

PATRIOT'S WEEK SCHEDULE - HIGH SCHOOL CIVICS

9/11 - Revolution

- 1.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)
- 2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.
- 2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.
- 2.1.3 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.
- 2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.
- 2.2.1 Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).
- 3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.
- 5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern

- society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).
- 6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

9/12 – Rule of Law

- 1.1.2 Explain and provide examples of the concepts “power,” “legitimacy,” “authority,” and “sovereignty.”
- 1.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)
- 2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke’s Second Treatise, Montesquieu’s Spirit of Laws, Paine’s Common Sense.
- 2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.
- 2.1.3 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.
- 2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.
- 2.2.1 Identify and explain the fundamental values of America’s constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).
- 3.1.3 Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.
- 3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law,

- individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.
- 3.2.2 Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., *Marbury v. Madison*, *Gibbons v. Ogden*, *McCulloch v. Maryland*).
 - 3.4.1 Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like *Marbury v. Madison* and *U.S. v. Nixon*; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4)
 - 3.4.2 Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)
 - 3.4.5 Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.
 - 5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).
 - 5.3.9 Use examples to explain why rights are not unlimited and absolute.
 - 5.4.2 Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.
 - 6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

9/13 – Social Compact

- 1.1.2 Explain and provide examples of the concepts “power,” “legitimacy,” “authority,” and “sovereignty.”
- 1.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)
- 1.2.3 Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)
- 2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta,

- English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.
- 2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.
 - 2.1.3 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.
 - 2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.
 - 2.2.1 Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).
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 - 5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).
 - 5.1.2 Compare the rights of citizenship Americans have as a member of a state and the nation.
 - 5.2.1 Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.
 - 5.2.2 Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.
 - 5.4.2 Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates

- and issues, serving as a juror, serving in the armed forces, performing public service.
- 5.4.3 Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.
 - 6.2.3 Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.
 - 6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

9/14 - Equality (Gender)

- 1.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)
- 2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.
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- 2.2.1 Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g.,

- popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).
- 2.2.2 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)
 - 2.2.4 Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2)
 - 3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.
 - 3.2.5 Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)
 - 3.4.3 Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).
 - 3.4.4 Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).
 - 5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).
 - 5.2.3 Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).
 - 5.3.8 Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
 - 6.2.5 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
 - 6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

9/15 – Equality (Race)

- 1.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)
- 2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke’s Second Treatise, Montesquieu’s Spirit of Laws, Paine’s Common Sense.
- 2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.
- 2.1.3 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.
- 2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.
- 2.2.1 Identify and explain the fundamental values of America’s constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).
- 2.2.2 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)
- 2.2.4 Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail,” the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2)
- 3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law,

- individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.
- 3.2.5 Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage.(See USHG F1.1)
 - 3.4.3 Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).
 - 3.4.4 Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).
 - 5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).
 - 5.2.3 Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).
 - 5.3.8 Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
 - 6.2.5 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
 - 6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

9/16 - Unalienable Rights

- 1.1.2 Explain and provide examples of the concepts “power,” “legitimacy,” “authority,” and “sovereignty.”
- 1.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)
- 1.2.3 Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)
- 2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of

- Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.
- 2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.
 - 2.1.3 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.
 - 2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.
 - 2.2.1 Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).
 - 2.2.3 Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)
 - 2.2.4 Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2)
 - 3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.
 - 3.2.4 Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)
 - 3.4.4 Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).
 - 5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens

- (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).
- 5.3.1 Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).
 - 5.3.2 Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).
 - 5.3.6 Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.
 - 5.3.7 Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.
 - 5.3.9 Use examples to explain why rights are not unlimited and absolute.
 - 6.2.3 Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.
 - 6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

9/17 - Limited Government

- 1.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)
- 1.2.2 Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)
- 1.2.3 Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)
- 2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of

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 - 2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.
 - 2.2.1 Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).
 - 3.1.4 Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)
 - 3.1.7 Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.
 - 3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.
 - 3.2.3 Identify specific provisions in the Constitution that limit the power of the federal government.
 - 3.2.4 Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)
 - 3.3.1 Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).
 - 3.3.2 Identify and define states' reserved and concurrent powers.

- 3.3.3 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.
- 3.3.7 Explain the role of state constitutions in state governments.
- 3.4.5 Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.
- 5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).
- 6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

PATRIOT'S WEEK SCHEDULE - HIGH SCHOOL ECONOMICS

9/11 - Revolution

9/12 - Rule of Law

- 1.4.2 **Government and Consumers** - Analyze the role of government in protecting consumers and enforcing contracts, (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.
- 1.4.4 **Functions of Government** - Explain the various functions of government in a market economy including the provision of public goods and services, the creation of currency, the establishment of property rights, the enforcement of contracts, correcting for externalities and market failures, the redistribution of income and wealth, regulation of labor (e.g., minimum wage, child labor, working conditions), and the promotion of economic growth and security.

