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***We the People, Level 1, eBook* © 2013**

correlated to the

**National Standards for Civics and Government (2010),
 Grades K-4**

Standards		Page References
I	WHAT IS GOVERNMENT AND WHAT SHOULD IT DO?	
I.A	What is government?	
I.A.1	1 Defining government Students should be able to provide a basic description of government. To achieve this standard, students should be able to:	
I.A.1.a	<ul style="list-style-type: none"> • describe government in terms of the people and groups who make, apply, and enforce rules and laws for others in their family, school, community, and nation and who manage disputes about them, e.g., <ul style="list-style-type: none"> ➤ adult family members make, apply, and enforce rules for their children and manage disputes about them ➤ teachers, principals, and school boards make, apply, and enforce rules and laws for their schools and manage disputes about them ➤ city councils and mayors make, apply, and enforce rules and 	<u>Unit 3:</u> Lesson 12: How Does the Constitution Limit the Powers of Our Government? (What else did the Framers do to limit the power of government?) Lesson 13: What is the Legislative Branch? (What is Congress? What powers does Congress have? How does Congress make a law? What are the responsibilities of senators and representatives?) Lesson 14: What is the Executive Branch? (What are the powers and duties of the president?)

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	<p>laws for their communities</p> <ul style="list-style-type: none"> ➤ governors and state legislatures make, apply, and enforce rules and laws for their states ➤ tribal governments make, apply, enforce rules and laws for tribal members in Indian country ➤ the national government makes, applies, and enforces rules and laws for the nation ➤ courts at all levels apply laws, manage disputes, and punish lawbreakers 	<p>Lesson 15: What is the Judicial Branch? (What does the judicial branch do? How is the judicial branch organized? How are judges in the federal courts selected? What is the power of judicial review?)</p> <p>Lesson 16: How did the Constitution Create a Federal System of Government? (How have the people delegated power?)</p> <p><u>Unit 5:</u> Lesson 24: How Can Citizens Promote the Common Good? (Problems to solve)</p>
I.B	Where do people in government get the authority to make, apply, and enforce rules and laws and manage disputes about them?	
I.B.1	<p>1 Defining power and authority Students should be able to explain the difference between authority and power without authority, and that authority comes from custom, law, and the consent of the governed.</p> <p>To achieve this standard, students should be able to:</p>	
I.B.1.a	<ul style="list-style-type: none"> • explain that power is the ability to direct or control something or someone 	<p><u>Unit 1:</u> Lesson 4: What Is a Constitutional Government? (What is a dictatorial government?) Glossary</p>
I.B.1.b	<ul style="list-style-type: none"> • explain that authority is power that people have the right to use because of custom, law, or the consent of the governed <ul style="list-style-type: none"> ➤ parents have authority to direct and control their children; this authority comes from both custom and law ➤ governors of states have the authority to carry out and enforce laws; this authority comes from law and the consent of the people who have elected the governors 	<p><u>Unit 3:</u> Lesson 16: How Did the Constitution Create a Federal System of Government? (How have the people delegated power?) Glossary</p>
I.B.1.c	<ul style="list-style-type: none"> • identify examples of authority, e.g., the authority of teachers and administrators to make rules for schools, the authority of a crossing guard to direct traffic, the authority of the president to command 	<p><u>Unit 1:</u> Lesson 1: What Were the British Colonies in America Like in the 1770s? (Who ruled the thirteen colonies?)</p>

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	the armed forces	<p><u>Unit 3:</u> Lesson 12: How Does the Constitution Limit the Powers of Our Government? (entire lesson) Lesson 13: What is the Legislative Branch? (What powers does Congress have?) Lesson 14: What is the Executive Branch? (What are the powers and duties of the president?) Lesson 15: What is the Judicial Branch? (What does the judicial branch do? <i>Chicago v. Morales</i>) Lesson 16: How did the Constitution Create a Federal System of Government? (How have the people delegated power?)</p> <p><u>Unit 5:</u> Lesson 22: What Is the role of the United States in the World Today? (How have the Declaration of Independence and the United States Constitution and Bill of Rights influenced other countries?)</p>
1.B.1.d	<ul style="list-style-type: none"> identify examples of power without authority, e.g., a neighborhood bully forcing younger children to give up their lunch money, a robber holding up a bank 	<p><u>Unit 5:</u> Lesson 22: What Is the role of the United States in the World Today? (<i>Gideon v. Wainright</i>)</p>
I.C	Why is government necessary?	
I.C.1	<p>1 Necessity and purposes of government Students should be able to explain why government is necessary in their classroom, school, community, state, and nation, and the basic purposes of government in the United States.</p> <p>To achieve this standard, students should be able to</p>	
1.C.1.a	<ul style="list-style-type: none"> explain probable consequences of the absence of government and of rules and laws <ul style="list-style-type: none"> ➤ the strong may take advantage of the weak and act in their own selfish interests 	<p><u>Unit 1:</u> Lesson 2: Why Did the Founders Believe That People Needed a Government? (What problems might we have protecting our rights? Ideas to discuss)</p>

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	<ul style="list-style-type: none"> ➤ people may become disorderly or violent and threaten others' lives, liberty, and property ➤ people would feel insecure, unable to plan for the future, or to predict how others would behave, e.g., if there were no traffic laws, people could not predict on which side of the road cars would drive or that drivers would stop at red lights 	<p><u>Unit 4:</u> Lesson 20: How Does the Constitution Protect Your Right to Due Process of Law? (Ideas to discuss: photo caption. Problems to solve)</p>
1.C.1.b	<ul style="list-style-type: none"> • explain that the basic purposes of government in the United States are to protect the rights of individuals and to promote the common good 	<p><u>Unit 1:</u> Lesson 2: Why Did the Founders Believe That People Needed a Government? (Why did the Founders believe we needed a government?) Lesson 5: What Ideas Did the Founders Use in the Declaration of Independence? (Basic ideas about people and government) Lesson 6: What Were the first State Governments Like? (Ideas about natural rights)</p>
I.D	What are some of the most important things governments do?	
1.D.1	<p>1 Functions of government Students should be able to explain some of the major things governments do in their school, community, state, and nation.</p> <p>To achieve this standard, students should be able to:</p>	
1.D.1.a	<ul style="list-style-type: none"> • describe some major things governments do <ul style="list-style-type: none"> ➤ make laws that establish schools, provide health services, and require licenses for drivers ➤ carry out laws that provide for crossing guards at schools, build and maintain highways, conduct immunization programs ➤ enforce laws that require people to obey traffic, health, child labor, and sanitation ➤ manage conflicts so that disputes between people can be settled peacefully ➤ provide for the defense of the nation 	<p><u>Unit 3:</u> Lesson 12: How Does the Constitution Limit the Powers of Our Government? (entire lesson) Lesson 13: What is the Legislative Branch? (What powers does Congress have?) Lesson 14: What is the Executive Branch? (What are the powers and duties of the president?) Lesson 15: What is the Judicial Branch? (What does the judicial branch do? <i>Chicago v. Morales</i>) Lesson 16: How did the Constitution Create a Federal System of Government? (How have the people delegated power?)</p>

