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## High School Civics Course Framework

In this high school civics course, students broaden and deepen their understanding of the origin, structure, and functions of government. This course is designed to provide students with both the practical knowledge about how the American system of government functions on local, state, and national levels, as well as an understanding of the philosophical and intellectual underpinnings of our constitutional republic.

[Appendix A: Louisiana Student Standards for Social Studies Civics](#)

[Appendix B: How to Use this Document](#)

[Instructional Strategies](#)

[LEAP 2025 Social Studies Assessment Guide](#)

[LEAP Civics Classroom Assessment Items](#)

## Civics Overview

Unit	Topic	Focus Standards	Class Periods	Sample Performance Task Prompt
Foundations of the United States Government	<a href="#">Purpose and Types of Government</a>	C.8 a–b, g; C.13 c	7	<a href="#">Which had a greater influence on the formation of the US government: enlightenment philosophy or the experiences of the American colonists in North America?</a>
	<a href="#">Principles and Events that Influenced the Formation of the U.S. Government</a>	C.8 c–g; C.10.a, d	15	
Government Structures, Powers, Functions, and Interactions	<a href="#">The U.S. Constitution and the Bill of Rights</a>	C.8 g; C.9 g	7	<a href="#">To what extent have the powers and responsibilities of the federal government changed over time?</a>
	<a href="#">Structures, Powers, and Functions of the U.S. Government</a>	C.9 b–g	15	
	<a href="#">The U.S. Government Over Time</a>	C.9 b–g	15	
	<a href="#">Governments in the United States (Federal, State, Tribal, Local)</a>	C.9 a, f–j; C.11 k	12	
Political, Social, and Economic Interactions	<a href="#">Government Policy and Spending</a>	C.9 h; C.12 a–b; C.13 d	10	<a href="#">How have domestic and international U.S. government policies changed or remained the same over time?</a>
	<a href="#">Role of the Government in Domestic Affairs</a>	C.8 a, g; C.9 b, g; C.12 a–b; C.13 a–g	17	
	<a href="#">The United States in World Affairs</a>	C.12 a–e; C.13 b–d, f–g	15	
People of the United States	<a href="#">Civil Rights and Civil Liberties</a>	C.9 f–g; C.11 a–b; C.12 a–b	12	<a href="#">To what extent has the expansion of civil liberties and civil rights in the United States met the needs of citizens?</a>
	<a href="#">Citizenship</a>	C.9 f–g; C.10 a–d; C.12 a–b	17	
Elections and Politics	<a href="#">Elections, Political Parties, and Representation</a>	C.9 g; C.11 d–g	10	<a href="#">To what extent is the United States ruled by the “consent of the governed”?</a>
	<a href="#">Participation and Influence</a>	C.11 c, h–j	12	

## Unit 1: Foundations of the United States Government

### Topic 1: Purpose and Types of Government

**Focus Content Standards:** C.8 a–b, g; C.13 c

**Suggested Pacing:** 7 class periods

In order to appreciate and understand our republican form of government, students must be able to describe other systems of government, and what distinguishes the United States from them. In this first topic, students work to define government and then explore various types of political and economic systems used in both the past and present. The last supporting question in this topic reviews the basic structure of the U.S. government in preparation for a much deeper dive into the following topics and units.

[Unit 1 Topic 1 Student-Facing Materials](#)

[Primary Sources Analysis Sample Responses](#)

Framing Question: How does the U.S. government differ from other systems of government?		
SQ1	SQ2	SQ3
What are some different ideas about why governments form?	What types of governments exist today, and how are they different from one another?	What is the basic structure of the U.S. Government?
Videos	<ul style="list-style-type: none"> <li>• <a href="#">Why study government? - Crash Course U.S. Government and Politics</a></li> <li>• <a href="#">Democracy, Authoritarian Capitalism, and China: Crash Course World History 230</a> (stop at minute 10:23)</li> <li>• <a href="#">Constitutional Principles: Representative Government Video - Bill of Rights Institute</a></li> <li>• <a href="#">How is power divided in the United States government? - TED Ed</a></li> </ul>	
Additional Stand-Alone Activities and Resources	<ul style="list-style-type: none"> <li>• <a href="#">Governments Around the World - ESRI GeoInquiries</a></li> <li>• <a href="#">Differing Democracies: Parliamentary and Presidential Systems - CPALMS (Florida State University)</a></li> <li>• <a href="#">Constitutional Principles: Representative Government Video Viewing Guide - Bill of Rights Institute</a></li> </ul>	

- [Purpose and Types of Government Slide Deck](#)

**Constructed Response Prompt:** Identify and explain one way the U.S. government is similar to other systems of government and one way it is different from other systems of government.

The student's response may contain some or all of the following information:

#### **Similarities**

- Like many other countries, the U.S. operates as a representative democracy where elected officials make decisions on behalf of the people.
- Like some other democracies, in the United States, the powers of government are divided between executive, legislative, and judicial branches.
- Similar to some other democratic nations, the U.S. protects minority rights, ensuring specific rights cannot be violated even if the majority supports such actions.
- While the U.S. is primarily a republic (representative democracy), it incorporates elements of direct democracy (like ancient Athenian democracy) through referendums and town meetings, allowing citizens to vote directly on certain issues.
- Like other modern-day democracies, the U.S. government protects its citizen's natural rights.

#### **Differences**

- The U.S. employs federalism, where power is divided between the national and state governments, differing from unitary systems found in countries like France, Japan, and Sweden.
- The U.S. emphasizes protecting minority rights, ensuring individuals are not deprived of specific rights even if their views differ from the majority. This contrasts with some majority-driven systems where minority voices might not be as strongly protected.
- The U.S. democracy operates under a two-party system while some socialist governments, like China, are oligarchies where only members of one party have control. Other countries have parliamentary systems, such as the United Kingdom, where multiple political parties participate in democratic elections to gain a majority in the government.

## Unit 1: Foundations of the United States Government

### Topic 2: Principles and Events that Influenced the Formation of the U.S. Government

**Focus Content Standards:** C.8 c–g; C.10.a, d

**Suggested Pacing:** 15 class periods

The Founders of the U.S. government were greatly influenced by their classical educations and the experiments in democratic and representative government in ancient Greece and Rome. The political vocabulary of the revolutionary generation comes out of the ancient world and especially the decline of the Roman Republic. Nothing better illustrates the founder's affinity for the classics than the Latin pseudonyms they took to pen the Federalist Papers: Brutus, Publius, Cato, etc. But beyond the lessons of antiquity, the founders were also heavily influenced by Enlightenment philosophers, especially English thinkers like Thomas Hobbes and John Locke. Their ideas revolutionized politics and government and they echo throughout America's founding documents. The founders were also influenced by the specific events and context of their own time. The American Revolution and the striking failures of the Articles of Confederation played a major role in the debates at the Constitutional Convention and affected the compromises made that ultimately formed the U.S. Government as we know it today.

[Unit 1 Topic 2 Student-Facing Materials](#)

[Primary Sources Analysis Sample Responses](#)

Framing Question: What ideas and events influenced the formation of the U.S. government?			
SQ1	SQ2	SQ3	SQ4
What historical influences informed the government established by the Constitution?	What were the major challenges of the Articles of Confederation?	How did the framers of the U.S. Constitution compromise?	Why were some people opposed to the ratification of the Constitution of 1789?
Videos	<ul style="list-style-type: none"><li>• <a href="#">Declaration of Independence by Morgan Freeman</a></li><li>• <a href="#">Principles of the American Revolution   Constitution 101</a></li></ul>		

	<ul style="list-style-type: none"> <li>• <a href="#">Mayflower Compact: Roots of Our Democracy</a></li> <li>• <a href="#">The Great Awakening</a></li> <li>• <a href="#">Constitutional compromises: The Electoral College</a></li> <li>• <a href="#">Compromise and the Constitution of the United States</a></li> <li>• <a href="#">The Great Compromise</a></li> </ul>
Additional Stand-Alone Activities and Resources	<ul style="list-style-type: none"> <li>• <a href="#">Equal and Inalienable Rights</a></li> <li>• <a href="#">Magna Carta: Cornerstone of the U.S. Constitution</a></li> <li>• <a href="#">Principles and Events that Influenced the Formation of the U.S. Government Slide Deck</a></li> </ul>

**Constructed Response Prompt:** Describe three ideas and/or events that influenced the formation of the United States government.

The student's response may contain some or all of the following information:

- The Magna Carta established the principle that the king and government were not above the law, laying the foundation for constitutional limitations on authority.
- The Mayflower Compact produced early self-governance by Pilgrims, emphasizing the consent of the governed and serving as a predecessor to democratic ideals in America.
- The English Bill of Rights declared individual liberties, influencing American ideals of rights and freedoms, eventually leading to similar protections in the U.S. Bill of Rights.
- The founders feared that populist demagogues could undo the democratic republic they envisioned for the United States. The Electoral College was established, at least in part, to try to prevent this.
- While slavery is never explicitly mentioned in the US Constitution, the institution did influence the framer's decisions and the document they ultimately produced. The most important example is the 3/5ths clause, which allowed the states to count their enslaved population in determining the number of representatives they would send to the House of Representatives. This vastly increased the electoral power of the Southern States.

## Unit 1 Sample Performance Task

**Standards Assessed:** C.1-C.7, C.8 a–g; C.10.a, d; C.13 c

**Extended Response Prompt:** What had a greater influence on the formation of the US government: enlightenment philosophy or the experiences of the American colonists in North America?

