



We the People
THE CITIZEN AND THE CONSTITUTION

Directed by the Center for Civic Education and funded by the U.S. Department of Education under the Education for Democracy Act approved by the United States Congress.

Principles of U.S. Government and *We the People: The Citizen and the Constitution*
Standards, Learning Activities and Textbook Correlations
District of Columbia—Grade 12

PRINCIPLES OF U.S. GOVERNMENT

12.1. Broad Concept: Students explain the fundamental principles and moral values of the American Republic as expressed in the U.S. Constitution and other essential documents of American democracy.

Standard (*Power)	Learning Activities—Student Will Be Able To (SWBAT):	<i>We the People</i> (Level 3)	
		Lessons	Key Lessons & Essential Questions
12.1.1	Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.	1-3, 6, 7, 10-13, 18, 21, 32, 38, 39	3: What historical developments influenced modern ideas of individual rights?
12.1.2	Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.	1, 21, 30, 33, 34, 38	34: What is the importance of civic engagement to American constitutional democracy?
12.1.3*	Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”	1-6, 12-14, 16, 25, 27, 34, 36	5: What basic ideas about rights and constitutional government did colonial Americans hold? 6: Why did the colonists want to free themselves from Great Britain?
12.1.4	Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in <i>The Federalist Papers</i> .	1-3, 23, 24, 26	1: What did the Founders think about constitutional government? 2: What ideas about civic life informed the founding generation?
12.1.5	Describe the systems of separated and shared powers, the role of organized interests (<i>Federalist Paper Number 10</i>), checks and balances (<i>Federalist Paper Number 51</i>), the importance of an independent judiciary (<i>Federalist Paper Number 78</i>), enumerated powers, rule of law, federalism, and civilian control of the military.	4, 5, 7, 11, 14, 21, 23-26, 36, 38	25: What is the role of the Supreme Court in the American constitutional system? 26: How does American federalism work?
12.1.6	Understand that the Bill of Rights limits the powers of the federal government and state governments.	13, 15, 18, 21, 27, 32	15: How have amendments and judicial review changed the Constitution?

12.2.* Broad Concept: Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the relationship of religion and government.

Standard (*Power)	Learning Activities—Student Will Be Able To (SWBAT):	<i>We the People</i> (Level 3)	
		Lessons	Key Lessons & Essential Questions
12.2.*	Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the relationship of religion and government.	4, 5, 7, 10-12, 14-19, 21-29, 32, 33, 35-39	Unit IV: How have the values and principles embodied in the Constitution shaped American institutions and practices? (Lessons 21-26)



BRANCHES OF GOVERNMENT

12.3. Broad Concept: Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

Standard (*Power)	Learning Activities—Student Will Be Able To (SWBAT):	<i>We the People</i> (Level 3)	
		Lessons	Key Lessons & Essential Questions
12.3.1*	Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.	11, 12, 21, 22	21: What is the role of Congress in American constitutional democracy? 22: How does Congress perform its functions in the American constitutional system?
12.3.2	Explain the process through which the Constitution can be amended.	15	15: How have amendments and judicial review changed the Constitution?
12.3.3	Identify their current representatives in the legislative branch of the national government.	NA	
12.3.4*	Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.	11, 22, 23	23: What is the role of the President in the American constitutional system?
12.3.5*	Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.	11, 25	25: What is the role of the Supreme Court in the American constitutional system?
12.3.6	Explain the processes of selection and confirmation of Supreme Court justices.	21, 23, 25	21: What is the role of Congress in American constitutional democracy? 23: What is the role of the President in the American constitutional system? 25: What is the role of the Supreme Court in the American constitutional system?