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1.D.1.b	<ul style="list-style-type: none"> explain how government makes it possible for people working together to accomplish goals they could not achieve alone 	<p><u>Unit 4:</u> Lesson 21: How Does the Constitution Protect Your Right to Vote? (How did people work to change the laws and end unfair discrimination? How did African American men gain the right to vote? How did women gain the right to vote? How did eighteen-year-olds gain the right to vote?)</p> <p><u>Unit 5:</u> Lesson 24: How Can Citizens Promote the Common Good? (Problems to solve)</p>
I.E	What are the purposes of rules and laws?	
I.E.1	<p>1 Purposes of rules and laws Students should be able to explain the purposes of rules and laws and why they are important in their classroom, school, community, state, and nation.</p> <p>To achieve this standard, students should be able to explain that rules and laws can be used to:</p>	
I.E.1.a	<p>describe ways people should behave, e.g., attend school and do homework, raise one's hand and be recognized before speaking in class, respect other peoples' privacy and property</p> <ul style="list-style-type: none"> ➤ provide order, predictability, and security, e.g., rules that require people to take turns, traffic laws that require people to drive on the right side of the street, laws that protect people from others who want to harm them or take their property ➤ protect rights, e.g., laws that protect people's right to practice whatever religion they wish to, laws that provide equal opportunities for all students to get a free, public education ➤ provide benefits, e.g., laws that provide for schools, health services, public transportation, highways, and airports ➤ assign burdens or responsibilities, e.g., laws that require people to pay taxes or to perform military service in times of national emergency 	<p><u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Ideas to discuss) Lesson 24: How Can Citizens Promote the Common Good? (Entire lesson)</p>

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	<ul style="list-style-type: none"> ➤ limit the power of people in authority, e.g., laws that require teachers and school administrators to treat all students fairly, laws that prevent parents from abusing their children 	
I.F	How can you evaluate rules and laws?	
I.F.1	1 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:	
I.F.1.a	<ul style="list-style-type: none"> • identify the strengths and weaknesses of a school rule or a state law by determining if it is <ul style="list-style-type: none"> ➤ well designed to achieve its purposes ➤ understandable, i.e., clearly written; purposes are explicit ➤ possible to follow, i.e., does not demand the impossible ➤ Limits on government are designed to protect fundamental values and principles and to insure that government serves the purposes for which it was established. ➤ fair, i.e., not biased against or for any individual or group ➤ designed to protect individual rights and promote the common good 	<u>Unit 3:</u> Lesson 13: What is the Legislative Branch? (Participating in a class activity) <u>Unit 4:</u> Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws? (Review the lesson: 5) <u>Unit 5:</u> What are the responsibilities of citizens?
I.F.1.b	<ul style="list-style-type: none"> • draft a school rule that meets these criteria 	<u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Ideas to discuss: Group 1)
I.G	What are the differences between limited and unlimited governments?	
I.G.1	1 Limited and unlimited governments Students should be able to explain the basic differences between limited and unlimited governments. To achieve this standard, students should be able to:	
I.G.1.a	<ul style="list-style-type: none"> • explain that in a limited government everyone, including all the people in positions of authority, must obey the laws. This even includes the president of the United States 	Introduction: What is the Constitution?
I.G.1.b	<ul style="list-style-type: none"> • give examples of laws that limit the power of people in government, e.g., 	<u>Unit 3:</u> Lesson 16: How Did the Constitution Create a Federal System of Government? (How have the people

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	<ul style="list-style-type: none"> ➤ laws that prohibit a teacher from releasing personal information about students to people other than their parents or guardians ➤ laws that prohibit governments from discriminating against people because of their religious or political beliefs 	<p>delegated power?)</p> <p><u>Unit 4:</u> Lesson 18: How does the Constitution Protect Your Right to Freedom of Religion? (How does the First Amendment protect freedom of religion?) Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws? (Why was the Fourteenth Amendment needed? How did people work to change the laws and end unfair discrimination?) Lesson 20: How Does the Constitution Protect Your right to Due Process of Law? (What is the right to due process of law?) Lesson 21: How Does the Constitution Protect Your Right to Vote? (How did African American men gain the right to vote? How did women gain the right to vote? How did American Indians gain the right to vote? How did eighteen-year-olds gain the right to vote?)</p>
I.G.1.c	<ul style="list-style-type: none"> • explain that an unlimited government is one in which there are no effective controls over the powers of its rulers, who cannot be easily removed from office by peaceful, legal means, e.g., governments run by dictators 	<p><u>Unit 1:</u> Lesson 4: What is a Constitutional Government? (What is a dictatorial government?)</p> <p><u>Unit 3:</u> Lesson 14: What is the Executive Branch? (How did the Framers create the executive branch?)</p>
I.H	Why is it important to limit the power of government?	
I.H.1	1 Importance of limited government Students should be able to explain why limiting the power of government is important to their own lives. To achieve this standard, students should be able to:	
I.H.1.a	<ul style="list-style-type: none"> • explain why limited government is important for the protection of 	<u>Unit 3:</u>

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	<p>individual rights such as</p> <ul style="list-style-type: none"> ➤ personal rights to <ul style="list-style-type: none"> ▪ choose their own friends ▪ believe what they wish ▪ enjoy the privacy of their homes ▪ practice the religion of their choice ➤ political rights to <ul style="list-style-type: none"> ▪ express their opinions ▪ vote ▪ meet or associate with others ▪ ask government to change laws they think are unfair ➤ economic rights to <ul style="list-style-type: none"> ▪ choose the kind of work they please ▪ own property 	<p>Lesson 12: How Does the Constitution Limit the Powers of Our Government? (What else did the Framers do to limit the power of government?)</p> <p><u>Unit 4:</u></p> <p>Lesson 17: How Does the Constitution Protect Your Right to Freedom of Expression? (What is freedom of expression?)</p> <p>Lesson 18: How does the Constitution Protect Your Right to Freedom of Religion? (How does the First Amendment protect freedom of religion?)</p> <p>Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws? (Why was the Fourteenth Amendment needed?)</p> <p>Lesson 20: How Does the Constitution Protect Your right to Due Process of Law? (What is the right to due process of law?)</p> <p>Lesson 21: How Does the Constitution Protect Your Right to Vote? (How did people work to change the laws and end unfair discrimination? How did African American men gain the right to vote? How did women gain the right to vote? How did eighteen-year-olds gain the right to vote?)</p>
II	WHAT ARE THE BASIC VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY?	
II.A	What are the most important values and principles of American democracy?	
II.A.1	<p>1 Fundamental values and principles</p> <p>Students should be able to explain the importance of the fundamental values and principles of American democracy.</p> <p>To achieve this standard, students should be able to:</p>	
II.A.1.a	<ul style="list-style-type: none"> • explain the importance for themselves, their school, their community, and their nation of each of the following fundamental values of American democracy: <ul style="list-style-type: none"> ➤ individual rights to life, liberty, property, and the pursuit of 	<p><u>Unit 1:</u></p> <p>Lesson 2: Why Did the Founders Believe That People Needed a Government? (What were the Founders' beliefs about rights? Why did the Founders believe</p>