### Scoring Notes

<b>Sample Claim</b>	The experiences of the American colonists in North America had a greater influence on the formation of the US government than enlightenment philosophy.
<b>Reason</b>	Enlightenment ideas helped shape how people thought during the American Revolution and when the United States government was made. But it was actually the real-life struggles and complaints of the American colonists that had a bigger impact on how the new government was set up. Their experiences under a British monarchy and experiments with colonial self-government led them to have specific ideas and beliefs on how governments should run and directly influenced how they formed the United States government.
<b>Evidence</b>	<p><b>Magna Carta:</b> Back in 1215, the Magna Carta set up rules for limited government and the importance of following laws. This gave American colonists a basis to argue for their own rights and freedoms when they felt unfairly treated by the British.</p> <p><b>The Mayflower Compact:</b> In 1620, the Pilgrims made an agreement called the Mayflower Compact. It showed that they wanted to govern themselves and believed in democracy, even in the New World. This showed how much they valued having a say in their own rules.</p> <p><b>The English Bill of Rights:</b> In 1689, the English Bill of Rights was created. It made sure the king couldn't have too much power and protected the rights of English people. Colonists looked up to this as an example when they wanted their own rights and freedoms.</p> <p><b>The Declaration of Independence:</b> The Declaration of Independence listed out all the problems the colonists faced, like</p>

	<p>being taxed without being able to vote, being ruled unfairly, and having their basic rights taken away. This made them want to break free from British rule and make their own government.</p>
<p><b>Counter Claim and Response</b></p>	<p>Some people argue that the ideas of thinkers like John Locke, Thomas Hobbes, and Jean-Jacques Rousseau had a big impact on how the American government was formed. They say these ideas about freedom, fairness, and democracy from the Enlightenment time inspired the American Revolution and influenced the US government.</p> <p>John Locke talked about rights like life, freedom, and owning property. His ideas were a big part of the Declaration of Independence, which says everyone has these rights. Thomas Jefferson, who wrote the Declaration, was influenced by Locke. Jean-Jacques Rousseau talked about something called a social contract. This means people agree to follow rules to be part of a society. The US government was set up based on this idea, where people agree to follow laws they help make. Enlightenment ideas were discussed a lot in the colonies. These ideas helped shape how people thought about freedom and democracy. The Federalist Papers, written to convince people to agree to the Constitution, also talked about these ideas. So, it's clear they had a big role in how the US government was formed.</p> <p>While it's true that these Enlightenment ideas helped shape how people thought about freedom and democracy, it was actually the real-life experiences of the American colonists under British rule that had the biggest impact on how the US government was made. The colonists faced unfair treatment and wanted to have more say in how they were governed. Their struggles and fights for their rights were what led to the formation of the US government. They needed practical solutions based on what they were going through, not just fancy ideas from books.</p>



## Sample Performance Task Rubric

<b>3</b>	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates strong understanding of the development and formation of the United States Government; a few minor errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details:</p> <ul style="list-style-type: none"><li>• The Magna Carta influenced the colonial governments by establishing limited government and the rule of law.</li><li>• The English Bill of Rights further limited the powers of the monarch and guaranteed the rights of the Parliament and individuals.</li><li>• Enlightenment philosophers such as John Locke, Montesquieu, and Rousseau influenced American political thought with ideas about natural rights, the social contract, and the separation of powers.</li><li>• Enlightenment ideals of liberty, equality, and the pursuit of happiness inspired the American Revolution and informed the design of the U.S. government.</li><li>• The Declaration of Independence asserted the colonies' independence from British rule due to the perceived unjust laws and acts passed on the colonies.</li><li>• The Articles of Confederation, the first U.S. constitution, established a weak central government to avoid the creation of a tyrannical government.</li><li>• The United States Constitution replaced the Articles of Confederation, establishing the framework for the current federal government.</li><li>• The United State Constitution established a system where power is divided between the national government and state governments.</li><li>• Under the system of federalism, the Federal government holds authority over matters of national concern, while states retain authority over local matters.</li><li>• Division of government into three branches: legislative, executive, and judicial. Each branch has its own distinct powers and responsibilities, as outlined in the Constitution, to prevent any one branch from becoming too powerful.</li><li>• Checks and balances were put into place where each branch of government can limit the power of the other branches to prevent</li></ul>
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	<p>abuse of power.</p> <ul style="list-style-type: none"> <li>• The Bill of Rights, the first ten amendments to the Constitution, were added in 1791 to guarantee individual rights and liberties of citizens.</li> </ul>
<b>2</b>	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the development and formation of the United States Government, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.
<b>1</b>	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the development and formation of the United States Government, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
<b>0</b>	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the development and formation of the United States Government. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

## Unit 2: Government Structures, Powers, Functions, and Interactions

### Topic 1: The U.S. Constitution and the Bill of Rights

Having studied the principles and events that underlie the U.S. Constitution, students will now begin to look at the Constitution itself beginning with the Preamble and the Bill of Rights. Students will continue to examine how Enlightenment ideas influenced the structure of government laid out in the Constitution. Specifically ideas like popular sovereignty, natural rights, the social contract, the separation of powers, and federalism. These ideas and principles are covered in greater depth in the remaining topics in this unit. For further reading, please review:

#### [Unit 2 Topic 1 Student-Facing Materials](#)

#### [Primary Sources Analysis Sample Responses](#)

Framing Question: How does the Constitution protect liberty?			
SQ1	SQ2	SQ3	SQ4
What is the purpose of the U.S. Constitution?	From where does the U.S. government derive its power, and how is it limited?	What is the importance of the separation of powers and checks and balances?	How can the Constitution be changed?
Audio and Video	<ul style="list-style-type: none"> <li><a href="#">The Preamble of the Constitution</a></li> <li><a href="#">Students Reflect on the Promise of the Preamble</a></li> <li><a href="#">The U.S. Constitution</a></li> <li><a href="#">A 3-Minute Guide to the Bill of Rights</a></li> <li><a href="#">Separation of Powers and Checks and Balances</a></li> </ul>		
Additional Stand-Alone Activities and Resources	<ul style="list-style-type: none"> <li><a href="#">Sovereignty and the Consent of the Government</a></li> <li><a href="#">How does the Fifth Amendment protect private property?</a></li> <li><a href="#">How do Due Process Protections for the Accused Protect Us All?</a></li> <li><a href="#">The Reconstruction Amendments: Thirteenth Amendment, 1865, Fourteenth Amendment, 1868, and Fifteenth Amendment, 1870</a></li> <li><a href="#">Founding Principles and Civic Virtues Graphic</a></li> <li><a href="#">Breaking Down the Bill of Rights Graphic Organizer</a></li> </ul>		

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|  | <ul style="list-style-type: none"><li>• <a href="#">The Role of Government</a></li><li>• <a href="#">How Government is Limited in Articles I through VII</a></li></ul> |
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**Constructed Response Prompt:** Explain two ways in which foundational ideas and documents influenced the ideals of protecting individual liberties in the United States.

The student's response may contain some or all of the following information:

- The concepts outlined in Montesquieu's "The Spirit of Laws" heavily influenced the structure of the U.S. government, as seen in the Constitution. The document highlighted the necessity of dividing governmental powers to prevent tyranny and protect individual liberties. (Spirit of Laws)
- The Bill of Rights safeguarded against potential government intrusion or oppression, ensuring that citizens retained certain inherent [unalienable] rights that couldn't be infringed upon by the government. (Bill of Rights; Declaration of Independence)
- The Bill of Rights served as a cornerstone in affirming and solidifying the protection of individual liberties within the framework of the U.S. Constitution, setting a precedent for safeguarding these rights for future generations [posterity]. (Bill of Rights, The Preamble)
- The people within each state can elect representatives to the House to protect their interests and liberties at the federal level (Article I, Section II)
- The Preamble of the U.S. Constitution states, "establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the Blessings of Liberty" outlining the government's responsibilities in protecting the citizens. (The Preamble)

## Unit 2: Government Structures, Powers, and Function

### Topic 2: Structures, Powers, and Functions of the U.S. Government

This topic is a deep dive into the structures of the U.S. Government, specifically the functions, powers, and duties of each of the three branches as dedicated by Articles 1-7. This topic also covers how and why each branch checks and balances the others, with specific examples from the Constitution and other founding documents. The content of this topic is less abstract, but many of the concrete facts about the U.S. government need to be committed to memory if students are going to be successful in later units.

[Unit 2 Topic 2 Student-Facing Materials](#)

[Primary Sources Analysis Sample Responses](#)

Framing Question: What are the roles and responsibilities of each of the branches of the federal government?		
SQ1	SQ2	SQ3
What are the functions and duties of the Legislative Branch of government?	What are the functions and duties of the Executive Branch of government?	What are the functions and duties of the Judicial Branch of government?
Videos	<ul style="list-style-type: none"> <li>• <a href="#">Crash Course: Bicameral Congress</a></li> <li>• <a href="#">Why is the U.S. Constitution so hard to amend?</a></li> <li>• <a href="#">How Does Impeachment Work?</a></li> <li>• <a href="#">Does Your Vote Count? The Electoral College Explained</a></li> <li>• <a href="#">What is an Executive Order?</a></li> <li>• <a href="#">Inside the White House: The Cabinet</a></li> <li>• <a href="#">How do the United States Supreme Court Justices Get Appointed?</a></li> <li>• <a href="#">Marbury v. Madison</a></li> <li>• <a href="#">A Conversation on the Constitution with Chief Justice John Roberts Jr.: The Origin, Nature and Importance of the Supreme Court</a></li> </ul>	
Additional Stand-Alone Activities and Resources	<ul style="list-style-type: none"> <li>• <a href="#">How A Bill Becomes A Law</a></li> </ul>	

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|  | <ul style="list-style-type: none"> <li>• <a href="#">The Amendment Process: Ratifying the 19th Amendment</a></li> <li>• <a href="#">The President and Federal Power</a></li> <li>• <a href="#">John Marshall, Marbury v. Madison, and Judicial Review</a></li> <li>• <a href="#">A Conversation with Chief Justice John G. Roberts on the Origin, Nature, and Importance of the Supreme Court (Video Guide)</a></li> <li>• <a href="#">Federalist No. 78 Lesson</a></li> <li>• <a href="#">Geographic Boundaries of United States Court of Appeals and United States District Courts</a></li> </ul> |
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**Constructed Response Prompt:** Describe the role of one branch of the U.S. government and explain one way this branch checks both the other's powers.

The student's response may contain some or all of the following information:

**Legislative Branch Role:** (Excerpts Art. I, II, III; Art. I)

- Responsible for making laws for the nation, controls federal spending and taxation, declares war, regulates commerce, and maintains the armed forces.

**Legislative Checks:** (Constitution or Form of Government; Fed. 51)

- **Executive:** Approves or rejects presidential appointments, including Cabinet members and federal judges, controls funding for executive actions and agencies through the power of the purse, can override a presidential veto by achieving a two-thirds majority in both chambers, has the authority to impeach and remove the President or other high-ranking officials, approves presidential treaty negotiations.
- **Judicial:** Exercises oversight over the judiciary through confirmation of judicial appointments.

**Executive Branch Role:** (Excerpts Art. I, II, III; Art. II)

- Responsible for enforcing laws passed by Congress, commands the military, conducts foreign affairs, negotiates treaties (with Senate approval), and appoints ambassadors.

**Executive Checks:** (Constitution or Form of Government; Fed. 51; Art. II)

- **Legislative:** Has the power to recommend legislation and convene or adjourn Congress under extraordinary circumstances, can veto legislation passed by Congress (background knowledge).
- **Judicial:** Nominates federal judges, including Supreme Court justices, subject to Senate approval.

