

NORTH CAROLINA UNPACKING DOCUMENT FOR FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCDPI leadership, and members of the NCDPI Social Studies team. These documents are intended to supplement the standard course of study and provide a comprehensive understanding for the teaching of the standards and objectives. The explanations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

This document will provide:

- **Inquiry Strand:** the State Board of Education approved indicators for inquiry
- **Standard:** the State Board of Education approved standard(s) for a strand
- **Objective:** the State Board of Education approved objectives for teaching and learning
- **Mastery of the Objective:** a description of how the student should be able to demonstrate mastery of the objective
- **Students Will Understand:** understandings that students should be able to arrive at as a result of the instruction
- **Students Will Know:** information the student should know
- **Example Topics:** possible content and/or topic ideas that can be used to teach the objective
- **Example Formative Assessments:** possible tasks that can be used to gauge student understanding of the objective

The example topics and example formative assessments provided with each objective are:

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample assessment activities to gauge learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other disciplines and in the real world
- Recommendations, with the understanding that PSUs retain local control to determine curriculum

The example topics and example formative assessments provided with each objective are:

- Not meant to be an exhaustive list
- Not meant to be content that must be taught all at once
- Not a checklist for basic recall or memorization
- Not a checklist for assessment for each objective
- Not intended to reflect summative assessment items

The Social Studies Glossary of Instructional Terms has been designed to be a tool to provide educators with words and phrases that represent the big, overarching concepts, and ideas that teachers need to know and understand in order to effectively teach the revised Social Studies Standards: [View the Glossary of Instructional Terms](#)

Inquiry Strand

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis throughout instruction. These skills should also be combined into an inquiry project at least once during the year or semester.

Inquiry 9-12

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of all high school courses students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Standard	Indicator
<p>Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions</p>	<p>I.1.1 Compelling Questions</p> <ul style="list-style-type: none"> Identify issues and problems in social studies Formulate questions based upon disciplinary concepts
	<p>I.1.2 Supporting Questions</p> <ul style="list-style-type: none"> Identify related issues and problems related to the compelling question Formulate supporting questions
	<p>I.1.3 Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> Locate credible primary and secondary sources Identify a variety of primary and secondary sources in support of compelling and supporting questions Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies Determine the origin, context, and bias of primary and secondary sources Differentiate between facts and interpretation of sources Evaluate competing historical narratives and debates among historians
	<p>I.1.4 Developing Claims and Using Evidence</p> <ul style="list-style-type: none"> Analyze data from charts, graphs, timelines, and maps Analyze visual, literary, and musical sources Examine change and continuity over time Analyze causes, effects, and correlations Determine the relevance of a source in relation to the compelling and supporting questions
	<p>I.1.5 Communicating Ideas</p> <ul style="list-style-type: none"> Construct written, oral, and multimedia arguments

	<ul style="list-style-type: none"> ● Support arguments with evidence and reasoning while considering counterclaims ● Use proper formatting in citing sources for arguments ● Develop new understandings of complex historical and current issues through rigorous academic discussions ● Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues
	<p>I.1.6 Taking Informed Action</p> <ul style="list-style-type: none"> ● Generate ideas through which the inquiry facilitates change ● Devise a plan to enact change based on the results of the inquiry ● Organize and take individual or collaborative action in order to affect change and inform others

The time period and focus for this course is from the American colonial era through the year of the most recent presidential election.

Unpacking the Behavioral Science Objectives					
Standard CL.B.1 Understand how values, beliefs, and norms influence the American system of government					
Overarching Concepts: Values, Beliefs, Norms, Influence, System, Government					
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
CL.B.1.1 Explain how values and beliefs influence the creation and implementation of public policy and laws	Students must be able to demonstrate they understand how values and beliefs cause the creation of policy and laws and how values and beliefs affect the ways laws and policy are implemented.	<p>The values and beliefs of individuals and groups may influence the creation of public policy and legislation</p> <p>The values and beliefs of individuals and groups may have influence on the passing of laws</p> <p>The values and beliefs of individuals and groups may influence how laws and policies are implemented and carried out</p>	<p>The differences between law and policy</p> <p>How values and beliefs of political groups, environmental groups, religious, racial, ethnic, gender identity groups, etc. influence the creation of public policy and laws</p> <p>Examples of how values and beliefs of individuals and groups have a direct influence on the way public policy and laws are implemented once passed</p>	<p>Values</p> <ul style="list-style-type: none"> ● Community ● Cooperation ● Democracy ● Diversity ● Equality ● Freedom ● Liberty ● Justice ● Pacifism ● Patriotism ● Security ● Self-government ● Self-reliance ● Stability 	<p>The teacher provides students with cards that list the following values: community, cooperation, democracy, diversity, equality, freedom, liberty, justice, pacifism, patriotism, security, self-government, self-reliance, and stability. The teacher asks students to choose from the values and put them in order according to their own personal values.</p> <p>Students select one law and one public policy, from a list generated by the teacher. The students write a short statement detailing how one or more of the values helped</p>

					<p>to influence the creation of the law and policy they selected.</p> <p>While studying political platforms of the major political parties, students complete a cause-and-effect chart that identifies the values that are expressed by each plank and how the plank leads to law or policy. The chart should have the following column headings: 1) Column 1 - Lists the names of political parties; 2) Column 2 - Lists the values of each plank; 3) Column 3 - Explains how each plank became a cause leading to the creation of a law or policy.</p> <p>Students examine legislation from a current policy or bill before the state's general assembly or local government (e.g., city, town, county, or Board of Education) to explain what value or belief may influence the state or local official's decision on whether to support or oppose the bill. Students should determine what they would decide and why.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.B.1.2 Explain how legislation, policy, and judicial rulings reflect changing norms and values in the United States</p>	<p>Students must be able to demonstrate they understand how the norms and values of American society influence legislation, policy, and judicial decisions.</p>	<p>Legislative and judicial decisions may not always correlate to a society's evolving norms and values</p> <p>A change in a nation's norms and values can lead to a transformation in laws, policies, and judicial decisions</p>	<p>Examples of various legislation, laws, policy, and judicial decisions that have resulted from changes in expectations of behavior as well as changes in the accepted values and norms in the United States</p> <p>How changes in the social and cultural values of the United States has led to changes in laws, policy, and judicial decisions</p> <p>How various social and political movements have led to the change in laws and influence judicial decisions</p> <p>Examples of movements for change and reform in laws and policy often develop in reaction to changes in societal values</p>	<p>Legislation and policy</p> <ul style="list-style-type: none"> ● Suffrage laws ● Prohibition laws ● 13th, 14th, 15th Amendments ● Slave codes ● Black codes ● Equal Rights Amendment ● "Don't Ask, Don't Tell" policy ● Immigration laws and policies ● Patriot Act ● Health Insurance Portability and Accountability Act ● Family Educational Rights and Privacy Act ● Religious Freedom Restoration Act ● American Indian Religious Freedom Act 1978 ● Individuals with Disabilities Education Act ● American with Disabilities Act ● House Un-American Activities 	<p>Amendments often reflect the values and norms of society at the time when they were created and approved. Students select an amendment and explain the changing norms and values in American society that led to the amendment.</p> <p>Many Americans feel strongly about issues involving the rights of immigrants and will cite their beliefs or values in support or opposition to immigration rights. Students explain how norms have changed and influenced legislation, even if individual beliefs or values have not changed.</p> <p>Students create a cause-and-effect graphic organizer showing how the Supreme Court cases of Plessy v. Ferguson and Brown v. The Board of Education of Topeka, Kansas. The graphic organizer should: 1) Reflect the <i>values</i> of the time period they were decided; 2) Reflect the changing <i>norms</i> of the time period they were</p>

