>WHAT ARE THE ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY?</b>	
<b>V.A</b>	<b>What is citizenship?</b>	
<b>V.A.1</b>	<b>1 The meaning of citizenship</b> Students should be able to explain the meaning of American citizenship.  To achieve this standard, students should be able to:	
<b>V.A.1.a</b>	<ul style="list-style-type: none"> <li>• explain the important characteristics of citizenship in the United States. Specifically, citizenship               <ul style="list-style-type: none"> <li>➤ is legally recognized membership in a self-governing community</li> <li>➤ confers full membership in a self-governing community—there are no degrees of citizenship or of legally tolerated states of inferior citizenship in the United States</li> <li>➤ confers equal rights under the law</li> <li>➤ is not dependent on inherited, involuntary groupings such as race, gender, or ethnicity</li> <li>➤ confers certain rights and privileges, e.g., the right to vote, to hold public office, to serve on juries</li> </ul> </li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What does it mean to be a citizen? What are the rights of citizens? What responsibilities accompany the basic rights of citizens?)
<b>V.A.1.b</b>	<ul style="list-style-type: none"> <li>• explain that Americans are citizens of both their state and the United States</li> </ul>	The following lesson could be extended to cover this standard: <u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What does it mean to be a citizen?)
<b>V.A.2</b>	<b>2 Becoming a citizen</b> Students should be able to explain how one becomes a citizen of the United States.  To achieve this standard, students should be able to:	
<b>V.A.2.a</b>	<ul style="list-style-type: none"> <li>• explain that anyone born in the United States is a U.S. citizen</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What does it mean to be a citizen?)

Standards		Page References
V.A.2.b	<ul style="list-style-type: none"> <li>explain the distinction between citizens and noncitizens (aliens)</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What does it mean to be a citizen? How does a person become a citizen of the United States?)
V.A.2.c	<ul style="list-style-type: none"> <li>describe the process by which noncitizens may become citizens</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (How does a person become a citizen of the United States?)
V.A.2.d	<ul style="list-style-type: none"> <li>compare naturalization in the United States with that of other nations</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (How does a person become a citizen of the United States?)
V.A.2.e	<ul style="list-style-type: none"> <li>evaluate the criteria established by law that are used for admission to citizenship in the United States               <ul style="list-style-type: none"> <li>➤ residence in the United States for five years</li> <li>➤ ability to read, write, and speak English</li> <li>➤ proof of good moral character</li> <li>➤ knowledge of the history of the United States</li> <li>➤ knowledge of and support for the values and principles of American constitutional democracy</li> </ul> </li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What does it mean to be a citizen? How does a person become a citizen of the United States?)
<b>V.B</b>	<b>What are the rights of citizens?</b>	
<b>V.B.1</b>	<b>1 Personal rights</b> Students should be able to evaluate, take, and defend positions on issues involving personal rights.  To achieve this standard, students should be able to:	
V.B.1.a	<ul style="list-style-type: none"> <li>identify personal rights, e.g., freedom of conscience, freedom to marry whom one chooses, to have children, to associate with whomever one pleases, to live where one chooses, to travel freely, to emigrate</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What are the rights of citizens?)
V.B.1.b	<ul style="list-style-type: none"> <li>identify the major documentary sources of personal rights, e.g., Declaration of Independence, United States Constitution, including the</li> </ul>	<u>Unit 2:</u> Lesson 8: What Basic Ideas about Government Are in the Declaration of Independence? (Entire lesson)