**Judicial Branch Role:** (Excerpts Art. I, II, III; Thoughts on Government; Excerpt: Majority Opinion)

- Interprets laws, including the Constitution, resolves legal disputes, and protects individual rights, exercises judicial review to determine the constitutionality of laws and government actions.

**Judicial Checks:** (Constitution or Form of Government; Fed. 51; Excerpt: Majority Opinion)

- **Legislative:** Exercises judicial review, declaring laws unconstitutional if they violate the Constitution, interprets laws passed by Congress and ensures they align with constitutional principles.
- **Executive:** Reviews executive actions and orders, ensuring they comply with constitutional legality, and determines the constitutionality of presidential actions and decisions.

## Unit 2: Government Structures, Powers, and Function

### Topic 3: The U.S. Government Over Time

The previous topic introduced students to the functions, powers, and duties of the executive, legislative, and judicial branches as they are written in the U.S. Constitution. In this topic, students will follow each of these branches from 1776 to the present to learn how their powers have expanded, or narrowed over time, and the debates and controversies around those changes. This includes the expanding role and power of the executive branch, the growing federal bureaucracy, the ability of the legislature to control interstate commerce and the size and makeup of the Supreme Court.

[Unit 2 Topic 3 Student-Facing Materials](#)

[Primary Sources Analysis Sample Responses](#)

Framing Question: How has the role of the government changed from 1789 to the present?		
SQ1	SQ2	SQ3
In what ways has the Judicial Branch's role changed over time?	Throughout U.S. history, in what ways have the legislative branch's powers expanded or narrowed?	How has the role of the president expanded and changed over time?
Audio & Video	<ul style="list-style-type: none"><li>● <a href="#">How is power divided in the United States government? - TED Ed</a></li><li>● <a href="#">McCulloch v. Maryland   BRI's Homework Help Series</a></li><li>● <a href="#">Loose Interpretation versus Strict Interpretation</a></li><li>● <a href="#">Stare Decisis: What Is Stare Decisis?</a>,</li><li>● <a href="#">What is Strict Construction?</a>,</li><li>● <a href="#">What do all originalists have in common?</a></li><li>● <a href="#">An Independent Judiciary: Cherokee Nation v. Georgia and Cooper v. Aaron</a></li></ul>	

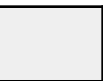
	<ul style="list-style-type: none"> <li>• <a href="#">Gibbons v. Ogden</a></li> <li>• <a href="#">U.S. v. Lopez</a></li> <li>• <a href="#">United States v. Nixon</a></li> <li>• <a href="#">Former Deputy Assistant AG Offers Perspective On Unitary Executive Theory</a></li> <li>• <a href="#">Miller Center at UVA Podcast Library</a></li> <li>• <a href="#">Changing A Nation: The Power Of The A-Bomb</a></li> </ul>
Additional Stand-Alone Activities and Resources	<ul style="list-style-type: none"> <li>• <a href="#">Progressivism and the New Deal</a></li> <li>• <a href="#">The Role of Government Full Lesson</a></li> <li>• <a href="#">The New Deal Lesson</a></li> <li>• <a href="#">The Commerce Clause and the Expanding Powers of Congress Full Lesson</a></li> <li>• <a href="#">Strict and Loose Interpretation of the Constitution Full Lesson</a></li> <li>• <a href="#">Timelines of Federal Judicial History: Cases that Shaped the Federal Courts - Federal Judicial Center</a></li> <li>• <a href="#">FDR &amp; the Court-Packing Controversy: Basic High School Lesson Plan</a></li> </ul>

**Constructed Response Prompt:** Explain two ways the role of the government has changed from 1776 to the present.

The student's response may contain some or all of the following information:

- After declaring independence in 1776, the United States operated under the Articles of Confederation, which lacked a strong central government. Thus, the framers of the Constitution established the supremacy of the federal government over state governments. (*Gibbons v. Ogden*)
- The excerpt from *U.S. v. Lopez* shows a change in the role of the government regarding its authority to regulate certain activities, thus limiting Congressional power. (*U.S. v. Lopez*)
- In the early years of the United States, decisions to go to war were largely in the hands of the Executive Branch. Since, Congress has introduced a mechanism for increased congressional oversight over the President's war powers. (War Powers Resolution)
- The War Powers Resolution aimed to ensure a more collaborative approach between the President and Congress, giving Congress more oversight and control over decisions related to the use of military force.





## Unit 2: Government Structures, Powers, and Function

### Topic 4: Governments in the United States (Federal, State, Tribal, Local)

Federal laws in the United States apply across the country in every state and city. However, the federal government is not solely responsible for enforcing those laws. Powers not granted to the federal government are reserved for the states and the people. In this topic, students will learn about how different levels of government, including tribal governments, are structured and how they interact with each other.

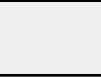
[Unit 2 Topic 4 Student-Facing Materials](#)

[Primary Sources Analysis Sample Responses](#)

Framing Question: How does federalism affect all parts of government in the United States?		
SQ1	SQ2	SQ3
What is federalism and how does it work?	How is the Louisiana government similar to or different from the U.S. government?	What is the relationship between tribal, state, and the Federal Government?
Audio & Video	<ul style="list-style-type: none"> <li>• <a href="#">Crash Course: Federalism</a></li> <li>• <a href="#">Legal System Basics: Crash Course Government</a></li> <li>• <a href="#">Tribal Justice   Lesson Plan Clips</a></li> </ul>	
Additional Stand-Alone Activities and Resources	<ul style="list-style-type: none"> <li>• <a href="#">Federalism Full Lesson</a></li> <li>• <a href="#">Tribal Justice   Lesson Plan: Tribal Courts and Healing to Wellness</a></li> <li>• <a href="#">Tribal Government   Chitimacha Tribe of Louisiana</a></li> <li>• <a href="#">Tribal Government - Coushatta Tribe of Louisiana</a></li> <li>• <a href="#">Indian Resources Timeline</a></li> </ul>	

**Constructed Response Prompt:** Identify two ways the Preamble of the 1812 Louisiana Constitution reflects the system of federalism.

The student's response may contain some or all of the following information:

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- The Preamble outlines that Louisiana is seeking to become part of the larger United States. In a federal system, states have their own governments but also work together under a national government.
  - Louisiana's desire to join the Union reflects the federalist idea of states voluntarily coming together to form a larger, unified country.
  - The Preamble talks about forming "ourselves into a free and independent state." This emphasizes the idea that Louisiana sees itself as a distinct entity with its own government. In a federal system, states retain a degree of sovereignty or self-rule.
  - The 1812 Preamble highlights the state's commitment to protecting the rights of its citizens. In a federal system, individual states often play a role in safeguarding the rights of their residents. This reflects the principle of federalism, where powers and responsibilities are shared between the national government and the states.

## Unit 2 Sample Performance Task

**Standards Assessed:** C.1; C.4; C.6; C.7; C.8 g; C.9 a-j; C.11 k

**Extended Response Prompt:** To what extent have the powers and responsibilities of the federal government changed over time?

### Scoring Notes

<b>Sample Claim</b>	The powers and responsibilities of the federal government have changed significantly since first outlined in the Constitution.
<b>Reason</b>	The Constitution of the United States is like a living document that has changed and been interpreted in many different ways since it was first written. As the United States has changed, so have the powers and responsibilities required of the federal government.
<b>Evidence</b>	<p>Jefferson's Letter to Danbury Church: Thomas Jefferson wrote a letter saying there should be a separation between religion and government. This idea has been important in deciding what's fair when it comes to religion and the government. This interpretation continues to change over time.</p> <p>Nation of Laws Not Men by John Adams: John Adams said that the people should follow the rules and not just do whatever we want. This idea helps us understand that everyone, even leaders at the highest level, must follow the rules in the Constitution.</p> <p>Excerpts from Articles I, II, and III of the Constitution of the United States: These parts of the Constitution explain what each part of the government can do. Over time, they have been examined and interpreted to determine powers and responsibilities of the federal government and how they work together.</p> <p>Judicial Review, established in <i>Marbury v. Madison</i> in 1803, empowered the judicial system to check the constitutionality of state and federal laws and actions, a major power not outlined in the Constitution.</p> <p><i>Gibbons v. Ogden</i>: In this important court case, the Supreme Court decided that the government can control trade between</p>

	<p>states. This decision showed that the government's powers can grow and change based on new situations.</p> <p><i>U.S. v. Lopez</i> (1995): This court case was about a law that said the government could control guns near schools. The Supreme Court said the government couldn't do this because it wasn't related enough to trade between states. It showed that sometimes the government's powers have limits, and those limits can change over time.</p> <p>The War Powers Resolution: This law was made to say that the president can't send soldiers to fight without Congress agreeing. It showed how the power to make decisions about war can shift between the president and Congress over time.</p>
<b>Counter Claim and Response</b>	<p>However, some people think we should only understand the Constitution the way the people who wrote it did, without changing anything.</p> <p>John Adams wrote "Thoughts on Government" in 1776 in which he said people should stick to what the Constitution's creators wanted. He believed people shouldn't change their ideas to fit modern times. Montesquieu wrote "In the Spirit of Laws" explaining that a fixed constitution keeps things steady in government. He thought people should follow a plan of government like it was first written to maintain a strong foundation. Finally, in "Federalist 69", Alexander Hamilton expressed that the president's power is limited, not like a king's. He thought people should keep the Constitution's original rules to keep the president's power in check. These show that some political figures from the past believed the people should only interpret the Constitution the way the people who wrote it did, without changing anything.</p> <p>While it's important to respect what the people who wrote the Constitution wanted, we also have to remember that they knew things would change over time. The Constitution has ways to change. They had the foresight that things would likely be different later on. Also, the world is different now than it was back then, so we need to make sure the rules in the Constitution still work for us today. It's about finding a balance between keeping the old ideas and making sure they fit with how things are now.</p>