				<p>Committee</p> <ul style="list-style-type: none"> ● Affordable Care Act <p>Judicial rulings</p> <ul style="list-style-type: none"> ● Scopes Trial ● Plessy v. Ferguson ● Brown v. Board of Education ● Tinker v. Des Moines ● Citizens United v. Federal Elections Commission ● Obergefell v. Hodges ● Ledbetter v. Goodyear ● Lilly Ledbetter Fair Pay Act ● United States v. Nixon ● National Federation of Independent Business v. Sebelius ● Goss v. Lopez ● Grutter v. Bollinger ● Texas v. Johnson ● Swann v. Charlotte Mecklenburg ● Loving v. Virginia 	<p>decided; and 3) Explain how those changing <i>norms</i> influenced the Brown decision.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.B.1.3 Explain how the values and beliefs regarding freedom, equality, and justice have helped transform the American system of government</p>	<p>Students must be able to demonstrate they understand how diverse American beliefs and values concerning freedom, equality, and justice change government policies and practices.</p>	<p>Laws, policies, and practices, often reflect a society's values and can determine the manner in which individuals experience freedom, equality, and justice</p> <p>As a society evolves, diverse or changing beliefs and values can lead to demands for change in laws, policies, and practices</p> <p>When the written values and beliefs of a government do not align with the treatment of its citizens, individuals and groups may protest and demand the passing of laws that grant equal and just treatment, which can lead to reforms that can transform society</p>	<p>Examples of various groups that have been influential in starting and promoting political movements</p> <p>Examples of various social and political movements that called for change and reform</p> <p>Examples of various laws that have both upheld and restricted freedom, equality, and justice (North Carolina and United States)</p> <p>Examples of various judicial decisions that have both upheld and restricted freedom, equality, and justice (North Carolina and United States)</p>	<p>Values/beliefs</p> <ul style="list-style-type: none"> ● Community ● Cooperation ● Democracy ● Diversity ● Equality ● Freedom ● Liberty ● Justice ● Pacifism ● Patriotism ● Security ● Self-government ● Self-reliance ● Stability <p>Laws/policies</p> <ul style="list-style-type: none"> ● 13th, 14th, and 15th Amendments ● 18th and 21st Amendments ● 19th Amendment ● 24th Amendment ● 26th Amendment ● Separate but Equal ● Title IX ● Redlining ● Fair Housing Act <p>Judicial decisions</p> <ul style="list-style-type: none"> ● Plessy v. Ferguson ● Brown v. Board ● Civil Rights Act 1964 ● Citizens United v. Federal Elections 	<p>The teacher provides instruction on the shifting platforms of both the Democratic and Republican parties. The teacher gives students a timeline depicting pertinent events charting the shifts in both the Republican and Democratic parties. Using the timeline, students create a graphic organizer explaining how changing values and beliefs of both parties impacted freedom, equality, and justice and helped to transform the American government over time.</p> <p>From a list of topics generated by the teacher, students choose a topic identifying a change in the American system of government (e.g., voting requirements or regulations, citizenship status or protections, rights of individuals, etc.). The students use the topic to create a one-paragraph mission statement that shares how values and beliefs regarding freedom, equality, and justice</p>

				<ul style="list-style-type: none"> Commission • Obergefell v. Hodges • Elk v. Wilkins • Gideon v. Wainwright • Roper v. Simmons • Terry v. Ohio 	contributed to changing or completely transforming the American system of government.
<p>CL.B.1.4 Explain how individual values and societal norms contribute to institutional discrimination and the marginalization of minority groups living under the American system of government</p>	<p>Students must be able to demonstrate an understanding of how both individual values and norms of society contribute to discrimination of various groups within society.</p> <p>Students must be able to demonstrate an understanding of how both individual values and norms of society contribute to the marginalization of minority groups within society.</p>	<p>Values and beliefs of some groups may influence political actions and policies that affect the lived experiences of others</p> <p>Policies created to benefit particular groups in society can lead to discrimination and marginalization of other groups and individuals</p> <p>Government policies and practices that are not designed to represent all people can lead to discriminatory behavior and practices which deny some individuals and groups rights that should be enjoyed by all</p>	<p>Examples of societal norms within the United States</p> <p>Examples of religious and cultural values</p> <p>Examples of American principles of government</p> <p>The difference between discrimination and institutional discrimination</p> <p>Examples of laws, policies, and practices that show discrimination in the United States, past and present</p>	<p>Voting</p> <p>DeJure Segregation</p> <p>Redlining</p> <p>3/5 compromise</p> <p>Assimilation</p> <p>Acculturation</p> <p>Relocation</p> <p>Immigration</p> <p>Wage inequalities</p>	<p>Students are given an issue concerning discrimination in the United States. The students create a 1-2 paragraph speech that could be presented at a congressional hearing regarding the issue. The speech should provide explanation on how societal norms and cultural or religious values have contributed to the discrimination or marginalization of a minority group affected by the issue.</p> <p>Given a chart listing 10-15 United States government laws, policies, or practices, students complete a chart based on the following categories: 1) The Law/policy/practice; 2) Values and beliefs that led to the law/policy/practice; 3) The groups the law/policy/practice</p>

					discriminated against; and 4) The impact on American society.
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Unpacking the Civics and Government Objectives

Standard CL.C&G.1 Understand the impact of the founding principles of the United States on federal and state government
Overarching Concepts: Impact, Founding Principles, Government

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
CL.C&G.1.1 Explain the influence of the founding principles on state and federal decisions using primary and secondary source documents	<p>The focus is the effects of the founding principles on decisions.</p> <p>Students must be able to demonstrate they understand how the founding principles of government influenced or impacted decisions made at both the state and federal levels of government.</p> <p>Students must be able to use primary and secondary source documents as they work to master this objective.</p>	<p>The founding principles of a nation can influence decisions at all levels of government</p> <p>The influence of a nation’s founding principles on the decisions of government are often expressed in its historical and contemporary documents</p> <p>The written documents of a democratic nation and its states can reflect the fundamental principles that may include life, liberty, and the pursuit of happiness and can provide guidance</p>	<p>Various historical documents that outline and describe the principles upon which both the North Carolina and United States governments were founded</p> <p>Contemporary and current documents or artifacts that exemplify or discuss the influence of the founding principles on political, economic, social, and governmental decisions of both North Carolina and the United States</p> <p>Examples of how the founding principles of both the North Carolina and United States governments have influenced and</p>	<p>Founding Principles</p> <ul style="list-style-type: none"> • The Creator-endowed inalienable rights of the people • Structure of government, separation of powers with checks and balances • Frequent and free elections in a representative government • Rule of law • Equal justice under the law • Private property rights • Federalism • Due process • Individual rights as set forth in the Bill of Rights • Individual responsibility • Constitutional limitations on government power to tax and spend, and 	<p>Students create a flipbook-style visual (paper or electronic) illustrating how three of the founding principles influenced decisions made at the state and federal levels. Students must use primary or secondary sources and cite or reference the title and author of each source.</p> <p>Students are given two strips of paper: one listing a founding principle and one with an explanation of the founding principle’s influence on a state or federal decision. The students read various primary source documents of state and federal decisions that are posted around the room and place their strips on the correct primary source. Once completed, each primary source should have</p>

		for making decisions that uphold those principles	supported legislative, executive, and judicial decisions	<p>prompt payment of public debt</p> <ul style="list-style-type: none"> • Strong defense and supremacy of civil authority over military • Peace, commerce, and honest friendship with all nations, entangling alliances with none <p>Documents</p> <ul style="list-style-type: none"> • Magna Carta • Iroquois Confederacy • Mayflower Compact • Articles of Confederation • Declaration of Independence • United States Constitution • Bill of Rights • North Carolina Constitutions • Supreme Court Decisions 	the founding principle(s) that aligns to the decision and the statement(s) explaining the influence of the founding principle(s).
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
CL.C&G.1.2 Critique the consistency with which federal policies, state policies, and Supreme Court decisions have upheld the founding principles	Students must be able to make judgments about the extent to which policies and judicial decisions have been consistent in adhering to the intentions of the	The values and beliefs of a nation change over time and can impact the decisions handed down by the courts Citizens depend on the courts to interpret laws and	The difference between a law and a policy Examples of how federal policies of the United States have supported or contradicted the founding principles of	Founding principles <ul style="list-style-type: none"> • The Creator-endowed inalienable rights of the people • Structure of government, separation of powers with checks and balances • Frequent and free 	Students are assigned one of the founding principles and asked to respond to the prompt in the form of a newspaper editorial: <i>How consistent has the Supreme Court been in upholding the Founding Principles?</i> In their response, students must evaluate one Supreme