9/13 - Social Compact

9/14 - Equality (Gender)

9/15 - Equality (Race)

9/16 - Unalienable Rights

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9/17 - Limited Government

PATRIOT'S WEEK SCHEDULE - HIGH SCHOOL
US HISTORY & GEOGRAPHY

9/11 - Revolution

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals

- Declaration of Independence
- the U.S. Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13th, 14th, and 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government
- the development of governmental roles in American life
- and competing views of the responsibilities of governments (federal, state, and local)
- changes in suffrage qualifications
- the development of political parties
- America's political and economic role in the world (*National Geography Standard 13, p. 210*)

8.1.1 **Origins and Beginnings of Cold War** - Analyze the factors that contributed to the Cold War including

- differences in the civic, ideological and political values, and the economic and governmental

9.2.2 **9/11 and Responses to Terrorism** - Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). (*National Geography Standard 13, p. 210*)

9/12 - Rule of Law

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- the development of governmental roles in American life
- and competing views of the responsibilities of governments (federal, state, and local)
- changes in suffrage qualifications
- the development of political parties
- America's political and economic role in the world (*National Geography Standard 13, p. 210*)

7.2.1 **Causes of WWII** - Analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including:

- the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan

8.1.1 **Origins and Beginnings of Cold War** - Analyze the factors that contributed to the Cold War including

- differences in the civic, ideological and political values, and the economic and governmental

8.2.4 **Domestic Conflicts and Tensions** - Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., *Roe v Wade*, *Gideon*, *Miranda*, *Tinker*, *Hazelwood*), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216*)

9.2.2 **9/11 and Responses to Terrorism** - Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in

Afghanistan and Iraq, role of the United States in the United Nations, NATO).
(*National Geography Standard 13, p. 210*)

9/13 – Social Compact

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals

- Declaration of Independence
- the U.S. Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13th, 14th, and 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government
- the development of governmental roles in American life
- and competing views of the responsibilities of governments (federal, state, and local)
- changes in suffrage qualifications
- the development of political parties
- America's political and economic role in the world (*National Geography Standard 13, p. 210*)

8.1.1 **Origins and Beginnings of Cold War** – Analyze the factors that contributed to the Cold War including

- differences in the civic, ideological and political values, and the economic and governmental

9.2.2 **9/11 and Responses to Terrorism** – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO).
(*National Geography Standard 13, p. 210*)

9/14 - Equality (Gender)

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals

- Declaration of Independence
- the U.S. Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13th, 14th, and 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government
- the development of governmental roles in American life
- and competing views of the responsibilities of governments (federal, state, and local)
- changes in suffrage qualifications
- the development of political parties
- America's political and economic role in the world (*National Geography Standard 13, p. 210*)

6.2.3 **Domestic Impact of WWI** – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women's suffrage.

6.3.2 **Causes and Consequences of Progressive Reform** – Analyze the causes, consequences, and limitations of Progressive reform in the following areas

- major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments
- new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)
- the Supreme Court's role in supporting or slowing reform
- role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (*National Geography Standard 14, p. 212*)

- efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (*National Geography Standards 9 and 10; pp. 201 and 203*)
- 6.3.3 **Women's Suffrage** – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.
- 7.2.3 **Impact of WWII on American Life** – Analyze the changes in American life brought about by U.S. participation in World War II including:
- role of women and minorities in the war effort
- 8.1.1 **Origins and Beginnings of Cold War** – Analyze the factors that contributed to the Cold War including
- differences in the civic, ideological and political values, and the economic and governmental
- 8.2.4 **Domestic Conflicts and Tensions** – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., *Roe v Wade*, *Gideon*, *Miranda*, *Tinker*, *Hazelwood*), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216*)
- 8.3.1 **Civil Rights Movement** – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including
- the impact of WWII and the Cold War (e.g., racial and gender integration of the military)
 - Supreme Court decisions and governmental actions (e.g., *Brown v. Board* (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))
 - protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
 - resistance to Civil Rights (*National Geography Standard 6, p. 195*)
- (*National Geography Standard 10, p. 203*)
- 8.3.2 **Ideals of the Civil Rights Movement** – Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.
- 8.3.3 **Women's Rights** – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National

- Organization for Women (NOW), and the Equal Rights Amendment (ERA)).
(*National Geography Standard 10, p. 203*)
- 8.3.4 **Civil Rights Expanded** – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. (*National Geography Standard 10, p. 203*)
- 9.2.2 **9/11 and Responses to Terrorism** – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). (*National Geography Standard 13, p. 210*)

