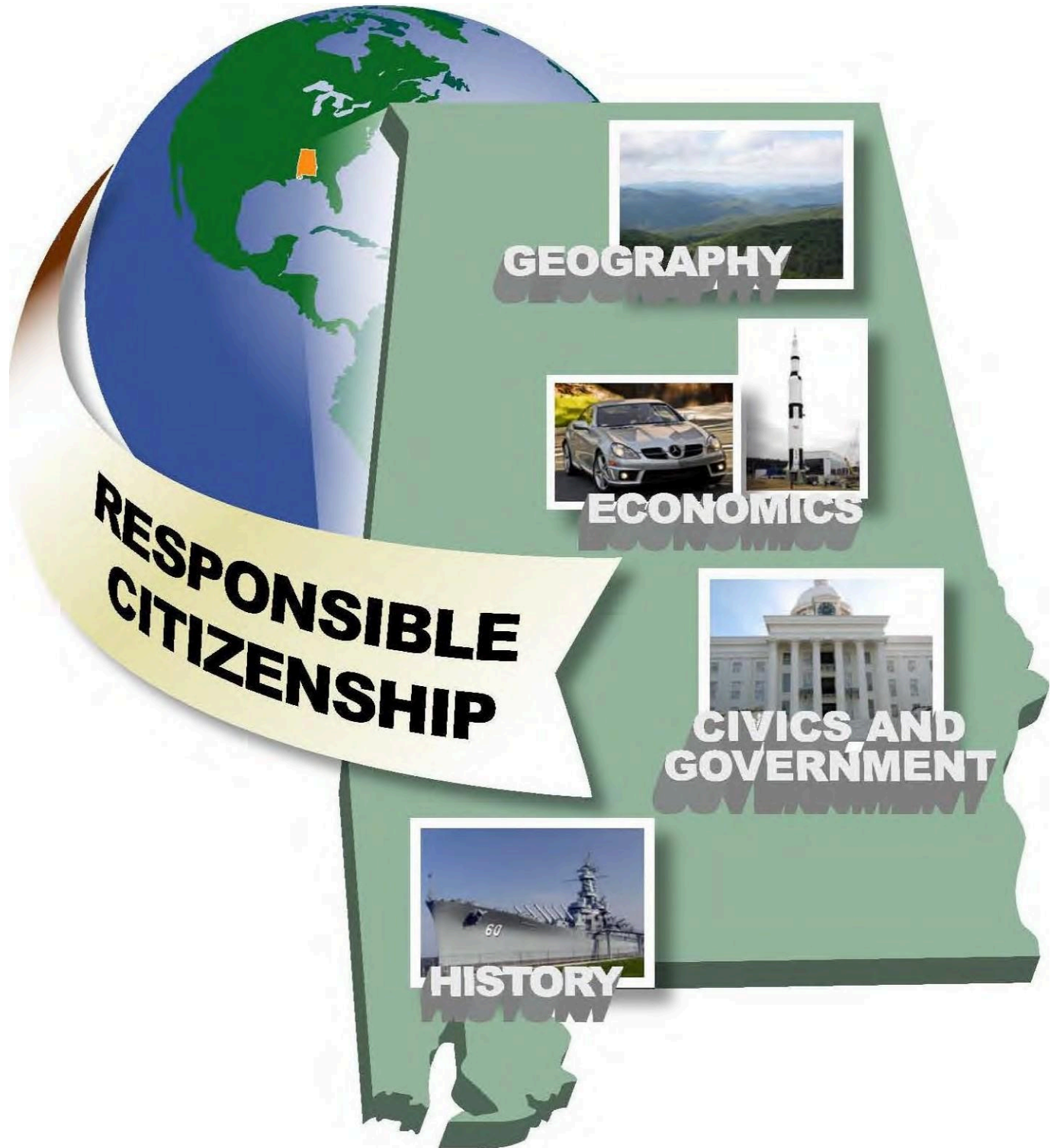


SOCIAL STUDIES





***We the People* Curriculum Crosswalk for: Alabama Social Studies Standards - 5th grade**

Usage: This correlation guide offers a crosswalk between the Alabama Social Studies standards and the Level 1 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



FIFTH GRADE

United States Studies: Beginnings to the Industrial Revolution

Fifth-grade content standards focus on the United States from the prehistoric period to the Industrial Revolution. Instruction addresses the strands of economics, geography, history, and civics and government from the earliest times through the formation and growth of the nation to the latter part of the nineteenth century with an emphasis on the development of the American Republic. Students also become familiar with major events in the periods of the American Revolution, the Westward Expansion, the Civil War, and Reconstruction.

Students at the fifth-grade level are becoming more aware of both their immediate and global environments. Due to the emotional and social development of fifth-grade students, this is the optimal time to assist in their understanding of history by involving them in discussions that include differing viewpoints and opinions of others. As students begin to explore multiple ideas and perceptions, they become more respectful of others' viewpoints and actions.

