

Civics, History Standard Alignment As they relate to Rock of the Republic Table of Contents

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National and state standards have been aligned to the curriculum of this course. The standard appears below in the left column. The activity or unit number and title appear in the right column. The standards for the states below appear electronically from the following sources:

National Standards for Civics and Government

<http://www.civiced.org/58toc.htm>

Virginia Standards of Learning

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/history7.pdf>

New York: NYLearns – Setting the Standard

http://nylearns.org/standards/standard_tree.asp?StandardID=367&lev=ki

Texas Essential Knowledge and Skills for Social Studies

<http://www.tea.state.tx.us/rules/tac/chapter113/ch113c.html>

Florida Standards: Social Studies: Grade 9

<http://www.firn.edu/doe/curric/prek12/pdf/socstud9.pdf>

Illinois State Board of Education: Learning Standards

<http://www.isbe.state.il.us/ils/socscience/sog14.html>

New Hampshire Department of Education Middle School History Standards

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National Standards for Civics and Government Alignment

Standard	Met In
<ul style="list-style-type: none"> ▪ individuals by themselves cannot do many of the things they can do collectively, e.g., create a system of highways, provide armed forces for the security of the nation, make and enforce laws. • Evaluate competing ideas about the purposes government should serve, e.g., <ul style="list-style-type: none"> ▪ protecting individual rights ▪ promoting the common good ▪ providing economic security ▪ molding the character of citizens ▪ furthering the interests of a particular class or group ▪ promoting a particular religion 	<p>Lesson 3: Laws of Puritans; Blackstones' Commentaries</p> <p>Lesson 1: Jefferson on Church and State</p>
<p>3. Limited and unlimited governments. Students should be able to describe the essential characteristics of limited and unlimited governments. To achieve this standard, students should be able to;</p> <ul style="list-style-type: none"> • describe the essential characteristics of limited and unlimited governments <ul style="list-style-type: none"> ▪ limited governments have established and respected restraints on their power, e.g., constitutional governments--governments characterized by legal limits on political power <ul style="list-style-type: none"> ◆ Unlimited governments are those in which there are no effective means of restraining their power, e.g. ◆ 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 ◆ 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 • identify historical and contemporary examples of limited and unlimited governments and justify their classification, e.g., <ul style="list-style-type: none"> ▪ limited governments--United States, Great Britain, Botswana, Japan, Israel, Chile ▪ unlimited governments--Nazi Germany, Imperial Japan, Spain under Franco, Argentina under Peron, Iraq under Hussein, Iran 	<p>Lesson 4 Origins of American Independence</p> <p>Lesson 8: Nazi Germany and Soviet Russia under Stalin</p>
<p>4. The rule of law. Students should be able to explain the importance of the rule of law for the protection of individual rights and the common good. To achieve this standard, students should be able to</p>	<p>Lesson 3: Blackstone on Natural Law</p> <p>Lesson 5: de Tocqueville</p>

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Standard	Met In
<ul style="list-style-type: none"> • explain the difference between the rule of law and the “rule of men” • 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 • explain the consequences of the absence of a rule of law, e.g., <ul style="list-style-type: none"> ▪ anarchy ▪ arbitrary and capricious rule ▪ absence of predictability ▪ disregard for established and fair procedures 	<p>“Democracy in America”</p>
<p>C. What are the nature and purposes of constitutions?</p>	<p>Lesson 4: Constitutional Convention</p>
<p>1. Concepts of “constitution.” Students should be able to explain alternative uses of the term constitution” and to distinguish between governments with a constitution and a constitutional government. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> • distinguish among the following uses of the term constitution <ul style="list-style-type: none"> ▪ constitution as a description of a form of government ▪ constitution as a document ▪ constitution as a higher law limiting the powers of government, i.e., a constitutional or limited government • 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 • identify historical and contemporary nations with constitutions that in reality do limit power, e.g., United States, United Kingdom, Germany, Japan, Botswana, Chile • explain that a government with a constitution but with no effective ways to enforce its limitations is not a constitutional government 	<p>NA</p>
<p>2. Purposes and uses of constitutions. Students should be able to explain the various purposes constitutions serve. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> • explain how constitutions <ul style="list-style-type: none"> ▪ set forth the purposes of government ▪ describe the way a government is organized and how power is allocated ▪ define the relationship between a people and their government • 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 	<p>Lesson 2: Secularism Humanism attempts to re write history</p>

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<ul style="list-style-type: none"> ▪ the president nominates certain public officials, but the Senate needs to approve them ▪ Congress may pass laws, but the Supreme Court may declare them unconstitutional • describe the major characteristics of parliamentary systems, e.g., in the United Kingdom <ul style="list-style-type: none"> ▪ authority is held by a legislature called Parliament ▪ the political party or parties that can form a majority in Parliament choose the prime minister ▪ the prime minister chooses members of Parliament to serve in the cabinet ▪ the prime minister and members of the cabinet must all be members of the legislature--Parliament ▪ the prime minister and cabinet direct the administration of the government ▪ the prime minister and cabinet may be replaced by Parliament if a majority vote "no confidence" in the government 	
<p>2. Confederation, federal, and unitary systems. Students should be able to explain the advantages and disadvantages of confederation, federal, and unitary systems of government. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> • define confederation, federal, and unitary systems of government <ul style="list-style-type: none"> ▪ confederation system--a system of government in which sovereign states delegate powers to a national government for specific purposes ▪ federal system--a system in which power is divided and shared between national and state governments ▪ 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 • identify examples of confederation, federal, and unitary systems in the history of the United States, e.g., <ul style="list-style-type: none"> ▪ confederation system--the United States under the Articles of Confederation and the Confederate States of America ▪ federal system--the government of the United States ▪ unitary system--state governments of the United States • explain the major advantages and disadvantages of confederation, federal, and unitary systems 	
What are the roles of the citizen in American democracy?	
1. The meaning of citizenship. Students should be able to explain	NA

