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| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 1**What are the Philosophical and Historical Foundations of the American Political System | **Lesson 1**What Did the Founders Think about Constitutional Government? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)****SS.9-12.CE.41.** Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily. **(G)****SS.9-12.CE.44.** Explain how changes in supply and demand cause changes of goods, services, labor, credit, price, and foreign currencies. **(E)** |  |
| **Unit 1**What are the Philosophical and Historical Foundations of the American Political System | **Lesson 2**What Ideas about Civic Life Informed the Founding Generation? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.24.** Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action. **(MC)****SS.9-12.CE.25.** Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level. **(MC)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 1**What are the Philosophical and Historical Foundations of the American Political System? | **Lesson 3**What Historical Developments Influenced Modern Ideas of Individual Rights? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)****SS.9-12.CE.46.** Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy. **(E)** |  |
| **Unit 1**What are the Philosophical and Historical Foundations of the American Political System? | **Lesson 4**What Were the British Origins of American Constitutionalism? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.28.** Analyze the system of checks and balances and separation of powers historically and in current events. **(C)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.36.** Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases. **(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 1**What are the Philosophical and Historical Foundations of the American Political System? | **Lesson 5**What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Hold? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S. **(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)****SS.9-12.CE.41.** Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily. **(G)****SS.9-12.CE.44.** Explain how changes in supply and demand cause changes of goods, services, labor, credit, price, and foreign currencies. **(E)****SS.9-12.CE.46.** Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy. **(E)****SS.9-12.CE.53.** Explain how globalization has impacted various aspects of economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different nations. **(E)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 1**What are the Philosophical and Historical Foundations of the American Political System? | **Lesson 6**Why Did American Colonists Want to Free Themselves from Great Britain? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.20.** Critique the use of conflict and diplomacy in U.S. international relations. **(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.24.** Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action. **(MC)****SS.9-12.CE.30.** Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system. **(C)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)****SS.9-12.CE.48.** Evaluate the effectiveness of government policies on the U.S. economy. **(E)** | Consider the historical implications of taking informed action. |
| **Unit 1**What are the Philosophical and Historical Foundations of the American Political System? | **Lesson 7**What Basic Ideas about Government and Rights Did the State Constitutions Include? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.28.** Analyze the system of checks and balances and separation of powers historically and in current events. **(C)****SS.9-12.CE.29.** Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels. **(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups**(C)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 2**How did the Framers Create the Constitution? | **Lesson 8** What Were the Articles of Confederation, and Why Did Some Founders Want to Change Them? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.24.** Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action. **(MC)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)****SS.9-12.CE.46.** Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy. **(E)****SS.9-12.CE.48.** Evaluate the effectiveness of government policies on the U.S. economy. **(E)** |  |
| **Unit 2**How did the Framers Create the Constitution? | **Lesson 9** How was the Philadelphia Convention Organized? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.24.** Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action. **(MC)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 2**How did the Framers Create the Constitution? | **Lesson 10** Why was the Representation a Major Issue at the Philadelphia Convention? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)****SS.9-12.CE.46.** Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy. **(E)** |  |
| **Unit 2**How Did the Framers Create the Constitution? | **Lesson 11** What Questions did the Framers Consider in Designing the Three Branches of the National Government? | **SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.21.** Compare and contrast the roles of the President and Congress in U.S. international relations. **(H)****SS.9-12.CE.25.** Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level. **(MC)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.28.** Analyze the system of checks and balances and separation of powers historically and in current events. **(C)****SS.9-12.CE.36.** Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases. **(C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 2**How Did the Framers Create the Constitution? | **Lesson 12** How Did the Delegates Distribute Powers between the National and State Government? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.32.** Evaluate how the U.S. Constitution establishes the powers and responsibilities of local, state, and tribal governments. **(C)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)****SS.9-12.CE.46.** Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy. **(E)****SS.9-12.CE.48.** Evaluate the effectiveness of government policies on the U.S. economy. **(E)** |  |
| **Unit 2**How did the Framers Create the Constitution? | **Lesson 13** What Was the Anti-Federalist Position in the Debate about Ratification? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.23.** Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice. **(MC)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.28.** Analyze the system of checks and balances and separation of powers historically and in current events. **(C)****SS.9-12.CE.29.** Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels. **(C)****SS.9-12.CE.30.** Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system. **(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 2**How did the Framers Create the Constitution? | **Lesson 14**What was the Federalist in the Debate about Ratification? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.28.** Analyze the system of checks and balances and separation of powers historically and in current events. **(C)****SS.9-12.CE.29.** Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels. **(C)****SS.9-12.CE.30.** Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system. **(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)** |  |