Fifth-grade students benefit from a positive classroom environment that provides learning activities designed to optimize growth and achievement, including lessons that integrate a variety of appropriate and effective instructional strategies from hands-on activities to inquiry-based learning. By developing and monitoring goals for their own learning and behavior, fifth graders are able to gain a greater sense of responsibility for their own actions, including how these actions may affect fellow classmates.

Students will:

E	G	H	CG
	✓	✓	

1. Locate on a map physical features that impacted the exploration and settlement of the Americas, including ocean currents, prevailing winds, large forests, major rivers, and significant mountain ranges.

- Locating on a map states and capitals east of the Mississippi River
- Identifying natural harbors in North America

Examples: Mobile, Boston, New York, New Orleans,
Savannah 

E	G	H	CG
	✓	✓	

2. Identify causes and effects of early migration and settlement of North America.

E	G	H	CG
✓	✓	✓	✓

3. Distinguish differences among major American Indian cultures in North America according to geographic region, natural resources, community organization, economy, and belief systems.

- Locating on a map American Indian nations according to geographic region

E	G	H	CG
✓	✓	✓	✓

4. Determine the economic and cultural impact of European exploration during the Age of Discovery upon European society and American Indians.

- Identifying significant early European patrons, explorers, and their countries of origin, including early settlements in the New World

Examples: patrons—King Ferdinand and Queen Isabella
 explorers—Christopher Columbus
 early settlements—St. Augustine, Quebec, Jamestown

- Tracing the development and impact of the Columbian Exchange

E	G	H	CG
✓	✓	✓	✓

5. Explain the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies.

- Recognizing how colonial development was influenced by the desire for religious freedom

Example: development in Massachusetts, Connecticut, Rhode Island, Pennsylvania, and Maryland colonies

- Identifying influential leaders in colonial society
- Describing emerging colonial government

Examples: Mayflower Compact, representative government, town meetings, rule of law

We the People

Level 1 curriculum connections

- Unit 1, Lesson 1: What were people like in the British colonies in America during the 1770s?
- Unit 1, Lesson 3: What is a republican government?

E	G	H	CG
✓	✓	✓	

6. Describe colonial economic life and labor systems in the Americas.

- Recognizing centers of slave trade in the Western Hemisphere and

the establishment of the Triangular Trade Route

We the People

Level 1 curriculum connections

- Unit 1, Lesson 1: What were people like in the British colonies in America during the 1770s?
- Unit 2, Lesson 10: What did the Framers do about the problem of slavery?

E	G	H	CG
✓		✓	✓

7. Determine causes and events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.

We the People

Level 1 curriculum connections

- Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence?

E	G	H	CG
✓	✓	✓	✓

8. Identify major events of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown.

- Describing principles contained in the Declaration of Independence
- Explaining contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Haym Solomon, and supporters from other countries to the American Revolution
- Explaining contributions of ordinary citizens, including African Americans and women, to the American Revolution
- Describing efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, boycotts, and the Second Continental Congress
- Locating on a map major battle sites of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown
- Recognizing reasons for colonial victory in the American Revolution
- Explaining the effect of the Treaty of Paris of 1783 on the development of the United States

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence?**

E	G	H	CG
		✓	✓

9. Explain how inadequacies of the Articles of Confederation led to the creation and eventual ratification of the Constitution of the United States.

- Describing major ideas, concepts, and limitations of the Constitution of the United States, including duties and powers of the three branches of government
- Identifying factions in favor of and opposed to ratification of the Constitution of the United States
Example: Federalist and Anti-Federalist factions
- Identifying main principles in the Bill of Rights
- Analyzing the election of George Washington as President of the United States for its impact on the role of president in a republic

E	G	H	CG
✓	✓	✓	✓

10. Describe political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States, including the War of 1812, the Indian Removal Act, the Texas-Mexican War, the Mexican-American War, and the Gold Rush of 1849.

- Analyzing the role of the Louisiana Purchase and explorations of Meriwether Lewis and William Clark for their impact on Westward Expansion
- Explaining the purpose of the Monroe Doctrine
- Identifying Alabama’s role in the expansion movement in the United States, including the Battle of Horseshoe Bend and the Trail of Tears
- Identifying the impact of technological developments on United States’ expansion
Examples: steamboat, steam locomotive, telegraph, barbed wire

E	G	H	CG
✓	✓	✓	✓

11. Identify causes of the Civil War, including states’ rights and the issue of slavery.

- Describing the importance of the Missouri Compromise, Nat Turner’s insurrection, the Compromise of 1850, the Dred Scott decision, John Brown’s rebellion, and the election of 1860
- Recognizing key Northern and Southern personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan “Stonewall” Jackson, William Tecumseh Sherman, and Joseph Wheeler
- Describing social, economic, and political conditions that affected citizens during the Civil War
- Identifying Alabama’s role in the Civil War
Examples: Montgomery as the first capital of the Confederacy, Winston County’s opposition to Alabama’s secession
- Locating on a map sites important to the Civil War
Examples: Mason-Dixon Line, Fort Sumter, Appomattox, Gettysburg, Confederate states, Union states
- Explaining events that led to the conclusion of the Civil War

We the People

Level 1 curriculum connections

- **Unit 2, Lesson 10:** What did the Framers do about the problem of slavery?