	<p>founding principles, throughout the course of American government.</p>	<p>policies that threaten individual rights and may challenge decisions that fall short of ensuring those protections for all people</p> <p>Individuals and groups may demand change and reform when government policies do not align to the founding principles of government</p> <p>Competing ideas about freedom, equality, and justice can lead to policies or decisions that do not align to the principles upon which a nation was founded</p>	<p>government</p> <p>Examples of how state policies have supported or contradicted the founding principles of both the United States and those of North Carolina</p>	<p>elections in a representative government</p> <ul style="list-style-type: none"> ● Rule of law ● Equal justice under the law ● Private property rights ● Federalism ● Due process ● Individual rights as set forth in the Bill of Rights ● Individual responsibility ● Constitutional limitations on government power to tax and spend, and prompt payment of public debt ● Strong defense and supremacy of civil authority over military ● Peace, commerce, and honest friendship with all nations, entangling alliances with none <p>Supreme Court decisions</p> <ul style="list-style-type: none"> ● Brown v. Board of Education ● Plessy v. Ferguson ● Obergefell v. Hodges ● Gideon v. Wainwright ● Miranda v. Arizona ● Tinker v. Des Moines ● Texas v. Johnson 	<p>Court decision and explain the extent to which it upheld the assigned founding principle.</p> <p>The teacher identifies four places in the room and labels them to form a human likert scale: 1) Strongly consistent; 2) Consistent; 3) Slightly consistent; 4) Not consistent at all. The corners represent the level of consistency the statements have with the founding principles. The teacher reads statements or descriptions of a variety of policies and decisions that were made by the Federal government, North Carolina government, other state governments, and the Supreme Court. Students listen and then decide which corner in which they want to stand. Once in their corners, students should be given time to discuss (with those in that corner) why they chose the characteristic of that corner. The teacher has each group share some reasons they agreed upon.</p>
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				<ul style="list-style-type: none"> Regents of the University of California v. Bakke <p>Policies</p> <ul style="list-style-type: none"> Separate but Equal Title IX Affirmative action Reverse discrimination Sundown towns Eugenics Americans with Disabilities Act policies Individuals with Disabilities Education Act 	
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Standard CL.C&G.2 Analyze the roles of the branches of government at the federal, state, and local levels

Overarching Concepts: Role, Branches of Government, Levels of Government

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.C&G.2.1 Compare how national, state, and local governments maintain order, security, and protect individual rights</p>	<p>Students must be able to demonstrate they have an understanding of the similarities and differences of how all levels of government maintain order and safety, as well as protect the rights of individuals.</p>	<p>Governments may use a variety of law enforcement practices to ensure order and justice</p> <p>The functions of each branch of government can involve complex relationships between multiple levels of government in efforts to maintain order and security and protect the</p>	<p>Structure of government at the federal, state, and local levels</p> <p>The separation of powers at the federal, state, and local levels</p> <p>Similarities and differences in how national, state, and local governments maintain order, security, and protect individual rights</p>	<p><i>Federal-</i> provides services and regulates activities for people of the nation, such as:</p> <ul style="list-style-type: none"> Maintaining the military Making treaties with foreign countries Regulating trade Providing for the general welfare <p><i>State-</i> provides services and regulates activates for people of the state of North Carolina, such as:</p> <ul style="list-style-type: none"> Maintaining law and order Enforcing criminal law 	<p>Students are given several documents to read, each describing government maintenance of order and security. Students create a triple Venn Diagram showing the similarities and differences in how federal, state, and local governments each maintain order and security.</p> <p>Students examine a law or judicial decision (e.g., Civil Rights Act 1964, Brown v. Board of Education, Tinker</p>

		rights and welfare of citizens State and local governments may have to request national resources to help address issues and problems they cannot fix on their own		<ul style="list-style-type: none"> • Protecting property rights • Supervising public education • Building and maintaining highways <p><i>Local-</i> provides services and protection for citizens at the local level, such as:</p> <ul style="list-style-type: none"> • Police and fire protection • Building and maintaining roads • Hospitals • Enforcing laws through municipal courts • Clean water and sanitation • Public education 	v. Des Moines, etc.). The students create a chart or graphic organizer comparing the ways in which individual rights have been protected on the national, state, and local levels of government in that law or judicial decision.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
CL.C&G.2.2 Explain how the principle of federalism impacts the actions of state and local government	Students must be able to demonstrate their knowledge of federalism and their understanding of how it impacts what can be done by both state and local government.	The sharing of powers can contribute to the cooperation between branches of government and may help ensure that power is dispersed based on the responsibilities of each branch Democratic systems may be structured to	Differences between the federal and state structure of governments The responsibilities and duties of state and local government Examples of how the sharing of powers impacts the actions carried out by the state and local government The Bill of Rights	9th & 10th Amendments Delegated/enumerated powers <ul style="list-style-type: none"> • Collect taxes • Borrow money • Regulate foreign and domestic commerce • Make money • Declare war • Raise and support an army and navy • Establish lower federal courts Shared/concurrent powers	Students are given a chart with 4-5 scenarios listed that describe actions of state and local government in real world or hypothetical situations. Students complete the chart by writing brief explanations of how the principle of federalism impacts each of the actions described in the scenarios. In a pair-share, students share their written responses and then debrief as a whole class.

		<p>maintain a balance of power between branches of government and the divisions of authority responsible for ensuring that the basic needs of citizens are met</p> <p>In political systems based on democratic rules and principles, the power to govern is shared between national and state/provincial governments and the ultimate power often lies with the people</p>	<p>amendments that speak to and are based on the principle of federalism</p>	<ul style="list-style-type: none"> ● Creating and collecting taxes ● Building highways ● Borrowing money ● Making and enforcing laws ● Chartering banks and corporations ● Spending money for the betterment of the general welfare ● Government acquisition of private property for public use with fair compensation <p>Reserved powers</p> <ul style="list-style-type: none"> ● Establish local governments ● Issue licenses (driver, hunting, marriage, etc.) ● Regulate intrastate commerce ● Conduct elections ● Ratify amendments to the United States Constitution ● Provide for public health and safety <p>Powers that are neither delegated to the national government or prohibited from the states by the United States Constitution (e.g., setting legal drinking and smoking ages)</p>	<p>Students are divided into groups. Each group is given a past local or state event occurring in North Carolina. Each group discusses the event and prepares a pretend statement that the governor, mayor, or other local official would give to explain how the actions of the state or local government had to work within the bounds of federalism.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.C&G.2.3 Differentiate between the types of local governments in order to understand the role, powers, and functions each plays within an intergovernmental system</p>	<p>Students must be able to make a distinction between the various types of local governments.</p> <p>The core of this objective is for the student to demonstrate knowledge and understanding of the roles, powers, and functions that exist and that are carried out between both local governments and state and local governments (<i>Intergovernmental</i>).</p>	<p>The role, powers, and functions of a local government are determined by its municipal structure, resources available, and needs of the community</p> <p>The ways in which local governments cooperate and compete to carry out their responsibilities can encourage effective coordination of their different priorities and prevent disputes and conflicts</p> <p>Intergovernmental systems promote cooperative decision-making that helps ensure execution of policies through the effective flow of communication</p>	<p>The various types of local governments</p> <p>How power and authority work in an intergovernmental system between the state and local municipalities</p> <p>Examples of how governmental agencies, leaders, and programs cooperate in an intergovernmental system</p>	<p>Types of local governments</p> <ul style="list-style-type: none"> ● Counties ● Cities/municipalities ● Townships ● Villages ● Parrishes ● Boroughs ● Tribal governments ● School districts ● Special districts <p>Duties and responsibilities of city governments</p> <ul style="list-style-type: none"> ● Review and approve the annual budget ● Establish tax rates ● Borrow funds ● Pass ordinances and resolutions ● Regulate land use through zoning laws ● Regulate business activity through licensing and regulations ● Regulate public health and safety ● Exercise the power of eminent domain ● Respond to constituent needs and complaints <p>Duties and responsibilities of county governments</p> <ul style="list-style-type: none"> ● Administer and enforce state laws 	<p>Students are provided scenarios related to different local governmental roles and powers. Students point out the ways local governments work together to address issues described in the scenarios by listing those things from each scenario.</p> <p>Students are assigned to 4-5 groups. Each group is assigned a local event or scenario of a public concern that crossed city-county boundary lines. Students decide which government would be responsible for the different portions of resolving the issue. On chart paper, groups create a graphic organizer illustrating the differentiation.</p>