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	<ul style="list-style-type: none"> happiness ➤ the public or common good ➤ justice ➤ equality of opportunity ➤ Diversity ➤ Truth ➤ patriotism 	<p>we needed a government?)</p> <p>Lesson 3: What is a Republican Government? (What is the common good?)</p> <p><u>Unit 5:</u></p> <p>Lesson 23: What Are Some Important Responsibilities of Citizens? (Ideas to discuss)</p> <p>Lesson 24: How Can Citizens Promote the Common Good? (Entire lesson)</p>
II.A.1.b	<ul style="list-style-type: none"> • explain the importance for themselves, their school, their community, and their nation of each of the following fundamental principles of American democracy: <ul style="list-style-type: none"> ➤ the people are sovereign; they are the ultimate source of the authority of the government—“We the People” have created the government, given it limited power to protect their rights and promote the common good, and can remove people from office and change the government ➤ the power of government is limited by law ➤ people exercise their authority directly by voting for or against certain rules, laws, or candidates as well as by voting in community or town meetings ➤ people exercise their authority indirectly through representatives they elect to make, apply, and enforce laws and to manage disputes about them ➤ decisions are based on majority rule, but minority rights are protected 	<p><u>Unit 3:</u></p> <p>Lesson 11: What Basic Ideas About Government Are included in the Preamble to the Constitution? (Why does the Preamble say “We the People... do ordain and establish this Constitution for the United States of America”? What ideas are expressed in the Preamble?)</p> <p>Lesson 12: How Does the Constitution Limit the Powers of Our Government? (What else did the Framers do to limit the power of government?)</p>
II.A.1.c	<ul style="list-style-type: none"> • identify fundamental values and principles as they are expressed in the Declaration of Independence, Preamble to the United States Constitution, the Bill of Rights, Pledge of Allegiance, speeches, songs, and stories 	<p><u>Unit 1:</u></p> <p>Lesson 5: What Ideas Did the Founders Use in the Declaration of Independence? (What ideas about government are in the Declaration of Independence?)</p> <p>Lesson 6: What Were the First State Governments Like? (How did the state constitutions protect the rights of</p>

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		<p>citizens?)</p> <p><u>Unit 3:</u> Lesson 11: What Basic Ideas About Government Are included in the Preamble to the Constitution? (Why does the Preamble say “We the People... do ordain and establish this Constitution for the United States of America”? What ideas are expressed in the Preamble? Problems to solve)</p>
II.B	What are some important beliefs Americans have about themselves and their government?	
II.B.1	<p>1 Distinctive characteristics of American society Students should be able to identify some important beliefs commonly held by Americans about themselves and their government.</p> <p>To achieve this standard, students should be able to describe the following beliefs commonly held by Americans:</p>	
II.B.1.a	<ul style="list-style-type: none"> • Importance of the individual Students should be able to explain that Americans believe <ul style="list-style-type: none"> ➤ a primary purpose of government is to protect the rights of the individual to life, liberty, property, and the pursuit of happiness ➤ another important purpose of government is to promote the common good ➤ individuals have the right to differ about politics, religion, or any other matter ➤ individuals have the right to express their views without fear of being punished by their peers or their government ➤ the vote of one individual should count as much as another’s 	<p><u>Unit 1:</u> Lesson 2: Why Did the Founders Believe That People Needed a Government? (What were the Founders’ beliefs about rights? Why did the Founders believe we needed a government?) Lesson 3: What is a Republican Government? (What is the common good?)</p> <p><u>Unit 3:</u> Lesson 11: What Basic Ideas About Government Are included in the Preamble to the Constitution? (Why does the Preamble say “We the People... do ordain and establish this Constitution for the United States of America”? What ideas are expressed in the Preamble? Problems to solve)</p> <p><u>Unit 4:</u> Lesson 17: How Does the Constitution Protect Your Right to Freedom of Expression? (What is freedom of</p>

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		expression?)
II.B.1.b	<ul style="list-style-type: none"> • Importance of their school, community, state, and nation Students should be able to explain that Americans believe that <ul style="list-style-type: none"> ➤ everyone should be concerned about the well-being of his/her school, community, state, and nation ➤ people should try to improve the quality of life in their schools, communities, states, and nation ➤ people should help others who are less fortunate than they and assist them in times of need, emergency, or natural disaster 	<u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Ideas to discuss) Lesson 24: How Can Citizens Promote the Common Good? (Entire lesson)
II.B.1.c	<ul style="list-style-type: none"> • Importance of equality of opportunity and equal protection of the law Students should be able to explain that Americans believe that <ul style="list-style-type: none"> ➤ all people have a right to equal opportunity in education, employment, housing, and to equal access to public facilities such as parks and playgrounds ➤ all people have a right to participate in political life by expressing their opinions and trying to persuade others; all citizens over 18 years of age have the right to vote; and citizens who meet age and other qualifications have the right to seek public office ➤ everyone has the right to be treated equally in the eyes of the law 	<u>Unit 4:</u> Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws? (Entire lesson) Lesson 21: How Does the Constitution Protect Your Right to Vote? (How did eighteen-year-olds gain the right to vote?)
II.B.1.d	<ul style="list-style-type: none"> • Importance of respect for the law Students should be able to explain that Americans believe that <ul style="list-style-type: none"> ➤ everyone, including government officials, must obey the law ➤ people have the right to work together to see that laws they consider unfair or unwise are changed by peaceful means 	Introduction: What is the Constitution? <u>Unit 4:</u> Lesson 21: How Does the Constitution Protect Your Right to Vote? (How did people work to change the laws and end unfair discrimination? How did African American men gain the right to vote? How did women gain the right to vote? How did eighteen-year-olds gain the right to vote?) <u>Unit 5:</u> Lesson 24: How Can Citizens Promote the Common Good? (Problems to solve)

