

Unit One: What are the Philosophical and Historical Foundations of the American Political System?

Lesson 1: What would life be like in a state of nature?

US.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.

C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

Lesson 2: How does government secure natural rights?

C.1.3. Students are able to identify the principles of the American Constitution.

C.1.4. Students are able to explain the principles of American democracy.

Lesson 3: What did the Founders learn about Republican government from the ancient world?

W.2.1. Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.

C.1.1. Students are able to explain the characteristics of various forms of government.

C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

C.1.3. Students are able to identify the principles of the American Constitution.

Lesson 4: How did modern ideas of individual rights develop?

W.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.

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C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

Lesson 5: What were the British origins of American Constitutionalism?

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W.2.1. Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.

C.1.1. Students are able to explain the characteristics of various forms of government.

C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

Lesson 6: How did representative government begin in England?

W.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.

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C.1.1. Students are able to explain the characteristics of various forms of government.

C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

Lesson 7: What basic ideas about rights and Constitutional government did colonial Americans have?

C.1.1. Students are able to explain the characteristics of various forms of government.

C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

C.1.4. Students are able to explain the principles of American democracy.

C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.

Lesson 8: Why did the American colonists want to free themselves Britain? What basic ideas about government did the founders put in the Declaration of Independence?

US.1.2. Students are able to relate previously learned information of these times from periods to the context of succeeding time periods.

W.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish historical periods from the Renaissance to the present.

C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

Lesson 9: What basic ideas about government did the state Constitutions How did the new states protect rights?

C.1.2. Students are able to determine the influence of major historical include? documents and ideals on the formation of the United States government.

C.1.3. Students are able to identify the principles of the American Constitution.

C.1.4. Students are able to explain the principles of American democracy.

Unit Two: How did the framers create the Constitution?

Lesson 10: Why did the founders want to change the Articles of Confederation in 1781?

C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

C.1.4. Students are able to explain the principles of American democracy.

Lesson 11: Who attended the Philadelphia Convention? What did they agree to do?

C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

C.1.3. Students are able to identify the principles of the American Constitution.

Lesson 12: Why did the framers use the Virginia Plan to create the Constitution?

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C.1.3. Students are able to identify the principles of the American Constitution.

C.1.4. Students are able to explain the principles of American democracy.

Lesson 13: What powers were granted to the Legislative branch?

C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

C.1.3. Students are able to identify the principles of the American Constitution.

Lesson 14: What powers were granted to the Executive and Judicial branches?

C.1.1. Students are able to explain the characteristics of various forms of government.

C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

C.1.3. Students are able to identify the principles of the American Constitution.

Lesson 15: What conflicting opinions did the framers have about the completed Constitution?

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C.1.3. Students are able to identify the principles of the American Constitution.

Lesson 16: What was the anti-federalists' position in the debate about ratification?

C.1.3. Students are able to identify the principles of the American Constitution.

C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.

Lesson 17: What was the federalists' position in the debate about ratification?

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C.1.3. Students are able to identify the principles of the American Constitution.

Unit Three: How did the values and principles embodied in the Constitution shape American institutions and practices?

Lesson 18: How was the Constitution used to organize the new government?

C.1.3. Students are able to identify the principles of the American Constitution.

Lesson 19: What rights did the Constitution protect? How was the Bill of Rights added to the Constitution?

C.1.3. Students are able to identify the principles of the American Constitution.

C.1.4. Students are able to explain the principles of American democracy.

C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.

Lesson 20: What caused the rise of political parties?

C.1.3. Students are able to identify the principles of the American Constitution.

C.2.1. Students are able to describe the means of influencing and/or participating in a republic.

Lesson 21: What is judicial review? Why is it controversial?

US.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

C.1.1. Students are able to explain the characteristics of various forms of government.

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Lesson 22: How is power divided between the federal and state governments?

C.1.1. Students are able to explain the characteristics of various forms of government.

C.1.3. Students are able to identify the principles of the American Constitution.

C.1.4. Students are able to explain the principles of American democracy.

