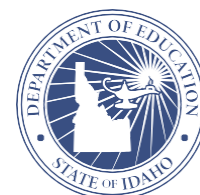


IDAHO CONTENT

STANDARDS



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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Center for Civic Education

***We the People* Curriculum Crosswalk for: Idaho Social Studies Standards - Grade 3 - 5**

Usage: This correlation guide offers a crosswalk between the Idaho Social Studies Standards Grade 3-5 and the Level 1 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



IDAHO CONTENT STANDARDS GRADE 3 SOCIAL STUDIES

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 3 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the sovereign status and role of American Indians in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.1.1.1 Explain that people in the United States share a national identity through patriotic symbols and holidays.
- 3.SS.1.1.2 Investigate the history of your community.
- 3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions.
- 3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.1.2.1 Share the origins of classmates' ancestors.
- 3.SS.1.2.2 Describe how migration and immigration are continuous processes.
- 3.SS.1.2.3 Identify reasons for voluntary and involuntary movement of people to and from your community.

Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.1.3.1 Identify characteristics of different cultural groups in your community including American Indians.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.



No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

Standard 2: Geography

Students in Grade 3 analyze the spatial organizations of people, places, and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood.
- 3.SS.2.1.2 Find the United States, Washington, D.C., Idaho, the state capital Boise, and your own community on a map.
- 3.SS.2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries, using standard map symbols.
- 3.SS.2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map.
- 3.SS.2.1.5 Use a number/letter grid to find specific locations on a map.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives at this grade level

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of Grade 3, the student will be able to:



- 3.SS.2.3.1 Analyze past and present settlement patterns of the community.
- 3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community.
- 3.SS.2.3.3 Compare and contrast city/suburb/town and urban/rural.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Grade 3 explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.3.1.1 Explain the concepts of supply and demand and the role of the consumer and producer.
- 3.SS.3.1.2 Explain the difference between public and private property.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.3.2.1 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community.

Goal 3.3: Analyze the different types of economic institutions.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.3.3.1 Explain the purpose of a bank.

Goal 3.4: Explain the concepts of personal finance.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.3.4.1 Describe the purposes and benefits of savings.

Standard 4: Civics and Government

Students in Grade 3 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of



government, and that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 3, the student will be able to:

3.SS.4.1.1 Explain why communities have laws.

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 2:** Why did the Founders believe that people needed a government?
- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 5, Lesson 23:** What are some important responsibilities of citizens?

3.SS.4.1.2 Explain that there are benefits for following the laws and consequences for breaking the laws of the community.

We the People

Level 1 curriculum connections

- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 5, Lesson 23:** What are some important responsibilities of citizens?

3.SS.4.1.3 Identify the people or groups that make, apply, and enforce laws in the community.

We the People

Level 1 curriculum connections

- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 3, the student will be able to:

3.SS.4.2.1 Identify and explain the basic functions of local governments.

We the People

Level 1 curriculum connections

- **Unit 3, Lesson 16:** How did the Constitution create a federal system of government?

3.SS.4.2.2 Explain how local government officials are chosen, e.g., election, appointment.

We the People

Level 1 curriculum connections

- **Unit 3, Lesson 16:** How did the Constitution create a federal system of government?

3.SS.4.2.3 Describe services commonly and primarily provided by governments for the community.

3.SS.4.2.4 Identify local government officials.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 3, the student will be able to:



- 3.SS.4.3.1 Identify ways children and adults can participate in their community and/or local governments.

We the People

Level 1 curriculum connections

- **Unit 5, Lesson 23:** What are some important responsibilities of citizens?
- **Unit 5, Lesson 24:** How can citizens promote the common good?

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 3 build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.5.1.1 Explore connections that the local community has with other communities throughout the world.
- 3.SS.5.1.2 Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique.



IDAHO CONTENT STANDARDS GRADE 5 SOCIAL STUDIES

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 5 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the sovereign status and role of American Indians in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America.