E	G	H	CG
✓	✓	✓	✓

12. Summarize successes and failures of the Reconstruction Era.
- Evaluating the extension of citizenship rights to African Americans included in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States
 - Analyzing the impact of Reconstruction for its effect on education and social institutions in the United States
Examples: Horace Mann and education reform, Freedmen’s Bureau, establishment of segregated schools, African-American churches
 - Explaining the black codes and the Jim Crow laws
 - Describing post-Civil War land distribution, including tenant farming and sharecropping

We the People

Level 1 curriculum connections

- [Unit 4, Lesson 19](#): How does the Constitution protect your right to equal protection of the laws?
- [Unit 4, Lesson 21](#): How does the Constitution protect your right to vote?

E	G	H	CG
✓	✓	✓	✓

13. Describe social and economic influences on United States’ expansion prior to World War I.
- Explaining how the development of transcontinental railroads helped the United States achieve its Manifest Destiny
 - Locating on a map states, capitals, and important geographic features west of the Mississippi River
 - Explaining how the United States acquired Alaska and Hawaii
 - Identifying major groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics
 - Analyzing the impact of closing the frontier on American Indians’ way of life
 - Explaining how the Spanish-American War led to the emergence of the United States as a world power

SEVENTH – EIGHTH GRADE OVERVIEW

In seventh grade, geography and civics are each taught as a one-semester course. In the one-semester seventh-grade geography course, students study world geography using a thematic approach. They focus on Earth as the subject matter that involves people, places, and environments and learn that geography seeks meaning in spatial patterns and processes that involve asking questions regarding where and why. Teachers select particular continents, countries, and regions to provide the geographic framework for classroom instruction and investigation.

The one-semester seventh-grade civics course addresses content regarding democracy; liberty; law; personal economics; and local, state, and national civic responsibility. This course provides students with information about how society works, including the role students play in the community and in the world.

The geographic knowledge of the world gained in Grade 7 helps eighth-grade students as they begin their study of world history. Students benefit by knowing where things are, how they got that way, and how the study of history applies to ways in which geography affected historical events. Course content incorporates the strands of economics, geography, history, and civics and government with an emphasis on the history and geography strands.

These courses emphasize the knowledge and skills necessary for developing a geographic perspective of the world and its people and events. Geography is a strong component of the content for these grades, as students are required to become knowledgeable about the spatial aspects of human existence. Students use geographic knowledge, tools, and technologies to pose and answer questions about spatial processes and to compare human and physical patterns on Earth. Real maps and mental maps are also utilized by students to answer geographic questions.

Effective teachers incorporate a variety of instructional techniques and assessment strategies into plans for student learning. The classroom environment, activities, assignments, and assessments foster the skills of acquiring information and manipulating data; developing and presenting policies, arguments, and stories; constructing new knowledge; and participating in groups. Technology, including Internet access, computer software, videos, and television programs, is used not only to provide opportunities for students to explore historical as well as geographic concepts, but also to enable students to compete in a rapidly changing world. Because understanding contemporary events and relating them to the past are essential to any social studies course, the incorporation of current events is a vital component of the social studies content for Grades 7 and 8.

***We the People* Curriculum Crosswalk for: Alabama Social Studies Standards - 7th grade**

Usage: This correlation guide offers a crosswalk between the 7th grade Alabama Social Studies standards and the Level 2 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

SEVENTH GRADE

Civics

The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of the constitutional democracy that established the republic of the United States of America. These standards incorporate the strands of economics, geography, history, and civics and government with an obvious emphasis on political ideology. They address representative democracy, individual rights and freedoms, law, personal finance, and civic responsibilities.

Students at this age should be able to assume more responsibilities in their family, school, and community roles. To address this concern, students are given opportunities to apply civic knowledge to problem-based learning situations in the community and to other activities that foster increased personal responsibility.

The classroom instructional environment should provide students with numerous opportunities to participate in learning activities that incorporate a variety of formats and learning tools, including role playing, debate, and hands-on activities as well as the use of graphic organizers, texts, charts, and graphs. Students should have multiple opportunities for listening, reading, and writing activities as well as group and individual projects. Culminating projects ensure that students apply their civic knowledge and skills to understand local, national, and international issues.

Students will:

E	G	H	CG
		✓	✓

1. Compare influences of ancient Greece, the Roman Republic, the Judeo-Christian tradition, the Magna Carta, federalism, the Mayflower Compact, the English Bill of Rights, the House of Burgesses, and the Petition of Rights on the government of the United States.