Unit Four: How have the protections of the Bill of Rights been developed and expanded?

Lesson 23: What were the Constitutional issues that led to the Civil War?

C.1.1. Students are able to explain the characteristics of various forms of government.

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Lesson 24: What Amendments to the Constitution were added to protect African Americans?

- US.1.2.** Students are able to relate previously learned information of these time periods to the context of succeeding time periods.
- G.2.4.** Students are able to identify the main characteristics of cultural geography.

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Lesson 25: How did the Fourteenth Amendment expand Constitutional protections of rights?

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Lesson 26: How did the Civil Rights Movement use the Constitution to achieve its goals?

US.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

Lesson 27: How has the right to vote expanded since the adoption of the constitution?

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US.2.1. Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.

US.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

Lesson 28: To what extent can the law correct injustice and other problems in American society?

C.1.1. Students are able to explain the characteristics of various forms of government.

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Unit Five: What Rights does the Bill of Rights protect?

Lesson 29: Why does the First Amendment limit the government's power over religion?

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C.2.3. Students are able to describe the process of naturalization.

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Lesson 30: How does the First Amendment protect freedom of expression?

C.1.1. Students are able to explain the characteristics of various forms of government.

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C.1.3. Students are able to identify the principles of the American Constitution.

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C.1.3. Students are able to identify the principles of the American Constitution.

Lesson 31: How does the First Amendment protect freedom of assembly, petition and association?

Lesson 32: What is the importance of procedural due process?

C.1.4. Students are able to explain the principles of American democracy.

C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.

US.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

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C.1.1. Students are able to explain the characteristics of various forms of government.

C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

Lesson 33: How do the Fourth and Fifth Amendments protect us against unreasonable law enforcement procedures?

Lesson 34: How do the Fifth through the Eighth Amendments protect our rights within the Judicial System?

C.1.3. Students are able to identify the principles of the American Constitution.

C.1.4. Students are able to explain the principles of American democracy.

C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.

US.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

W.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish historical periods from the Renaissance to the present.

Unit Six: What are the roles of the Citizen in American democracy?

Lesson 35: What does it mean to be a citizen?

C.1.1. Students are able to explain the characteristics of various forms of government.

C.1.3. Students are able to identify the principles of the American Constitution.

C.1.4. Students are able to explain the principles of American democracy.

C.1.5. Students are able to describe the state, local, and tribal governments with emphasis on their structures, functions, and powers.

C.2.1. Students are able to describe the means of influencing and/or participating in a republic.

C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.

C.2.3. Students are able to describe the process of naturalization.

US.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

W.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish historical periods from the Renaissance to the present.

G.2.4. Students are able to identify the main characteristics of cultural geography.

Lesson 36: How do we use our citizenship?

C.1.1. Students are able to explain the characteristics of various forms of government.

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C.2.3. Students are able to describe the process of naturalization.

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W.2.1. Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.

Lesson 37: How may citizenship change in the nation's third century?

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C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

C.1.3. Students are able to identify the principles of the American Constitution.

C.1.4. Students are able to explain the principles of American democracy.

C.1.6. Students are able to describe the elements of how US foreign policy is created.

C.2.1. Students are able to describe the means of influencing and/or participating in a republic.

C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.

C.2.3. Students are able to describe the process of naturalization.

Lesson 38: What can American citizens learn about Constitutionalism from other countries?

C.1.1 Students are able to explain the characteristics of various forms of government.

C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

- C.1.3.** Students are able to identify the principles of the American Constitution.
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- W.1.1.** Students are able to explain the cause-effect relationships and legacy that distinguish historical periods from the Renaissance to the present.
- W.2.1.** Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.

Lesson 39: What are some Constitutional issues facing US citizens in the nation's third century?

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- C.2.1.** Students are able to describe the means of influencing and/or participating in a republic.
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- C.2.3.** Students are able to describe the process of naturalization.
- US.2.2.** Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

Lesson 40: What is meant by returning to fundamental principles?

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