2.4. Broad Concept: Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

Standard (*Power)	Learning Activities—Student Will Be Able To (SWBAT):	<i>We the People</i> (Level 3)	
		Lessons	Key Lessons & Essential Questions
12.4.1	Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the 14th Amendment.	18, 19, 27-30	18: How has the due process clause of the Fourteenth Amendment changed the Constitution? 19: How has the equal protection clause of the Fourteenth Amendment changed the Constitution?
12.4.2	Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).	19, 25	25: What is the role of the Supreme Court in the American constitutional system?
12.4.3	Evaluate the effects of the Court’s interpretations of the Constitution in <i>Marbury v. Madison</i> , <i>McCulloch v. Maryland</i> , and <i>United States v. Nixon</i> , with emphasis on the arguments espoused by each side in these cases.	15, 21, 23, 25	15: How have amendments and judicial review changed the Constitution? 21: What is the role of Congress in American constitutional democracy? 23: What is the role of the President in the American constitutional system? 25: What is the role of the Supreme Court in the American constitutional system?
12.4.4	Explain the controversies that have resulted over changing interpretations of civil rights, including those in <i>Plessy v. Ferguson</i> ; <i>Brown v. Board of Education</i> ; <i>Miranda v. Arizona</i> ; <i>Regents of the University of California v. Bakke</i> ; <i>Adar and Constructors, Inc. v. Pena</i> ; and <i>United States v. Virginia (VMI)</i> .	19, 31, 35	35: How have civil rights movements resulted in fundamental political and social change in the United States?



12.5. Broad Concept: Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

Standard (*Power)	Learning Activities—Student Will Be Able To (SWBAT):	<i>We the People</i> (Level 3)	
		Lessons	Key Lessons & Essential Questions
12.5.1*	Explain how conflicts between levels of government and branches of government are resolved.	11, 21-26	11: What questions did the Framers consider in designing the three branches of the national government?
12.5.2	Identify the major responsibilities and sources of revenue for state and local governments.	26	26: How does American federalism work?
12.5.3	Discuss reserved powers and concurrent powers of state governments.	26	26: How does American federalism work?
12.5.4	Discuss the 9th and 10th amendments and interpretations of the extent of the federal government's power.	27	27: What are bills of rights and what kinds of rights does the U.S. Bill of Rights protect?
12.5.5	Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.	23, 24, 27, 29, 34, 38	23: What is the role of the President in the American constitutional system? 24: How are national laws administered in the American constitutional system?
12.5.6	Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.	22, 26, 33, 34	22: How does Congress perform its functions in the American constitutional system? 26: How does American federalism work?
12.5.7	Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.	25, 26, 31, 32	25: What is the role of the Supreme Court in the American constitutional system? 26: How does American federalism work?
12.5.8	Understand the scope of presidential power and decision-making through examination of case studies, such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.	23, 38	38: What are the challenges of the participation of the United States in world affairs?



ELECTIONS AND THE ELECTORAL PROCESS

12.6. Broad Concept: Students evaluate issues regarding campaigns for national, state, and local elective offices.

Standard (*Power)	Learning Activities—Student Will Be Able To (SWBAT):	<i>We the People</i> (Level 3)	
		Lessons	Key Lessons & Essential Questions
12.6.1*	Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.	16, 22, 34	16: What is the role of political parties in the constitutional system?
12.6.2	Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.	11, 14-16	11: What questions did the Framers consider in designing the three branches of the national government?
12.6.3*	Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.	37	37: What key challenges does the United States face in the future?
12.6.4*	Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).	33-35	34: What is the importance of civic engagement to American democracy?
12.6.5	Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).	26	26: How does American federalism work?
12.6.6	Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the electoral college.	11, 14, 21, 34, 39	11: What questions did the framers consider in designing the three branches of the national government?



12.7. Broad Concept: Students evaluate and take and defend positions on the influence of the media on American political life.

Standard (*Power)	Learning Activities—Student Will Be Able To (SWBAT):	<i>We the People</i> (Level 3)	
		Lessons	Key Lessons & Essential Questions
12.7.1	Discuss the meaning and importance of a free and responsible press.	24, 27, 29, 32	29: How does the First Amendment protect free expression?
12.7.2*	Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.	24, 29	24: How are national laws administered in the American constitutional system?
12.7.3	Explain how public officials use the media to communicate with the citizenry and to shape public opinion.	21, 24	21: What is the role of Congress in American constitutional democracy?



RIGHTS AND RESPONSIBILITIES OF CITIZENS

12.8. Broad Concept: Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

Standard (*Power)	Learning Activities—Student Will Be Able To (SWBAT):	<i>We the People (Level 3)</i>	
		Lessons	Key Lessons & Essential Questions
12.8.1	Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).	27-32	Unit V: What rights does the Bill of Rights protect? (Lessons 27-32)
12.8.2	Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).	18, 27	18: How has the due process clause of the Fourteenth Amendment changed the Constitution?
12.8.3	Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.	2, 13, 32, 33	32: How do the Fifth, Sixth, and Eight Amendments protect rights within the judicial system?
12.8.4	Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.	34	34: What is the importance of civic engagement to American constitutional democracy?
12.8.5*	Describe the reciprocity between rights and obligations, that is, why enjoyment of one's rights entails respect for the rights of others.	2, 27, 39	39: What does returning to fundamental principles mean?
12.8.6	Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).	33	33: What does it mean to be a citizen?