| **Unit 3** How has the Constitution been Changed to Further the Ideals Contained in the Declaration of Independence? | **Lesson 15** How have Amendments and Judicial Review Changed the Constitution? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.23.** Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice. **(MC)****SS.9-12.CE.24.** Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action. **(MC)****SS.9-12.CE.25.** Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level. **(MC)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.28.** Analyze the system of checks and balances and separation of powers historically and in current events. **(C)****SS.9-12.CE.29.** Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels. **(C)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.CE.36.** Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases. **(C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 3** How has the Constitution been Changed to Further the Ideals Contained in the Declaration of Independence? | **Lesson 16** What is the Role of Political Parties in the Constitutional System? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.30.** Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system. **(C)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.48.** Evaluate the effectiveness of government policies on the U.S. economy. **(E)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 3** How has the Constitution been Changed to Further the Ideals Contained in the Declaration of Independence? | **Lesson 17** How did the Civil War Test and Transform the American Constitutional System? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.23.** Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice. **(MC)****SS.9-12.CE.24.** Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action. **(MC)****SS.9-12.CE.25.** Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level. **(MC)****SS.9-12.CE.26.** Discuss the contributions of racially and ethnically diverse leaders that have impacted political policies. **(MC)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.28.** Analyze the system of checks and balances and separation of powers historically and in current events. **(C)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.36.** Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases. **(C)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)****SS.9-12.CE.46.** Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy. **(E)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 3** How has the Constitution been Changed to Further the Ideals Contained in the Declaration of Independence? | **Lesson 18** How has the Due Process Clause of the Fourteenth Amendment Changed the Constitution? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.23.** Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice. **(MC)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.32.** Evaluate how the U.S. Constitution establishes the powers and responsibilities of local, state, and tribal governments. **(C)****SS.9-12.CE.36.** Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases. **(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)****SS.9-12.CE.46.** Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy. **(E)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 3**How has the Constitution been Changed to Further the Ideals Contained in the Declaration of Independence? | **Lesson 19**How has the Equal Protection Clause of the Fourteenth Amendment Changed the Constitution? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.23.** Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice. **(MC)****SS.9-12.CE.24.** Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action. **(MC)****SS.9-12.CE.25.** Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level. **(MC)****SS.9-12.CE.26.** Discuss the contributions of racially and ethnically diverse leaders that have impacted political policies. **(MC)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.36.** Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases. **(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 3** How has the Constitution been Changed to Further the Ideals Contained in the Declaration of Independence? | **Lesson 20** How has the Right to Vote Been Expanded Since the Adoption of the Constitution? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.23.** Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice. **(MC)****SS.9-12.CE.24.** Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action. **(MC)****SS.9-12.CE.25.** Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level. **(MC)****SS.9-12.CE.26.** Discuss the contributions of racially and ethnically diverse leaders that have impacted political policies. **(MC)****SS.9-12.CE.29.** Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels. **(C)****SS.9-12.CE.31.** Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process. **(C)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 4** How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices? | **Lesson 21** What is the Role of Congress in American Constitutional Democracy? | **SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.21.** Compare and contrast the roles of the President and Congress in U.S. international relations. **(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.29.** Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels. **(C)****SS.9-12.CE.31.** Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process. **(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)****SS.9-12.CE.41.** Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily. **(G)** |  |
| **Unit 4** How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices? | **Lesson 22** How does Congress Perform Its Function in the American Constitutional System? | **SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.23.** Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice. **(MC)****SS.9-12.CE.24.** Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action. **(MC)****SS.9-12.CE.25.** Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level. **(MC)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.28.** Analyze the system of checks and balances and separation of powers historically and in current events. **(C)****SS.9-12.CE.29.** Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels. **(C)****SS.9-12.CE.31.** Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process. **(C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 4** How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices? | **Lesson 23** What is the Role of the President in the American Constitutional System? | **SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.21.** Compare and contrast the roles of the President and Congress in U.S. international relations. **(H)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.28.** Analyze the system of checks and balances and separation of powers historically and in current events. **(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)** |  |
| **Unit 4** How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices? | **Lesson 24** How are National Laws Administered in the American Constitutional System? | **SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.28.** Analyze the system of checks and balances and separation of powers historically and in current events. **(C)****SS.9-12.CE.29.** Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels. **(C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 4**How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices? | **Lesson 25** What is the Role of the Supreme Court in the American Constitutional System? | **SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.28.** Analyze the system of checks and balances and separation of powers historically and in current events. **(C)****SS.9-12.CE.36.** Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases. **(C)** |  |
| **Unit 4** How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices? | **Lesson 26** How Does American Federalism Work? | **SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.US.19.** Analyze the influence of religious, intellectual, and artistic changes. **(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.25.** Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level. **(MC)****SS.9-12.CE.32.** Evaluate how the U.S. Constitution establishes the powers and responsibilities of local, state, and tribal governments. **(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.US.39.** Create, interpret, and utilize maps that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics. **(G)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)****SS.9-12.CE.48.** Evaluate the effectiveness of government policies on the U.S. economy. **(E)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 5** What does the Bill of Rights Protect? | **Lesson 27** What are Bill of Rights and What Kinds of Rights Does the U.S. Bill of Rights Protect? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.25.** Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level. **(MC)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.36.** Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases. **(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)****SS.9-12.CE.46.** Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy**. (E)** |  |