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Standard	Met In
<p>the meaning of American citizenship. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> • explain the important characteristics of citizenship in the United States. Specifically, citizenship <ul style="list-style-type: none"> ▪ is legally recognized membership in a self-governing community ▪ 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 ▪ confers equal rights under the law ▪ is not dependent on inherited, involuntary groupings such as race, gender, or ethnicity ▪ confers certain rights and privileges, e.g., the right to vote, to hold public office, to serve on juries • explain that Americans are citizens of both their state and the United States 	
<i>What are the foundations of the American political system?</i>	
A. What is the American idea of constitutional government?	
<p>1. The American idea of constitutional government. Students should be able to explain the essential ideas of American constitutional government. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> • 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"> ▪ the people are sovereign; they are the ultimate source of power ▪ the Constitution is a higher law that authorizes a government of limited powers ▪ the purposes of government, as stated in the Preamble to the Constitution, are to <ul style="list-style-type: none"> ▪ form a more perfect union ▪ establish justice ▪ insure domestic tranquility ▪ provide for the common defense ▪ promote the general welfare ▪ secure the blessings of liberty to ourselves and our posterity • 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"> ▪ delegated or enumerated powers, e.g., to lay and collect taxes, to make treaties, to decide cases and controversies 	<p>Lesson 3 Establishment of Civil Government in New England</p> <p>Lesson 4: Causes of the Revolution; Judeo Christian Influences upon Founding Fathers and Law</p>

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Standard	Met In
<p>between two or more states (Articles I, II & III)</p> <ul style="list-style-type: none"> ▪ the general welfare provision (Article I, Section 8) ▪ the necessary and proper clause (Article I, Section 8, Clause 18) <ul style="list-style-type: none"> • explain the means of limiting the powers of government under the United States Constitution <ul style="list-style-type: none"> ▪ separation and sharing of powers ▪ checks and balances ▪ Bill of Rights • 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 • evaluate, take, and defend positions on current issues involving constitutional protection of individual rights, such as <ul style="list-style-type: none"> ▪ limits on speech, e.g., “hate speech,” advertising, libel and slander, “fighting words” ▪ separation of church and state, e.g., school vouchers, prayer in public schools ▪ cruel and unusual punishment, e.g., death penalty ▪ search and seizure, e.g., warrant less searches ▪ privacy, e.g., fingerprinting of children, national identification cards, wiretapping, DNA banks 	
<p>B. What are the distinctive characteristics of American society?</p>	
<p>1. Distinctive characteristics of American society. 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. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> • explain important factors that have helped shape American society <ul style="list-style-type: none"> ▪ absence of a nobility or an inherited caste system ▪ religious freedom ▪ the Judeo-Christian ethic ▪ a history of slavery ▪ relative geographic isolation ▪ abundance of land and widespread ownership of property ▪ social, economic, and geographic mobility ▪ effects of a frontier ▪ large scale immigration ▪ diversity of the population ▪ individualism 	<p>Lesson 3: de Tocqueville on religion and American values; Lesson 6: Judeo Christian influence on the Civil War</p>

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Standard	Met In
<ul style="list-style-type: none"> ▪ work ethic ▪ market economy ▪ relative social equality ▪ universal public education 	
<p>2. The role of voluntarism in American life. Students should be able to evaluate, take, and defend positions on the importance of voluntarism in American society. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> • explain factors that have inclined Americans toward voluntarism, e.g., colonial conditions, frontier traditions, religious beliefs • 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 • identify opportunities for individuals to volunteer in their own schools and communities 	NA
<p>3. Diversity in American society. Students should be able to evaluate, take, and defend positions on the value and challenges of diversity in American life. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> • identify the many forms of diversity in American society, e.g., regional, linguistic, racial, religious, ethnic, socioeconomic • explain why diversity is desirable and beneficial, e.g., increases choice, fosters a variety of viewpoints, encourages cultural creativity • 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 • evaluate ways conflicts about diversity can be resolved in a peaceful manner that respects individual rights and promotes the common good 	Lesson 5: Freedom of Worship: The Establishment Clause of the Constitution
<p>C. What is American political culture?</p>	
<p>1. American identity. Students should be able to explain the importance of shared political values and principles to American society. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> • 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 	Lesson 6: The origin of Thanksgiving; Lincoln's Gettysburg Address and 2 nd Inaugural

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Standard	Met In
<p>origin, which determine identity in most other nations</p> <ul style="list-style-type: none"> • 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 • explain why it is important to the individual and society that Americans understand and act on their shared political values and principles 	
<p>2. The character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> • describe political conflict in the United States both historically and at present, such as conflict about <ul style="list-style-type: none"> ▪ geographic and sectional interests ▪ slavery and indentured servitude ▪ national origins ▪ extending the franchise ▪ extending civil rights to all Americans ▪ the role of religion in American public life ▪ engaging in wars • 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"> ▪ a shared respect for the Constitution and its principles ▪ a sense of unity within diversity ▪ many opportunities to influence government and to participate in it ▪ willingness to relinquish power when voted out of office ▪ acceptance of the idea of majority rule tempered by a respect for minority rights ▪ willingness to use the legal system to manage conflicts ▪ availability of land and abundance of natural resources ▪ a relatively high standard of living ▪ opportunities to improve one's economic condition ▪ opportunities for free, public education 	<p>Lesson 4: The Founding Fathers and the decision for Revolution The Constitutional Convention</p>
<p>D. What values and principles are basic to American constitutional democracy?</p>	
<p>1. Fundamental values and principles. Students should be able to explain the meaning and importance of the fundamental values</p>	<p>Lesson 3: Blackstone and Natural Law</p>

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Standard	Met In
<p>and principles of American constitutional democracy. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> • identify fundamental values and principles as expressed in “I have never had a feeling, politically, that did not spring from the sentiments embodied in the Declaration of Independence.” — Abraham Lincoln (c.1858) <ul style="list-style-type: none"> ▪ basic documents, e.g., Declaration of Independence and United States Constitution ▪ significant political speeches and writings, e.g., The Federalist, Washington's Farewell Address, Lincoln's Gettysburg Address, King's “I Have a Dream” speech ▪ individual and group actions that embody fundamental values and principles, e.g., suffrage and civil rights movements • 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"> ▪ individual rights: life, liberty, property, and the pursuit of happiness ▪ the common or public good ▪ self government ▪ justice ▪ equality ▪ diversity ▪ openness and free inquiry ▪ truth ▪ patriotism • explain the meaning and importance of the following fundamental principles of American constitutional democracy <ul style="list-style-type: none"> ▪ popular sovereignty--the concept that ultimate political authority rests with the people who create and can alter or abolish governments ▪ constitutional government which includes <ul style="list-style-type: none"> ▪ the rule of law ▪ representative institutions ▪ shared powers ▪ checks and balances ▪ individual rights ▪ separation of church and state ▪ federalism ▪ civilian control of the military 	<p>Lesson 4: Motivation of the Founding Fathers</p> <p>Lesson 4.1 Events leading to Revolution</p> <p>Lesson 6.2 Abolition of Slavery</p> <p>Lesson 5.2 The Establishment Clause</p>
<p>2. Conflicts among values and principles in American political and social life. Students should be able to evaluate, take, and defend positions on issues in which fundamental values and principles are</p>	<p>NA</p>