9/15 – Equality (Race)

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals

- Declaration of Independence
- the U.S. Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13th, 14th, and 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government
- the development of governmental roles in American life
- and competing views of the responsibilities of governments (federal, state, and local)
- changes in suffrage qualifications
- the development of political parties
- America’s political and economic role in the world (*National Geography Standard 13, p. 210*)

- 6.2.3 **Domestic Impact of WWI** – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women’s suffrage.
- 6.3.2 **Causes and Consequences of Progressive Reform** – Analyze the causes, consequences, and limitations of Progressive reform in the following areas

- major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments
 - new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)
 - the Supreme Court's role in supporting or slowing reform
 - role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (*National Geography Standard 14, p. 212*)
 - efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (*National Geography Standards 9 and 10; pp. 201 and 203*)
- 6.3.3 **Women's Suffrage** – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.
- 7.2.3 **Impact of WWII on American Life** – Analyze the changes in American life brought about by U.S. participation in World War II including:
- role of women and minorities in the war effort
- 8.1.1 **Origins and Beginnings of Cold War** – Analyze the factors that contributed to the Cold War including
- differences in the civic, ideological and political values, and the economic and governmental
- 8.2.4 **Domestic Conflicts and Tensions** – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., *Roe v Wade*, *Gideon*, *Miranda*, *Tinker*, *Hazelwood*), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216*)
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 - protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People

- (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
- resistance to Civil Rights (*National Geography Standard 6, p. 195*)
- (*National Geography Standard 10, p. 203*)
- 8.3.2 **Ideals of the Civil Rights Movement** – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.
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- 8.3.4 **Civil Rights Expanded** – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. (*National Geography Standard 10, p. 203*)
- 9.2.2 **9/11 and Responses to Terrorism** – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). (*National Geography Standard 13, p. 210*)

9/16 - Unalienable Rights

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals

- Declaration of Independence
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- Bill of Rights
- the Gettysburg Address
- 13th, 14th, and 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government
- the development of governmental roles in American life
- and competing views of the responsibilities of governments (federal, state, and local)

- changes in suffrage qualifications
- the development of political parties
- America's political and economic role in the world (*National Geography Standard 13, p. 210*)

8.1.1 **Origins and Beginnings of Cold War** – Analyze the factors that contributed to the Cold War including

- differences in the civic, ideological and political values, and the economic and governmental

8.2.4 **Domestic Conflicts and Tensions** – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., *Roe v Wade*, *Gideon*, *Miranda*, *Tinker*, *Hazelwood*), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216*)

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9/17 - Limited Government

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals

- Declaration of Independence
- the U.S. Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13th, 14th, and 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

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- the development of governmental roles in American life
- and competing views of the responsibilities of governments (federal, state, and local)
- changes in suffrage qualifications

- the development of political parties
- America's political and economic role in the world (*National Geography Standard 13, p. 210*)

7.2.1 **Causes of WWII** – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including:

- the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan

8.1.1 **Origins and Beginnings of Cold War** – Analyze the factors that contributed to the Cold War including

- differences in the civic, ideological and political values, and the economic and governmental

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PATRIOT'S WEEK SCHEDULE - HIGH SCHOOL WORLD HISTORY & GEOGRAPHY

9/11 - Revolution

- 6.1.1 **Global Revolutions** - Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1; 6.3.2) (*National Geography Standard 13, p. 210*)
- 6.2.1 **Political Revolutions** - Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (*National Geography Standard 13, p. 210*)
- 6.3.1 **Europe** - Analyze the economic, political, and social transformations in Europe by:
- explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women
- 7.2.4 **Revolutionary and/or Independence Movements** - Compare two revolutionary and/or Independence movements of this era (Latin America, India, China, the Arab World, and Africa) with at least one from the previous era. (See 6.2.1). (*National Geography Standard 13, p. 210*)

9/12 - Rule of Law

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals

- Declaration of Independence
- the U.S. Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
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- the development of governmental roles in American life
- and competing views of the responsibilities of governments (federal, state, and local)
- changes in suffrage qualifications
- the development of political parties
- America's political and economic role in the world (*National Geography Standard 13, p. 210*)

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9/13 - Social Compact

9/14 - Equality (Gender)

9/15 - Equality (Race)

9/16 - Unalienable Rights

9/17 - Limited Government

8.1.1 **Origins of the Cold War** – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s;

and development of Communism in China. (See 7.2.3) (*National Geography Standard 13, p. 210*)