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II.B.1.e	<ul style="list-style-type: none"> • Importance of education Students should be able to explain that Americans believe that <ul style="list-style-type: none"> ➤ education is essential for informed and effective citizenship ➤ education is important for earning a living ➤ everyone should take advantage of the opportunity to be educated ➤ everyone has a right to public education ➤ people with special needs should be provided with appropriate educational opportunities, e.g., students with disabilities, children of migrant workers, adults who need training for employment 	<p><u>Unit 1:</u> Lesson 6: What Were the First State Governments Like? (What did the Massachusetts Constitution say about education?)</p> <p><u>Unit 4:</u> Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws? (What is the importance of <i>Brown v. Board of Education</i>?)</p> <p><u>Unit 5:</u> Lesson 24: How Can Citizens Promote the Common Good? (How can you participate in your government?)</p>
II.B.1.f	<ul style="list-style-type: none"> • Importance of work Students should be able to explain that Americans believe that <ul style="list-style-type: none"> ➤ work is important to a person’s independence and self-esteem ➤ work is important to the well-being of the family, community, state, and nation ➤ adults should work to support themselves and their dependents, unless they are ill ➤ all honest work is worthy of respect 	<p><u>Unit 1:</u> Lesson 1: What Were the British Colonies in America Like in the 1770s? (What opportunities did people have in America?)</p> <p><u>Unit 5:</u> Lesson 24: How Can Citizens Promote the Common Good? (How do we decide what is best for everyone? Problems to solve)</p>
II.B.1.g	<ul style="list-style-type: none"> • Importance of voluntarism Students should be able to explain that Americans believe that <ul style="list-style-type: none"> ➤ people should volunteer to help others in their family, schools, communities, state, nation, and the world ➤ volunteering is a source of individual satisfaction and fulfillment 	<p><u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Group 3: The right to equal protection of the laws) Lesson 24: How Can Citizens Promote the Common Good? (How can you participate in your government?)</p>
II.C	Why is it important for Americans to share certain values, principles, and beliefs?	
II.C.1	1 American identity Students should be able to explain the importance of Americans sharing and supporting certain values, principles, and beliefs.	

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	To achieve this standard, students should be able to:	
II.C.1.a	<ul style="list-style-type: none"> explain that Americans are united by the values, principles, and beliefs they share rather than by ethnicity, race, religion, class, language, gender, or national origin 	<u>Unit 1:</u> Lesson 5: What Ideas Did the Founders Use in the Declaration of Independence? (Why did the Founders write the Declaration of Independence? What ideas about government are in the Declaration of Independence?)
II.C.1.b	<ul style="list-style-type: none"> explain the importance of shared values, principles, and beliefs to the continuation and improvement of American democracy 	<u>Unit 5:</u> Lesson 24: How Can Citizens Promote the Common Good? (Entire lesson)
II.C.1.c	<ul style="list-style-type: none"> identify basic documents that set forth shared values, principles, and beliefs, e.g., Declaration of Independence, United States Constitution and Bill of Rights, Pledge of Allegiance 	<u>Unit 1:</u> Lesson 4: What Is a Constitutional Government? (What is a constitution? What is a constitutional government?) <u>Unit 1:</u> Lesson 5: What Ideas Did the Founders Use in the Declaration of Independence? (Purpose of the lesson; Why did the Founders write the Declaration of Independence? What ideas about government are in the Declaration of Independence?) <u>Unit 3:</u> Lesson 11: What Basic Ideas About Government Are included in the Preamble to the Constitution? (Why does the Preamble say “We the People... do ordain and establish this Constitution for the United States of America”? What ideas are expressed in the Preamble?) Lesson 12: How Does the Constitution Limit the Powers of Our Government? (Entire lesson) <u>Unit 5:</u> Lesson 22: What Is the role of the United States in the

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		World Today? (How have the Declaration of Independence and the United States Constitution and Bill of Rights influenced other countries?) <u>Reference:</u> The Declaration of Independence, The Constitution of the United States, Amendments to the Constitution
II.C.1.d	<ul style="list-style-type: none"> identify symbols used to depict Americans' shared values, principles, and beliefs and explain their meaning, e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, Great Seal, national anthem, oaths of office, and mottoes such as <i>E Pluribus Unum</i> 	<u>Unit 3:</u> Lesson 11: What Basic Ideas About Government Are included in the Preamble to the Constitution? (Activities to do: 3)
II.C.1.e	<ul style="list-style-type: none"> describe holidays Americans celebrate and explain how they reflect their shared values, principles, and beliefs, e.g., the Fourth of July, Labor Day, Memorial Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans Day, Martin Luther King, Jr.'s Birthday 	<u>Unit 1:</u> Lesson 5: What Ideas Did the Founders Use in the Declaration of Independence? (Why did the Founders write the Declaration of Independence?)
II.D	What are the benefits of diversity in the United States?	
II.D.1	1 Diversity in American society Students should be able to describe diversity in the United States and identify its benefits. To achieve this standard, students should be able to:	
II.D.1.a	<ul style="list-style-type: none"> explain the meaning of the word diversity 	<u>Unit 1:</u> Lesson 1: What Were the British Colonies in America Like in the 1770s? (Who lived in the colonies?)
II.D.1.b	<ul style="list-style-type: none"> identify common forms of diversity in the United States, e.g., ethnic, racial, religious, class, linguistic, gender, national origin 	<u>Unit 1:</u> Lesson 1: What Were the British Colonies in America Like in the 1770s? (Who lived in the colonies?) <u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Who is a citizen of the United States?)

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II.D.1.c	<ul style="list-style-type: none"> explain why there is so much diversity in the United States 	<u>Unit 1:</u> Lesson 1: What Were the British Colonies in America Like in the 1770s? (Who lived in the colonies?) <u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Who is a citizen of the United States?)
II.D.1.d	<ul style="list-style-type: none"> describe some benefits of diversity, e.g., it <ul style="list-style-type: none"> fosters a variety of viewpoints, new ideas, and fresh ways of looking at and solving problems provides people with choices in the arts, music, literature, and sports helps people appreciate cultural traditions and practices other than their own 	<u>Unit 5:</u> Lesson 22: What Is the role of the United States in the World Today? (How do countries of the world interact?)
II.D.1.e	<ul style="list-style-type: none"> describe some of the costs of diversity <ul style="list-style-type: none"> people sometimes discriminate unfairly against others on the basis of their age, religious beliefs, race, or disability members of different groups misunderstand each other and conflicts may arise 	<u>Unit 4:</u> Lesson 18: How does the Constitution Protect Your Right to Freedom of Religion? (Why was freedom of religion so important to the colonists? Why was freedom of religion so important to the Founders?) Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws? (Why was the Fourteenth Amendment needed?) Lesson 21: How Does the Constitution Protect Your Right to Vote? (How did people work to change the laws and end unfair discrimination?)
II.E	How should conflicts about diversity be prevented or managed?	
II.E.1	1 Prevention and management of conflicts Students should be able to identify and evaluate ways conflicts about diversity can be prevented and managed. To achieve this standard, students should be able to:	
II.E.1.a	<ul style="list-style-type: none"> identify examples of conflicts caused by diversity, e.g., unfair 	<u>Unit 4:</u>