<b>Standards</b>		<b>Page References</b>
	Bill of Rights, state constitutions	<p>Lesson 10: How Did the States Govern Themselves After the Revolution? (What were the basic ideas about government in the state constitutions?)</p> <p><u>Unit 4:</u>            Lesson 17: How Did the Constitution Create a Federal System of Government? (What is a federal system of government?)            Lesson 19: How did Congress Organize the New Government? (How did Congress add the Bill of Rights to the Constitution?)</p> <p>Declaration of Independence            The Constitution of the United States of America            Amendments to the Constitution of the United States of America</p>
<b>V.B.1.c</b>	<ul style="list-style-type: none"> <li>• explain the importance to the individual and to society of such personal rights as               <ul style="list-style-type: none"> <li>➤ freedom of conscience and religion</li> <li>➤ freedom of expression and association</li> <li>➤ freedom of movement and residence</li> <li>➤ privacy</li> </ul> </li> </ul>	<p><u>Unit 5:</u>            Lesson 23: How Does the Constitution Protect Freedom of Expression? (Entire lesson)            Lesson 24: How Does the Constitution Protect Freedom of Religion? (Why did freedom of religion become an important principle in America?)</p>
<b>V.B.1.d</b>	<ul style="list-style-type: none"> <li>• identify and evaluate contemporary issues that involve personal rights, e.g., restricting membership in private organizations, school prayer, dress codes, curfews, sexual harassment, the right to refuse medical care</li> </ul>	<p><u>Unit 5:</u>            Lesson 24: How Does the Constitution Protect Freedom of Religion? (Why do conflicts about freedom of religion exist today? How can we decide issues about religion in the public schools?)</p>
<b>V.B.2</b>	<p><b>2 Political rights</b>            Students should be able to evaluate, take, and defend positions on issues involving political rights.</p> <p>To achieve this standard, students should be able to:</p>	
<b>V.B.2.a</b>	<ul style="list-style-type: none"> <li>• identify political rights, e.g., the right to vote, petition, assembly,</li> </ul>	<u>Unit 6:</u>

<b>Standards</b>		<b>Page References</b>
	freedom of press	Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What are the rights of citizens?)
<b>V.B.2.b</b>	<ul style="list-style-type: none"> <li>explain the meaning of political rights as distinguished from personal rights, e.g., the right of free speech for political discussion as distinct from the right of free speech to express personal tastes and interests, the right to register to vote as distinct from the right to live where one chooses</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What are the rights of citizens?)
<b>V.B.2.c</b>	<ul style="list-style-type: none"> <li>identify major statements of political rights in documents such as the Declaration of Independence, United States Constitution, including the Bill of Rights, state constitutions, and civil rights legislation</li> </ul>	<u>Unit 2:</u> Lesson 8: What Basic Ideas about Government Are in the Declaration of Independence? (Entire lesson) Lesson 10: How Did the States Govern Themselves After the Revolution? (What were the basic ideas about government in the state constitutions?)  <u>Unit 4:</u> Lesson 19: How did Congress Organize the New Government? (How did Congress add the Bill of Rights to the Constitution?)  Declaration of Independence The Constitution of the United States of America Amendments to the Constitution of the United States of America
<b>V.B.2.d</b>	<ul style="list-style-type: none"> <li>explain the importance to the individual and society of such political rights as               <ul style="list-style-type: none"> <li>➤ freedom of speech, press, assembly, and petition</li> <li>➤ right to vote and to seek public office</li> </ul> </li> </ul>	<u>Unit 5:</u> Lesson 23: How Does the Constitution Protect Freedom of Expression? (Entire lesson) Lesson 25: How Has the Right to Vote Expanded Since the Constitution Was Adopted? (Entire lesson)
<b>V.B.2.e</b>	<ul style="list-style-type: none"> <li>identify and evaluate contemporary issues that involve political rights, e.g., hate speech, fair trial, free press</li> </ul>	<u>Unit 5:</u> Lesson 23: How Does the Constitution Protect Freedom of Expression? (Should there be limits to freedom of expression? Activities)