We the People

Level 2 curriculum connections

- [Unit 1, Lesson 2: Why do we need government?](#)
- [Unit 1, Lesson 3: What is a republican government?](#)
- [Unit 2, Lesson 6: How did constitutional government develop in Great Britain?](#)

E	G	H	CG
		✓	✓

2. Explain essential characteristics of the political system of the United States, including the organization and function of political parties and the process of selecting political leaders.

- Describing the influence of John Locke, Thomas Hobbes, Jean-Jacques Rousseau, Thomas Paine, Niccolò Machiavelli, Charles de Montesquieu, and François-Marie Arouet (Voltaire) on the political system of the United States

We the People

Level 2 curriculum connections

- **Unit 1, Lesson 2:** Why do we need government?
- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 1, Lesson 4:** What is a constitutional government?
- **Unit 1, Lesson 5:** How can we organize government to prevent abuse of power?
- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
- **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?
- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 18:** How did the people approve the new Constitution?
- **Unit 4, Lesson 19:** How did Congress organize the new government?
- **Unit 4, Lesson 20:** How did political parties develop?

E	G	H	CG
		✓	✓

3. Compare the government of the United States with other governmental systems, including monarchy, limited monarchy, oligarchy, dictatorship, theocracy, and pure democracy.

E	G	H	CG
✓		✓	✓

4. Describe structures of state and local governments in the United States, including major Alabama offices and officeholders.

- Describing how local and state governments are funded

E	G	H	CG
	✓	✓	✓

5. Compare duties and functions of members of the legislative, executive, and judicial branches of Alabama's local and state governments and of the national government.

- Locating political and geographic districts of the legislative, executive, and judicial branches of Alabama's local and state governments and of the national government
- Describing the organization and jurisdiction of courts at the local, state, and national levels within the judicial system of the United States
- Explaining concepts of separation of powers and checks and balances among the three branches of state and national governments

We the People

Level 2 curriculum connections

- **Unit 1, Lesson 5:** How can we organize government to prevent abuse of power?
- **Unit 3, Lesson 12:** Who attended the Philadelphia Convention? How was it organized?
- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
- **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?
- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 19:** How did Congress organize the new government?
- **Unit 4, Lesson 21:** How does the U.S. Supreme Court use the power of judicial review?

E	G	H	CG
		✓	✓

6. Explain the importance of juvenile, adult, civil, and criminal laws within the judicial system of the United States.

- Explaining rights of citizens as guaranteed by the Bill of Rights under the Constitution of the United States
- Explaining what is meant by the term *rule of law*
- Justifying consequences of committing a civil or criminal offense
- Contrasting juvenile and adult laws at local, state, and federal levels

We the People

Level 2 curriculum connections

- **Unit 2, Lesson 6:** How did constitutional government develop in Great Britain?
- **Unit 5, Lesson 23:** How does the Constitution protect freedom of expression?
- **Unit 5, Lesson 24:** How does the Constitution protect freedom of religion?
- **Unit 5, Lesson 27:** How does the Constitution protect the right to due process of law?

E	G	H	CG
✓	✓	✓	

7. Determine how people organize economic systems to address basic economic questions regarding which goods and services will be produced, how they will be distributed, and who will consume them.

- Using economic concepts to explain historical and current developments and issues in global, national, state, or local contexts



Example: increase in oil prices resulting from supply and demand

- Analyzing agriculture, tourism, and urban growth in Alabama for their impact on economic development

E	G	H	CG
✓		✓	✓

8. Appraise the relationship between the consumer and the marketplace in the economy of the United States regarding scarcity, opportunity cost, trade-off decision making, and the stock market.

- Describing effects of government policies on the free market
- Identifying laws protecting rights of consumers and avenues of recourse when those rights are violated
- Comparing economic systems, including market, command, and traditional

E	G	H	CG
✓			✓

9. Apply principles of money management to the preparation of a personal budget that addresses housing, transportation, food, clothing, medical expenses, insurance, checking and savings accounts, loans, investments, credit, and comparison shopping.

E	G	H	CG
		✓	✓

10. Describe individual and civic responsibilities of citizens of the United States.

Examples: individual—respect for rights of others, self-discipline, negotiation, compromise, fiscal responsibility
 civic—respect for law, patriotism, participation in political process, fiscal responsibility

- Differentiating rights, privileges, duties, and responsibilities between citizens and noncitizens
- Explaining how United States’ citizenship is acquired by immigrants
- Explaining character traits that are beneficial to individuals and society

Examples: honesty, courage, compassion, civility, loyalty

We the People

Level 2 curriculum connections

- **Unit 6, Lesson 29:** What are the rights and responsibilities of citizenship?
- **Unit 6, Lesson 30:** How might citizens participate in civic affairs?

E	G	H	CG
✓		✓	✓

11. Compare changes in social and economic conditions in the United States during the twentieth and twenty-first centuries.