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	discrimination on the basis of race, ethnicity, religion, language, and gender; alienation of one group from another; efforts to impose beliefs and customs on others	Lesson 18: How does the Constitution Protect Your Right to Freedom of Religion? (Why was freedom of religion so important to the colonists? Why was freedom of religion so important to the Founders?) Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws? (Why was the Fourteenth Amendment needed?) Lesson 21: How Does the Constitution Protect Your Right to Vote? (How did people work to change the laws and end unfair discrimination?)
II.E.1.b	<ul style="list-style-type: none"> • evaluate ways conflicts about diversity can be prevented, such as by <ul style="list-style-type: none"> ➤ encouraging communication among different groups ➤ identifying common beliefs, interests, and goals <ul style="list-style-type: none"> ▪ working together on school and community problems and projects ▪ learning about others’ customs, beliefs, history, problems, hopes and dreams ▪ listening to different points of view ▪ focusing on the beliefs Americans share ▪ adhering to the values and principles of American democracy 	<u>Unit 4:</u> Lesson 18: How does the Constitution Protect Your Right to Freedom of Religion? (Why was freedom of religion so important to the colonists?)
II.E.1.c	<ul style="list-style-type: none"> • evaluate ways conflicts about diversity can be managed fairly, such as those which <ul style="list-style-type: none"> ➤ provide opportunities for people to present their points of view, e.g., to the student council, school board, city council, court of law ➤ arrange for an impartial individual or group to listen to all sides of a conflict and suggest solutions to problems 	<u>Unit 2:</u> Lesson 10: What Did the Framers Do About the Problem of Slavery? (Activities to do) <u>Unit 4:</u> Lesson 17: How Does the Constitution Protect Your Right to Freedom of Expression? (Ideas to discuss, Problems to solve, Activities to do) Lesson 18: How does the Constitution Protect Your Right to Freedom of Religion? (Ideas to discuss, Activities to do) Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws? (Ideas to discuss,

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		Activities to do)
II.F	How can people work together to promote the values and principles of American democracy?	
II.F.1	1 Promoting ideals Students should be able to identify ways people can work together to promote the values and principles of American democracy. To achieve this standard, students should be able to:	
	<ul style="list-style-type: none"> • explain how they can promote the values and principles of American democracy by <ul style="list-style-type: none"> ➤ respecting the rights of others, e.g., allowing those with whom they disagree to express their views; not invading the privacy of others; not discriminating unfairly against others because of their race, ethnicity, language, gender, or religious beliefs ➤ helping to promote the common good, e.g., volunteering for school and community service, cleaning up the environment ➤ participating in government, e.g., voting, becoming informed about public issues, attempting to change laws by writing to legislators, serving on juries 	<u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Ideas to discuss) Lesson 24: How Can Citizens Promote the Common Good? (Entire lesson)
III	HOW DOES THE GOVERNMENT ESTABLISHED BY THE CONSTITUTION EMBODY THE PURPOSES, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY?	
III.A	What is the United States Constitution and why is it important?	
III.A.1	1 The meaning and importance of the United States Constitution Students should be able to describe what the United States Constitution is and why it is important. To achieve this standard, students should be able to explain that the United States Constitution:	
III.A.1.a	<ul style="list-style-type: none"> • is a written document that <ul style="list-style-type: none"> ➤ states that the basic purposes of their government are to protect individual rights and promote the common good ➤ describes how the government is organized 	<u>Unit 1:</u> Lesson 4: What Is a Constitutional Government? (What is a constitution? What is a constitutional government?) Lesson 6: What Were the first State Governments Like? (Ideas about constitutional government) <u>Unit 3:</u> Lesson 11: What Basic Ideas About Government Are included in the Preamble to the Constitution? (Why

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		does the Preamble say “We the People... do ordain and establish this Constitution for the United States of America”? What ideas are expressed in the Preamble?)
III.A.1.b	<ul style="list-style-type: none"> limits the powers of government by saying what government can and cannot do 	<p><u>Unit 1:</u> Lesson 4: What Is a Constitutional Government? (What is a constitution? What is a constitutional government?)</p> <p><u>Unit 3:</u> Lesson 11: What Basic Ideas About Government Are included in the Preamble to the Constitution? (Why does the Preamble say “We the People... do ordain and establish this Constitution for the United States of America”? What ideas are expressed in the Preamble?) Lesson 12: How Does the Constitution Limit the Powers of Our Government? (Entire lesson) Lesson 16: How did the Constitution Create a Federal System of Government? (What limits does the Constitution place upon national and state governments?)</p>
III.A.1.c	<ul style="list-style-type: none"> is the highest law in the land; no government can make laws that take away rights it guarantees 	<p><u>Unit 3:</u> Lesson 16: How did the Constitution Create a Federal System of Government? (Which level of government has the most power?)</p>
III.A.1.d	<ul style="list-style-type: none"> was created by people who believed that the <ul style="list-style-type: none"> ➤ government is established by and for the people ➤ government is the servant of the people ➤ the people have the right to choose their representatives ➤ the people have the right to change their government and the United States Constitution 	<p><u>Unit 1:</u> Lesson 3: What is a Republican Government? (How can the people rule themselves?)</p> <p><u>Unit 5:</u> Lesson 24: How Can Citizens Promote the Common Good? (How can you participate in your government?)</p>

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III.B	What does the national government do and how does it protect individual rights and promote the common good?	
III.B.1	1 Organization and major responsibilities of the national government Students should be able to give examples of ways the national government protects individual rights and promotes the common good. To achieve this standard, students should be able to explain that:	
III.B.1.a	<ul style="list-style-type: none"> • Congress passes laws to <ul style="list-style-type: none"> ➤ protect individual rights, e.g., laws protecting freedom of religion and expression and preventing unfair discrimination ➤ promote the common good, e.g., laws providing for clean air, national parks, and the defense of the nation 	<u>Unit 3:</u> Lesson 13: What is the Legislative Branch? (Entire lesson)
III.B.1.b	<ul style="list-style-type: none"> • the executive branch carries out and enforces laws to <ul style="list-style-type: none"> ➤ protect individual rights, e.g., voting rights, equal opportunities to an education ➤ promote the common good, e.g., enforcement of pure food and drug laws, enforcement of clean air laws 	<u>Unit 3:</u> Lesson 14: What is the Executive Branch? (Entire lesson)
III.B.1.c	<ul style="list-style-type: none"> • the judicial branch, headed by the Supreme Court, makes decisions concerning the law that are intended to <ul style="list-style-type: none"> ➤ protect individual rights, e.g., the right to a fair trial, to vote, to practice one’s religious beliefs ➤ promote the common good, e.g., upholding laws that protect the rights of all people to equal opportunity 	<u>Unit 3:</u> Lesson 15: What is the Judicial Branch? (Entire lesson)
III.C	What are the major responsibilities of state governments?	
III.C.1	1 Organization and major responsibilities of state governments Students should be able to explain the most important responsibilities of their state government. To achieve this standard, students should be able to:	
III.C.1.a	<ul style="list-style-type: none"> • distinguish between the national and state governments 	<u>Unit 1:</u> Lesson 6: What Were the first State Governments Like? (What kind of state governments did the people create? How did the state constitutions protect the rights of citizens?)