				<ul style="list-style-type: none"> ● Collect taxes ● Assess property ● Record public documents ● Conduct elections ● Issue licenses ● Parks and libraries ● Sewers ● Emergency management services ● Hospitals ● Police protection ● Building inspection ● Planning and zoning <p>Examples of local government agencies and departments</p> <ul style="list-style-type: none"> ● School boards ● Police and fire departments ● Sheriff departments ● Water resource management ● Utilities ● Health department ● Parks and recreation ● Sanitation services ● Sewer services ● Public transportation ● Public libraries <p>Intergovernmental cooperation</p> <ul style="list-style-type: none"> ● Land use ● Planning agreements ● Mergers of local service delivery 	
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.C&G.2.4 Compare the federal government of the United States to various types of governments around the world in terms of balancing security and the protection of rights</p>	<p>Students must be able to discuss the ways in which the United States government balances national security and the protection of rights are similar or different to what is done in other types of governments around the globe.</p>	<p>The similarities and differences in the structure and function of various governments are determined by the government type, the founding principles, and the goals of the nation</p> <p>The measures of how a nation balances keeping people secure while protecting their rights may differ based on the type of government and the principles by which it is governed</p> <p>The government and citizens of a nation often have a reciprocal relationship where each has responsibilities to</p>	<p>The type of government that describes the United States</p> <p>Examples of various types of governments that have existed over time, across the world</p> <p>Examples of ways the United States tries to ensure national security</p> <p>Examples of similarities and differences in the ways the United States' national government and other governments around the world protect the rights of people</p>	<ul style="list-style-type: none"> • Boundary and annexation compacts • Sharing of equipment, personnel, and utilities <p>Types of governments</p> <ul style="list-style-type: none"> • Authoritarianism • Communism • Constitutional democracy • Direct democracy • Representative democracy • Monarchy • Oligarchy • Republicanism • Theocracy 	<p>Students create a graphic organizer comparing how the United States government responded to the attacks of 9/11/2001, how the British government responded to the attack of 7/7/2005, and how the Spanish government responded to the attack of 3/11/2004. The graphic should detail how each approached national security and the protection of rights.</p> <p>Students create a Venn Diagram comparing how the United States and a nation of the student's choice both approached national security and the protection of rights.</p>

		<p>the other when it comes to balancing the security of the nation while protecting rights</p> <p>A citizen's individual rights in a democratic government must often be balanced with the power and authority of those in charge and the needs of the nation</p>			
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Standard CL.C&G.3 Analyze the various responsibilities of individuals living in the United States in terms of citizenship, civic participation, and the political process

Overarching Concepts: Responsibility, Individual, Citizenship, Civic Participation, Political Process

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.C&G.3.1 Differentiate citizenship and civic participation in terms of responsibilities, duties, and privileges of citizens</p>	<p>Students must be able to determine what is and is not applicable to the responsibilities, duties, and privileges of United States citizenship.</p> <p>Students must be able to determine the responsibilities, duties, and privileges that are significant to civic participation in the United States.</p>	<p>Citizens have the responsibility to be aware of their rights and the limits on those rights when it comes to fair and equal treatment under the law</p> <p>A representative government may not work effectively without the participation of informed citizens</p>	<p>Examples of responsibilities of citizens living in the United States</p> <p>Examples of duties of citizens living in the United States</p> <p>Examples of privileges of citizens living in the United States</p> <p>Examples of the types of behaviors individuals exhibit in</p>	<p>Citizen responsibilities</p> <ul style="list-style-type: none"> Support and defend the Constitution Stay informed of the issues affecting their community Participate in the democratic process Respect and obey federal, state, and local laws Respect the rights, beliefs, and opinions of others Participate in the local community 	<p>Students are given a set of scenarios. Each scenario asks the students to identify, match, or point out what represents responsibilities, duties, and privileges of citizens of the United States.</p> <p>The teacher draws or tapes a straight line somewhere in the class, the hallway, or somewhere outside. The students line up on the line and listen to the teacher read a statement based on</p>

		<p>who know their duties and responsibilities and abide by both</p> <p>While responsibilities are things people do to be good citizens, their civic duties ensure that the democratic values written into a nation's constitution are upheld</p> <p>Citizens enjoy privileges that may increase when used responsibly, but can decrease when they are not</p> <p>Stable governments need a citizenry that understands and abides by their duties and responsibilities</p>	regards to civic participation	<p>Citizen duties</p> <ul style="list-style-type: none"> • Obeying the law • Paying taxes • Serving on a jury when summoned • Registering with the Selective Service <p>Citizen privileges</p> <ul style="list-style-type: none"> • Voting • Individual rights • Private property <p>Civic behaviors</p> <ul style="list-style-type: none"> • Voting • Paying taxes • Volunteerism • Voter registration drives • Blood drives • Community gardening • Community service • Local clean-ups • Census participation • Writing to an elected official 	a definition, description, or scenario of a duty, responsibility, or privilege. The teacher instructs students to move to the right or left of the line based on if they think what was read was a privilege or a duty, a responsibility or a privilege, or a responsibility or a duty. A statement might be: <i>"Mary has just turned 18 and is eager to vote. If you think this is Mary's responsibility, step to the left. If you think it is her duty, step to the right."</i> The students would then move to the side of the line they think is correct.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
CL.C&G.3.2 Compare strategies used by individuals to address	Students must be able to discuss the similarities and differences among	Strategies used to fight against practices that limit individual rights	Examples that demonstrate when citizen action produce societal change	Strategies <ul style="list-style-type: none"> • Picketing • Boycotts • Lawsuits 	Students compare three movements that sought to address discrimination: 1) Movement #1 - focus on