<b>Standards</b>		<b>Page References</b>
<b>V.B.3</b>	<p><b>3 Economic rights</b>            Students should be able to evaluate, take, and defend positions on issues involving economic rights.</p> <p>To achieve this standard, students should be able to:</p>	
<b>V.B.3.a</b>	<ul style="list-style-type: none"> <li>• identify important economic rights, e.g., the right to own property, choose one’s work, change employment, join a labor union, establish a business</li> </ul>	<p><u>Unit 6:</u>            Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What are the rights of citizens?)</p>
<b>V.B.3.b</b>	<ul style="list-style-type: none"> <li>• identify statements of economic rights in the United States Constitution, e.g., requirement of just compensation, contracts, copyright, patents</li> </ul>	<p><u>Unit 4:</u>            Lesson 19: How did Congress Organize the New Government? (How did Congress add the Bill of Rights to the Constitution?)</p> <p>The Constitution of the United States of America            Amendments to the Constitution of the United States of America</p>
<b>V.B.3.c</b>	<ul style="list-style-type: none"> <li>• explain the importance to the individual and to society of such economic rights as the right to               <ul style="list-style-type: none"> <li>➤ acquire, use, transfer, and dispose of property</li> <li>➤ choose one’s work, change employment</li> <li>➤ join labor unions and professional associations</li> <li>➤ establish and operate a business</li> <li>➤ copyright and patent</li> <li>➤ enter into lawful contracts</li> </ul> </li> </ul>	<p><u>Unit 6:</u>            Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What are the rights of citizens?)</p>
<b>V.B.3.d</b>	<ul style="list-style-type: none"> <li>• identify and evaluate contemporary issues regarding economic rights, e.g., employment, welfare, social security, minimum wage, health care, equal pay for equal work, freedom of contract</li> </ul>	
<b>V.B.4</b>	<p><b>4 Scope and limits of rights</b>            Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights.</p> <p>To achieve this standard, students should be able to:</p>	
<b>V.B.4.a</b>	<ul style="list-style-type: none"> <li>• explain what is meant by the “scope and limits” of a right, e.g., the scope of one’s right to free speech in the United States is extensive and</li> </ul>	<p><u>Unit 6:</u>            Lesson 29: What Are the Rights and Responsibilities of</p>

<b>Standards</b>		<b>Page References</b>
	protects almost all forms of political expression. The right to free speech, however, can be limited if and when that speech seriously harms or endangers others	Citizenship? (What are the rights of citizens? What responsibilities accompany the basic rights of citizens?)
<b>V.B.4.b</b>	<ul style="list-style-type: none"> <li>explain the argument that all rights have limits</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What are the rights of citizens? What responsibilities accompany the basic rights of citizens?)
<b>V.B.4.c</b>	<ul style="list-style-type: none"> <li>explain criteria commonly used in determining what limits should be placed on specific rights, e.g.,               <ul style="list-style-type: none"> <li>➤ clear and present danger rule</li> <li>➤ compelling government interest test</li> <li>➤ national security</li> <li>➤ libel or slander</li> <li>➤ public safety</li> <li>➤ equal opportunity</li> </ul> </li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What are the rights of citizens? What responsibilities accompany the basic rights of citizens?)
<b>V.B.4.d</b>	<ul style="list-style-type: none"> <li>identify and evaluate positions on a contemporary conflict between rights, e.g., right to a fair trial and right to a free press, right to privacy and right to freedom of expression</li> </ul>	<u>Unit 5:</u> Lesson 24: How Does the Constitution Protect Freedom of Religion? (Why do conflicts about freedom of religion exist today? How can we decide issues about religion in the public schools?)  <u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (Solve the problem)
<b>V.B.4.e</b>	<ul style="list-style-type: none"> <li>identify and evaluate positions on a contemporary conflict between rights and other social values and interests, e.g., the right of the public to know what their government is doing versus the need for national security, the right to property versus the protection of the environment</li> </ul>	<u>Unit 5:</u> Lesson 24: How Does the Constitution Protect Freedom of Religion? (Why do conflicts about freedom of religion exist today? How can we decide issues about religion in the public schools?)  <u>Unit 6:</u>