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
- 5.SS.1.1.2 Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States.
- 5.SS.1.1.3 Identify and explain influential political and cultural groups and their impact on American history.
- 5.SS.1.1.4 Identify different examples of how religion has been an important influence in American history.

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
- **Unit 4, Lesson 18:** How does the Constitution protect your right to freedom of religion?
- 5.SS.1.1.5 Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
- 5.SS.1.1.6 Analyze the causes and effects of various compromises and conflicts in American history.

We the People

Level 1 curriculum connections

- **Unit 2, Lesson 9:** How many representatives should each state have in Congress?
- **Unit 2, Lesson 10:** What did the Framers do about the problem of slavery?

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.1.2.1 Discuss the religious, political, and economic motives of immigrants



- to the United States.
- 5.SS.1.2.2 Explain the history of indentured servitude and the slave trade in the United States.

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
 - **Unit 2, Lesson 10:** What did the Framers do about the problem of slavery?
- 5.SS.1.2.3 Analyze and discuss the motives of the major groups who participated in western expansion.
- 5.SS.1.2.4 Discuss the American Indian groups encountered in western expansion.
- 5.SS.1.2.5 Discuss significant individuals who took part in western expansion.
- 5.SS.1.2.6 Describe the impact of scientific and technological advances on westward expansion.

Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.



Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.
- 5.SS.1.3.2 Identify examples of American Indian individual and collective contributions and influences in the development of the United States.
- 5.SS.1.3.3 Define the terms treaty, reservation, and sovereignty.
- 5. SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties or executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
 - That both parties to treaties were sovereign powers.
 - That Indian tribes had some form of transferable title to the land.
 - That acquisition of Indian land was solely a government matter not to be left to individual colonists or to the States.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level



Standard 2: Geography

Students in Grade 5 analyze the spatial organizations of people, places and environment on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.
- 5.SS.2.1.2 Identify the regions of the United States and their resources.
- 5.SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map.
- 5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories.
- 5.SS.2.1.5 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives at this grade level

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

No objectives at this grade level

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Grade 5 explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.3.1.1 Describe examples of improved transportation and communication networks and how they encourage economic growth.



- 5.SS.3.1.2 Explain the concepts of tariffs, taxation, and embargo.
- 5.SS.3.1.3 Describe the basic characteristics of a market.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.3.2.1 Discuss the economic policies that contributed to rebellion within the North American colonies.

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of personal finance.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.3.4.1 Identify economic incentives and risks of entrepreneurship.
- 5.SS.3.4.2 Explain the impact of taxation on personal finance.

Standard 4: Civics and Government

Students in Grade 5 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.

We the People

Level 1 curriculum connections

- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?

- 5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence.

We the People

Level 1 curriculum connections

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

- 5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government.

We the People

Level 1 curriculum connections

- **Unit 2, Lesson 7:** What was the first national government like?

- 5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, including popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.



We the People

Level 1 curriculum connections

- **Unit 3, Lesson 11:** What basic ideas about government are in the Preamble to the Constitution?
- **Unit 3, Lesson 12:** How does the Constitution limit the powers of our government?
- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?
- **Unit 3, Lesson 15:** What is the judicial branch?
- **Unit 3, Lesson 16:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 17:** How does the Constitution protect your right to freedom of expression?
- **Unit 4, Lesson 18:** How does the Constitution protect your right to freedom of religion?
- **Unit 4, Lesson 19:** How does the Constitution protect your right to equal protection of the laws?
- **Unit 4, Lesson 20:** How does the Constitution protect your right to due process of law?

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.

We the People

Level 1 curriculum connections

- **Unit 3, Lesson 16:** How did the Constitution create a federal system of government?



- 5.SS.4.2.2 Identify the three branches of government and the functions and powers of each.

We the People

Level 1 curriculum connections

- Unit 3, Lesson 12: How does the Constitution limit the powers of our government?
- Unit 3, Lesson 13: What is the legislative branch?
- Unit 3, Lesson 14: What is the executive branch?
- Unit 3, Lesson 15: What is the judicial branch?