<p>discrimination, segregation, disenfranchisement, reconcentration, and other discriminatory practices that have existed in the United States</p>	<p>the strategies used to bring awareness to and fight against the different forms of discriminatory practices that have been used throughout the United States over time, paying specific attention to segregation, discrimination, disenfranchisement, and reconcentration.</p>	<p>and freedoms may take many different forms in a democratic society</p> <p>Challenges to laws and policies that discriminate against and limit the right to vote may be addressed in the courts or through acts of civil disobedience</p> <p>In a representative government, people often protest acts of disenfranchisement because it not only limits the right to vote but violates the principle of free elections</p> <p>Civil disobedience may result when citizens believe that the government has not honored the responsibility to protect the rights of individuals within the society</p>	<p>Similarities and differences of various strategies used to protest discriminatory practices and laws</p> <p>Similarities and differences in the strategies people use to address segregation, reconcentration, and disenfranchisement</p>	<ul style="list-style-type: none"> ● Sit-ins ● Voting ● Marches ● Holding elected office ● Lobbying ● Civil disobedience ● Armed resistance ● Hunger strike ● Advertising ● Social media campaigns ● Walk-outs ● Organizing <p>Example events</p> <ul style="list-style-type: none"> ● Walkouts (East L.A. Walkouts & Sal Castro, Adkin High School Walkouts in Kinston, North Carolina, etc.) ● Montgomery Bus Boycott ● Greensboro Sit-ins ● ERA Marches ● Protest: Red Summer ● Stonewall Uprising ● Organized protest for environmental justice movement ● Takeover of BIA (Bureau of Indian Affairs) ● American Indian Movement Occupation of Alcatraz 	<p>fighting segregation; 2) Movement #2 - focus on fighting disenfranchisement; and 3) Movement #3 - focus on fighting reconcentration. Students compare the strategies used in each movement using a triple Venn Diagram.</p> <p>The teacher gives students examples of various types of protest. The students use a Venn Diagram to compare the strategies used by each and the impact it had.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.C&G.3.3 Summarize the changes in process, perception, and the interpretation of United States citizenship and naturalization</p>	<p>Students must be able to demonstrate the ability to create a summary or abstract of changes in the process, perception, and interpretation of United States citizenship and naturalization.</p>	<p>Requirements for citizenship often reflect the changing values and desires of a nation</p> <p>The perception and interpretation of who should be a citizen may change based on the groups in power and the values and desires of civic factions</p>	<p>The legal characteristics of a citizen of the United States</p> <p>The legal process of becoming a citizen of the United States</p> <p>The criteria that has defined citizenship in the United States during various periods of history</p> <p>How the naturalization process has changed over time</p> <p>Why the naturalization process has changed over time</p>	<p>Citizenship requirements</p> <p>Naturalization process</p> <p>Changes to citizenship process, perception, and interpretation</p> <ul style="list-style-type: none"> ● 14th Amendment ● Deferred Action for Childhood Arrivals ● Chinese Exclusion Act ● Immigration quotas ● Cuban Adjustment Act 1966 ● “Wet Foot, Dry Foot” Policy ● “Melting Pot Theory” ● Undocumented immigrants ● Immigration and Customs Enforcement ● United States Citizenship Test (various versions throughout American history) 	<p>The teacher has students read both historical and current articles (e.g., newspaper, magazine, pamphlets, etc.) about citizenship processes in the United States). Students create a Janus figure summarizing the changing processes for citizenship. One half of the Janus figure summarizes the historical articles and the other half summarizes the current articles. Once completed, students write a final statement summarizing the evolution of the changes.</p> <p>Students read about the changes in the citizenship process over time. Students create a political cartoon with a 1-2 sentence summary that summarizes how the process changed over time.</p> <p>Students read two political cartoons about naturalization in the United States from two different eras of history. Students write a headline summarizing the change (if any) in perception of</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.C&G.3.4 Compare citizenship in the American constitutional democracy to membership in other types of governments</p>	<p>Students must be able to describe and discuss the similarities and differences of being a citizen of American Democracy to being a citizen of another form of government.</p>	<p>Citizenship can look different depending on the type of government system or founding principles of a nation</p> <p>The rights and responsibilities of citizenship vary based on the government type or founding principles of a nation</p> <p>Constitutional and legal criteria which define citizenship in a nation may change with the change of laws and leadership</p> <p>The political, religious, and economic freedoms provided to citizens of a democratic nation are often</p>	<p>The similarities of American citizenship to citizenship in other governments in terms of rights and responsibilities</p> <p>The differences between citizenship in the United States and citizenship in other nations in terms of rights and responsibilities</p> <p>Similarities and difference in the naturalization process of the United States versus processes used in other nations</p>	<p>Types of governments</p> <ul style="list-style-type: none"> ● Oligarchy ● Constitutional democracy ● Direct democracy ● Representative democracy ● Monarchy ● Authoritarianism ● Theocracy ● Republicanism ● Socialism ● Socialist democracy ● Communism <p>Characteristics of Citizenship</p> <ul style="list-style-type: none"> ● Natural born citizens ● Various types of visas ● Process of naturalization ● Responsibilities of citizens ● Duties of citizens ● Privileges of citizens ● Green Card 	<p>naturalization of immigrants over time.</p> <p>Students compare another country's process for becoming a citizen. Students complete a graphic organizer comparing the United States' naturalization process to that other country's process for becoming a citizen.</p> <p>Students write a journal entry as a visitor to the United States from a foreign country (or vice versa) in which the student describes how being a citizen is similar and different in the two places.</p>

		accompanied by the responsibility of active civic participation at the individual, community, state, and national levels			
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
CL.C&G.3.5 Explain how the two-party system has shaped the political landscape of the United States	Students must be able to demonstrate understanding of how the two-party system has influenced American politics, campaigns, elections, and balance of power in government.	<p>Competing political parties can play an important role in sparking debates that can lead to the creation of laws and government programs that benefit the people</p> <p>The amount of influence of a political party or its platform may change over time</p> <p>In a two-party system, the two dominant political parties control voting in most elections, at every level of government, and often win the majority of the elected offices</p>	<p>The history, development, and characteristics of the two-party system</p> <p>Examples of the major political parties of American politics</p>	<p>Political parties that shaped the two-party system</p> <ul style="list-style-type: none"> • Democrat- Republican Party • Federalist Party • Whig Party • Democrat Party • Republican Party <p>Characteristics of a two-party system</p> <ul style="list-style-type: none"> • Limited choices • Power passes back and forth • Absence of proportional representation • Prevents fringe parties gaining power 	<p>Students create a graphic organizer to show the impact that the two-party system has had on the Electoral College.</p> <p>Students create a 60-second TikTok-style or Flipgrid-style video explaining how the historical development of the two-party system shaped the political landscape of the United States.</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.C&G.3.6 Distinguish the relationship between the media and government in terms of the responsibility to inform the American public</p>	<p>Students must be able to make a distinction between the responsibilities that are essential to the United States government and those essential to the media when it comes to informing the public.</p>	<p>A nation's government may use information from the media to encourage public support</p> <p>The relationship between media and government has a profound impact on the information to which the public has access</p> <p>An unbiased and responsible media may help a nation live up to its democratic ideals</p> <p>The news media acts as a watchdog to create public awareness and protect public interest against corruption, and has the power to influence the ways in which government operates and political leaders communicate</p>	<p>How the first amendment relates to the role of the media</p> <p>Examples of how the media fulfills its role as the "4th estate" or watchdog</p> <p>Examples of regulatory agencies related to the role of the media</p> <p>Examples of how the government is involved in informing the American public</p>	<p>Freedom of speech</p> <p>Freedom of press</p> <ul style="list-style-type: none"> ● Peter Zenger Case <p>Examples of media's role</p> <ul style="list-style-type: none"> ● Watchdog ● Investigation <p>Examples of responsibilities of the media</p> <ul style="list-style-type: none"> ● Keep public informed ● Report fact-based, unbiased information ● Keep executive branch officials attuned to the public's major concerns ● Enables government officials to convey messages to the general public <p>Government-media relationship</p> <ul style="list-style-type: none"> ● Federal Communications Commission ● Federal Trade Commission ● Freedom of Information Act ● The Privacy Act of 1974/Code of Fair Information Practice ● Federal 	<p>The teacher finds and provides students with two examples (written or video) of a historical or contemporary/current issue involving the government and the American people. Students read or watch the information presented and make an outline of the things they find to be important about the media's role to inform the American people about the topic and what the media's responsibility is or should be, in relation to the government. Students then incorporate their thoughts in their outline into a short letter to the editor discussing the media's responsibility to inform the American people.</p> <p>Given a packet of 3-4 teacher-selected political cartoons editorializing the relationship between the media and government, students choose one of the cartoons to analyze. In analyzing their chosen cartoon, students point out the aspects of the cartoon that are important in the</p>