<b>Standards</b>		<b>Page References</b>
		Lesson 29: What Are the Rights and Responsibilities of Citizenship? (Solve the problem)
<b>V.C</b>	<b>What are the responsibilities of citizens?</b>	
<b>V.C.1</b>	<b>1 Personal responsibilities</b> Students should be able to evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society.  To achieve this standard, students should be able to:	
<b>V.C.1.a</b>	<ul style="list-style-type: none"> <li>• evaluate the importance of commonly held personal responsibilities, such as               <ul style="list-style-type: none"> <li>➤ taking care of one’s self</li> <li>➤ supporting one’s family</li> <li>➤ accepting responsibility for the consequences of one’s actions</li> <li>➤ adhering to moral principles</li> <li>➤ considering the rights and interests of others</li> <li>➤ behaving in a civil manner</li> </ul> </li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What responsibilities accompany the basic rights of citizens?)
<b>V.C.1.b</b>	<ul style="list-style-type: none"> <li>• identify and evaluate contemporary issues that involve personal responsibilities, e.g., failure to provide adequate support or care for one’s children, cheating on examinations, lack of concern for the less fortunate</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (Solve the problem)
<b>V.C.2</b>	<b>2 Civic responsibilities</b> Students should be able to evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society.  To achieve this standard, students should be able to:	
<b>V.C.2.a</b>	<ul style="list-style-type: none"> <li>• evaluate the importance of commonly held civic responsibilities, such as               <ul style="list-style-type: none"> <li>➤ obeying the law</li> <li>➤ paying taxes</li> <li>➤ respecting the rights of others</li> <li>➤ being informed and attentive to public issues</li> <li>➤ monitoring political leaders and governmental agencies and taking</li> </ul> </li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What responsibilities accompany the basic rights of citizens? What are your responsibilities as a citizen?)

Standards		Page References
	<p>appropriate action if their adherence to constitutional principles is lacking</p> <ul style="list-style-type: none"> <li>➤ deciding whether and how to vote</li> <li>➤ participating in civic groups</li> <li>➤ performing public service</li> <li>➤ serving as a juror</li> <li>➤ serving in the armed forces</li> </ul>	
<b>V.C.2.b</b>	<ul style="list-style-type: none"> <li>• explain the meaning of civic responsibilities as distinguished from personal responsibilities</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What responsibilities accompany the basic rights of citizens?)
<b>V.C.2.c</b>	<ul style="list-style-type: none"> <li>• evaluate when their responsibilities as Americans require that their personal rights and interests be subordinated to the public good</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What are your responsibilities as a citizen?)
<b>V.C.2.d</b>	<ul style="list-style-type: none"> <li>• evaluate the importance for the individual and society of fulfilling civic responsibilities</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What responsibilities accompany the basic rights of citizens?)
<b>V.C.2.e</b>	<ul style="list-style-type: none"> <li>• identify and evaluate contemporary issues that involve civic responsibilities, e.g., low voter participation, avoidance of jury duty, failure to be informed about public issues</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (Solve the problem)
<b>V.D</b>	<b>What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?</b>	
<b>V.D.1</b>	<b>1 Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy</b> Students should be able to evaluate, take, and defend positions on the importance of certain dispositions or traits of character to themselves and American constitutional democracy.  To achieve this standard, students should be able to:	
	<ul style="list-style-type: none"> <li>• explain the importance to the individual and society of the following</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of

Standards		Page References
	<p>dispositions or traits of character</p> <ul style="list-style-type: none"> <li>➤ <b>individual responsibility</b>—fulfilling the moral and legal obligations of membership in society</li> <li>➤ <b>self-discipline/self-governance</b>—adhering voluntarily to self-imposed standards of behavior rather than requiring the imposition of external controls</li> <li>➤ <b>civility</b>—treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument</li> <li>➤ <b>courage</b>—the strength to stand up for one’s convictions when conscience demands</li> <li>➤ <b>respect for the rights of other individuals</b>— having respect for others’ right to an equal voice in government, to be equal in the eyes of the law, to hold and advocate diverse ideas, and to join in associations to advance their views</li> <li>➤ <b>respect for law</b>—willingness to abide by laws, even though one may not be in complete agreement with every law; willingness to work through peaceful, legal means to change laws which are thought to be unwise or unjust</li> <li>➤ <b>honesty</b>—willingness to seek and express the truth</li> <li>➤ <b>open mindedness</b>—considering others’ points of view</li> <li>➤ <b>critical mindedness</b>—having the inclination to question the validity of various positions, including one’s own</li> <li>➤ <b>negotiation and compromise</b>—making an effort to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable to do so</li> <li>➤ <b>persistence</b>—being willing to attempt again and again to accomplish worthwhile goals</li> <li>➤ <b>civic mindedness</b>—paying attention to and having concern for public affairs</li> <li>➤ <b>compassion</b>—having concern for the wellbeing of others, especially for the less fortunate</li> </ul>	<p>Citizenship? (What responsibilities accompany the basic rights of citizens? What are your responsibilities as a citizen? Activities)</p>