- 5.SS.4.2.3 Explain the difference between State public lands and Federal public lands.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.3.1 Identify the President and Vice President of the United States and the U.S. Senators and Representatives to Congress from Idaho.

We the People

Level 1 curriculum connections

- Unit 3, Lesson 14: What is the executive branch?

- 5.SS.4.3.2 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.

We the People

Level 1 curriculum connections

- Unit 5, Lesson 23: What are some important responsibilities of citizens?

- 5.SS.4.3.3 Describe ways in which citizens participate in public life.

We the People

Level 1 curriculum connections

- Unit 5, Lesson 23: What are some important responsibilities of citizens?
- Unit 5, Lesson 24: How can citizens promote the common good?

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.4.1 Explain how the United States is a republic.

We the People

Level 1 curriculum connections

- Unit 1, Lesson 3: What is a republican government?

- 5.SS.4.4.2 State the difference between direct democracy and the constitutional republic of today's United States.

We the People

Level 1 curriculum connections

- Unit 1, Lesson 3: What is a republican government?
- Unit 1, Lesson 3: What is a constitutional government?

- 5.SS.4.4.3 Discuss the concepts of popular sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, rule of law, and personal liberty.

We the People

Level 1 curriculum connections



- **Unit 1, Lesson 2:** Why did the Founders believe that people needed a government?
- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 1, Lesson 3:** What is a constitutional government?

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 5 build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objectives(s): By the end of Grade 5, the student will be able to:

- 5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government.
- 5.SS.5.1.2 Define a nation.
- 5.SS.5.1.3 Explain how the United States is one nation and how it interacts with other nations in the world.

We the People

Level 1 curriculum connections

- **Unit 5, Lesson 22:** What is the role of the United States in the world today?
- 5.SS.5.1.4 Discuss how nations try to resolve problems.
- 5.SS.5.1.5 Identify the role of the United States in a global economy.



***We the People* Curriculum Crosswalk for: Idaho Social Studies Standards - Grade 6-12**

Usage: This correlation guide offers a crosswalk between the Idaho Social Studies Standards Grade 6-12 and the Level 3 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



IDAHO CONTENT STANDARDS GRADE 6-12 U.S. HISTORY I

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in U.S. History I build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the sovereign status and role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.1.1.1 Compare and contrast early cultures and settlements that existed in North America prior to European contact.
- 6-12.USH1.1.1.2 Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
 - **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
 - **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
 - **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
 - **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- 6-12.USH1.1.1.3 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?
 - **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- 6-12.USH1.1.1.4 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society.
- 6-12.USH1.1.1.5 Discuss the causes and effects of various compromises and conflicts in American history, such as the American Revolution, Civil War and Reconstruction.

We the People

Level 3 curriculum connections



- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?
- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?
- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?
- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US11.1.2.1 Analyze the religious, political, and economic motives of immigrants who came to North America.
- 6-12.US11.1.2.2 Explain the motives for and the consequences of slavery and other forms of involuntary immigration to North America.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- 6-12.US11.1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians in the development of the United States.

Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.



Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USHistory1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment that have impacted American Indians historically and currently.
- 6-12.USHistory1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 6-12.USHistory1.1.3.3 Identify the impact termination practices such as removal policies, boarding schools, and forced assimilation had on American Indians.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USHistory1.1.4.1 Explain the effects of scientific and technological inventions and changes on the social and economic lives of the people in the development of the United States.
- 6-12.USHistory1.1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USHistory1.1.5.1 Examine the development of diverse cultures in what is now the United States.
- 6-12.USHistory1.1.5.2 Identify significant countries and their roles and motives in the European exploration of the Americas.
- 6-12.USHistory1.1.5.3 Describe and analyze the interactions between native peoples and the European explorers.
- 6-12.USHistory1.1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.
- 6-12.USHistory1.1.5.5 Identify the United States territorial expansion between 1801 and 1861, and explain internal and external conflicts.