## Sample Performance Task Rubric

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates strong understanding of the changes of the interpretations and uses of principles in the Constitution over time; a few minor errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details:</p> <ul style="list-style-type: none"><li>• The Preamble of the U.S. Constitution can be seen as a broad statement of purpose thus setting the tone for the Constitution's objectives.</li><li>• Interpretations of Article I, Section II outlines the makeup and powers of the House of Representatives, reflecting the framers' intent to establish a representative democracy. Interpretations of this Article have changed to include issues such as suffrage and congressional authority over taxation and spending.</li><li>• In “Nation of Laws, Not Men”, John Adams talked about how important it is to follow laws instead of letting one person have too much control. It has helped guide decisions on how the government should work and how everyone's rights should be protected.</li><li>• The “Spirit of Laws” as written by Montesquieu and talks about separating the government's powers to keep it just. It has been used to explain why we have three branches of government and why they need to keep each other in check.</li><li>• Federalist 51 explains why having checks and balances in government is so important. This document, written by James Madison, talks about how each part of the government should have some control over the others. It's been used to defend the integrity of checks and balances.</li><li>• “Thoughts on Government” examines how much power each part of government should have and how people's rights should be protected.</li><li>• Article II of the Constitution has been used to understand what the president can and can't do. It has been examined to determine how much power the president has and how it balances with Congress and the courts.</li><li>• Interpretations of the U.S. Bill of Rights have expanded over time through judicial review, impacting civil liberties, privacy rights, and the scope of government authority.</li><li>• The <i>Gibbons v. Ogden</i> Supreme Court case was big in deciding who can control trade between states. It's shown how the Constitution's rules about trade have changed. It examined trade between states and how much control the federal government has over it.</li><li>• The <i>U.S. v. Lopez</i> Supreme Court case decided on whether Congress could make laws about guns near schools. This can be used to</li></ul>
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	<p>determine Congress's power to create and not create laws about when it comes to states' rights.</p> <ul style="list-style-type: none"> <li>• The Wars Power Resolution states the president needs Congress's approval to send troops to war.</li> </ul>
<b>2</b>	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the changes of the interpretations and uses of principles in the Constitution over time, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.
<b>1</b>	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the interpretations and uses of principles in the Constitution evolved over time, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
<b>0</b>	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the changes in the interpretations and uses of principles in the Constitution over time. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

## Unit 3: Political, Social, and Economic Interactions

### Topic 1: Government Policy and Spending

#### Overview

Government policy and spending play a crucial role in shaping the economic, social, and political development of the United States. Government policies, such as those related to taxation, regulation, and social welfare programs, can have a significant impact on the distribution of wealth and income, as well as access to education, healthcare, and other basic needs. Additionally, government spending on infrastructure, research, and development can promote economic growth and job creation but also risks creating bad incentives and distorting the market.

[Unit 3 Topic 1 Student-Facing Materials](#)  
[Primary Source Analysis Sample Responses](#)

Framing Question: How do government policies affect the daily lives and well-being of American citizens and people around the world?		
SQ1	SQ2	SQ3
What is domestic policy and what are some examples?	What is foreign policy and what are some different approaches?	What is the role of fiscal and monetary policy in the economy of the United States?
Audio & Video	<ul style="list-style-type: none"><li>• <a href="#">Introduction to the Public Policy Process</a></li><li>• <a href="#">United States Domestic Policy: Public Services</a></li><li>• <a href="#">How to Approach Foreign Policy</a></li><li>• <a href="#">Difference Between Fiscal and Monetary Policy</a></li><li>• <a href="#">Here's What Caused the Great Recession</a></li></ul>	
Additional Stand-Alone Activities and Resources	<ul style="list-style-type: none"><li>• <a href="#">Public Policy 101 - iCivics</a></li></ul>	



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|  | <ul style="list-style-type: none"><li>• <a href="#">Foreign Policy - iCivics</a></li><li>• <a href="#">Government Policy and Spending Slide Deck</a></li></ul> |
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**Constructed Response Prompt:** Explain the effects of government on the lives of people in the United States or the lives of people around the world.

The student's response may contain some or all of the following information:

- Domestic policy responds to the concerns of citizens within the country. For example, *The Jungle* exposed issues with sanitation conditions in meat packing plants, which led to the passage of the Pure Food and Drug Act. The Pure Food and Drug Act regulates industry by making consumer products safer. (*The Jungle* and Pure Food and Drug Act)
- Domestic policy includes setting national goals aligned with the public interest and orienting resources to achieve those goals. For example, President John F. Kennedy believed the nation should commit to a space program to land on the moon. In his letter to the Vice President, he expressed the need to support policies and legislation that would align the nation's resources to accomplishing that goal. (Letter to the Vice President Lyndon Johnson, on the Need for Developing Operational Communications Satellites)
- An isolationist foreign policy seeks to avoid U.S. intervention in the affairs of other nations because it is not directly aligned with the public interest. For example, when World War II broke out in Europe, isolationists argued that the war was not the United States's problem and that participating would only benefit the interests of Britain. (Isolationist and Interventionist Views)
- An interventionist foreign policy advocates for U.S. intervention in the affairs of other nations because it protects the public interests. For example, when World War II broke out in Europe, interventionists argued that supporting the Allied Powers in Europe would protect the liberty and security of the United States. (Isolationist and Interventionist Views)
- The government sets fiscal and monetary policy to address economic issues, powers stemming from the legislative branch's enumerated powers. This includes the legislature's power to tax, to pay debts, and to allocate funds. These powers are expressed through the creation of the Federal Reserve, which sets the nation's monetary policy and Congress's allocation of resources as fiscal policy. (Article I, Section 8)



### Unit 3: Political, Social, and Economic Interactions

#### Topic 2: Role of the Government in Domestic Affairs


The role of government in domestic affairs in the United States is to create and enforce laws and policies that promote the well-being of its citizens and protect their rights. The government is responsible for ensuring public safety, providing essential services, and regulating the economy. It also plays a role in addressing social and political issues, such as healthcare, education, taxes, and immigration. In many cases, the government partners with private organizations and individuals to achieve these goals. There is often debate about the appropriate balance between individual freedom and government regulation, as well as the extent to which the government should be involved in various aspects of citizens' lives.

#### [Unit 3 Topic 2 Student-Facing Materials](#)

#### [Primary Source Analysis Sample Responses](#)

Framing Question: What is the role of the government in domestic affairs?		
SQ1	SQ2	SQ3
How have changes in federalism in the United States affected the distribution of power between the federal government and the states?	What is the purpose and role of the federal government's involvement in American society?	What is the role of the federal government in regulating and influencing the national economy and how has this role changed over time?
Audio & Video	<ul style="list-style-type: none"><li>• <a href="#">How do governments create money out of thin air? - TED-Ed</a></li><li>• <a href="#">History Summary: Social Security</a></li><li>• <a href="#">Social Security is now expected to run short of cash by 2033</a></li><li>• <a href="#">About the Fed</a></li></ul>	
Additional Stand-Alone Activities and Resources	<ul style="list-style-type: none"><li>• <a href="#">Taxation (free login required)</a></li><li>• <a href="#">Federal Reserve raises benchmark rate by 0.25 point despite bank turmoil - Bill of Rights Institute</a></li><li>• <a href="#">Role of the Government in Domestic Affairs Slide Deck</a></li></ul>	

**Constructed Response Prompt:** Describe three examples of the government's role in domestic affairs.



The student's response may contain some or all of the following information:

- The government's role in domestic affairs is to provide for the well-being of its citizens and to protect citizens from events outside of their control such as economic downturns. This is expressed through government funded social welfare programs such as Workmen's Compensation, a government insurance program for those injured on the job, and Social Security, a government retirement savings program. ("Social Welfare in the United States")
- The government's role in domestic affairs is to help citizens access services and resources such as healthcare. For example, the Affordable Care Act of 2009 intended to reform healthcare through the creation of a government-sponsored marketplace where those who lost their private insurance or did not have access to private insurance could purchase health insurance. (Justification of America's Affordable Health Care Choices Act)
- The government's role in domestic affairs is to make business practices fairer and more competitive, to provide relief when the economy fails, and to stabilize prices in various markets. For example, the Sherman Antitrust Act created mechanisms for the government to break up corporate trusts and promote competition. (Sherman Antitrust Act, "Address about Long-Range Planning as part of New Deal," and "Second Fireside Chat")
- The government's role in domestic affairs is to invest in the economy by creating jobs, aiding state governments in times of hardship, or investing money into economic development. For example, in the American Recovery and Reinvestment Act, Congress used tax revenue to invest in the economy by creating jobs and giving money to state governments. (American Recovery and Reinvestment Act)

## Unit 3: Political, Social, and Economic Interactions

### Topic 3: The United States in World Affairs

#### Overview

The United States plays a significant role in global affairs, acting as one of the world's leading economic and military powers. As a result, its foreign policies and actions have a major impact on other countries and on international relations. One of the main goals of US foreign policy is to promote American interests and values abroad, such as democracy, human rights, and free trade. The United States is also involved in various peacekeeping and humanitarian efforts around the world, and it often works with international organizations such as the United Nations to address global challenges such as poverty, conflict, and climate change.

[Unit 3 Topic 3 Student-Facing Materials](#)

[Primary Source Analysis Sample Responses](#)

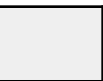
Framing Question: How have foreign policy decisions affected the United States at home and abroad?		
SQ1	SQ2	SQ3
What is the impact of tariffs and trade policies on the United States' relationships with other countries and its position in the global economy?	What factors led to the transition of United States foreign policy from isolationism to interventionism and how did this change shape the country's role in international affairs?	What are international and supranational organizations and how do they impact the relationships between nations and shape the global community?
Audio & Video	<ul style="list-style-type: none"> <li>• <a href="#">President Reagan's Address to the Nation on the Economy, February 5, 1981</a></li> <li>• <a href="#">What Are Tariffs and How Do They Work?</a></li> <li>• <a href="#">Representative Duncan (R-TN) on Supporting Tariffs</a></li> <li>• <a href="#">Representative McClintock (R-CA) on Opposing Tariffs</a></li> <li>• <a href="#">The Domino Theory, Containment and the Truman Doctrine</a></li> </ul>	
Additional Stand-Alone Activities and Resources	<ul style="list-style-type: none"> <li>• <a href="#">International Trade - Bill of Rights Institute</a></li> <li>• <a href="#">NAFTA and the USMCA: Weighing the Impact of North American Trade</a></li> <li>• <a href="#">Isolationists, Internationalists, and Lend-Lease</a></li> </ul>	

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|  | <ul style="list-style-type: none"> <li>• <a href="#">International Organizations</a> (free login required)</li> <li>• <a href="#">Organization of the United Nations</a></li> <li>• <a href="#">United Nations - Bill of Rights Institute</a></li> <li>• <a href="#">Organization of American States (OAS)</a></li> <li>• <a href="#">The United States in World Affairs Slide Deck</a></li> </ul> |
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**Constructed Response Prompt:** Identify two examples of United States foreign policy and explain how they affected the nation.