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		<u>Unit 3:</u> Lesson 12: How Does the Constitution Limit the Powers of Our Government? (What ideas did the Framers use to limit the power of government?) Lesson 16: How Did the Constitution Create a Federal System of Government? (How have the people delegated power? What limits does the Constitution place upon national and state governments?)
III.C.1.b	<ul style="list-style-type: none"> • describe the major responsibilities of each branch of their state government <ul style="list-style-type: none"> ➤ legislative branch—makes state laws, decides how the state will spend tax money, approves appointments made by the governor ➤ executive branch—carries out and enforces laws made by the state legislature, e.g., laws providing for education, health care for needy children, protection of fish and game ➤ judicial branch—interprets law and manages conflicts about the law 	<u>Unit 1:</u> Lesson 6: What Were the first State Governments Like? (Ideas about constitutional government) <u>Unit 3:</u> Lesson 13: What is the Legislative Branch? (Entire lesson) Lesson 14: What is the Executive Branch? (Entire lesson) Lesson 15: What is the Judicial Branch? (Entire lesson)
III.C.1.c	<ul style="list-style-type: none"> • describe important services their state government provides, e.g., education, law enforcement, health services and hospitals, roads and highways, public welfare 	<u>Unit 3:</u> Lesson 16: How Did the Constitution Create a Federal System of Government? (Powers to the state governments, Powers the national and state governments share)
III.C.1.d	<ul style="list-style-type: none"> • describe how state government officials are chosen, e.g., elections, appointment 	<u>Unit 1:</u> Lesson 6: What Were the first State Governments Like? (Ideas about republican government)
III.C.1.e	<ul style="list-style-type: none"> • explain how people can participate in their state government, e.g., being informed and taking part in discussions of state issues, voting, volunteering their services, holding public office, serving on governing committees and commissions 	<u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Group 5: The right to vote and run for public office) Lesson 24: How Can Citizens Promote the Common Good? (How can you participate in your government?)

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III.C.1.f	<ul style="list-style-type: none"> explain why it is important that people participate in their state government, e.g., to protect their rights and promote the common welfare, improve the quality of life in their community, to gain personal satisfaction, to prevent officials from abusing their power 	<u>Unit 5:</u> Lesson 24: How Can Citizens Promote the Common Good? (How can you participate in your government?)
III.C.1.g	<ul style="list-style-type: none"> explain how state government services are paid for, e.g., taxes on sales and on individual and business income, fees for using parks and toll roads, license fees 	<u>Unit 3:</u> Lesson 16: How Did the Constitution Create a Federal System of Government? (Powers to the state governments, Powers the national and state governments share)
III.D	What are the major responsibilities of local governments?	
III.D.1	1 Organization and major responsibilities of local governments Students should be able to explain the most important responsibilities of their local government. To achieve this standard, students should be able to:	
III.D.1.a	<ul style="list-style-type: none"> distinguish among national, state, and local governments 	<u>Unit 1:</u> Lesson 6: What Were the first State Governments Like? (What kind of state governments did the people create? How did the state constitutions protect the rights of citizens?) <u>Unit 3:</u> Lesson 12: How Does the Constitution Limit the Powers of Our Government? (What ideas did the Framers use to limit the power of government?) Lesson 16: How Did the Constitution Create a Federal System of Government? (How have the people delegated power? What limits does the Constitution place upon national and state governments? Is the way the Constitution organizes and limits powers enough to protect our rights?)
III.D.1.b	<ul style="list-style-type: none"> describe services commonly and primarily provided by local 	<u>Unit 1:</u>

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	<p>governments</p> <ul style="list-style-type: none"> ➤ public safety, e.g., police, fire, street lighting services ➤ public utilities, e.g., water, gas, electricity ➤ transportation, e.g., streets, highways, bus or subway systems, airports, harbors ➤ education and recreation, e.g., schools, libraries, museums, parks, sports facilities 	Lesson 6: What Were the first State Governments Like? (Ideas to discuss)
III.D.1.c	<ul style="list-style-type: none"> • explain how local government services are paid for e.g., property, sales, and other taxes; money from state and national governments 	
III.D.1.d	<ul style="list-style-type: none"> • describe how local government officials are chosen, e.g., election, appointment 	
III.D.1.e	<ul style="list-style-type: none"> • explain how people can participate in their local government, e.g., being informed and taking part in discussions of local issues, voting, volunteering their services, holding public office, serving on governing committees and commissions 	<u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Group 5: The right to vote and run for public office) Lesson 24: How Can Citizens Promote the Common Good? (How can you participate in your government?)
III.D.1.f	<ul style="list-style-type: none"> • explain why it is important that people participate in their local government, e.g., to protect their rights and promote the common good, improve the quality of life in their community, to gain personal satisfaction, to prevent officials from abusing their power 	<u>Unit 5:</u> Lesson 24: How Can Citizens Promote the Common Good? (How can you participate in your government?)
III.E	Who represents you in the legislative and executive branches of your local, state, and national governments?	
III.E.1	1 Identifying members of government Students should be able to identify the members of the legislative branches and the heads of the executive branches of their local, state, and national governments. To achieve this standard, students should be able to:	
III.E.1.a	<ul style="list-style-type: none"> • name the persons representing them at state and national levels in the legislative branches of government, e.g., representatives and senators in their state legislature and in Congress 	<u>Unit 2:</u> Lesson 9: How Many Representatives Should Each State Have in Congress? (Activities to do)
III.E.1.b	<ul style="list-style-type: none"> • name the persons representing them at the executive branches of 	<u>Unit 3:</u>

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	government, e.g., mayor, governor, president	Lesson 14: What is the Executive Branch? (Review the lesson: 5)
III.E.1.c	<ul style="list-style-type: none"> • explain how they can contact their representatives 	<p>The following lessons could be extended to cover this standard:</p> <p><u>Unit 1:</u> Lesson 3: What is a Republican Government? (Activities to do)</p> <p><u>Unit 2:</u> Lesson 9: How Many Representatives Should Each State Have in Congress? (Activities to do)</p>
III.E.1.d	<ul style="list-style-type: none"> • explain which level of government they should contact to express their opinions or to get help on specific problems, e.g., <ul style="list-style-type: none"> ➤ crime ➤ the environment ➤ recreational opportunities in schools and parks ➤ street lights ➤ trash in the streets or vacant lots ➤ stray or wild animals ➤ abandoned cars ➤ missing persons 	<p>The following lessons could be extended to cover this standard:</p> <p><u>Unit 1:</u> Lesson 3: What is a Republican Government? (Activities to do)</p> <p><u>Unit 2:</u> Lesson 9: How Many Representatives Should Each State Have in Congress? (Activities to do)</p>
IV	WHAT IS THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS AND TO WORLD AFFAIRS?	
IV.A	How is the world divided into nations?	
IV.A.1	<p>1 Nations Students should be able to explain that the world is divided into different nations which interact with one another.</p> <p>To achieve this standard, students should be able to explain that:</p>	
IV.A.1.a	<ul style="list-style-type: none"> • the world is divided into many different nations and that each has its own government 	<p>The following lessons could be extended to cover this standard:</p> <p><u>Unit 1:</u> Lesson 3: What is a Republican Government? (Where did the Founders get their ideas about government?)</p>