Goal 1.6: Explain the rise of human civilization.

No objectives in U.S. History I

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in U.S. History I

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in U.S. History I



Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in U.S. History I

Standard 2: Geography

Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, and trace the migration and settlement of human populations on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.US1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.US1.2.2.1 Analyze ways in which the physical environment affected political, social, and economic development.

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.US1.2.3.1 Describe Pre-Columbian migration to the Americas. 6-12.US1.2.3.2 Analyze the impact of the Columbian exchange. 6-12.US1.2.3.3 Illustrate westward migration across North America.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives in U.S. History I

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives in U.S. History I

Standard 3: Economics

Students in U.S. History I explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.



Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.3.1.1 Describe the economic characteristics of mercantilism.
- 6-12.USH1.3.1.2 Compare the economic development of the North with the South.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.3.2.1 Describe the emergence and evolution of a market economy.
- 6-12.USH1.3.2.2 Analyze the role of government policy in the early economic development of the United States.

Goal 3.3: Analyze the different types of economic institutions.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.

Goal 3.4: Explain the concepts of personal finance.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.3.4.1 Analyze how economic conditions affect financial decisions.

Standard 4: Civics and Government

Students in U.S. History I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.4.1.1 Trace the development of our constitutional republic through founding documents, colonial assemblies, and colonial rebellions.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- **Unit 1, Lesson 7:** What basic ideas about government and rights did the state constitutions include?

- 6-12.USH1.4.1.2 Identify fundamental values and principles as expressed in basic



documents, including the Declaration of Independence, Articles of Confederation, and the United States Constitution.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- **Unit 1, Lesson 7:** What basic ideas about government and rights did the state constitutions include?
- **Unit 2, Lesson 8:** What were the Articles of Confederation, and why did some Founders want to change them?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 21:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 4, Lesson 26:** How does American federalism work?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?

6-12.US1.4.1.3 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?



Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US.1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.

We the People

Level 3 curriculum connections

- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 21:** What is the role of the Supreme Court in American constitutional democracy?

- 6-12.US.1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in a federal system.

We the People

Level 3 curriculum connections

- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 4, Lesson 26:** How does American federalism work?

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US.1.4.3.1 Provide and evaluate examples of social and political leadership in early American history.
- 6-12.US.1.4.3.2 Describe ways in which citizens participated in early American public life.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- **Unit 1, Lesson 7:** What basic ideas about government and rights did the state constitutions include?
- **Unit 2, Lesson 8:** What were the Articles of Confederation, and why did some Founders want to change them?
- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?
- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?
- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US.1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights.



We the People

Level 3 curriculum connections

- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?

Goal 4.5: Build an understanding of comparative government.

No objectives in U.S. History I

Standard 5: Global Perspectives

Students in U.S. History I build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of U.S. History I, the student will be able to:

- | | |
|----------------|---|
| 6-12.US1.5.1.1 | Explain the significance of principle policies and events in the United States' relations with the world, such as the War of 1812, the Monroe Doctrine, the Mexican-American War, and Spanish-American War. |
| 6-12.US1.5.1.2 | Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism. |
| 6-12.US1.5.1.3 | Analyze how national interest shapes foreign policy. |



IDAHO CONTENT STANDARDS GRADE 9-12 AMERICAN GOVERNMENT

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in American Government build an understanding of the cultural and social development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.1.1.1 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791).

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- **Unit 1, Lesson 7:** What basic ideas about government and rights did the state constitutions include?
- **Unit 2, Lesson 8:** What were the Articles of Confederation, and why did some Founders want to change them?
- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?
- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?
- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?

- 9-12.G.1.1.2 Analyze important events and individuals responsible for bringing about political changes in the United States.

We the People

Level 3 curriculum connections



- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in American Government

Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.

No objectives in American Government

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives in American Government

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in American Government

Goal 1.6: Explain the rise of human civilization.