The student's response may contain some or all of the following information:

- The United States-Mexico-Canada Agreement cultivated relationships and partnerships between these three countries and provided access to key resources and markets. (United States-Mexico-Canada Agreement)
- The North American Free Trade Agreement removed barriers to trade between the United States, Canada, and Mexico. (North American Free Trade Agreement)
- Isolationist foreign policy can positively affect the United States because it helps the nation avoid conflict. President George Washington set the nation's first isolation foreign policy in his Farewell Address, which stated that the nation should honor its existing agreements with other nations, but otherwise avoid involvement in the affairs of other nations. (Washington's Farewell Address)
- Interventionist foreign policy can negatively affect the United States because it could put us into conflict with other nations or damage our relationships with them. Also, it helps protect the nation's interests and defend against the will of other nations. The Monroe Doctrine is an example of the nation moving to a more interventionist foreign policy because the Doctrine declared that the U.S. would intervene if European countries attempted to interfere with the newly formed republics in Central and South America. This evolved into U.S. intervention in those same countries. For example, the Roosevelt Corollary to the Monroe Doctrine led to U.S. intervention in countries in Central and South America. This intervention is often done unilaterally with the U.S.'s interests at the forefront, which can damage ties to the nation in which we intervene. (Monroe Doctrine and Roosevelt Corollary)
- Engagement in world affairs can provide peace, prosperity, and stability both for the United States and the world. The United States plays a large role in supranational organizations like the United Nations ( International Law and International Organizations)



### Unit 3 Sample Performance Task

**Standards Assessed:** C.1; C.4; C.6; C.7; C.8 a, g; C.9 f-h; C.12 a–e; C.13 a–d, f–g

**Extended Response Prompt:** How have domestic and international U.S. government policies changed or remained the same over time?

#### Scoring Notes

<b>Sample Claim</b>	<p>Over time, U.S. government policies have shifted from a more hands-off approach to a more active role in both domestic and international affairs, aiming to address societal needs. and promote national interests.</p> <p>While there are instances where the U.S. has pursued more isolationist policies, such as in trade agreements and diplomatic stances, overall, there has been a trend toward a more active government involvement both at home and abroad. This shift is evident in significant legislative and presidential actions aimed at addressing societal needs, promoting economic growth, and ensuring national security.</p>
<b>Reason</b>	<p>The U.S. government has increasingly intervened in various aspects of society and the economy to ensure the well-being of its citizens and protect its interests on the global stage.</p>
<b>Evidence</b>	<ul style="list-style-type: none"><li>• The Monroe Doctrine and the Roosevelt Corollary asserted the U.S. influence in the Western Hemisphere, signaling a shift toward a more hands-on approach in the American Continents.</li><li>• The Pure Food and Drug Act of 1906 was passed in response to public outcry over unsafe food and drug practices, showing the government's willingness to step in and protect consumers.</li><li>• Franklin D. Roosevelt's New Deal programs during the Great Depression demonstrated a shift towards more government involvement in the economy to stimulate growth and recovery.</li><li>• President John F. Kennedy's push for operational communications satellites in 1961 highlighted a growing recognition of the importance of technology in national security and global communication.</li><li>• President Barack Obama's Affordable Care Act of 2009 aimed to provide more Americans with access to healthcare and regulate the healthcare industry to ensure fairness and quality of care.</li></ul>



	<ul style="list-style-type: none"> <li>Constitutional provisions, like Article I, Section 8, granting Congress the power to regulate commerce and declare war, have provided a framework for the government's actions both domestically and internationally.</li> </ul>
<b>Counter Claim and Response</b>	<p>Although it is true that there are many examples of the U.S. government taking an active role in domestic and international affairs, this is not a significant change from what was intended. The Constitution has established ways for the U.S. government to change its domestic policies, through the amendment process, and has established relationships with other countries, including regulating foreign commerce.</p> <p>Furthermore, some people argue that the expansion of domestic and international policies are harmful to the United States. Some believe the U.S. needs to maintain elements of isolationism, as seen in debates over trade agreements and historical examples like Washington's Farewell Address.</p>

## Sample Performance Task Rubric

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates strong understanding of how the U.S. government's domestic and international policies have changed or remained the same over time; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none"> <li>● Washington's Farewell Address warns of the United States' involvement in foreign entanglements, reflecting early isolationist sentiments.</li> <li>● Both the Monroe Doctrine and the Roosevelt Corollary assert the United States' influence in the Western Hemisphere, signaling a shift towards interventionism in the Americas.</li> <li>● The Jungle Excerpt revealed poor working conditions and unsanitary practices in the meatpacking industry, leading to the Pure Food and Drug Act.</li> <li>● The Sherman Antitrust Act represented an early attempt to regulate monopolies and promote fair competition in the market.</li> <li>● The Pure Food and Drug Act represented a shift towards government intervention in public health and consumer protection.</li> <li>● Kennedy's Letter on Communications Satellites: Reflects a focus on technological advancement and global communication, indicating an evolving international policy stance.</li> <li>● Isolationist and interventionist views show the ongoing debate between isolationism and interventionism in US foreign policy.</li> <li>● Article I, Section 8 Excerpt grants Congress the power to regulate commerce with foreign nations, suggesting a foundational aspect of U.S. international trade policy.</li> <li>● The Necessary and Proper Clause, Supremacy Clause, and Commerce Clause have been utilized to expand federal authority over various domestic matters, impacting the scope of government intervention in national affairs.</li> <li>● The excerpts of social welfare in the U.S. highlight the development of social welfare programs, indicating a shift towards greater government involvement in providing assistance to citizens.</li> <li>● The Affordable Care Act (ACA) demonstrates efforts to reform healthcare, reflecting a continuous debate over the government's role in providing healthcare services.</li> <li>● The American Recovery and Reinvestment Act (ARRA) indicates a modern response to economic downturns, emphasizing government spending to stimulate the economy.</li> <li>● The North American Free Trade Agreement (NAFTA) indicates trade relations between the U.S., Mexico, and Canada.</li> </ul>
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<b>2</b>	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of how the U.S. government's domestic and international policies have changed or remained the same over time, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.
<b>1</b>	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of how the U.S. government's domestic and international policies have changed or remained the same over time, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
<b>0</b>	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of how the U.S. government's domestic and international policies have changed or remained the same over time. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

## Unit 4: The People of the United States

### Topic 1: Civil Rights and Civil Liberties

#### Overview

The belief that people should be treated equally under the law is one of the cornerstones of political thought in the United States. Yet not all citizens have been treated equally throughout the nation's history. For example, until 1920, nearly all women in the United States lacked the right to vote. Black men received the right to vote in 1870, but as late as 1940, only 3 percent of African American adults living in the South were registered to vote, due largely to laws designed to keep them from the polls. This topic explores both civil rights and civil liberties and the changing way these ideas have been interpreted and applied throughout U.S. history.

[Unit 4 Topic 1 Student-Facing Materials](#)

[Primary Source Analysis Sample Responses](#)

Framing Question: What are civil rights and civil liberties, and how have they been interpreted, and applied over time?			
SQ1	SQ2	SQ3	SQ4
How are civil rights and civil liberties defined?	How has the understanding of 'equal protection under the law' changed over time?	How has the first amendment protections for free speech and religion been interpreted over time?	How has the understanding of due process and the rights of the accused changed over time?
Audio & Video	<ul style="list-style-type: none"> <li><a href="#">Schools, Religious Liberty &amp; Tinker v. Des Moines   Mark Rienzi   BRI's Constitutional Conversations</a></li> <li><a href="#">Schenck v. United States   BRI's Homework Help Series</a></li> </ul>		
Additional Stand-Alone Activities and Resources	<ul style="list-style-type: none"> <li><a href="#">Common Interpretation: The Equal Protection Clause - The Constitution Center</a></li> <li><a href="#">Voting Rights Over Time - Center for Civic Education</a></li> <li><a href="#">Voting Rights in the United States: Timeline - HISTORY</a></li> <li><a href="#">Impact of the Voting Rights Act on Minority Voting</a></li> <li><a href="#">Voting Rights and the Constitution - Bill of Rights Institute</a></li> <li><a href="#">The Reconstruction Amendments - Bill of Rights Institute</a></li> <li><a href="#">Executive Order 10730 - Gilder Lehrman</a></li> </ul>		

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|  | <ul style="list-style-type: none"> <li>• <a href="#">Brown V. Board of Education - Bill of Rights Institute</a></li> <li>• <a href="#">Loving v. Virginia   Interracial Marriage Court Case - iCivics</a> (free login required)</li> <li>• <a href="#">24th Amendment - National Constitution Center</a></li> <li>• <a href="#">Free Speech During Wartime</a></li> <li>• <a href="#">Freedom of Speech: General - Bill of Rights Institute</a></li> <li>• <a href="#">Due Process Clause - National Constitution Center</a></li> <li>• <a href="#">Gideon v. Wainwright</a></li> <li>• <a href="#">Miranda v. Arizona</a></li> <li>• <a href="#">New York Times v. United States (1971) Bill of Rights Institute</a></li> <li>• <a href="#">Civil Rights and Civil Liberties Slide Deck</a></li> </ul> |
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**Constructed Response Prompt:** Explain two ways the Constitution protects civil rights and civil liberties.

The student's response may contain some or all of the following information:

- The Fourteenth Amendment protects civil rights and civil liberties by extending equal protection to all citizens and limiting the power of state governments to infringe on people's rights. (Fourteenth Amendment)
- Amendments to the Constitution have been made over this history of the nation to make voting, a civil right, more accessible for more citizens. The Nineteenth Amendment expanded the right to vote to women. The Twenty-Fourth Amendment eliminated the poll tax, a barrier to people accessing their civil right to vote. The Twenty-Sixth Amendment lowered the voting age to 18, allowing more citizens to access their civil right to vote. (Nineteenth Amendment, Twenty-Fourth Amendment, Twenty-Sixth Amendment)
- Amendments to the Constitution have led to the passage of laws that enforce civil rights and civil liberties for African Americans. (Civil Rights Act, Voting Rights Act)
- The First Amendment establishes guarantees for free speech and free exercise of religion. These protections and their limitations have been the subject of many Supreme Court cases and interpretations throughout the nation's history. For example, in the Supreme Court case *Tinker v. Des Moines* the First Amendment was interpreted to protect the right to free speech and protest in schools. (First Amendment and *Tinker v. Des Moines*)
- Amendments to the Constitution protect the rights of those accused of a crime including protection from self-incrimination, the right to an attorney, and the right to a speedy trial. In the Supreme Court case *Gideon v. Wainwright*, the Sixth Amendment right to an attorney, provided by the government if the accused cannot afford one, was interpreted to also apply to state courts. In the Supreme Court case *Miranda v. Arizona*, it was determined that law

enforcement has an obligation to inform the accused of their rights before conducting interrogations. (Amendments to the Constitution, *Gideon v. Wainwright*, and *Miranda v. Arizona*)

## Unit 4: People of the United States

### Topic 2: Citizenship

#### Overview

Citizenship of the United States is a legal status that entails Americans with specific rights, duties, protections, and benefits in the United States. It serves as a foundation of fundamental rights derived from and protected by the Constitution and laws of the United States, such as freedom of expression, due process, the rights to vote (however, not all citizens have the right to vote in all federal elections, for example, those living in Puerto Rico), live and work in the United States, and to receive federal assistance.