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Standard	Met In
<p>in conflict. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> • describe conflicts among fundamental values and principles and give historical and contemporary examples of these conflicts, such as <ul style="list-style-type: none"> ▪ conflicts between liberty and equality, e.g., liberty to exclude others from private clubs and the right of individuals to be treated equally ▪ conflicts between individual rights and the common good, e.g., liberty to smoke in public places and protection of the health of other persons • 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"> ▪ 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 ▪ agreement on the value of equality but disagreement about affirmative action programs 	
<p>3. Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> • 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 • explain the importance of ideals as goals, even if they are not fully achieved • 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. • describe historical and contemporary efforts to reduce discrepancies between ideals and the reality of American public life, e.g., abolition, suffrage, civil rights, and environmental protection movements • explain ways in which discrepancies between reality and the ideals of American constitutional democracy can be reduced by <ul style="list-style-type: none"> ▪ individual action ▪ social action 	

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Standard	Met In
<ul style="list-style-type: none"> ▪ political action 	
<p><i>How does the government established by the constitution embody the purposes, values, and principles of American democracy?</i></p>	
<p>A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?</p>	NA
<p>1. Distributing, sharing, and limiting powers of the national government. 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</p> <ul style="list-style-type: none"> • 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 • 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"> ▪ 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 ▪ 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 ▪ 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 • explain how each branch of government can check the powers of the other branches <ul style="list-style-type: none"> ▪ legislative branch has the power to ▪ establish committees to oversee activities of the executive branch ▪ impeach the president, other members of the executive branch, and federal judges ▪ pass laws over the president's veto by two-thirds majority 	

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Standard	Met In
<p>vote of both Houses</p> <ul style="list-style-type: none"> ▪ disapprove appointments made by the president ▪ propose amendments to the United States Constitution ▪ executive branch has the power to ▪ veto laws passed by Congress ▪ nominate members of the federal judiciary ▪ judicial branch has the power to ▪ overrule decisions made by lower courts ▪ declare laws made by Congress to be unconstitutional ▪ declare actions of the executive branch to be unconstitutional 	
<p>2. Sharing of powers between the national and state governments. Students should be able to explain how and why powers are distributed and shared between national and state governments in the federal system. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ identify the major parts of the federal system ▪ national government ▪ state governments ▪ other governmental units, e.g., District of Columbia; American tribal governments; territories of Puerto Rico, Guam, American Samoa; Virgin Islands ▪ describe how some powers are shared between the national and state governments, e.g., power to tax, borrow money, regulate voting ▪ describe functions commonly and primarily exercised by state governments, e.g., education, law enforcement, health and hospitals, roads and highways ▪ 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) ▪ explain how and why the United States Constitution provides that laws of the national government and treaties are the supreme law of the land ▪ 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 	
B. What does the national government do?	
<p>1. Major responsibilities for domestic and foreign policy. Students should be able to explain the major responsibilities of the national government for domestic and foreign policy. To achieve this</p>	

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Standard	Met In
<p>standard, students should be able to</p> <ul style="list-style-type: none"> ▪ 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 ▪ explain how and why domestic policies affect their lives ▪ 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 ▪ explain how and why foreign policies affect own lives 	
<p>2. Financing government through taxation. Students should be able to explain the necessity of taxes and the purposes for which taxes are used. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ explain why taxation is necessary to pay for government ▪ 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 ▪ 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 ▪ 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 	
<p>C. How are state and local governments organized and what do they do?</p>	
<p>1. State governments. 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</p> <ul style="list-style-type: none"> ▪ explain that their state has a constitution because the United States is a federal system ▪ identify major purposes of the constitution of the state in which they live ▪ identify and explain the basic similarities and differences between their state constitution and the United States Constitution 	

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Standard	Met In
<ul style="list-style-type: none"> ▪ explain why state constitutions and state governments cannot violate the United States Constitution ▪ explain how citizens can change their state constitution and cite examples of changes 	
<p>2. Organization and responsibilities of state and local governments. Students should be able to describe the organization and major responsibilities of state and local governments. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ identify major responsibilities of their state and local governments, e.g., education, welfare, streets and roads, parks, recreation, and law enforcement ▪ describe the organization of their state and local governments, e.g., legislative, executive, and judicial functions at state and local levels ▪ 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 ▪ explain why state and local governments have an important effect on their own lives 	
<p>D. Who represents you in local, state, and national governments?</p>	
<p>1. Who represents you in legislative and executive branches of your local, state, and national governments? 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</p> <ul style="list-style-type: none"> ▪ 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 ▪ name the persons representing them at local, state, and national levels in the executive branches of government, e.g., mayor, governor, president ▪ explain how they can contact their representatives and when and why it is important to do so ▪ explain which level of government they should contact to express their opinions or to get help on specific problems, e.g., opinions about a curfew for persons under 16 years of age, an increase in state sales tax, aid to another country; problems with street lights, driver's license, federal income taxes 	

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Standard	Met In
E. What is the place of law in the American constitutional system?	
<p>1. The place of law in American society. Students should be able to explain the importance of law in the American constitutional system. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ explain the importance of the rule of law in ▪ establishing limits on both those who govern and the governed ▪ protecting individual rights ▪ promoting the common good ▪ 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> ▪ identify principal varieties of law, e.g., constitutional, criminal, civil ▪ explain how the principal varieties of law protect individual rights and promote the common good 	Lesson 5.2: Three Supreme Court Decisions on School Prayer
<p>2. Criteria for evaluating rules and laws. Students should be able to explain and apply criteria useful in evaluating rules and laws. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ identify the strengths and weaknesses of a rule or law by determining if it is ▪ well designed to achieve its purposes ▪ understandable, i.e., clearly written, its requirements are explicit ▪ possible to follow, i.e., does not demand the impossible ▪ fair, i.e., not biased against or for any individual or group ▪ designed to protect individual rights and to promote the common good ▪ draft rules for their schools or communities that meet the criteria for a good or well-constructed rule or law 	Lesson 3.2 Blackstone's on Natural Law
<p>3. Judicial protection of the rights of individuals. Students should be able to evaluate, take, and defend positions on current issues regarding judicial protection of individual rights. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ 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 ▪ explain the importance to individuals and to society of major due process protections 	