				<p>Communications Commission Regulations</p> <ul style="list-style-type: none"> • Equal Time Rule 	<p>media's responsibility to keep the American public informed.</p> <p>Students read a news article about the relationship between media and government. Students distinguish the important information from the article regarding the media's relationship with government and its responsibility to keep the American public informed by filling out a bubble map with relevant information in as many bubbles the student deems important.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.C&G.3.7 Assess the effectiveness of the election process at the national, state, and local levels</p>	<p>Students must be able to demonstrate the ability to make criteria based judgements about the effectiveness of the processes in place for national, state, and local elections for instituting the will of the people.</p>	<p>Elected leaders are expected to represent the interests of the electorate</p> <p>Elections allow citizens to determine who makes decisions at different levels of government and can contribute to greater civic participation and effective advocacy</p>	<p>How the electoral college process works</p> <p>How state and federal legislation has impacted the election process in the United States and state and local elections</p> <p>How voting processes and practices impact federal, state, and local elections</p>	<p>Caucuses</p> <p>Primaries</p> <p>Electoral College</p> <p>Party conventions</p> <p>State Board of Elections</p> <p>Local Board of Elections</p> <p>Midterm elections</p> <p>General elections</p>	<p>Students examine a presidential election where the popular vote and the electoral vote differed. Students then respond to the prompt: <i>To what extent was the election process effective?</i> Students list several reasons to defend their position using specific examples from legislation as criteria for their argument.</p> <p>After having received instruction on North</p>

		<p>Elections at all levels may allow citizens to guide the direction of public policy and limit the power of government</p> <p>The processes and procedures of democratic elections are often established to ensure the integrity of the electoral system and the participation of qualified citizens</p>		<p>Presidential elections</p> <p>Runoff elections</p> <p>Special elections</p> <p>Local/state/federal races</p> <p>Ballot construction</p> <p>Secret ballot</p> <p>Voting machines</p> <p>Volunteers</p> <p>Poll workers</p> <p>Early voting</p> <p>Same day voting</p> <p>Absentee voting</p> <p>North Carolina Election Security Rules</p> <p>North Carolina post-election procedures and audits</p> <p>Referendum</p> <p>Recall</p> <p>Straight ticket voting</p>	<p>Carolina’s state election processes, students complete a chart assessing the effectiveness of the state election process by determining if a list of election practices and laws, listed by the teacher, are consistent with federal election laws. The chart should have a column for “Consistent”, a column for “Inconsistent”, and a column for “Unclear”. Students write a final statement justifying their assessment making sure to include examples to support their written assessment.</p> <p>Students evaluate an infographic showing the process flow of the caucus versus the process flow of the primary in a presidential election. Students work in pair-share groups to write a paragraph with the group’s assessment of the effectiveness of each process. Students write a final statement justifying one process over the other.</p>
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Standard CL.C&G.4 Analyze how the judicial, legal, and political systems of the United States and North Carolina embody the founding principles of government

Overarching Concepts: Judicial System, Legal System, Political System, Founding Principles, Government

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.C&G.4.1 Differentiate the judicial systems of the United States and North Carolina in terms of structure, jurisdiction, and how each provides for equal protection</p>	<p>Students must be able to determine how the structures of both the national and state judicial systems facilitate equal protection under the law.</p> <p>Students must be able to determine how the power, right, or authority to interpret and apply the law (jurisdiction) facilitates equal protection under the law.</p>	<p>The different levels of the judiciary have varying jurisdictions and at times are at odds with each other over interpretations of equal protection</p> <p>Jurisdiction limits the power of a court to hear certain cases and prevents confusing and contradictory orders and decisions</p> <p>The laws and constitutions of both federal and state governments have rules about the power and limits of courts to hear cases</p> <p>Although each has different jurisdiction, equal protection forces federal and state</p>	<p>The structure of both the United States and North Carolina judicial systems</p> <p>What is meant by equal protection under the law</p> <p>Examples of judicial jurisdiction at both the federal and state levels</p>	<p>Article III of the United States Constitution</p> <p>Article IV of the North Carolina Constitution</p> <p>Judiciary Act of 1789</p> <p>Equal Protection Clause of the 14th Amendment</p> <p>Types of jurisdiction</p> <ul style="list-style-type: none"> • Original • Appellate • Exclusive <p>Federal court system</p> <ul style="list-style-type: none"> • District (trial) courts • Circuit courts • Supreme Court <p>Federal court jurisdictions</p> <ul style="list-style-type: none"> • Original • Appellate • Diversity <p>North Carolina court system</p> <ul style="list-style-type: none"> • State Supreme Court • The Appellate Courts • Superior Court • District Courts <p>North Carolina court</p>	<p>Students compare Article III of the United States Constitution and Article IV of the North Carolina Constitution. In each Article, students circle the similarities and differences between the structures of both the national and state judicial systems. Based on the information circled, students create a 2-3 slide presentation differentiating the judicial system of the United States and North Carolina.</p> <p>Students are given decisions from both the United States Supreme Court and North Carolina Supreme Court to read. Students write two paragraphs in which they differentiate which of the decisions best provided equal protection and use evidence from the judicial decision to support their argument.</p> <p>Students are given a chart listing 5-10 brief</p>

		judicial systems to make fair and impartial decisions, rulings, and orders		jurisdictions <ul style="list-style-type: none"> • Trial jurisdiction (civil, criminal, juvenile) • Appellate jurisdiction (Court of Appeals, State Supreme Court) 	descriptions of real or hypothetical court cases. Make sure the list includes both federal and state cases. Students will read each case and determine the jurisdiction each case would come under and explain which court should hear the case and why. Students look at organizational charts of the United States Court of Appeals and the North Carolina Appellate Courts. Students determine which structures within the two systems are designed to bring about equal protection. Students share their thoughts with a shoulder partner. After sharing, the shoulder partners create an infographic illustrating their thoughts.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
CL.C&G.4.2 Differentiate the structure and function of state and federal courts in order to understand the adversarial nature	Students must be able to determine the distinctions between the structure of state courts and federal courts. Students must be	A nation's judicial system can include adversarial groups which must find ways to resolve conflict and balance competing interests	Similarities and differences in the structure of federal and state courts Similarities and differences in the functions of criminal	Article III of the United States Constitution Article IV of the North Carolina Constitution Types of jurisdiction <ul style="list-style-type: none"> • Original 	Students are assigned to a group and asked to role play either a criminal or civil court case. In their role play, students identify the purpose and/or goal of the two sides. After each group has presented their

of each	able to determine the distinctions between the function of state courts and federal courts. Students must be able to demonstrate knowledge and understanding of what is meant by the phrase “adversarial nature of the courts.”	The adversarial system of the courts can be slow and cumbersome, but maximizes the chances that all relevant facts and arguments will be placed before a judge or jury and works to ensure equal protection of individual rights	and civil courts The difference between an inquisitorial system and an adversarial system	<ul style="list-style-type: none"> • Appellate • Exclusive <p>Adversarial nature of the court system</p> <ul style="list-style-type: none"> • Civil cases • Criminal cases • Jury • Grand jury • Plaintiff • Prosecution • Defense • Jury trial • Bench trial • Judge • Mediation/ arbitration • Rules of evidence • Magistrates • Witnesses <p>Federal court system</p> <ul style="list-style-type: none"> • District (trial) courts • Circuit courts • Supreme Court <p>North Carolina court system</p> <ul style="list-style-type: none"> • State Supreme Court • The Appellate Courts • Superior Court • District Courts 	skit, each student writes a Broadway review for one skit. The Broadway review should reflect on the adversarial nature presented in the role play of the skit and include evidence from the skit supporting the important points they choose to include in their review. Students study a diagram of a state/federal courtroom involved in a civil or criminal case. The diagram should include different people, the roles they play, and how they affect the outcome of the court case. Students circle those items that represent the adversarial nature of the court, identify each item they circle, and explain their responses in a brief paragraph.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
CL.C&G.4.3 Exemplify how the constitutions of the United States and North Carolina have	Students must be able to use material presented to them to come up with new examples of	The distribution of both federal and state power, according to the constitutions of	Examples of different interpretations of the North Carolina Constitution	United States Constitution North Carolina Constitutions Examples of interpretations	The teacher gives students a historical or contemporary case presented in North Carolina courts. Students review the