Examples: social—family values, peer pressure, education opportunities, women in the workplace
 economic—career opportunities, disposable income, consumption of goods and services

- Determining benefits of Alabama’s role in world trade
- Tracing the political and social impact of the modern Civil Rights Movement from 1954 to the present, including Alabama’s role

E	G	H	CG
✓	✓	✓	✓

12. Describe how the United States can be improved by individual and group participation in civic and community activities.

- Identifying options for civic and community action
 Examples: investigating the feasibility of a specific solution to a traffic problem, developing a plan for construction of a subdivision, using maps to make and justify decisions about best locations for public facilities
- Determining ways to participate in the political process
 Examples: voting, running for office, serving on a jury, writing letters, being involved in political parties and political campaigns

We the People

Level 2 curriculum connections

- **Unit 6, Lesson 29:** What are the rights and responsibilities of citizenship?
- **Unit 6, Lesson 30:** How might citizens participate in civic affairs?

E	G	H	CG
			✓

13. Identify contemporary American issues since 2001, including the establishment of the United States Department of Homeland Security, the enactment of the Patriot Act of 2001, and the impact of media analysis.

***We the People* Curriculum Crosswalk for: Alabama Social Studies Standards - High School**

Usage: This correlation guide offers a crosswalk between the High School Alabama Social Studies standards and the Level 3 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

NINTH – TWELFTH GRADE OVERVIEW

Ninth- through twelfth-grade students are sophisticated learners who are developmentally capable of abstract reasoning, critical thinking, and creative problem solving. At the high school level, a comprehensive curriculum of fundamental social studies content builds on prior knowledge gained in earlier grades to challenge students to be knowledgeable and engaged citizens. The four strands of economics, geography, history, and civics and government are interwoven into the Grades 9-12 social studies program to help students further develop the essential base of knowledge and critical-thinking skills required for responsible civic participation at local, state, and national levels. All social studies content at the high school level is aligned with standards addressed by national social studies organizations.

All Alabama high school students must earn four credits in social studies for graduation. Requirements stipulate that students must successfully complete the one-credit World History: 1500 to the Present course, the one-credit United States History I: Beginnings to the Industrial Revolution course, the one-credit United States History II: The Industrial Revolution to the Present course, the half-credit United States Government course, and the half-credit Economics course. These required courses contain the fundamental content that must be learned in order for students to become responsible citizens and active participants in local, state, national, and global societies. In addition to the courses required for Grades 9-12, local school systems may offer elective social studies courses. These may include, but are not limited to, a study of psychology, sociology, contemporary world issues and civic engagement, and human geography. Content for these four elective courses, designed to enrich development of civic responsibility, is included in Appendix A of this document.

High school students learn best in an effective instructional environment that provides opportunities for authentic learning through analyzing and debating complex issues, conducting social studies research, participating in civic affairs, and developing historical-thinking skills. Students also benefit from differentiated instruction that includes student presentations, use of primary sources, written analyses of information, collaborative group activities, simulations, and interactions with electronic and print media.

TENTH GRADE

United States History I: Beginnings to the Industrial Revolution

The study of the early history of the United States in Grade 10 forms the foundation for understanding the development and principles of modern American society. Beginning with the earliest explorations of American continents, this course offers a chronological study of major events, issues, movements, individuals, and diverse groups of people in the United States from a national and an Alabama perspective. In addition to gaining essential knowledge regarding this period of our nation's past, students develop historical-thinking skills, which include chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and analysis and decision making. Content standards build on foundational knowledge and skills learned in the study of United States history in Grade 5 and world history in Grade 8. In addition, content rigor is designed to be developmentally appropriate in order to prepare students for increasingly challenging courses at the high school level.

Students in Grade 10 benefit from a classroom environment that provides activities to facilitate historical inquiry. Teachers challenge students with a variety of instructional methods to enhance the development of critical-thinking skills. Methods include analysis of historical documents, map-reading activities, and the use of current technologies. Students are encouraged to explore historical topics and begin thinking like historians while studying key events, people, and ideas in this period of American history.

Process skills are an important part of the content of this course. Students are able to understand the importance of learning history and have a deeper understanding of history by using these skills. These process skills, located in Appendix B of this document, are incorporated into this course and are referenced in brackets following each content standard.

Students will:

E	G	H	CG
✓	✓	✓	✓

1. Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous

Americans. [A.1.a., A.1.b., A. 1.d., A.1.g., A.1.i.]

- Describing the influence of the Crusades, Renaissance, and Reformation on European exploration
- Comparing European motives for establishing colonies, including mercantilism, religious persecution, poverty, oppression, and new opportunities
- Analyzing the course of the Columbian Exchange for its impact on the global economy
- Explaining triangular trade and the development of slavery in the colonies

E	G	H	CG
✓	✓	✓	✓

2. Compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]

- Explaining the role of essential documents in the establishment of colonial governments, including the Magna Carta, the English Bill of Rights, and the Mayflower Compact
- Explaining the significance of the House of Burgesses and New England town meetings in colonial politics
- Describing the impact of the Great Awakening on colonial society

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?