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Standard	Met In
<ul style="list-style-type: none"> ▪ habeas corpus ▪ presumption of innocence ▪ fair notice ▪ impartial tribunal ▪ speedy and public trials ▪ right to counsel ▪ trial by jury ▪ right against self-incrimination ▪ protection against double jeopardy ▪ right of appeal ▪ 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 counsel in legislative hearings ▪ describe the adversary system and evaluate its advantages and disadvantages ▪ explain the basic principles of the juvenile justice system and the major differences between the due process rights of juveniles and adults ▪ describe alternative means of conflict management and evaluate their advantages and disadvantages, e.g., negotiation, mediation, arbitration, and litigation ▪ evaluate arguments about current issues regarding judicial protection of the rights of individuals 	
<p>F. How does the American political system provide for choice and opportunities for participation?</p>	
<p>1. The public agenda. 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</p> <ul style="list-style-type: none"> ▪ 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 ▪ describe how the public agenda is shaped by political leaders, interest groups, the media, state and federal courts, individual citizens ▪ explain how individuals can help to shape the public agenda, e.g., by joining interest groups or political parties, by making presentations at public meetings, by writing letters to government officials and to newspapers 	<p>Lesson 2: Secular Humanism and re-writing history</p>

National Standards for Civics and Government Alignment

Standard	Met In
<p>2. Political communication. Students should be able to evaluate, take, and defend positions on the influence of the media on American political life. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ explain the importance of freedom of the press to informed participation in the political system ▪ evaluate the influence of television, radio, the press, newsletters, and emerging means of electronic communication on American politics ▪ explain how Congress, the president, the Supreme Court, and state and local public officials use the media to communicate with the citizenry ▪ 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 ▪ 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 ▪ 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 	
<p>3. Political parties, campaigns, and elections. Students should be able to explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ describe the role of political parties ▪ describe various kinds of elections, e.g., primary and general, local and state, congressional, presidential, recall ▪ explain ways individuals can participate in political parties, campaigns, and elections 	
<p>4. Associations and groups. Students should be able to explain how interest groups, unions, and professional organizations provide opportunities for citizens to participate in the political process. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ describe the historical roles of prominent associations and groups in local, state, or national politics, e.g., abolitionists, suffragists, labor unions, agricultural organizations, civil rights groups, religious organizations ▪ describe the contemporary roles of prominent associations and groups in local, state, or national politics, e.g., AFL-CIO, 	<p>Lesson 1 Secular Humanism and “Separation of Church and State”</p>

National Standards for Civics and Government Alignment

Standard	Met In
<p>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</p> <ul style="list-style-type: none"> ▪ explain how and why Americans become members of associations and groups ▪ explain how individuals can participate in the political process through membership in associations and groups 	
<p>5. Forming and carrying out public policy. 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. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ define public policy and identify examples at local, state, and national levels ▪ describe how public policies are formed and implemented ▪ explain how citizens can monitor and influence the formation and implementation of public policies ▪ 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 	
<p><i>What is the relationship of the United States to other nations and to world affairs?</i></p>	
<p>A. How is the world organized politically?</p>	<p>NA</p>
<p>1. Nation-states. Students should be able to explain how the world is organized politically. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ describe how the world is divided into nation-states that claim sovereignty over a defined territory and jurisdiction over everyone within it ▪ explain why there is no political organization at the international level with power comparable to that of the nation-state 	
<p>2. Interaction among nation-states. Students should be able to explain how nation-states interact with each other. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ describe the most important means nation-states use to interact with one another ▪ trade ▪ diplomacy 	

National Standards for Civics and Government Alignment

Standard	Met In
<ul style="list-style-type: none"> ▪ treaties and agreements ▪ humanitarian aid ▪ economic incentives and sanctions ▪ military force and the threat of force ▪ 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 ▪ explain the consequences of the breakdown of order among nation-states ▪ explain why and how the breakdown of order among nation-states can affect their own lives. 	
<p>3. United States' relations with other nation-states. Students should be able to explain how United States foreign policy is made and the means by which it is carried out. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ explain the most important powers the United States Constitution gives to the Congress, president, and federal judiciary in foreign affairs ▪ Congress--can declare war, approve treaties (Senate), raise and support armies, and provide a navy (Article I, Section 8) ▪ president--is Commander in Chief, can make treaties and appoint ambassadors (Article II) ▪ federal judiciary--can decide cases affecting treaties and ambassadors, and those involving treason (Article III) ▪ 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 ▪ identify important current foreign policy issues and evaluate the means the United States is using to deal with them 	
<p>4. International organizations. Students should be able to explain the role of major international organizations in the world today. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ describe the purposes and functions of major governmental international organizations, e.g., UN, NATO, OAS, World Court ▪ describe the purposes and functions of major nongovernmental international organizations, e.g., International Red Cross, World Council of Churches, Amnesty International 	
<p>B. How has the United States influenced other nations and how</p>	

National Standards for Civics and Government Alignment

Standard	Met In
have other nations influenced American politics and society?	NA
<p>1. Impact of the American concept of democracy and individual rights on the world. Students should be able to describe the influence of American political ideas on other nations. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ 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. 	
<p>2. Political, demographic, and environmental developments. Students should be able to explain the effects of significant political, demographic, and environmental trends in the world. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ 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 ▪ describe the impact of major demographic trends on the United States, e.g., population growth, increase in immigration and refugees ▪ describe environmental conditions that affect the United States, e.g., destruction of rain forests and animal habitats, depletion of fishing grounds, air and water pollution 	
<i>What are the roles of the citizen in American democracy?</i>	
A. What is citizenship?	
<p>1. The meaning of citizenship. Students should be able to explain the meaning of American citizenship. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ explain the important characteristics of citizenship in the United States. Specifically, citizenship ▪ is legally recognized membership in a self-governing community 	

National Standards for Civics and Government Alignment

Standard	Met In
<ul style="list-style-type: none"> ▪ 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 ▪ confers equal rights under the law ▪ is not dependent on inherited, involuntary groupings such as race, gender, or ethnicity ▪ confers certain rights and privileges, e.g., the right to vote, to hold public office, to serve on juries ▪ explain that Americans are citizens of both their state and the United States 	
<p>2. Becoming a citizen. Students should be able to explain how one becomes a citizen of the United States. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ explain that anyone born in the United States is a U.S. citizen ▪ explain the distinction between citizens and noncitizens (aliens) ▪ describe the process by which noncitizens may become citizens ▪ compare naturalization in the United States with that of other nations ▪ evaluate the criteria established by law that are used for admission to citizenship in the United States ▪ residence in the United States for five years ▪ ability to read, write, and speak English ▪ proof of good moral character ▪ knowledge of the history of the United States ▪ knowledge of and support for the values and principles of American constitutional democracy 	
<p>B. What are the rights of citizens?</p>	
<p>1. Personal rights. Students should be able to evaluate, take, and defend positions on issues involving personal rights. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ 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 ▪ identify the major documentary sources of personal rights, e.g., Declaration of Independence, United States Constitution, including the Bill of Rights, state constitutions ▪ explain the importance to the individual and to society of such personal rights as 	<p>Lesson 3.1 Laws of Colonial New England</p> <p>Lesson 4.1 Causes of the Revolution and Declaration of Independence</p> <p>4.2 Constitutional</p>