There are two primary sources of citizenship: birthright citizenship, in which persons born within the territorial limits of the United States are presumed to be a citizen, or—providing certain other requirements are met—born abroad to a United States citizen parent, and naturalization, a process in which an eligible legal immigrant applies for citizenship and is accepted. The first of these two paths to citizenship is specified in the Citizenship Clause of the Fourteenth Amendment of the Constitution. The second is provided for in U.S. law. In Article One of the Constitution, the power to establish a "uniform rule of naturalization" is granted explicitly to Congress. United States law permits multiple citizenship. Citizens of other countries who are naturalized as United States citizens may retain their previous citizenship, although they must renounce allegiance to the other country. A United States citizen retains United States citizenship when becoming the citizen of another country, should that country's laws allow it. United States citizenship can be renounced by Americans via a formal procedure at a United States embassy.

[Unit 4 Topic 2 Student-Facing Materials](#)  
[Primary Source Analysis Sample Responses](#)

Framing Question: How is U.S. citizenship acquired and what are the responsibilities of a U.S. citizen?		
SQ1	SQ2	SQ3
How does a person become a citizen of the United States?	How has the naturalization process changed over time?	What are the rights and responsibilities of citizenship?

Audio & Video	<ul style="list-style-type: none"> <li>• <a href="#">What is citizenship? - Khan Academy</a></li> <li>• <a href="#">Politics Rights of Citizenship - Khan Academy</a></li> <li>• <a href="#">Responsibilities of Citizenship - Khan Academy</a></li> </ul>
Additional Stand-Alone Activities and Resources	<ul style="list-style-type: none"> <li>• <a href="#">The Citizenship Clause</a></li> <li>• <a href="#">The Complex History of Citizenship - PBS LearningMedia</a></li> <li>• <a href="#">Naturalized Citizens in the United States</a></li> <li>• <a href="#">Annual Number of New U.S. Citizens, Fiscal Years 1910-2021</a></li> <li>• <a href="#">Responsibilities of Citizenship - Bill of Rights Institute</a></li> </ul>

**Constructed Response Prompt:** Explain how a person becomes a United States citizen and explain one responsibility of a U.S. citizen.

The student's response may contain some or all of the following information:

- A person becomes a citizen if they are born in the United States or in a territory controlled by the United States. This is called birthright citizenship and was originally intended to address the citizenship of formerly enslaved people. The Fourteenth Amendment overruled the Supreme Court's Dred Scott decision, which argued that the Constitution did not apply to African Americans and thus they were not citizens. Another method for citizenship is naturalization. The Constitution gives Congress the power to set rules for naturalization and the Fourteenth Amendment. (Fourteenth Amendment)
- Congress creates the laws that govern the process of naturalization. This power is granted by Article I, Section 8 of the Constitution and was further clarified in the Fourteenth Amendment. (U.S. Constitution Article I Section 8)
- A person can become a naturalized citizen after living in the United States for five years, living in the country continuously for three months before applying for citizenship, and be a person of good moral character. A person can also become a citizen by performing an act of service that benefits the nation's security. (8 U.S. Code § 1427 - Requirements of naturalization)
- The number of years to become a naturalized citizen can be changed by Congress. The requirements to become naturalized citizens often reflect debates in the nation around immigrants or can be reactions to global or domestic issues. For example, in the 1800s, the U.S. experienced an influx of immigrants from France and Haiti fleeing revolution and thus the requirement was added that titles of nobility be forfeited. (Naturalization Acts: 1790, 1802, 1870)
- A responsibility of citizens is to participate in the government by voting. Voting is the key component to democracy and is a civil right. These Amendments to the Constitution have provided access to this key civil right to more citizens and eliminated barriers to voting such as the poll tax. (Constitutional Articles and Amendments - Civic Participation)

## Unit 4 Sample Performance Task

**Standards Assessed:** C.1-C.7; C.9 f–g; C.10 a–d; C.11 a–b; C.12 a–b

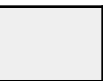
**Extended Response Prompt:** To what extent has the expansion of civil liberties and civil rights in the United States met the needs of citizens?

### Scoring Notes

<b>Sample Claim</b>	The federal government has fully met the needs of its citizens by protecting their civil rights and liberties.
<b>Reason</b>	The Constitution, through its amendments and court rulings, has established and reinforced the protection of individual rights and freedoms, ensuring equality and justice for everyone.
<b>Evidence</b>	<ul style="list-style-type: none"><li>• The Fourteenth and Fifteenth Amendments (1868 and 1870) created amendments guaranteed citizenship rights and equal protection under the law, and prohibited denying the right to vote based on race, color, or previous condition of servitude.</li><li>• The <i>Brown v. Board of Education</i> (1954) Supreme Court decision declared that state laws creating separate public schools for black and white students were unconstitutional, supporting the Equal Protection Clause of the Fourteenth Amendment.</li><li>• The Civil Rights Act of 1964 outlawed discrimination based on race, color, religion, sex, or national origin, enforcing the constitutional right to equality.</li><li>• The Voting Rights Act of 1965 aimed to overcome legal barriers that prevented African Americans from exercising their right to vote under the Fifteenth Amendment.</li><li>• The Nineteenth Amendment granted women the right to vote, further extending civil liberties to all citizens regardless of gender.</li></ul>



	<ul style="list-style-type: none"> <li>• The <i>Gideon v. Wainwright</i> (1963) decision by the Supreme Court ruled that states must provide legal counsel to defendants who cannot afford their own attorneys, ensuring the Sixth Amendment right to a fair trial.</li> <li>• The <i>Miranda v. Arizona</i> (1966) decision required that criminal suspects be informed of their rights to an attorney and against self-incrimination before police questioning, reinforcing Fifth and Sixth Amendment protections.</li> <li>• The <i>Tinker v. Des Moines</i> (1969) decision by the Supreme Court upheld students' First Amendment rights, ruling that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."</li> </ul>
<b>Counter Claim and Response</b>	<p>The U.S. The Constitution has not always effectively protected the civil rights and liberties of all citizens, especially during times of national crisis.</p> <p>While there have been times when civil rights and liberties were compromised, the overall history of constitutional amendments and court decisions shows a strong commitment to expanding and enforcing these protections for all citizens. For example, the internment of Japanese Americans during World War II and the issues raised by <i>Engel v. Vitale</i> could be considered times when civil rights and liberties of citizens were not fully protected. However, laws and decisions like the Civil Rights Act of 1964 and Voting Rights Act of 1965 show that the Constitution can improve civil rights over time. Also, cases like <i>New York Times Co. v. The United States</i> highlights how the courts protect freedoms even in tough situations, proving the Constitution's lasting commitment to civil liberties.</p>



## Sample Performance Task Rubric

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates strong understanding of the development and formation of the United States Government; a few minor errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details:</p> <ul style="list-style-type: none"> <li>• The Bill of Rights and key amendment as the 13th, 14th, 15th, and 19th have expanded rights to individuals.</li> <li>• Key events and people and important laws like the Civil Rights Act of 1964 and the Voting Rights Act of 1965 have expanded rights.</li> <li>• <i>Brown v. The Board of Education</i> ended school segregation.</li> <li>• Gains through the 19th Amendment provided women the right to vote.</li> <li>• The principle of equal treatment under the law is fundamental to U.S. political thought.</li> <li>• Civil rights are government guarantees of equal treatment, and protect individuals from unjustifiable discrimination.</li> <li>• Civil liberties limit government power to protect fundamental freedoms.</li> <li>• The Fifth Amendment's due process clause and the Fourteenth Amendment's equal protection clause created equal treatment under the law.</li> <li>• Equal protection means laws and the Constitution must be applied equally, barring discrimination.</li> </ul>
2	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the development and formation of the United States Government, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>
1	<p>Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the development and formation of the United States Government, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.</p>
0	<p>Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis</p>

	or reasoning. The response demonstrates minimal or no understanding of the development and formation of the United States Government. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.
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## Unit 5: Elections and Politics

### Topic 1: Elections, Political Parties, and Representation

#### Overview

Elections in the United States are controlled by the states. As such, there are great variations in how people vote. This unit explores the electoral process, from candidacy to campaigning, and voting. It covers the primary and general election process, and explores issues that affect the process, including gerrymandering and campaign finance. The distinct way in which the president is selected by the Electoral College is also included in this unit.

#### [Unit 5 Topic 1 Student-Facing Materials](#)

#### [Primary Source Analysis Sample Responses](#)

Framing Question: How are U.S. elections conducted and regulated?				
SQ1	SQ2	SQ3	SQ4	SQ5
What is the process for holding elections in the United States?	What factors affect how and when citizens vote?	How does the Electoral College affect democratic participation?	Does gerrymandering lead to increased polarization?	How are political parties organized in the United States and what role do they play?
Audio & Video	<ul style="list-style-type: none"><li>• <a href="#">What are National Conventions PBS</a></li><li>• <a href="#">Does your vote count?</a></li><li>• <a href="#">Why the Electoral College Exists</a></li><li>• <a href="#">Gerrymandering (video)   Khan Academy</a></li><li>• <a href="#">Baker v. Carr (video)   Khan Academy</a></li><li>• <a href="#">Baker v. Carr   Homework Help from the Bill of Rights</a></li><li>• <a href="#">Ideologies of Political Parties in the United States (video)   Khan Academy</a></li><li>• <a href="#">Political Parties: Crash Course Government and Politics</a></li></ul>			

	<ul style="list-style-type: none"> <li>• <a href="#">Crash Course: Political Parties</a></li> <li>• <a href="#">What are National Conventions?</a></li> </ul>
Additional Stand-Alone Activities and Resources	<ul style="list-style-type: none"> <li>• <a href="#">Voting - Bill of Rights Institute</a></li> <li>• <a href="#">Learning About National Elections Briefing Document</a></li> <li>• <a href="#">270towin</a></li> <li>• <a href="#">Highest Midterm Voter Turnout In Over A Century</a></li> <li>• <a href="#">Share of Popular Votes In Presidential Elections 1860-2020</a></li> <li>• <a href="#">Elbridge Gerry (1744-1814) - Bill of Rights Institute</a></li> <li>• <a href="#">Elections, Political Parties, and Representation Slide Deck</a></li> </ul>

**Constructed Response Prompt:** Explain one way U.S. elections are conducted and one way U.S. elections are regulated.

The student's response may contain some or all of the following information:

**Conducted**

- Citizens participate in elections by casting their votes at designated polling places. (Sources from U5T1SQ1)
- Primary elections are held to select each party's candidate for the general election, allowing party members to choose their preferred nominee. (Letter From Thomas Jefferson to Henry Lee)
- The Electoral College, outlined in the Constitution, plays a crucial role in electing the President and Vice President based on state-based electors. (Federalists No. 68)
- Public engagement, political campaigns, and debates contribute to the democratic process, allowing citizens to make informed decisions during elections (Sources from U5T1SQ1)

**Regulated**

- The Constitution, via amendments like the 15th, 19th, 23rd, 24th, and 26th, establishes fundamental voting rights and protections against discrimination. (Constitutional Amendments)
- Federal and state laws, such as the Voting Rights Act of 1965, set guidelines to ensure fair and equal access to the voting process. (Voting Rights Act of 1965)

- Efforts to regulate against gerrymandering, as seen in legal challenges and public scrutiny, aim to maintain fairness in electoral district boundaries. (The “Gerry Mander”)

## Unit 5: Elections and Politics

### Topic 2: Participation and Influence

#### Overview

This topic expands on student knowledge by further studying the influence political parties, special interest groups, and the media have on participation in government. Particular focus is also paid to rules of campaign finance.