E	G	H	CG
✓	✓	✓	✓

3. Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the signing of the Declaration of Independence. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]

- Explaining the role of key revolutionary leaders, including George Washington; John Adams; Thomas Jefferson; Patrick Henry; Samuel Adams; Paul Revere; Crispus Attucks; and Gilbert du Motier, Marquis de Lafayette
- Explaining the significance of revolutionary battles, including Bunker Hill, Trenton, Saratoga, and Yorktown
- Summarizing major ideas of the Declaration of Independence, including the theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau
- Comparing perspectives of differing groups in society and their roles in the American Revolution, including men, women, white settlers, free and enslaved African Americans, and American Indians
- Describing how provisions of the Treaty of Paris of 1783 affected relations of the United States with European nations and American Indians

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?

E	G	H	CG
✓		✓	✓

4. Describe the political system of the United States based on the Constitution of the United States. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]

- Interpreting the Preamble to the Constitution of the United States; separation of powers; federal system; elastic clause; the Bill of Rights; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments as key elements of the Constitution of the United States

- Describing inadequacies of the Articles of Confederation
- Distinguishing personalities, issues, ideologies, and compromises related to the Constitutional Convention and the ratification of the Constitution of the United States, including the role of the Federalist papers
- Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton's economic policies, conflicting views of Thomas Jefferson and Alexander Hamilton, George Washington's Farewell Address, and the election of 1800

We the People

Level 3 curriculum connections

- **Unit 2, Lesson 8:** What were the Articles of Confederation, and why did some Founders want to change them?
- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?
- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?
- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 4, Lesson 26:** How does American federalism work?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?

5. Explain key cases that helped shape the United States Supreme Court, including *Marbury versus Madison*, *McCulloch versus Maryland*, and *Cherokee Nation versus Georgia*.
[A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]
- Explaining concepts of loose and strict interpretations of the Constitution of the United States

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?

E	G	H	CG
✓	✓	✓	✓

6. Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.
[A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]

Examples: Embargo Act, Alien and Sedition Acts, impressment

E	G	H	CG
✓	✓	✓	✓

7. Describe causes, courses, and consequences of United States' expansionism prior to the Civil War, including the Treaty of Paris of 1783, the Northwest Ordinance of 1785, the Northwest Ordinance of 1787, the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails.
[A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

E	G	H	CG
✓	✓	✓	✓

8. Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation. 📄

E	G	H	CG
		✓	✓

[A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

E	G	H	CG
✓		✓	✓

9. Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay's American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

Examples: Waltham-Lowell system, "old" immigration, changing technologies

E	G	H	CG
✓	✓	✓	✓

10. Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government.
[A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

- Explaining the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal

E	G	H	CG
		✓	✓

11. Evaluate the impact of American social and political reform on the emergence of a distinct culture. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

- Explaining the impact of the Second Great Awakening on the

emergence of a national identity

- Explaining the emergence of uniquely American writers
Examples: James Fenimore Cooper, Henry David Thoreau,
Edgar Allen Poe
- Explaining the influence of Elizabeth Cady Stanton, Dorothea Lynde
Dix, and Susan B. Anthony on the development of social reform
movements prior to the Civil War

E	G	H	CG
	✓	✓	✓

12. Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner.

[A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

- Describing the rise of religious movements in opposition to slavery, including objections of the Quakers
- Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River
- Describing the rise of the Underground Railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe's *Uncle Tom's Cabin*, on the abolitionist movement

E	G	H	CG
✓	✓	✓	✓

13. Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Acts, the Kansas-Nebraska Act, and the Dred Scott decision. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

- Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861, including participation in slavery, secession, the Indian War, and reliance on cotton
- Analyzing the Westward Expansion from 1803 to 1861 to determine its effect on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession
- Describing tariff debates and the nullification crisis between 1800 and 1861
- Analyzing the formation of the Republican Party for its impact on the 1860 election of Abraham Lincoln as President of the United States

E	G	H	CG
✓	✓	✓	✓

14. Describe how the Civil War influenced the United States, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman's March to the Sea.

[A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.i., A.1.k.]

- Identifying key Northern and Southern Civil War personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan "Stonewall" Jackson, and William Tecumseh Sherman
 - Example: President Abraham Lincoln's philosophy of union, executive orders, and leadership
- Analyzing the impact of the division of the nation during the Civil War regarding resources, population distribution, and transportation
- Explaining reasons border states remained in the Union during the Civil War
- Describing nonmilitary events and life during the Civil War, including the Homestead Act, the Morrill Act, Northern draft riots, the Emancipation Proclamation, and the Gettysburg Address
- Describing the role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton
- Tracing Alabama's involvement in the Civil War

E	G	H	CG
✓	✓	✓	✓

15. Compare congressional and presidential reconstruction plans, including African-American political participation.

[A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.i., A.1.k.]