National Standards for Civics and Government Alignment

Standard	Met In
<ul style="list-style-type: none"> ▪ freedom of conscience and religion ▪ freedom of expression and association ▪ freedom of movement and residence ▪ privacy ▪ 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 	<p>Convention; Lesson 1 “Jefferson on “Separation of Church and State”</p>
<p>2. Political rights. Students should be able to evaluate, take, and defend positions on issues involving political rights. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ identify political rights, e.g., the right to vote, petition, assembly, freedom of press ▪ 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 ▪ 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 ▪ explain the importance to the individual and society of such political rights as ▪ freedom of speech, press, assembly, and petition ▪ right to vote and to seek public office <p>identify and evaluate contemporary issues that involve political rights, e.g., hate speech, fair trial, free press</p>	
<p>3. Economic rights. Students should be able to evaluate, take, and defend positions on issues involving economic rights. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ identify important economic rights, e.g., the right to own property, choose one's work, change employment, join a labor union, establish a business ▪ identify statements of economic rights in the United States Constitution, e.g., requirement of just compensation, contracts, copyright, patents ▪ explain the importance to the individual and to society of such economic rights as the right to ▪ acquire, use, transfer, and dispose of property ▪ choose one's work, change employment ▪ join labor unions and professional associations 	

National Standards for Civics and Government Alignment

Standard	Met In
<ul style="list-style-type: none"> ▪ establish and operate a business ▪ copyright and patent ▪ enter into lawful contracts ▪ 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 	
<p>4. Scope and limits of rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ 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 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 ▪ explain the argument that all rights have limits ▪ plain criteria commonly used in determining what limits should be placed on specific rights, e.g., <ul style="list-style-type: none"> ▪ clear and present danger rule ▪ compelling government interest test ▪ national security ▪ libel or slander ▪ public safety ▪ equal opportunity ▪ 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 ▪ 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. 	
<p>C. What are the responsibilities of citizens?</p>	
<p>1. Personal responsibilities. 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</p> <ul style="list-style-type: none"> ▪ evaluate the importance of commonly held personal responsibilities, such as ▪ taking care of one's self 	<p>Lesson 4.1 Causes of the American Revolution</p>

National Standards for Civics and Government Alignment

Standard	Met In
<ul style="list-style-type: none"> ▪ supporting one's family ▪ accepting responsibility for the consequences of one's actions ▪ adhering to moral principles ▪ considering the rights and interests of others ▪ behaving in a civil manner ▪ 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 	
<p>2. Civic responsibilities. 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</p> <ul style="list-style-type: none"> ▪ evaluate the importance of commonly held civic responsibilities, such as ▪ obeying the law ▪ paying taxes ▪ respecting the rights of others ▪ being informed and attentive to public issues ▪ monitoring political leaders and governmental agencies and taking appropriate action if their adherence to constitutional principles is lacking ▪ deciding whether and how to vote ▪ participating in civic groups ▪ performing public service ▪ serving as a juror ▪ serving in the armed forces ▪ explain the meaning of civic responsibilities as distinguished from personal responsibilities ▪ evaluate when their responsibilities as Americans require that their personal rights and interests be subordinated to the public good ▪ evaluate the importance for the individual and society of fulfilling civic responsibilities ▪ 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 	
<p>D. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?</p>	
<p>1. Dispositions that enhance citizen effectiveness and promote the</p>	

National Standards for Civics and Government Alignment

Standard	Met In
<p>healthy functioning of American constitutional democracy. 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</p> <ul style="list-style-type: none"> ▪ explain the importance to the individual and society of the following dispositions or traits of character ▪ individual responsibility--fulfilling the moral and legal obligations of membership in society ▪ self-discipline/self-governance--adhering voluntarily to self-imposed standards of behavior rather than requiring the imposition of external controls ▪ civility--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 ▪ courage--the strength to stand up for one's convictions when conscience demands ▪ respect for the rights of other individuals--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 ▪ respect for law--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 ▪ honesty--willingness to seek and express the truth ▪ open mindedness--considering others' points of view ▪ critical mindedness--having the inclination to question the validity of various positions, including one's own ▪ negotiation and compromise--making an effort to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable to do so ▪ persistence--being willing to attempt again and again to accomplish worthwhile goals ▪ civic mindedness--paying attention to and having concern for public affairs ▪ compassion--having concern for the well-being of others, especially for the less fortunate ▪ patriotism--being loyal to the values and principles underlying American constitutional democracy, as distinguished from jingoism and chauvinism 	<p>Lesson 3: Hand of God of Settlement in New England</p> <p>Lesson 4.1 Causes of the Revolution</p> <p>Lesson 4.2 Constitutional Convention</p> <p>Lesson 7: Martin Luther King Jr on Character Lesson 7: Justices Warren and Douglas on values underlying the Constitution</p>

National Standards for Civics and Government Alignment

Standard	Met In
E. How can citizens take part in civic life?	
<p>1. Participation in civic and political life and the attainment of individual and public goals. 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</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 	
<p>2. The difference between political and social participation. Students should be able to explain the difference between political and social participation. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ 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 ▪ explain the importance of both political and social participation to American constitutional democracy ▪ identify opportunities in their own community for both political and social participation 	
<p>3. Forms of political participation. Students should be able to describe the means by which Americans can monitor and influence politics and government. To achieve this standard, students should be able to</p> <ul style="list-style-type: none"> ▪ explain how Americans can use the following means to monitor and influence politics and government at local, state, and national levels ▪ voting ▪ becoming informed about public issues ▪ discussing public issues ▪ communicating with public officials ▪ joining political parties, interest groups, and other organizations that attempt to influence public policy and elections ▪ attending meetings of governing bodies ▪ working in campaigns 	

National Standards for Civics and Government Alignment

Standard	Met In
<ul style="list-style-type: none"> ▪ taking part in peaceful demonstration ▪ circulating and signing petitions ▪ contributing money to political parties or causes ▪ 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 ▪ 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 ▪ 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 	
<p>4. Political leadership and public service. 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</p> <ul style="list-style-type: none"> ▪ describe personal qualities necessary for political leadership ▪ explain the functions of political leadership and why leadership is a vital necessity in a constitutional democracy ▪ explain and evaluate ethical dilemmas that might confront political leaders ▪ identify opportunities for political leadership in their own school, community, state, and the nation ▪ explain the importance of individuals working cooperatively with their elected leaders ▪ evaluate the role of “the loyal opposition” in a constitutional democracy ▪ explain the importance of public service in a constitutional democracy ▪ identify opportunities for public service in their own school, community, state and the nation ▪ identify career opportunities in public service 	
<p>5. Knowledge and participation. 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</p> <ul style="list-style-type: none"> ▪ 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 ▪ explain how awareness of the nature of American 	<p>Lesson 4.2 Benjamin</p>