[Unit 5 Topic 2 Student-Facing Materials](#)  
[Primary Source Analysis Sample Responses](#)

Framing Question: How do political parties, special interest groups, and the media affect how people participate in government?			
SQ1	SQ2	SQ3	SQ4
How have political parties continued to shape our national state governments?	How have special interest groups and lobbies participated and influenced the work of government?	How have rules regarding campaign finance changed over time?	How does the media affect politics and public opinion?
Audio & Video	<ul style="list-style-type: none"> <li>• <a href="#">Crash Course: Interest Groups</a></li> <li>• <a href="#">How does Campaign Financing Work?</a></li> <li>• <a href="#">FEC Campaign Finance Legislation</a></li> <li>• <a href="#">Citizens United v. Federal Election Commission (video)   Khan Academy</a></li> <li>• <a href="#">Cost and duration of modern campaigns (video)   Khan Academy</a></li> <li>• <a href="#">The Living Room Candidate - Presidential Campaign Commercials 1952 to 2020</a></li> </ul>		

Additional Stand-Alone Activities and Resources	<ul style="list-style-type: none"> <li>• <a href="#">Campaign Finance Reform Timeline</a> (start with Hatch Act)</li> <li>• <a href="#">Total Lobbying Spending in the U.S.</a></li> <li>• <a href="#">Freedom of Speech: Campaign Finance - Bill of Rights Institute</a></li> <li>• <a href="#">Citizens United v. FEC - Bill of Rights Institute</a></li> <li>• <a href="#">Lobbying Data Summary</a></li> <li>• <a href="#">How the Kennedy-Nixon Debate Changed the World of Politics - National Constitution Center</a></li> <li>• <a href="#">The Fireside Chats: Roosevelt's Radio Talks</a></li> <li>• <a href="#">Media Literacy</a> (free login required)</li> <li>• <a href="#">Media Literacy - Newseum</a></li> <li>• <a href="#">Participation and Influence Slide Deck</a></li> </ul>
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**Constructed Response Prompt:** Identify and explain two ways in which the people’s participation in government is affected by influential stakeholders in the political landscape.

The student's response may contain some or all of the following information:

- One way people's participation in government is influenced is by entrusting representatives to refine and enlarge public views, aiming for sound justice, but this could lead to betrayal by individuals with ulterior motives. (Federalist No. 10)
- Government can regulate special interest groups by increasing accountability in lobbying practices to ensure public awareness of efforts to influence government decisions, thus impacting how people engage with and perceive the political process. (Lobbying Disclosure Act of 1995)
- Involving a chosen body of citizens can either enhance public voices for the common good or risk manipulation by individuals with biased intentions, impacting the genuine representation of the people, thus influencing people’s participation in government. (Federalist No. 10)
- Government can serve as a means to counteract the potential undue influence of lobbyists, emphasizing the importance of transparent disclosure to maintain public confidence in the integrity of government decision-making. (Lobbying Disclosure Act of 1995)
- The role of the First Amendment prohibits the attempts to restrain the press reinforcing the importance of citizens' access to vital news for an informed democracy which can influence the people’s participation in government. (Excerpt from *New York Times v. US*, 1971)



## Unit 5 Sample Performance Task

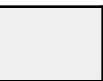
**Standards Assessed:** C.1; C.2; C.4-7; C.9 g; C.11 c–j

**Extended Response Prompt:** To what extent is the United States ruled by the “consent of the governed”?

### Scoring Notes

<b>Sample Claim</b>	The United States is largely ruled by the "consent of the governed," which means that the power of the government is justified because citizens have given their consent to be governed.
<b>Reason</b>	The idea that the government gets its power from the people is built into the Constitution and is supported by various laws and amendments that protect and encourage participation in the electoral process.
<b>Evidence</b>	<ul style="list-style-type: none"><li>• Constitutional Amendments for Voting: Amendments like the 15th, 19th, 24th, and 26th have made it possible for more people to vote, including African Americans, women, and young people, ensuring more people's voices are heard.</li><li>• Voting Rights Act of 1965: This important law was created to stop racial discrimination in voting, making sure that all citizens, regardless of race, can participate in elections.</li><li>• Federalist No. 68: Alexander Hamilton talked about the Electoral College as a way to balance the popular vote with the need for knowledgeable decision-making in choosing the president, showing a mix of direct democracy and careful selection.</li><li>• Federalist 10: James Madison argued for a large republic to control the effects of factions, meaning no single group</li></ul>

	<p>can take over, which helps ensure the government reflects a wide range of people's interests.</p> <ul style="list-style-type: none"> <li>• <i>Bush v. Gore</i>: This Supreme Court case in 2000, which decided the presidential election, highlights the challenges in making sure every vote counts equally in practice.</li> <li>• Lobbying Disclosure Act of 1995: This law was designed to make lobbying more transparent, trying to keep lawmakers accountable to the people rather than to powerful interest groups.</li> </ul>
<b>Counter Claim and Response</b>	<p>Despite efforts to make sure that the people being governed are represented in their government, special interests, the Electoral College, and gerrymandering can sometimes undermine how much the United States is ruled by the “consent of the governed.”</p> <p>While these problems exist, efforts are constantly being made to better align the government with the people's consent. The Voting Rights Act and the amendments show a strong commitment to expanding and protecting voter rights. Also, ongoing debates and possible reforms about the Electoral College and lobbying practices indicate that the political system is trying to improve. Thomas Jefferson's letter to Henry Lee highlights the belief that government power should come from the people, an idea that still guides American politics. Even though there are challenges, the United States makes continuous efforts to fix any problems that arise.</p>



## Sample Performance Task Rubric

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates strong understanding of to what extent the United States is ruled by the “consent of the governed”; a few minor errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details:</p> <ul style="list-style-type: none"> <li>• The various types of elections in the U.S. serve as a means for expressing the consent of the governed.</li> <li>• State specific processes for voter registration can sometimes be barriers that impact the consent of the governed.</li> <li>• Constitutional amendments and voting rights legislation have expanded the right to vote to various groups of people in the United States.</li> <li>• The Founders’ intent of the Electoral College was to protect the consent of the governed and avoid the creation of a monarch, but sometimes contradicts the popular vote in the presidential election.</li> <li>• Gerrymandering may influence fair representation and the consent of the governed.</li> <li>• Political parties bring together people with similar views and turn those views into policies and actions. However, when political parties become polarized, they may not effectively represent the views of all people, especially those with more moderate opinions.</li> <li>• Interest groups make attempts to influence government policies. In some cases, they can hinder the consent of the governed and therefore need to be regulated.</li> <li>• Campaign finance can create barriers to the consent of the governed, thus laws have been created to regulate these actions.</li> <li>• The media impacts the consent of the governed by shaping public opinion and informing voters. However, misinformation by the media can mislead the public and undermine informed consent.</li> </ul>
2	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of to what extent the United States is ruled by the “consent of the governed”, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>
1	<p>Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of to what extent</p>

	the United States is ruled by the “consent of the governed”, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
<b>0</b>	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the development and formation of the United States Government. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.



## Appendix A: [Louisiana Student Standards for Social Studies](#) Civics

**C.1 Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history, including those related to the powers of government, interpretations of founding documents, voting trends, citizenship, civil liberties, and civil rights.**

**C.2 Analyze causes and effects of events and developments in U.S. history, including those that influenced laws, processes, and civic participation.**

**C.3 Compare and contrast events and developments in U.S. history and government.**

**C.4 Explain connections between ideas, events, and developments related to U.S. history and government, and analyze recurring patterns, trends, and themes.**

**C.5 Use geographic representations, demographic data, and geospatial representations to analyze civic issues and government processes.**

**C.6 Use a variety of primary and secondary sources to:**

- a. Analyze social studies content.
- b. Evaluate claims, counterclaims, and evidence.
- c. Compare and contrast multiple sources and accounts.
- d. Explain how the availability of sources affects historical interpretations.

**C.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:**

- a. Demonstrate an understanding of social studies content.
- b. Compare and contrast content and viewpoints.
- c. Analyze causes and effects.
- d. Evaluate counterclaims.

**C.8 Analyze factors that influenced the Founding Fathers and the formation and development of the government of the United States.**

- a. Describe the purpose of government and competing ideas about the role of government in a society.
- b. Compare different systems and structures of government, including constitutional republic and autocracy, direct democracy and representative democracy, presidential system and parliamentary system, unicameral and bicameral legislatures, and unitary, federal, and confederate systems.

- c. Explain historical and philosophical factors that influenced the government of the United States, including Enlightenment philosophers such as Thomas Hobbes, John Locke, Charles de Montesquieu, Jean-Jacques Rousseau, as well as the Great Awakening.
- d. Analyze the foundational documents and ideas of the United States government and its formation, including Magna Carta, the Mayflower Compact, Enlightenment philosophies, English Bill of Rights, Declaration of Independence, the Articles of the Confederation, the Constitution of the United States of America and the Bill of Rights, and the Federalist papers, and their role and importance in the origin and development of the nation.
- e. Analyze the issues related to various debates, compromises, and plans surrounding the drafting and ratification of the 1789 Constitution of the United States.
- f. Explain how the concept of natural rights that precede politics or government influenced the foundation and development of the United States.
- g. Evaluate the fundamental principles and concepts of the U.S. government including Creator-endowed unalienable rights of the people, due process, equal justice under the law, equal protection, federalism, frequent and free elections in a representative government, individual responsibility, individual rights, limited government, private property rights, popular sovereignty, right to privacy, rule of law, the supremacy clause, and the separation of powers with checks and balances.