12.9. Broad Concept: Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

Standard (*Power)	Learning Activities—Student Will Be Able To (SWBAT):	<i>We the People</i> (Level 3)	
		Lessons	Key Lessons & Essential Questions
12.9.1	Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.	27, 28, 30, 34	34: What is the importance of civic engagement to American constitutional democracy?
12.9.2*	Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.	27, 29, 30	30: How does the First Amendment protect freedom to assemble, petition, and associate?
12.9.3	Discuss the historical role of religion and religious diversity.	7, 9, 12, 28, 36	28: How does the First Amendment protect free expression?
12.9.4	Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.	4, 27, 36	4: What were the British origins of American constitutionalism?



12.10.* Broad Concept: Students analyze the development and evolution of Civil Rights for women and minorities and how these advances were made possible by expanding rights under the U.S. Constitution.

Standard (*Power)	Learning Activities—Student Will Be Able To (SWBAT):	<i>We the People</i> (Level 3)	
		Lessons	Key Lessons & Essential Questions
12.10.1	Explain the Civil Rights movement and resulting legislation and legal precedents, including the Truman and Eisenhower-era integration policies and laws.	30, 35	35: How have civil rights movements resulted in fundamental political and social change in the United States?
12.10.2	Trace the women’s rights movement and resulting legislation and legal precedents.	20, 30, 35	20: How has the right to vote been expanded since the adoption of the Constitution?
12.10.3	Outline legislation and legal precedents that establish rights for the disabled, Hispanics, Native Americans, Asians, and other minority groups, including the tensions between protected categories (e.g., race) and nonprotected ones (<i>United States v. Carolene Products, Co.</i> , “Famous Footnote Four”).	20, 25, 35	25: What is the role of the Supreme Court in the American constitutional system?



FEDERAL GOVERNMENT AND THE ECONOMY

12.11. Broad Concept: Students analyze the influence of the federal government on the American economy.

Standard (*Power)	Learning Activities—Student Will Be Able To (SWBAT):	<i>We the People</i> (Level 3)	
		Lessons	Key Lessons & Essential Questions
12.11.1*	Explain how the role of government in a market economy includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumer rights.	27	27: What are bills of rights and what kind of rights does the U.S. Bill of Rights protect?
12.11.2	List the factors that may cause the costs of government actions to outweigh the benefits of those actions.	NA	
12.11.3	Explain the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.	NA	
12.11.4	Explain progressive, proportional, and regressive taxation.	NA	
12.11.5	Outline how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth.	NA	
12.11.6	Describe how the government responds to perceived social needs by providing public goods and services.	24	24: How are national laws administered in the American constitutional system?
12.11.7	Explain major revenue and expenditure categories and their respective proportions in the budgets of the federal government.	24	24: How are national laws administered in the American constitutional system?
12.11.8	Describe how federal tax and spending policies affect the national budget and the national debt.	22	22: How does Congress perform its functions in the American constitutional system?
12.11.9	Describe how federal antidiscrimination policies have affected the ability of minority groups to build and transfer wealth and resources (e.g., affirmative action in hiring, federal labor and housing laws).	35	35: How have civil rights movements resulted in fundamental political and social change in the United States?



COMPARATIVE GOVERNMENT

12.12. Broad Concept: Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

Standard (*Power)	Learning Activities—Student Will Be Able To (SWBAT):	<i>We the People</i> (Level 3)	
		Lessons	Key Lessons & Essential Questions
12.12.1*	Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.	36	36: How have American political ideas and the American constitutional system influenced other nations?
12.12.2	Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).	23, 36	23: What is the role of the President in the American constitutional system?
12.12.3	Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.	8, 21, 26, 36, 38	26: How does American federalism work?
12.12.4	Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).	NA	
12.12.5	Identify the forms of illegitimate power that 20th-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.	NA	
12.12.6	Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the 19th and 20th centuries.	NA	
12.12.7	Describe the ideologies that give rise to communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).	NA	
12.12.8	Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.	NA	