National Standards for Civics and Government Alignment

<i>Standard</i>	<i>Met In</i>
constitutional democracy may give citizens the ability to reaffirm or change fundamental constitutional values <ul style="list-style-type: none"><li data-bbox="245 344 1066 453">▪ evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry	Franklin at the Constitutional Convention Lesson 7 Franklin Roosevelt on the Defense of Freedom;

Virginia Standards

Standard	Met In
<p>USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by</p> <ul style="list-style-type: none"> a) describing the religious and economic events and conditions that led to the colonization of America; b) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment; c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves; d) identifying the political and economic relationships between the colonies and England. 	<p>Lesson 3.1 Establishment of Civil Government in New England;</p> <p>Lesson 4.1 Causes of the Revolution</p>
<p>Revolution and the New Nation: 1770s to the Early 1800s</p> <p>USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by identifying the issues of dissatisfaction that led to the American Revolution; identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke; describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine; explaining reasons why the colonies were able to defeat Britain.</p>	<p>Lesson 3.1 Establishment of Civil Government in New England</p> <p>Lesson 4.1 Character of the Founding Fathers</p>

Civics: Virginia State Standards

<p>USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by identifying the weaknesses of the government established by the Articles of Confederation; identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights; identifying the conflicts that resulted in the emergence of two political parties; describing the major accomplishments of the first five presidents of the United States.</p>	<p>Lesson 4.2 The Constitutional Convention of 1787</p>
<p>Expansion and Reform: 1801 to 1861 USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California; identifying the geographic and economic factors that influenced the westward movement of settlers; describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America; identifying the main ideas of the abolitionist and suffrage movements.</p>	<p>Lesson 6.2 Abolition of Slavery and the Civil War</p>

Civics: Virginia State Standards

<p>Civil War and Reconstruction: 1860s to 1877 USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by describing the cultural, economic, and constitutional issues that divided the nation; explaining how the issues of states' rights and slavery increased sectional tensions; identifying on a map the states that seceded from the Union and those that remained in the Union; describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war; using maps to explain critical developments in the war, including major battles; describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.</p>	<p>Lesson 6.2 Abolition of Slavery and the Civil War</p>
<p>USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America; describing the impact of Reconstruction policies on the South.</p>	<p>NA</p>
<p>Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s USII.3 The student will demonstrate knowledge of how life changed after the Civil War by identifying the reasons for westward expansion; explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion; describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans in the post-Reconstruction South; explaining the rise of big business, the growth of industry, and life on American farms; describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.</p>	<p>NA</p>
<p>Turmoil and Change: 1890s to 1945 USII.4 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by explaining the reasons for and results of the Spanish American War; explaining the reasons for the United States' involvement in World War I and its leadership role at the conclusion of the war.</p>	<p>NA</p>

Civics: Virginia State Standards

<p>USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by explaining how developments in transportation (including the use of the automobile), communication, and rural electrification changed American life; describing the social changes that took place, including prohibition, and the Great Migration north; examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O’Keeffe and including the Harlem Renaissance; identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.</p>	<p>NA</p>
<p>USII.6 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor; describing the major events and turning points of the war in Europe and the Pacific; describing the impact of World War II on the homefront.</p>	<p>Lesson 7 Franklin Roosevelt and the Defense of Freedom</p>
<p>The United States since World War II USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations; describing the conversion from a wartime to a peacetime economy; identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges; describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.</p>	<p>NA</p>
<p>USII.8 The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by examining the Civil Rights Movement and the changing role of women; describing the development of new technologies and their impact on American life.</p>	<p>Lesson 5.2 Key Supreme Court Decisions Lesson 7: Martin Luther King Jr “I Have a Dream”</p>

Civics: New York State Standards Alignment

<ul style="list-style-type: none"> • Explain the positions each takes. <p>Analyze key Supreme Court cases to determine how they embody constitutional values; apply these values to real life situations.</p>	<p>Lesson 5.2 Supreme Court Decisions on School Prayer</p>
<p>3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.</p> <p>Students:</p> <ul style="list-style-type: none"> • explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time • understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities. • discuss the role of an informed citizen in today’s changing world. • explain how Americans are citizens of their states and of the United States. <p><i>This is evident, for example, when students:</i></p> <ul style="list-style-type: none"> • define the concepts of rights and responsibilities of citizens. • investigate the ways a person can become a citizen and the ways in which the rights of citizenship can be lost. • compare and contrast historic documents such as the Seneca Falls “Declaration of Sentiments” (1848) and the Declaration of Independence (1776). • analyze a collection of cartoons that address the roles of citizens. • investigate historic examples of citizenship in action and create a scale showing the gradations from minimal to basic (voting, jury duty, voluntary activities) to more complex responsibilities (organizing a reform movement) • examine the role of the average citizen in critical American events, such as the American Revolution, abolitionism, Progressive reforms, support for and protest of American wars, key political campaigns, environmental reforms, and anti-tax protests. 	<p>Lesson 4.1 Causes of the Revolution</p>
<p>4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.</p>	<p>Lesson 1 Introduction</p>

Civics: New York State Standards Alignment

<p>Students:</p> <ul style="list-style-type: none">• respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint• explain the role that civility plays in promoting effective citizenship in preserving democracy• participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems. <p><i>This is evident, for example, when students:</i></p> <ul style="list-style-type: none">• use value-based dilemmas to provide students with open-ended situations (e.g., witnessing a crime, serving on a jury in a murder trial) that could force them to evaluate their feelings concerning the difficult responsibilities of citizenship.• discuss the options open to people who disagree with a particular political solution to an issue.• conduct mock local, state, and national elections, compare the school's results with the real outcome of the election.• analyze how complex issues can be addressed when individuals.• are willing to try to come to agreement through negotiation and compromise (Adapted from <i>The National Standards for Civics and Government</i>, 1994).• describe how citizens can participate in governmental decisions and how they can monitor and influence their actions and policies.• using historic and current issues or incidents and actual Supreme Court decisions hold mini model trials, appellate arguments, or debates to enhance citizenship skills and knowledge.	<p>Lesson 4.2 Constitutional Convention of 1787</p> <p>Lesson 5.2 Supreme Court Decisions</p>
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Texas Standards