Standards		Page References
	<ul style="list-style-type: none"> <li>➤ <b>patriotism</b>—being loyal to the values and principles underlying American constitutional democracy, as distinguished from jingoism and chauvinism</li> </ul>	
<b>V.E</b>	<b>How can citizens take part in civic life?</b>	
<b>V.E.1</b>	<b>1 Participation in civic and political life and the attainment of individual and public goals</b> Students should be able to explain the relationship between participating in civic and political life and the attainment of individual and public goals.  To achieve this standard, students should be able to:	
<b>V.E.1.a</b>	<ul style="list-style-type: none"> <li>• identify examples of their own individual goals and explain how their participation in civic and political life can help to attain them, e.g., living in a safe and orderly neighborhood, obtaining a good education, living in a healthy environment</li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (Ideas for discussion)
<b>V.E.1.b</b>	<ul style="list-style-type: none"> <li>• identify examples of public goals and explain how participation in civic and political life can help to attain them, e.g., increasing the safety of the community, improving local transportation facilities, providing opportunities for education and recreation</li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (Ideas for discussion)
<b>V.E.2</b>	<b>2 The difference between political and social participation</b> Students should be able to explain the difference between political and social participation.  To achieve this standard, students should be able to:	
<b>V.E.2.a</b>	<ul style="list-style-type: none"> <li>• explain what distinguishes political from social participation, e.g., participating in a campaign to change laws regulating the care of children as opposed to volunteering to care for children</li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (What is political action and what is social action?)
<b>V.E.2.b</b>	<ul style="list-style-type: none"> <li>• explain the importance of both political and social participation to American constitutional democracy</li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (What is political action and what is social action? Why should I participate in the affairs of my community?)
<b>V.E.2.c</b>	<ul style="list-style-type: none"> <li>• identify opportunities in their own community for both political</li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic

Standards		Page References
	and social participation	Affairs? (Activities)
<b>V.E.3</b>	<p><b>3 Forms of political participation</b>            Students should be able to describe the means by which Americans can monitor and influence politics and government.</p> <p>To achieve this standard, students should be able to:</p>	
<b>V.E.3.a</b>	<ul style="list-style-type: none"> <li>• explain how Americans can use the following means to monitor and influence politics and government at local, state, and national levels               <ul style="list-style-type: none"> <li>➤ voting</li> <li>➤ becoming informed about public issues</li> <li>➤ discussing public issues</li> <li>➤ communicating with public officials</li> <li>➤ joining political parties, interest groups, and other organizations that attempt to influence public policy and elections</li> <li>➤ attending meetings of governing bodies</li> <li>➤ working in campaigns</li> <li>➤ taking part in peaceful demonstration</li> <li>➤ circulating and signing petitions</li> <li>➤ contributing money to political parties or causes</li> </ul> </li> </ul>	<p><u>Unit 6:</u>            Lesson 30: How Might Citizens Participate in Civic Affairs? (What role should citizens have in government? How might citizens participate in their government? Ways citizens can participate)</p>
<b>V.E.3.b</b>	<ul style="list-style-type: none"> <li>• describe historical and current examples of citizen movements seeking to promote individual rights and the common good, e.g., abolition, suffrage, labor and civil rights movements</li> </ul>	<p><u>Unit 5:</u>            Lesson 25: How Has the Right to Vote Expanded Since the Constitution Was Adopted? (Lesson Review)            Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law? (Case Two)</p> <p><u>Unit 6:</u>            Lesson 28: What is the Relationship of the United States to Other Nations in the World? (What international organizations promote interaction among nations?)</p>
<b>V.E.3.c</b>	<ul style="list-style-type: none"> <li>• explain what civil disobedience is, how it differs from other forms of protest, what its consequences might be, and circumstances under which it might be justified</li> </ul>	<p><u>Unit 6:</u>            Lesson 29: What Are the Rights and Responsibilities of Citizenship? (Must you obey a law you think is unjust?)</p>