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		<u>Unit 5:</u> Lesson 22: What Is the role of the United States in the World Today? (How do countries of the world interact?)
IV.A.1.b	<ul style="list-style-type: none"> a nation consists of its territory, people, laws, and government 	<u>Unit 5:</u> Lesson 22: What Is the role of the United States in the World Today? (How have other countries influenced the United States?)
IV.A.1.c	<ul style="list-style-type: none"> the United States is one nation and that it interacts with all other nations in the world 	<u>Unit 5:</u> Lesson 22: What Is the role of the United States in the World Today? (Entire lesson)
IV.B	How do nations interact with one another?	
IV.B.1	1 Interaction among nations Students should be able to explain the major ways nations interact with one another. To achieve this standard, students should be able to:	
IV.B.1.a	<ul style="list-style-type: none"> explain how nations interact through <ul style="list-style-type: none"> ➤ trade, e.g., buying and selling manufactured and agricultural goods such as airplanes, farm equipment, clothing, food ➤ diplomacy, e.g., representatives of nations meeting, trying to find ways to solve problems peacefully ➤ cultural contacts, e.g., international meetings of doctors, lawyers, oceanographers; tours of musical groups; exchanges of students and teachers; art exhibits ➤ treaties or agreements, e.g., promises to defend one another, agreements to cooperate to protect the environment or to stop the drug trade ➤ use of military force, e.g., World War II, Persian Gulf War 	<u>Unit 5:</u> Lesson 22: What Is the role of the United States in the World Today? (How do countries of the world interact? What powers does the U.S. Constitution give to the government to deal with other countries?)
IV.B.1.b	<ul style="list-style-type: none"> explain why it is important that nations try to resolve problems peacefully, e.g., promoting trade to improve peoples' standard of living, 	<u>Unit 5:</u> Lesson 22: What Is the role of the United States in the

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	promoting peace to save human lives, protecting the environment, exchanging medical and scientific knowledge, exchanging students and teachers	World Today? (How do countries of the world interact?)
IV.B.1.c	<ul style="list-style-type: none"> explain the most important purposes of the U.N. 	<u>Unit 5:</u> Lesson 22: What Is the role of the United States in the World Today? (How do countries of the world interact? What powers does the U.S. Constitution give to the government to deal with other countries?)
V.	WHAT ARE THE ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY?	
V.A	What does it mean to be a citizen of the United States?	
V.A.1	1 The meaning of citizenship Students should be able to explain the meaning of citizenship in the United States. To achieve this standard, students should be able to:	
V.A.1.a	<ul style="list-style-type: none"> explain the important characteristics of citizenship in the United States. Specifically, citizenship <ul style="list-style-type: none"> means that a person is recognized as a legal member of the nation gives each person certain rights and privileges, e.g., the right to vote and to hold public office means each person has certain responsibilities, e.g., respecting the law, voting, paying taxes, serving on juries 	<u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Who is a citizen of the United States? Ideas to discuss) Lesson 24: How Can Citizens Promote the Common Good? (Entire lesson)
V.A.1.b	<ul style="list-style-type: none"> explain that citizens owe allegiance or loyalty to the United States; in turn they receive protection and other services from the government 	The following lesson could be extended to cover this standard: <u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Ideas to discuss)
V.B	How does a person become a citizen?	
V.B.1	1 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:	

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V.B.1.a	<ul style="list-style-type: none"> explain the difference between a citizen and a non-citizen (alien) 	<u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Who is a citizen of the United States?)
V.B.1.b	<ul style="list-style-type: none"> explain that people become citizens by birth or naturalization 	<u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Who is a citizen of the United States?)
V.C	What are important rights in the United States?	
V.C.1	1 Rights of individuals Students should be able to explain why certain rights are important to the individual and to a democratic society. To achieve this standard, students should be able to:	
V.C.1.a	<ul style="list-style-type: none"> identify the following types of rights and explain their importance <ul style="list-style-type: none"> ➤ A personal rights, e.g., to associate with whomever one pleases, live where one chooses, practice the religion of one’s choice, travel freely and return to the United States, emigrate ➤ political rights, e.g., to vote, speak freely and criticize the government, join organizations that try to influence government policies, join a political party, seek and hold public office ➤ economic rights, e.g., to own property, choose one’s work, change employment, join a labor union, establish a business 	<u>Unit 1:</u> Lesson 2: Why Did the Founders Believe That People Needed a Government? (What were the Founders’ beliefs about rights?) <u>Unit 4:</u> Lesson 17: How Does the Constitution Protect Your Right to Freedom of Expression? (What is freedom of expression?) Lesson 18: How does the Constitution Protect Your Right to Freedom of Religion? (How does the First Amendment protect freedom of religion?) Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws? (Why was the Fourteenth Amendment needed?) Lesson 20: How Does the Constitution Protect Your right to Due Process of Law? (What is the right to due process of law?) Lesson 21: How Does the Constitution Protect Your Right to Vote? (How did people work to change the laws and end unfair discrimination? How did African American men gain the right to vote? How did

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		women gain the right to vote? How did eighteen-year-olds gain the right to vote?)
V.C.1.b	<ul style="list-style-type: none"> identify contemporary issues regarding rights, e.g., school prayer, employment, welfare, equal pay for equal work 	<p><u>Unit 3:</u> How does the Constitution organize our government?</p> <p><u>Unit 4:</u> Lesson 21: How Does the Constitution Protect Your Right to Vote? (Who is eligible to vote today?)</p> <p><u>Unit 5:</u> Lesson 22: What Is the role of the United States in the World Today? (Ideas to discuss)</p>
V.D	What are important responsibilities of Americans?	
V.D.1	<p>1 Responsibilities of individuals Students should be able to explain why certain responsibilities are important to themselves and their family, community, state, and nation.</p> <p>To achieve this standard, students should be able to identify such responsibilities as the following and explain their importance</p>	
V.D.1.a	<ul style="list-style-type: none"> personal responsibilities, e.g., taking care of themselves, accepting responsibility for the consequences of their actions, taking advantage of the opportunity to be educated, supporting their families 	<p><u>Unit 5:</u> Lesson 24: How Can Citizens Promote the Common Good? (How can you participate in your government?)</p>
V.D.1.b	<ul style="list-style-type: none"> civic responsibilities, e.g., obeying the law, respecting the rights of others, being informed and attentive to the needs of their community, paying attention to how well their elected leaders are doing their jobs, communicating with their representatives in their school, local, state, and national governments, voting, paying taxes, serving on juries, serving in the armed forces 	<p><u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Entire lesson) Lesson 24: How Can Citizens Promote the Common Good? (How can you participate in your government?)</p>
V.E	What dispositions or traits of character are important to the preservation and improvement of American democracy?	
V.E.1	1 Dispositions that enhance citizen effectiveness and promote the healthy functioning of American democracy	