been interpreted and applied since ratification	interpretations of both the United States and North Carolina Constitutions.	each, has been interpreted differently over time The interpretation of laws may or may not align to the tenets outlined in a constitution and may contradict the constitutional principles upon which a nation or state was founded	Examples of different interpretations of the United States Constitution How the Preamble and various Articles, Sections, and amendments of both the North Carolina and United States Constitutions have been applied throughout the history of American government	of the United States Constitution <ul style="list-style-type: none"> • Judicial review • Judicial restraint • Judicial activism • Founder's intent • Strict constructionism • Loose constructionism • Jurisprudence • Statutory interpretation Example issues presented for interpretation in North Carolina courts <ul style="list-style-type: none"> • First amendment rights • Second amendment rights • Eugenics • Capital punishment • Desegregation • Equity in education • Voting • Immigration 	case and come up with their own example of how they think the court might have interpreted the case based on both the United States and North Carolina Constitutions using criteria appropriate for their example interpretation selected from the following: judicial restraint, judicial activism, founder's intent, strict constructionism, loose constructionism, jurisprudence, and statutory interpretation. Based on their understanding of the Brown v. Board of Education Supreme Court decision, students craft their own pretend decision based on the "Founder's Intent" interpretation of the U.S. Constitution.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
CL.C&G.4.4 Assess how effective the American system of government has been in ensuring freedom, equality, and justice for all	Students must be able to demonstrate the ability to make criteria based judgements about how effectively freedom, equality, and justice have been provided in the	Some individuals and groups of a nation may not experience the same access to freedom, equality, and justice as others	Examples of how the American government has granted freedom, equality, and justice Examples of how the American government has denied freedom, equality, and justice	Court decisions related to freedom, equality, and justice <ul style="list-style-type: none"> • Brown v. Board of Education • Plessy v. Ferguson • Mapp v. Ohio • Gideon v. Wainwright • Obergefell v. Hodges 	The teacher posts the following John F. Kennedy quote: <i>"This nation, for all its hopes and all its boasts, will not be fully free until all its citizens are free."</i> Students pick an amendment, Supreme Court Case, law, piece of

	American system of government.	National ideals on freedom, equality, and justice may not be attainable or equitable for everyone when the laws, policies, and the actions of government do not align with its founding principles		<ul style="list-style-type: none"> • Loving v. Virginia • Tinker v Des Moines • Dred Scott v. Sandford • Griggs v. Duke Power Co. • Swann v. Mecklenburg • Legislation and government practice related to freedom, equality, and justice <p>Civil Rights Act of 1964</p> <p>Civil Rights Act of 1968</p> <p>Voting Rights Act of 1965</p> <p>Fair Housing Act of 1968</p> <p>3/5 Compromise</p> <p>Separate but Equal</p> <p>Emancipation Proclamation</p> <p>American with Disabilities Act</p> <p>Affirmative action</p>	<p>legislation, or government action related to freedom, equality, or justice from a provided list. Students evaluate their choice by assessing how effectively freedom, equality, and justice were preserved according to Kennedy’s quote. Students do this in an outline or essay format.</p> <p>Students are provided a summary of a recent government action related to freedom, equality, and justice. The students determine how effective the government was in ensuring freedom, equality, and justice for all. Students write a letter to their congressional representative concerning their viewpoint supported with evidence.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
CL.C&G.4.5 Summarize the importance of both the right to due process of law and the individual rights	Students must be able to demonstrate the ability to create a summary or abstract of the importance of the right to due	The historical events in a nation’s government can lead to the development of constitutional	Examples of individual rights outlined in the Bill of Rights The importance of due process	14th Amendment Elements of due process <ul style="list-style-type: none"> • Equality • Fairness • Equity 	Given an article or document with information about a Supreme Court case based on due process of the law, students create a “flip card.” The front of

<p>established in the Bill of Rights in the American legal system</p>	<p>process within the American legal system.</p> <p>Students must be able to demonstrate the ability to create a summary or abstract of the importance of individual rights established in the Bill of Rights within the American legal system.</p>	<p>principles that protect the rights of all people</p> <p>Unequal application of the law can be a violation of the right to due process of law and individual rights guaranteed to both citizens and non-citizens under the American system of government</p> <p>Citizen protections, under the law in democratic systems, are designed to prevent unreasonable, unfair, or arbitrary treatment by the government</p>	<p>How due process impacts individual rights</p> <p>Examples of the application of due process and individual rights</p>	<ul style="list-style-type: none"> ● Evidence <p>Individual rights</p> <ul style="list-style-type: none"> ● Freedom of speech ● Freedom of religion ● Freedom of the press ● Right to assemble ● Right to petition ● Right to bear arms ● Right to a fair trial ● Right to counsel ● Right to speedy trial ● Rights against illegal search and seizure ● Rights against excessive bail and fines ● Rights against cruel and unusual punishment 	<p>the “flip card” should include a description of the case and a question beneath the summary that asks, “<i>How did Due Process of the Law impact the decision?</i>” The back of the flip card should include a summary of how the case supported the importance of due process and individual rights. In a pair-share, students share flip cards with classmates by having them read the front and try to discuss the answer that is on the back.</p> <p>Students are assigned to read the 5th, 6th, and 7th amendments to the United States Constitution. After reading each amendment, students create a 60-second Flipgrid-style video summarizing the importance of due process and individual rights in regard to each amendment.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.C&G.4.6 Critique the extent to which women, indigenous, religious, racial, ability, and identity</p>	<p>Students must be able to make a judgement of how much or how little access to justice, as outlined in the</p>	<p>National ideals on justice may not always be attainable or equitable for everyone</p>	<p>Examples of founding principles aligned to support “justice”</p> <p>Examples of when women, indigenous,</p>	<p>Founding principles aligned to access to justice</p> <ul style="list-style-type: none"> ● The creator-endowed inalienable rights of the people ● Frequent and free 	<p>Pairs of students work to complete a worksheet with information detailing judicial cases, laws, and decisions impacting a list of 5-8 marginalized groups.</p>

<p>groups have had access to justice as established in the founding principles of government</p>	<p>founding principles of the nation, that various groups in the United States have had, paying specific attention to women, indigenous, religious, racial, ability, and identity groups.</p>	<p>Both de facto rules and practices and de jure recognition of segregation may hinder access to justice</p> <p>Separate and unequal standards of justice for different racial, religious, ability, and identity groups can lead to conflict</p> <p>When the rights of people are protected through effective justice systems, pathways are created for inclusion, equity, and equal opportunity</p> <p>Access to democratic rights and freedoms may be denied or granted to a group based on access to fair and equal treatment</p>	<p>religious, racial, ability, and identity groups have been denied access to justice as established in the founding principles</p> <p>Examples of when women, indigenous, religious, racial, ability, and identity groups have been granted access to justice as established in the founding principles</p>	<p>elections in a representative government</p> <ul style="list-style-type: none"> ● Rule of law ● Equal justice under the law ● Private property rights ● Due process ● Individual rights as set forth in the Bill of Rights 	<p>Each pair of students critique the group's access to justice. The students assign a (+) to every piece of evidence that indicates the group had access to justice and a (-) to every piece of evidence that indicates they have not had access to justice. Students write a summary paragraph taking all the evidence into account critiquing the overall access to justice as established in the founding principles for the group.</p> <p>Students choose a Supreme Court case and write one paragraph that critiques the extent to which women, indigenous, religious, racial, ability, and identity groups had access to justice as established in the founding principles.</p>
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Unpacking the Economics Objectives