Standards		Page References
		Glossary
V.E.3.d	<ul style="list-style-type: none"> <li>explain why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is a form of political participation</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What responsibilities accompany the basic rights of citizens?)
V.E.4	<b>4 Political leadership and public service</b> Students should be able to explain the importance of political leadership and public service in a constitutional democracy.  To achieve this standard, students should be able to:	
V.E.4.a	<ul style="list-style-type: none"> <li>describe personal qualities necessary for political leadership</li> </ul>	<u>Unit 1:</u> Lesson 3: What is Republican Government? (How did the colonists teach the values of republican government?)  <u>Unit 3:</u> Lesson 16: How Much Power Should Be Given to the Executive and Judicial Branches? (How should the president be selected?)
V.E.4.b	<ul style="list-style-type: none"> <li>explain the functions of political leadership and why leadership is a vital necessity in a constitutional democracy</li> </ul>	
V.E.4.c	<ul style="list-style-type: none"> <li>explain and evaluate ethical dilemmas that might confront political leaders</li> </ul>	
V.E.4.d	<ul style="list-style-type: none"> <li>identify opportunities for political leadership in their own school, community, state, and the nation</li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (What role should citizens have in government? How might citizens participate in their government? Should citizens participate in their government? Ways citizens can participate; Why should I participate in the affairs of my community? Activities)
V.E.4.e	<ul style="list-style-type: none"> <li>explain the importance of individuals working cooperatively with their elected leaders</li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic

Standards		Page References
		Affairs? (What is political action and what is social action? Why should I participate in the affairs of my community?)
V.E.4.f	<ul style="list-style-type: none"> <li>evaluate the role of “the loyal opposition” in a constitutional democracy</li> </ul>	
V.E.4.g	<ul style="list-style-type: none"> <li>explain the importance of public service in a constitutional democracy</li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (What role should citizens have in government? How might citizens participate in their government? Should citizens participate in their government? Ways citizens can participate)
V.E.4.h	<ul style="list-style-type: none"> <li>identify opportunities for public service in their own school, community, state and the nation</li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (What role should citizens have in government? How might citizens participate in their government? Should citizens participate in their government? Ways citizens can participate; Why should I participate in the affairs of my community?)
V.E.4.i	<ul style="list-style-type: none"> <li>identify career opportunities in public service</li> </ul>	<u>Unit 6:</u> Lesson 30: How Might Citizens Participate in Civic Affairs? (How might citizens participate in their government?)
V.E.5	<b>5 Knowledge and participation</b> Students should be able to explain the importance of knowledge to competent and responsible participation in American democracy.  To achieve this standard, students should be able to:	
V.E.5.a	<ul style="list-style-type: none"> <li>explain why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is an important form of participation</li> </ul>	<u>Unit 6:</u> Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What responsibilities accompany the basic rights of citizens?) Lesson 30: How Might Citizens Participate in Civic

Standards		Page References
		Affairs? (What role should citizens have in government? How might citizens participate in their government? Ways citizens can participate)
V.E.5.b	<ul style="list-style-type: none"> <li>explain how awareness of the nature of American constitutional democracy may give citizens the ability to reaffirm or change fundamental constitutional values</li> </ul>	<p>The following lesson could be extended to cover this standard:</p> <p><u>Unit 6:</u>            Lesson 29: What Are the Rights and Responsibilities of Citizenship? (How does a person become a citizen of the United States?)            Lesson 30: How Might Citizens Participate in Civic Affairs? (Should citizens participate in their government?)</p>
V.E.5.c	<ul style="list-style-type: none"> <li>evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry</li> </ul>	<p><u>Unit 6:</u>            Lesson 29: What Are the Rights and Responsibilities of Citizenship? (What responsibilities accompany the basic rights of citizens? Activities: 1)            Lesson 30: How Might Citizens Participate in Civic Affairs? (What role should citizens have in government? How might citizens participate in their government? Ways citizens can participate)</p>