- Tracing economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen's Bureau
- Describing social restructuring of the South, including Southern military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan
- Describing the Compromise of 1877
- Summarizing post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments
- Explaining causes for the impeachment of President Andrew Johnson
- Explaining the impact of the Jim Crow laws and *Plessey versus Ferguson* on the social and political structure of the New South after Reconstruction
- Analyzing political and social motives that shaped the Constitution of Alabama of 1901 to determine their long-term effect on politics and economics in Alabama 📄

E	G	H	CG
✓	✓	✓	✓

16. Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.

[A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.h., A.1.i., A.1.k.]

- Describing the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad
- Identifying the changing role of the American farmer, including the establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues
- Evaluating the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians between Reconstruction and World War I
- Comparing population percentages, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America, including the Chinese Exclusion Act regarding immigration quotas

TWELFTH GRADE

United States Government

United States Government is a one-semester required course for students in Grade 12. The course goal is for students to develop the civic knowledge necessary for becoming active participants as citizens of this nation. Achievement of this goal prepares students to participate as informed citizens through voting, serving on a jury, holding political office, and deliberating public policy.

In this course, students broaden knowledge and critical-thinking skills learned in Grades 9-11 and deepen their understanding of the origin, structure, and function of government at all levels. Content focuses on intellectual, political, and economic factors that influenced the development of a republic based on rule of law, freedom of opportunity, individual liberty, and representative government. Democratic principles that served as a foundation for the development of our nation are embedded in a detailed study of the Constitution of the United States, a key component of the course.

Twelfth-grade students are developing a sense of maturity necessary for analysis of the role of government in the lives of individuals and in the nation. An effective instructional environment promotes critical thinking and research and provides opportunities for civic participation. Classroom activities that include debate, creative problem solving, collaborative group work, and evaluation of electronic and print media foster long-term learning of content and encourage students to understand the value of their roles as citizens in a democracy.

Students will:

E	G	H	CG
✓		✓	✓

1. Explain historical and philosophical origins that shaped the government of the United States, including the Magna Carta, the Petition of Rights, the English Bill of Rights, the Mayflower Compact, the Virginia Declaration of Rights, and the influence of Thomas Hobbes, John Locke, Charles de Montesquieu, Jean-Jaques Rousseau, and the Great Awakening.

- Comparing characteristics of limited and unlimited governments throughout the world, including constitutional, authoritarian, and totalitarian governments

Examples: constitutional—United States
authoritarian—Iran
totalitarian—North Korea

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?

E	G	H	CG
		✓	✓

2. Summarize the significance of the First and Second Continental Congresses, the Declaration of Independence, Shays' Rebellion, and the Articles of Confederation of 1781 on the writing and ratification of the Constitution of the United States of 1787 and the Bill of Rights of 1791.

We the People

Level 3 curriculum connections

- **Unit 2, Lesson 8:** What were the Articles of Confederation, and why did some Founders want to change them?
- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?
- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?

E	G	H	CG
		✓	✓

3. Analyze major features of the Constitution of the United States and the Bill of Rights for purposes, organization, functions, and principles, including rule of law, federalism, limited government, popular sovereignty, judicial review, separation of powers, and checks and balances.
- Explaining main ideas of the debate over ratification that included the Federalist papers
 - Analyzing the Bill of Rights for its application to historical and current issues
 - Outlining the formal process of amending the Constitution of the United States

We the People

Level 3 curriculum connections

- **Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?
- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?
- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 4, Lesson 26:** How does American federalism work?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?

E	G	H	CG
✓		✓	✓

4. Explain how the federal system of the United States divides powers between national and state governments. 📄
- Summarizing obligations that the Constitution of the United States places on a nation for the benefit of the states, including admitting new states and cooperative federalism
 - Evaluating the role of the national government in interstate relations

We the People

Level 3 curriculum connections

- **Unit 4, Lesson 26:** How does American federalism work?

E	G	H	CG
✓		✓	✓

5. Compare specific functions, organizations, and purposes of local and state governments, including implementing fiscal and monetary policies, ensuring personal security, and regulating transportation.
- Analyzing the Constitution of Alabama of 1901 to determine its impact on local funding and campaign funding
 - Describing the influence of special interest groups on state government

E	G	H	CG
		✓	✓

6. Analyze the expansion of suffrage for its effect on the political system of the United States, including suffrage for non-property owners, women, African Americans, and persons eighteen years of age.
- Describing implications of participation of large numbers of minorities and women in parties and campaigns
 - Analyzing the black codes, the Jim Crow laws, and the Selma-to-Montgomery March for their impact on the passage of the Voting Rights Act of 1965

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?