### **C.9 Analyze the structure, roles, responsibilities, powers, and functions of governments in the United States.**

- a. Compare and contrast the powers and responsibilities of local, state, tribal (including the Chitimacha Tribe of Louisiana, the Coushatta Tribe of Louisiana, the Jena Band of Choctaw Indians, and the Tunica-Biloxi Indian Tribe), and federal governments, and explain how each is financed, how they interact with each other, and how citizens interact with and within each of them.
- b. Explain the structure and processes of the U.S. government as outlined in the U.S. Constitution, including the branches of government; federalism; how a bill becomes a law at the federal level; and the process for amending the U.S. Constitution.
- c. Analyze the structure, powers, and functions of the legislative branch of the U.S. federal government, including rules of operations of Congress; checks on the other branches of government; powers of the legislative branch such as those to make laws, declare war, tax and spend; and duties of representatives, senators, leadership (Speaker of the House, the Senate President Pro Tempore, majority and minority leaders, party whips), committees, and commissions.
- d. Analyze the structure, powers, and functions of the executive branch of the U.S. federal government, including checks on other branches of government; powers of the executive branch such as those to carry out and enforce laws, issue executive orders, and conduct diplomacy with other nations; duties of the president, vice president, and Cabinet; presidential nominations, appointments, and confirmations; and the concept of the “bully pulpit.”
- e. Analyze the structure, powers, and functions of the judicial branch of the U.S. federal government, including checks on the other branches of government; powers of the judicial branch such as those to interpret laws and decide the constitutionality of laws; nomination and appointment process of federal judges, origin of judicial review; and significance of stare decisis.
- f. Evaluate the reasoning for Supreme Court decisions and their political, social, and economic effects, including *Marbury v. Madison* (1803); *McCulloch v. Maryland* (1819); *Cherokee Nation v. Georgia* (1831); *Dred Scott v. Sandford* (1857); *Plessy v. Ferguson* (1896); *Schenck v. United States* (1919); *Korematsu v. United States* (1944); *Brown v. Board of Education* (1954); *Baker v. Carr* (1962); *Engel v. Vitale* (1962); *Gideon v. Wainwright* (1963); *Miranda v. Arizona* (1966); *Loving v. Virginia* (1967); *Tinker v. Des Moines* (1969); *New York Times Co. v. United States* (1971); *Wisconsin v. Yoder* (1972); *Roe v. Wade* (1973); *United States v.*



Nixon (1974); Shaw v. Reno (1993); United States v. Lopez (1995); Bush v. Gore (2000); McDonald v. Chicago (2010); Citizens United v. Federal Election Commission (2010).

- g. Analyze how the Constitution has been interpreted and applied over time by the legislative, executive, and judicial branches, including loose and strict constructionist interpretations.
- h. Analyze how federal, state, and local governments generate and allocate revenues to carry out the functions of government.
- i. Analyze continuity and change in the Louisiana State Constitution over time, and compare and contrast the Louisiana State Constitutions and the U.S. Constitution.
- j. Explain the historical connections between Civil Law, the Napoleonic Code, and Louisiana's system of laws.

**C.10 Evaluate how civil rights and civil liberties in the United States have developed and been protected by the U.S. government over time.**

- a. Explain how the U.S. Constitution protects individual liberties and rights.
- b. Analyze the rights enumerated in the Bill of Rights and their application to historical and current issues.
- c. Evaluate restrictions and expansions of civil liberties and civil rights in the United States and the role of the legislative, executive, and judicial branches of the government in related events and developments over time, including the Thirteenth, Fourteenth, and Fifteenth Amendments; Plessy v. Ferguson (1896); the Espionage and Sedition Acts; Schenck v. United States (1919); the Nineteenth Amendment; Executive Order 9066; Executive Order 10730; Brown v. Board of Education (1954); the Civil Rights Act of 1964; the Voting Rights Act of 1965; the Twenty-Fourth Amendment; and Twenty-Sixth Amendment.
- d. Describe equal protection and due process as defined by the U.S. Constitution, and explain how states subverted equal protection during the Jim Crow era.

**C.11 Analyze political processes and the role of public participation in the United States.**

- a. Analyze the duties and responsibilities of citizens in the United States, including paying taxes, serving on a jury, obeying the law, voting, and Selective Service registration.
- b. Describe U.S. citizenship requirements and the naturalization process in the United States.
- c. Explain historical and contemporary roles of political parties, special interest groups, lobbies/lobbyists, and associations in U.S. politics.
- d. Explain rules governing campaign finance and spending and their effects on the outcomes of local, state, and federal elections.
- e. Explain election processes at the local, state, and federal levels, including qualifications and procedures for voting; qualifications and terms for offices; the primary system; public hearings and forums; petition, initiative, referendum, and recall; and amendments related to elections and voting.
- f. Evaluate the purpose, structure, and function of the Electoral College, including how it aims to ensure representation for less populated states.
- g. Analyze issues and challenges of the election process, including gerrymandering; at-large voting; voter turnout; and voter access policies.
- h. Evaluate how the media affects politics and public opinion, including how public officials use the media to communicate with the people.
- i. Evaluate the advantages and disadvantages of technologies in politics and government and how they affect media, civic discourse, and the credibility of sources.

- j. Evaluate the processes for drawing Louisiana’s congressional districts and their effect on statewide and national elections.
- k. Describe local and parish governments in Louisiana, including police juries and home rule charters.

**C.12 Analyze the issues of foreign and domestic policy of the United States.**


- a. Distinguish between foreign and domestic policies, and analyze major U.S. foreign and domestic policies, including those in education; health care; immigration; naturalization; regulation of business and industry; foreign aid; and intervention abroad.
- b. Analyze the development, implementation, and consequences of U.S. foreign and domestic policies over time, including how U.S. policies are influenced by other countries and how they influence political debates.
- c. Analyze interactions between the United States and other nations over time and effects of those interactions.
- d. Explain the origins and purpose of international organizations and agreements, including the United Nations, NATO, NAFTA, and USMCA; and analyze how the United States and member nations work to cooperate politically and economically.
- e. Describe the development of and challenges to international law after World War II and the Holocaust.

**C.13 Explain elements of the United States economy within a global context and economic principles required to make sound financial decisions.**

- a. Explain ideas presented in Adam Smith's “The Wealth of Nations,” including his ideas about free markets and the “invisible hand.”
- b. Compare and contrast capitalism and socialism as economic systems.
- c. Describe different perspectives on the role of government regulation in the economy.
- d. Analyze the role of government institutions in developing and implementing economic policies, and explain the effects of government policies on market outcomes, including both intended and unintended consequences.
- e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand.
- f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences.
- g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies.

**C.14 Apply economic principles to make sound personal financial decisions, including in regards to income, money management, spending and credit, and savings and investing.**

- a. Explain the relationship between education, training, and career options to future earning potential.
- b. Apply given financial data to real life situations such as balancing a checking account, reading bank and credit card statements, purchasing major goods, and avoiding consumer fraud.

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- c. Explain the benefits and risks of using credit and examine the various uses.
  - d. Compare types of credit, savings, investment, and insurance services available to the consumer from various institutions.
  - e. Create a budget and explain its importance in achieving personal financial goals and avoiding negative financial consequences.

## **Appendix B: How to Use this Document**

### **Louisiana Student Standards for Social Studies Civics Alignment**

Focus content standards are aligned to each topic in the course framework. Content standards may appear across multiple topics and units. Some content standards may not be fully covered in the materials.

The course framework resources have been designed to be used with the instructional process aligned with the 2022 Louisiana Student Standards for Social Studies. This instructional process is representative of the skills and practices standards. The skills and practices standards for high school civics, C.1 through C.7, should be applied across topics and units while students acquire and apply knowledge throughout the course.

### **Suggested Pacing**

The suggested pacing for each unit topic is provided in class periods of instruction. Each class period of instruction is estimated at approximately 55 minutes. Pacing is provided for a full year course.

### **Student-Facing Materials**


Each topic includes a single document of student-facing materials linked between the topic overview and the table of resources. These documents are editable and should be adjusted and adapted to meet the needs of students. The components of the student-facing material is as follows:

#### **Preview Framing Question**

- Provides an opportunity and space for clarification of the framing question and topic. Teachers may want to use this feature to preview important vocabulary or gauge prior student knowledge.

#### **Supporting Questions and Checks for Understanding**

- Reading and primary sources are organized around each supporting question. Students are given the opportunity to answer the supporting questions at the conclusion of each reading and primary source set.



#### Readings (numbered)

- These are secondary sources that have been used in the student-facing materials and excerpted as allowed by permissions. Basic questions are provided to help guide students.

#### Primary Sources (lettered)

- Primary sources are provided to deepen understanding of the content and give students the opportunity to apply skills and practices. Document based questions are provided.

#### Constructed Response

- Each topic includes space for students to complete a constructed response that assesses content learned in the topic.

### **Primary Sources Analysis Sample Responses**

Each unit includes a single document with possible student answers to the document based questions found in the student-facing materials. The purpose of possible student answers is to provide examples of the type of information students may include as part of a strong response. The responses are not intended to be exemplars of answers or to be exhaustive in nature.

Each unit provides suggested primary sources and document based questions, but teachers are not required to use all sources. The number of document based questions that a teacher may choose to include in the classroom is up to the pace of instruction. Teachers are encouraged to review the sources and questions before using them in the classroom. The sources and questions are designed to be flexible and can be adapted as needed.


### **Audio and Video**

Each topic includes possible audio and video resources aligned to the content of that topic. These resources can be inserted into the readings and activities found in the student-facing materials to help support students' ability to answer the checks for understanding, sample constructive response prompt, and unit sample performance task.

### **Additional Standalone Activities**

Each topic includes texts, lesson plans, and other resources aligned to the content of that topic that could not be included in the student-facing materials. These resources can be inserted into the readings and activities found in the student-facing materials to help support students' ability to answer the checks for understanding, sample constructive response prompt, and unit sample performance task.

### **Sample Performance Task Prompt and Rubric**



Each unit includes a performance task prompt, rubric, and possible answers. These performance tasks are not meant to be an exhaustive assessment of all content learned in a unit, but are rather opportunities for students to apply knowledge and skills learned across the unit. Teachers should review the performance task prompt, rubric, and possible answers prior to planning their instruction for the unit.