No objectives in American Government



Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in American Government

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in American Government

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in American Government

Standard 2: Geography

Students in American Government explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

No objectives in American Government

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives in American Government

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

No objectives in American Government

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives in American Government

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.2.5.1 Analyze the impact of geography on the American political system, such as electoral politics and congressional redistricting.



Standard 3: Economics

Students in American Government identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

No objectives in American Government

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.3.2.1 Analyze the economic impact of government policy.
- 9-12.G.3.2.2 Compare and contrast different economic systems and relate each to different forms of government.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?

Goal 3.3: Analyze the different types of economic institutions.

No objectives in American Government

Goal 3.4: Explain the concepts of personal finance.

No objectives in American Government

Standard 4: Civics and Government

Students in American Government build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, the evolution of democracy, and an understanding of comparative government.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.4.1.1 Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?

- 9-12.G.4.1.2 Analyze the essential philosophies, ideals, and objectives of the foundational documents of the United States, including the Declaration of Independence, the Articles of Confederation, the



United States Constitution, the Bill of Rights, and Federalist Papers.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- **Unit 1, Lesson 7:** What basic ideas about government and rights did the state constitutions include?
- **Unit 2, Lesson 8:** What were the Articles of Confederation, and why did some Founders want to change them?
- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?
- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?
- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 4, Lesson 26:** How does American federalism work?



- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?

9-12.G.4.1.3 Explain the central principles of the United States governmental system including a written constitution, rule of law, popular sovereignty, limited government, separation of powers, checks and balances, majority rule with minority rights, judicial review, and federalism.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
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- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?



Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.4.2.1 Identify and describe the three branches of federal government, their powers, and responsibilities.

We the People

Level 3 curriculum connections

- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 21:** What is the role of the Supreme Court in American constitutional democracy?

- 9-12.G.4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments.

We the People

Level 3 curriculum connections

- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 4, Lesson 26:** How does American federalism work?

- 9-12.G.4.2.3 Analyze and explain sovereignty and the treaty/trust relationship the United States has with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing.

- 9-12.G.4.2.4 Trace the development and role of political parties and other political organizations and their impact on the American system of government.

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?

- 9-12.G.4.2.5 Analyze the role of other political organizations and their impact on the American system of government.

- 9-12.G.4.2.6 Explain the electoral process at each level of government.

We the People

Level 3 curriculum connections

- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 4, Lesson 26:** How does American federalism work?

- 9-12.G.4.2.7 Name key officials, both elected and appointed, in the legislative, executive, and judicial branches at the State and Federal levels.

- 9-12.G.4.2.8 Name the U.S. Senators and Representatives to Congress from Idaho.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.4.3.1 Explain the ways in which individuals become citizens and



distinguish among obligations, responsibilities, and rights.

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- 9-12.G.4.3.2 Explain the implications of dual citizenship with regard to American Indians.
- 9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?
- 9-12.G.4.3.4 Analyze and evaluate decisions about individual rights in landmark cases of the Supreme Court of the United States.

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
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- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.4.4.1 Analyze the struggles for the extension of civil rights.

We the People

Level 3 curriculum connections



- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?

9-12.G.4.4.2 Analyze and evaluate states' rights disputes past and present.

We the People

Level 3 curriculum connections

- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?

U9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government.

9-12.G.4.4.4 Discuss how the interpretation and application of the United States Constitution has evolved.

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?

Goal 4.5: Build an understanding of comparative government.

Objective(s): By the end of American Government, the student will be able to:



- 9-12.G.4.5.1 Compare and contrast different forms of government, such as presidential with parliamentary, unitary with federal, dictatorship with democracy.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?

Standard 5: Global Perspectives

Students in American Government build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.5.1.1 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian.

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?

- 9-12.G.5.1.2 Describe the characteristics of United States foreign policy and how it has been created and implemented over time.

- 9-12.G.5.1.3 Identify and evaluate the role of the United States in international organizations and agreements.

We the People

Level 3 curriculum connections

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