Standard	Met In
<p>(12) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</p> <p>(A) analyze the relationship between private property rights and the settlement of the Great Plains;</p> <p>(B) compare the purpose of the Interstate Commerce Commission with its performance over time;</p> <p>(C) describe the impact of the Sherman Antitrust Act on businesses;</p> <p>(D) analyze the effects of economic policies including the Open Door Policy and Dollar Diplomacy on U.S. diplomacy; and</p> <p>(E) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.</p> <p>(13) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:</p> <p>(A) analyze causes of economic growth and prosperity in the 1920s;</p> <p>(B) analyze the causes of the Great Depression, including the decline in worldwide trade, the stock market crash, and bank failures;</p> <p>(C) analyze the effects of the Great Depression on the U.S. economy and government;</p> <p>(D) evaluate the effectiveness of New Deal measures in ending the Great Depression; and</p> <p>(E) analyze how various New Deal agencies and programs such as the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and Social Security continue to affect the</p>	NA

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<p>lives of U.S. citizens.</p> <p>(14) Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:</p> <p>(A) describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression;</p> <p>(B) identify the causes and effects of prosperity in the 1950s;</p> <p>(C) describe the impact of the Cold War on the business cycle and defense spending;</p> <p>(D) identify actions of government and the private sector to expand economic opportunities to all citizens; and</p> <p>(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system.</p> <p>(15) Government. The student understands changes in the role of government over time. The student is expected to:</p> <p>(A) evaluate the impact of New Deal legislation on the historical roles of state and federal governments;</p> <p>(B) explain the impact of significant international events such as World War I and World War II on changes in the role of the federal government;</p> <p>(C) evaluate the effects of political incidents such as Teapot Dome and Watergate on the views of U.S. citizens concerning the role of the federal government; and</p> <p>(D) predict the effects of selected contemporary legislation on the roles of state and federal governments.</p> <p>(16) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:</p> <p>(A) evaluate the impact of events, including the Gulf of Tonkin Resolution and the War Powers Act, on the relationship between</p>	
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<p>the legislative and executive branches of government; and</p> <p>(B) evaluate the impact of events, including Franklin Roosevelt's attempt to increase the number of U.S. Supreme Court justices, on the relationships among the legislative, executive, and judicial branches of government.</p> <p>(17) Government. The student understands the impact of constitutional issues on American society in the 20th century. The student is expected to:</p> <p>(A) analyze the effects of 20th-century landmark U.S. Supreme Court decisions such as <i>Brown v. Board of Education</i>, <i>Regents of the University of California v. Bakke</i>, and <i>Reynolds v. Sims</i>;</p> <p>(B) analyze reasons for the adoption of 20th-century constitutional amendments.</p> <p>(18) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</p> <p>(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, protesting, court decisions, and amendments to the U.S. Constitution;</p> <p>(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments; and</p> <p>(C) explain how participation in the democratic process reflects our national identity.</p> <p>(19) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>(A) describe qualities of effective leadership;</p> <p>(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Shirley Chisholm, and Franklin D. Roosevelt; and</p> <p>(C) identify the contributions of Texans who have been President of the United States.</p>	<p>Lesson 5.2: Three Supreme Court Decisions</p>
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<p>nations throughout history. The student is expected to:</p> <p>(A) evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies; and</p> <p>(B) describe the different roles of citizens and noncitizens in historical cultures, especially as the roles pertain to civic participation.</p> <p>(18) Citizenship. The student understands the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy. The student is expected to:</p> <p>(A) trace the historical development of the rule of law and rights and responsibilities, beginning in the ancient world and continuing to the beginning of the first modern constitutional republics;</p> <p>(B) summarize the worldwide influence of ideas concerning rights and responsibilities that originated from Greco-Roman and Judeo-Christian ideals in Western civilization such as equality before the law;</p> <p>(C) identify examples of political, economic, and social oppression and violations of human rights throughout history, including slavery, the Holocaust, other examples of genocide, and politically-motivated mass murders in Cambodia, China, and the Soviet Union;</p> <p>(D) assess the degree to which human rights and democratic ideals and practices have been advanced throughout the world during the 20th century.</p> <p>(10) Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to:</p> <p>(A) describe the characteristics of traditional, command, and market economies;</p> <p>(B) explain how traditional, command, and market economies operate in specific countries; and</p> <p>(C) compare the ways people satisfy their basic needs through the</p>	<p>Lesson 3.1 Establishment of Civil Government in New England Lesson 3.2 Blackstones Commentaries, Influence of Anglo Saxon Law and the Magna Carta</p> <p>Lesson 4.1 Character of the Founding Fathers; Lesson 8 Dangers of Forgetting our Heritage</p> <p>Lesson 1: What Difference Does it make where we get our laws and ethics Lesson 3 Hand of God in the Settlement of America</p>
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<p>production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries.</p> <p>(11) Economics. The student understands the reasons for the location of economic activities (primary, secondary, tertiary, and quaternary) in different economic systems. The student is expected to:</p> <p>(A) map the locations of different types of economic activities;</p> <p>(B) identify factors affecting the location of different types of economic activities; and</p> <p>(C) describe how changes in technology, transportation, and communication affect the location and patterns of economic activities.</p> <p>(12) Economics. The student understands the economic importance of, and issues related to, the location and management of key natural resources. The student is expected to:</p> <p>(A) compare global trade patterns at different periods of time and develop hypotheses to explain changes that have occurred in world trade and the implications of these changes;</p> <p>(B) analyze how the creation and distribution of resources affect the location and patterns of movement of products, capital, and people; and</p> <p>(C) evaluate the geographic and economic impact of policies related to the use of resources such as regulations for water use or policies related to the development of scarce natural resources.</p> <p>(13) Government. The student understands the characteristics of a variety of political units. The student is expected to:</p> <p>(A) prepare maps that illustrate a variety of political entities such as city maps showing precincts, country maps showing states, or continental maps showing countries; and</p> <p>(B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.</p> <p>(14) Government. The student understands the geographic</p>	<p>Lesson 6.2 Abolition of Slavery and the Civil War</p>
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<p>processes that influence political divisions, relationships, and policies. The student is expected to:</p> <p>(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;</p> <p>(B) explain how forces of conflict and cooperation influence the allocation of control of Earth's surface such as the formation of congressional voting districts or free trade zones; and</p> <p>(C) explain the geographic factors that influence a nation's power to control territory and that shape the foreign policies and international political relations of selected nations such as Iraq, Israel, Japan, and the United Kingdom.</p> <p>(15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:</p> <p>(A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels;</p> <p>(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs; and</p> <p>(C) compare different points of view on geographic issues.</p> <p>§113.35. United States Government (One-Half Credit).</p> <p>(6) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:</p> <p>(A) analyze government policies that influence the economy at the local, state, and national levels;</p> <p>(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy; and</p> <p>(C) compare the role of government in the U.S. free enterprise</p>	
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<p>system and other economic systems.</p> <p>(7) Economics. The student understands the relationship between U.S. government policies and international trade. The student is expected to:</p> <p>(A) explain the effects of international trade on U.S. economic and political policies; and</p> <p>(B) explain the government's role in setting international trade policies.</p> <p>(8) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:</p> <p>(A) explain the importance of a written constitution;</p> <p>(B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;</p> <p>(C) analyze how the Federalist Papers explain the principles of the American constitutional system of government;</p> <p>(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;</p> <p>(E) analyze the processes by which the U.S. Constitution can be changed and evaluate their effectiveness; and</p> <p>(F) analyze how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity.</p> <p>(9) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p> <p>(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;</p> <p>(B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president,</p>	
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<p>the growth of presidential power, and the role of the Cabinet and executive departments;</p> <p>(C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction;</p> <p>(D) analyze the functions of selected independent executive agencies and regulatory commissions such as the National Aeronautics and Space Administration and the Federal Communications Commission;</p> <p>(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;</p> <p>(F) analyze selected issues raised by judicial activism and judicial restraint;</p> <p>(G) explain the major responsibilities of the federal government for domestic and foreign policy;</p> <p>(H) compare the structure and functions of the Texas state government to the federal system; and</p> <p>(I) analyze the structure and functions of local government.</p> <p>(10) Government. The student understands the concept of federalism. The student is expected to:</p> <p>(A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;</p> <p>(B) categorize government powers as national, state, or shared;</p> <p>(C) analyze historical conflicts over the respective roles of national and state governments; and</p> <p>(D) evaluate the limits on the national and state governments in the U.S. federal system of government.</p> <p>(11) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:</p>	<p>Lesson 5.1 Late 19th Century Supreme Court Decisions Lesson 5.2 Supreme Court Decisions on Establishment Clause</p>
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<p>(A) compare different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels; and</p> <p>(B) analyze and evaluate the process of electing the President of the United States.</p> <p>(12) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:</p> <p>(A) identify the functions of political parties;</p> <p>(B) analyze the two-party system and evaluate the role of third parties in the United States;</p> <p>(C) analyze the role of political parties in the electoral process at local, state, and national levels; and</p> <p>(D) identify opportunities for citizens to participate in political party activities at local, state, and national levels.</p> <p>(13) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:</p> <p>(A) compare the U.S. system of government with other political systems;</p> <p>(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and</p> <p>(C) analyze advantages and disadvantages of presidential and parliamentary systems of government.</p> <p>(14) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p> <p>(A) understand the roles of limited government and the rule of law to the protection of individual rights;</p> <p>(B) analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms;</p>	<p>Lesson 4.2 Constitutional Convention</p>
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Civics: Texas State Standards Alignment