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	<p>Students should be able to explain the importance of certain dispositions to themselves and American democracy.</p> <p>To achieve this standard, students should be able to:</p>
<p>V.E.1.a</p> <ul style="list-style-type: none"> • explain the importance of the following dispositions <ul style="list-style-type: none"> ➤ individual responsibility—fulfilling one’s responsibilities to family, friends, and others in one’s community and nation ➤ self-discipline/self-governance—obeying reasonable rules and laws voluntarily and not requiring others to force one to do so ➤ civility—treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others ➤ respect for the rights of other individuals— respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government ➤ honesty—telling the truth ➤ respect for the law—willingness to abide by laws, even though one may not be in complete agreement with every law ➤ open mindedness—willingness to consider other points of view ➤ critical mindedness—the inclination to question the truth of various positions, including one’s own ➤ negotiation and compromise—willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable ➤ persistence—willingness to attempt again and again to accomplish a worthwhile goal ➤ civic mindedness—concern for the wellbeing of one’s community and nation ➤ compassion—concern for the well-being of others, especially for the less fortunate 	<p><u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Entire lesson) Lesson 24: How Can Citizens Promote the Common Good? (Entire lesson)</p>

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	<ul style="list-style-type: none"> ➤ patriotism—loyalty to the values and principles underlying American constitutional democracy 	
V.F	How can Americans participate in their government?	
V.F.1	<p>1 Forms of participation Students should be able to describe the means by which citizens can influence the decisions and actions of their government.</p> <p>To achieve this standard, students should be able to:</p>	
V.F.1.a	<ul style="list-style-type: none"> • identify ways people can monitor and influence the decisions and actions of their government <ul style="list-style-type: none"> ➤ reading about public issues, watching television news programs ➤ discussing public issues ➤ communicating with public officials ➤ voting ➤ taking an active role in interest groups, political parties, and other organizations that attempt to influence public policy and elections ➤ attending meetings of governing agencies e.g., city council, school board ➤ working in campaigns ➤ circulating and signing petitions ➤ taking part in peaceful demonstrations ➤ contributing money to political parties, candidates or causes 	<p><u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Group 5: The right to vote and run for public office) Lesson 24: How Can Citizens Promote the Common Good? (How can you participate in your government?)</p>
V.F.1.b	<ul style="list-style-type: none"> • identify individuals or groups who monitor and influence the decisions and actions of their local, state, tribal, and national governments, e.g., the media, labor unions, P.T.A., Chamber of Commerce, taxpayer associations, civilian review boards 	<p><u>Unit 3:</u> Lesson 13: What is the Legislative Branch? (What are the responsibilities of senators and representatives?)</p> <p><u>Unit 5:</u> Lesson 22: What Is the role of the United States in the World Today? (Activities to do: 2)</p>
V.F.1.c	<ul style="list-style-type: none"> • explain why it is important for citizens to monitor their local, state and national governments 	<p><u>Unit 5:</u> What are the responsibilities of citizens? Lesson 23: What Are Some Important Responsibilities of Citizens? (Is a good constitution enough to protect your rights?)</p>

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V.G	What is the importance of political leadership and public service?	
V.G.1	1 Political leadership and public service Students should be able to explain the importance of political leadership and public service in their school, community, state, and nation. To achieve this standard, students should be able to:	
V.G.1.a	<ul style="list-style-type: none"> describe what political leaders do and why leadership is necessary in a democracy 	<u>Unit 4:</u> Lesson 20: How Does the Constitution Protect Your right to Due Process of Law? (Ideas to discuss) <u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Is a good constitution enough to protect your rights?)
V.G.1.b	<ul style="list-style-type: none"> identify opportunities for leadership and public service in their own classroom, school, community, state, and nation 	<u>Unit 5:</u> Lesson 23: What Are Some Important Responsibilities of Citizens? (Ideas to discuss) Lesson 24: How Can Citizens Promote the Common Good? (Entire lesson)
V.G.1.c	<ul style="list-style-type: none"> explain the importance of individuals working cooperatively with their elected leaders 	<u>Unit 5:</u> What are the responsibilities of citizens? Lesson 23: What Are Some Important Responsibilities of Citizens? (Is a good constitution enough to protect your rights?) Lesson 24: How Can Citizens Promote the Common Good? (Entire lesson)
V.G.1.d	<ul style="list-style-type: none"> explain why leadership and public service are important to the continuance and improvement of American democracy 	<u>Unit 5:</u> What are the responsibilities of citizens? Lesson 23: What Are Some Important Responsibilities of Citizens? (Is a good constitution enough to protect your rights?)

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		Lesson 24: How Can Citizens Promote the Common Good? (Entire lesson)
V.H	How should Americans select leaders?	
V.H.1	1 Selecting leaders Students should be able to explain and apply criteria useful in selecting leaders in their school, community, state, and nation To achieve this standard, students should be able to:	
V.H.1.a	<ul style="list-style-type: none"> identify the major duties, powers, privileges, and limitations of a position of leadership, e.g., class president, mayor, state senator, tribal chairperson, president of the United States 	<u>Unit 3:</u> Lesson 12: How Does the Constitution Limit the Powers of Our Government? (What else did the Framers do to limit the power of government?) Lesson 13: What is the Legislative Branch? (What is Congress? What powers does Congress have? How does Congress make a law? How does the Constitution limit the powers of Congress? What are the responsibilities of senators and representatives?) Lesson 14: What is the Executive Branch? (What are the powers and duties of the president? How does the Constitution limit the powers of the president?) Lesson 15: What is the Judicial Branch? (What does the judicial branch do? How is the judicial branch organized? How are judges in the federal courts selected? What is the power of judicial review? What are the limits on the power of the federal courts?) Lesson 16: How did the Constitution Create a Federal System of Government? (How have the people delegated power? What limits does the Constitution place upon national and state governments?) <u>Unit 5:</u> Lesson 24: How Can Citizens Promote the Common Good? (Problems to solve)
V.H.1.b	<ul style="list-style-type: none"> identify qualities leaders should have such as 	<u>Unit 5:</u>

Standards		Page References
	<ul style="list-style-type: none"> ➤ commitment to the values and principles of constitutional democracy ➤ respect for the rights of others ➤ ability to work with others ➤ reliability or dependability ➤ courage ➤ honesty ➤ ability to be fair ➤ intelligence ➤ willingness to work hard ➤ special knowledge or skills 	<p>Lesson 23: What Are Some Important Responsibilities of Citizens? (Is a good constitution enough to protect your rights?)</p>
<p>V.H.1.c</p>	<ul style="list-style-type: none"> • evaluate the strengths and weaknesses of candidates in terms of the qualifications required for a particular leadership role 	