| **Unit 5**What does the Bill of Rights Protect? | **Lesson 28**How Does the First Amendment Affect the Establishment and Free Exercise of Religion? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.36.** Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases. **(C)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)****SS.9-12.CE.41.** Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily. **(G)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 5**What does the Bill of Rights Protect? | **Lesson 29**How Does the First Amendment Protect Free Expression? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)** **SS.9-12.CE.30.** Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system. **(C)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.CE.36.** Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases. **(C)****SS.9-12.CE.41.** Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily. **(G)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 5** What does the Bill of Rights Protect? | **Lesson 30** How Does the First Amendment Protect Freedom to Assemble, Petition, and Associate? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.24.** Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action. **(MC)****SS.9-12.CE.25.** Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level. **(MC)****SS.9-12.CE.31.** Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process. **(C)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.36.** Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases. **(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)****SS.9-12.CE.41.** Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily. **(G)** |  |
| **Unit 5** What does the Bill of Rights Protect? | **Lesson 31** How do the Fourth and Fifth Amendments Protect against Unreasonable Law Enforcement Procedures? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.CE.36.** Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases. **(C)****SS.9-12.CE.41.** Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily. **(G)**  |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 5** What does the Bill of Rights Protect? | **Lesson 32** How do the Fifth, Sixth, and Eighth Amendments Protect Rights within the Judicial System? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)** **SS.9-12.CE.30.** Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system. **(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.CE.36.** Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases. **(C)**  |  |
| **Unit 6**What Challenges Might Face American Constitutional Democracy in the Twenty-first Century? | **Lesson 33** What Does it Mean to be a Citizen? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)****SS.9-12.CE.41.** Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily. **(G)****SS.9-12.CE.48.** Evaluate the effectiveness of government policies on the U.S. economy. **(E)**  |  |
| **Unit 6**What Challenges Might Face American Constitutional Democracy in the Twenty-first Century? | **Lesson 34**What is the Importance of Civic Engagement to American Constitutional Democracy? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.23.** Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice. **(MC)****SS.9-12.CE.25.** Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level. **(MC)****SS.9-12.CE.26.** Discuss the contributions of racially and ethnically diverse leaders that have impacted political policies. **(MC)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)**  |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 6**What Challenges Might Face American Constitutional Democracy in the Twenty-first Century? | **Lesson 35**How have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.22.** Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history. **(MC)****SS.9-12.CE.23.** Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice. **(MC)****SS.9-12.CE.24.** Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action. **(MC)****SS.9-12.CE.25.** Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level. **(MC)****SS.9-12.CE.26.** Discuss the contributions of racially and ethnically diverse leaders that have impacted political policies. **(MC)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.CE.36.** Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases. **(C)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)****SS.9-12.CE.41.** Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily. **(G)**  |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 6** What Challenges Might Face American Constitutional Democracy in the Twenty-first Century? | **Lesson 36** How have American Political Ideas and American Constitutional System Influenced Other Nations? | **SS.9-12.CE.20.** Critique the use of conflict and diplomacy in U.S. international relations. **(H)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)****SS.9-12.CE.40.** Analyze the differences in political behavior between diverse population centers. **(G)****SS.9-12.CE.42.** Compare and contrast how different political systems currently affect the United States and its citizens. **(G)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 6** What Challenges Might Face American Constitutional Democracy in the Twenty-first Century? | **Lesson 37** What Key Challenges does the United States Face in the Future? | **SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)** **SS.9-12.CE.30.** Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system. **(C)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.CE.41.** Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily. **(G)** |  |
| **Unit 6** What Challenges Might Face American Constitutional Democracy in the Twenty-first Century? | **Lesson 38** What are the Challenges of the Participation of the United States in World Affairs? | **SS.9-12.CE.20.** Critique the use of conflict and diplomacy in U.S. international relations. **(H)****SS.9-12.CE.21.** Compare and contrast the roles of the President and Congress in U.S. international relations. **(H)****SS.9-12.CE.27.** Examine the roles and responsibilities of the three branches of government. **(C)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)****SS.9-12.CE.42.** Compare and contrast how different political systems currently affect the United States and its citizens. **(G)****SS.9-12.CE.52.** Analyze how governments throughout the world influence international trade of goods and services. **(E)****SS.9-12.CE.53.** Explain how globalization has impacted various aspects of economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different nations. **(E)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 6** What Challenges Might Face American Constitutional Democracy in the Twenty-first Century? | **Lesson 39** What Does Returning to Fundamental Principles Mean? | **SS.9-12.CE.13.** Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography. **(H)****SS.9-12.CE.14.** Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties. **(H)****SS.9-12.CE.15.** Analyze how American identity has been shaped by government policies, institutions, and founding documents. **(H)****SS.9-12.CE.16.** Analyze how the interpretation of the founding documents have evolved throughout U.S. history. **(H)****SS.9-12.CE.17.** Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.**(H)****SS.9-12.CE.34.** Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time. **(C)****SS.9-12.CE.35.** Critique the historical debate surrounding majority rule vs. minority rights within the U.S.**(C)****SS.9-12.CE.37.** Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups. **(C)** |  |