<p>attitudes and actions; and</p> <p>(D) compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present.</p> <p>(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</p> <p>(A) analyze different points of view of political parties and interest groups on important contemporary issues;</p> <p>(B) analyze the importance of free speech and press in a democratic society; and</p> <p>(C) express and defend a point of view on an issue of contemporary interest in the United States.</p>	<p>Lesson 8: God in the Public Square</p>
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Illinois State Standards

Standard	Met In
<p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> <p>Why This Goal Is Important: George Santayana said "those who cannot remember the past are condemned to repeat it." In a broader sense, students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, actions and interactions have led to today's realities. In the process, they can better define their own roles as participating citizens.</p> <p>16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.</p> <p>16.B.3b (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution</p> <p>16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.</p> <p>16.D.3a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.</p>	<p>Lesson 3.1 Establishment of Civil Government in New England</p> <p>Lesson 4.1 Causes of the Revolution</p> <p>Lesson 4.2 The Constitutional Convention of 1787;</p> <p>Lesson 5.2 Three Supreme Court decisions</p>

Florida State Standards

<i>Standard</i>	<i>Met In</i>
<p>Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.4)</p> <p>1. understands the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g. constitutional democracies) and unlimited governments (e.g. totalitarian regimes).</p> <p>2. understands the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).</p> <p>3. understands how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).</p> <p>4. understands the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.</p>	<p>Lesson 3.1 Civil Government in the New England Colonies</p> <p>Lesson 3.2 Blackstone’s Commentaries; Lesson 5.2 de Tocqueville on Virtue</p> <p>Lesson 4.2 Constitutional Convention of 1787 Lesson 5.2 The Establishment Clause</p>
<p>Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.4)</p> <p>1. develops and defines his or her own political beliefs and tendencies.</p> <p>2. assesses the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.</p> <p>3. understands issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution, the importance of civil liberties, the role of conflict resolution and compromise, and issues involving ethical behavior in politics.</p>	<p>Lesson 4.1 Character of the Founding Fathers as expressed in their speeches and writings</p>

Florida State Standards

<p>4. understands the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.</p> <p>5. understands how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.</p> <p>6. understands the argument that personal, political, and economic rights reinforce each other.</p> <p>7. knows the points at which citizens can monitor or influence the process of public policy formation.</p>	
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New Hampshire State Standards

<p>US / NH History (HI:1)</p> <p>The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.</p> <p>An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts.</p>	
<p>SS: HI:8:1.3: Examine how religion has influenced the political life of the nation,</p> <p>SS: HI: 8:2.3: Compare and contrast the rationales for entering into war with other nations, e.g., the American Revolution or the Korean Conflict. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS: HI: 8:2.5: Investigate the impact of foreign policy on domestic affairs as illustrated in historical events, e.g., the XYZ Affair or the Vietnam War. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI: 8:2.4: Analyze the extent to which democratic ideals, economic motives and empire building have influenced United</p>	<p>Lesson 3.1 Motivation of Pilgrims and Puritans Lesson 3.2 Blackstone’s Commentaries</p> <p>Lesson 4.1 Causes of the Revolution Lesson 7 FDR and the Declaration of War on Japan</p>

New Hampshire State Standards

<p>States foreign policy in events and policies, e.g., the Louisiana Purchase or the Marshall Plan. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs, E: Cultural)</p> <p>SS:HI:8:3.1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>	<p>Lesson 7 Public Expressions of Faith of American Leadership</p>
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