E	G	H	CG
✓	✓	✓	✓

7. Describe the process of local, state, and national elections, including the organization, role, and constituency of political parties.
- Explaining campaign funding and spending
 - Evaluating the impact of reapportionment, redistricting, and voter turnout on elections

E	G	H	CG
✓		✓	✓

8. Describe functions and the development of special interest groups and campaign contributions by political action committees and their impact on state and national elections.
- Analyzing rulings by the United States Supreme Court, including *Buckley versus Valeo*, regarding campaign financing to determine the effect on the election process

E	G	H	CG
✓	✓	✓	✓

9. Trace the impact of the media on the political process and public opinion in the United States, including party press, penny press, print media, yellow journalism, radio, television, and electronic media.

- Describing regional differences in public opinion in the United States
- Analyzing television and electronic media for their impact on the election process and campaign spending from the John F. Kennedy-Richard M. Nixon debate to the election of Barack Obama as President of the United States
- Explaining the effect of attack advertisements on voter selection of candidates

E	G	H	CG
		✓	✓

10. Evaluate roles political parties play in the functioning of the political system of the United States.

- Describing the role of third-party candidates in political elections in the United States
- Explaining major characteristics of contemporary political parties in the United States, including the role of conventions, party leadership, formal and informal memberships, and regional strongholds
- Describing the influence of political parties on individuals and elected officials, including the development of party machines, rise of independent voters, and disillusionment with party systems

We the People

Level 3 curriculum connections

- [Unit 3, Lesson 16: What is the role of political parties in the American constitutional system?](#)

E	G	H	CG
		✓	✓

11. Evaluate constitutional provisions of the legislative branch of the government of the United States, including checks by the legislative branch on other branches of government.

- Comparing rules of operations and hierarchies of Congress, including roles of the Speaker of the House, the Senate President Pro Tempore, majority and minority leaders, and party whips
- Identifying the significance of Congressional committee structure and types of committees
- Tracing the legislative process, including types of votes and committee action, from a bill's presentation to presidential action

We the People

Level 3 curriculum connections

- [Unit 4, Lesson 21: What is the role of Congress in American constitutional democracy?](#)
- [Unit 4, Lesson 22: How does Congress perform its functions in American constitutional democracy?](#)
- [Unit 4, Lesson 24: How are national laws administered in American constitutional democracy?](#)

E	G	H	CG
✓		✓	✓

12. Evaluate constitutional provisions of the executive branch of the government of the United States, including checks by the executive branch on other branches of government and powers, duties as head of state and head of government, the electoral process, and the Twenty-fifth Amendment.

- Critiquing informal powers of the President of the United States, including press conferences, State of the Union addresses, total media access, head of party, and symbolic powers of the Oval Office
- Identifying the influence of White House staff on the President of the United States

- Ranking powers held by the President's Cabinet, including roles of Cabinet secretaries, appropriations by Congress, appointment and confirmation, and operation of organization
- Comparing diverse backgrounds, socioeconomic status, and levels of education of United States' presidents

We the People

Level 3 curriculum connections

- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?

E	G	H	CG
✓		✓	✓

13. Evaluate constitutional provisions of the judicial branch of government of the United States, including checks by the judicial branch on other branches of government, limits on judicial power, and the process by which cases are argued before the United States Supreme Court.

- Explaining the structure and jurisdiction of court systems of the United States, including lower courts and appellate courts
- Identifying the impact of landmark United States Supreme Court cases on constitutional interpretation
 - Examples: *Marbury versus Madison*, *Miranda versus Arizona*, *Tinker versus Des Moines*, *Gideon versus Wainwright*, *Reno versus American Civil Liberties Union*, *United States versus Nixon*, *McCulloch versus Maryland*, *Wallace versus Jaffree*, *Wyatt versus Stickney*, *Powell versus Alabama*
- Describing the shifting political balance of the court system, including the appointment process, the ideology of justices, influences on court decisions regarding executive and legislative opinion, public opinion, and the desire for impartiality
- Contrasting strict and loose constructionist views of the Constitution of the United States

We the People

Level 3 curriculum connections

- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?

E	G	H	CG
		✓	✓

14. Describe the role of citizens in American democracy, including the meaning, rights, and responsibilities of citizenship; due process and other rights guaranteed by the Constitution of the United States; and participation in the election process.

- Explaining how the balance between individual versus majority rule and state versus national authority is essential to the functioning of the American democratic society
 - Examples: majority rule and minority rights, liberty and equality, state and national authority in a federal system, civil disobedience and rule of law, freedom of the press, right to a fair trial, relationship of religion and government

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?
- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?

E	G	H	CG
✓	✓	✓	✓

15.

Explain the role and consequences of domestic and foreign policy decisions, including scientific and technological advancements and humanitarian, cultural, economic, and political changes.

Examples: isolationism versus internationalism, policy of containment, policy of détente, multilateralism, war on terrorism

- Evaluating financial, political, and social costs of national security

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?