Standard CL.E.1 Understand the role of government in both federal and state economies

Overarching Concepts: Role, Government, Federal Economy, State Economy

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.E.1.1 Explain how the role federal and state governments play in economic decision-making impacts economic mobility, status, and quality of life of individuals living in America</p>	<p>Students must be able to demonstrate knowledge and understanding of how the decisions made by state and federal governments impact economic mobility, quality of life, and status.</p>	<p>Government decisions on regulations can play a critical role in the quality of life individuals and groups experience</p> <p>The monetary and fiscal policy decisions of a government may have positive or negative consequences that alter the status or quality of life for individuals and groups</p>	<p>Types of economic policies</p> <p>The role economic policies play in an economy</p> <p>The effect of state and/or federal government economic decisions on the economic mobility, status, and quality of life of individuals living in the United States</p>	<p>Agencies responsible for economic policy</p> <ul style="list-style-type: none"> ● Federal Reserve ● Department of Labor ● Congress ● Bureau of Labor Statistics ● Bureau of Economic Analysis ● Office of Budget and Management <p>Types of economic policies</p> <ul style="list-style-type: none"> ● Fiscal ● Monetary ● Supply-side ● Trade/tariff ● Labor market ● Taxes ● Subsidies & stimulus <p>Examples of application of economic policies</p> <ul style="list-style-type: none"> ● Consumption ● Investment ● Regulation of monopolies 	<p>Students are assigned a state or federal economic policy decision. Students take on the hypothetical role of an investigative journalist and write a newspaper article summarizing the policy decision, the factors and events that caused the policy decision to be created, the impact of the policy decision on the economic status, the impact of the policy decision on the ability to improve their economic status (usually measured in income), and the overall quality of life for at least two identified groups (of the student's choice) living in the United States.</p> <p>Students are given the choice of two decisions from which to create a flow chart: 1) the government's decision to lower interest rates and 2) a state's</p>

				<ul style="list-style-type: none"> • Expansionary and contractionary • Changes in government spending • Changes in taxes • Changes in the money supply • Changes in the interest rate • Changes in tariffs and trade relations <p>Impact of economic policies</p> <ul style="list-style-type: none"> • Inflation/deflation • High/Low Interest Rates • National debt • Increase/decrease in import prices • Increase/decrease in net exports (the measure of total national trade) 	<p>decision to increase sales taxes. The students' flowcharts should provide a logical flow depicting impacts on the quality of life for citizens, any change in economic status of citizens, and the impact on economic mobility of citizens.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.E.1.2 Summarize the role of the United States and North Carolina in the world economy</p>	<p>Students must be able to demonstrate the ability to create a summary or abstract of what is presented in any oral, written, or graphic stimulus about the roles of both the United</p>	<p>Economic interdependence between global, national, state, and local governments can lead to both cooperation and conflict within the global economy</p> <p>The economic activity of</p>	<p>The role North Carolina plays in the world economy</p> <p>The role the United States plays in the world economy</p>	<p>Roles in the world economy</p> <ul style="list-style-type: none"> • Imports • Exports • Trade negotiations • Economic stabilization • Economic growth • World Trade Organization 	<p>Students read about a prominent industry within North Carolina. Students chart its product, history, technological evolution, and impact on the North Carolina and United states economies. Students summarize the role North Carolina plays in the world</p>

	<p>States and North Carolina in the global economy.</p>	<p>a place or region can be encouraged or hindered by national and state laws and regulations</p> <p>The economic role of a nation or state may be determined by its natural resources, the marketplace, and the laws and regulations of both foreign and domestic governments</p>		<ul style="list-style-type: none"> ● International Monetary Fund <p>North Carolina in the world economy</p> <ul style="list-style-type: none"> ● Sweet potatoes ● Pork ● Tobacco ● Furniture ● Biotechnology ● Nanotechnology ● Aircraft ● Christmas trees ● Soy beans ● Textiles and apparel ● Manufacturing ● Banking <p>United States in the world economy</p> <ul style="list-style-type: none"> ● Manufacturing ● Services ● Technology design ● Stable currency ● Free trade agreements ● Government bonds ● Outsourcing ● Finance ● Research and development ● Pharmaceuticals ● Oil ● Aircraft ● Automotive parts 	<p>economy with a 250-character tweet.</p> <p>Students review data on the largest foreign imports and exports from North Carolina. Students write a headline summarizing the role North Carolina plays in the world economy.</p>
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Unpacking the Geography Objectives

Standard CL.G.1 Understand the role geography plays in civic participation, legislation, and public policy

Overarching Concepts: Geography, Civic Participation, Legislation, Public Policy

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.G.1.1 Explain how views on freedom and equality influence legislation and public policy on issues of immigration, migration, and the environment</p>	<p>Students must be able to demonstrate their knowledge and understanding of how the views people have about equality and freedom can be causes for the creation of laws and policies regarding immigration, migration, and environmental issues.</p>	<p>The people of a nation may agree on the philosophical principles of immigration, but disagree on the practical application of those principles</p> <p>Views on freedom and equality can influence laws and policies on migration and immigration</p> <p>Laws designed to expand or restrict the settlement or use of land may also restrict freedom and limit political, economic, and social equality</p>	<p>How views on freedom and equality have influenced the passing, repeal, or expansion of laws and policy regarding migration and immigration</p> <p>How views on freedom and equality have influenced the passing, repeal, or expansion of laws and policy regarding the environment</p>	<p>Views on freedom and equality</p> <ul style="list-style-type: none"> ● Landownership ● Land use ● Border security ● Safety ● Quotas ● Tribal sovereignty ● Discrimination <p>Legislation or policy examples</p> <ul style="list-style-type: none"> ● Homestead Act ● Border Security for America Act of 2017 ● Latinx Migration ● Indian Reservation System ● Immigration and Customs Enforcement ● Chinese Exclusion Act ● Immigration and Nationality Act ● Water crisis in Flint, MI ● Toxic Substances Control Act ● Residential 	<p>Students read primary source documents about the passing of the Border Security for America Act 2017. Students explain, in one paragraph, how views on freedom and equality influenced legislation on the Border Security for America Act 2017.</p> <p>Students read primary source documents prior to the passing of the Chinese Exclusion Act. Students explain with a flipgrid-like presentation how views on freedom and equality influenced legislation on the Chinese Exclusion Act.</p>

				Lead-Based Paint Hazard Reduction Act of 1992 <ul style="list-style-type: none"> • Clean Water Act • Safe Drinking Water Act • “Not in my backyard” (NIMBY) 	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
CL.G.1.2 Explain geopolitical and environmental factors which affect civic participation and voting in various regions of the United States	<p>Students must be able to demonstrate their knowledge and understanding of geopolitics and how it can be a catalyst for both civic participation and voting, making sure to address the geopolitics in multiple regions of the United States, including North Carolina.</p> <p>Students must be able to demonstrate their knowledge and understanding of how environmental issues in various regions of the United States influence civic participation and impact voting.</p>	<p>Geographic, economic, and demographic influences on politics may increase or decrease civic participation and voting</p> <p>Different geopolitical factors can impact the way a place handles voting within its national, regional, or state boundaries</p>	<p>The difference between political geography and geopolitics</p> <p>Examples of how geographic boundaries drawn on political maps impact voting and civic participation</p> <p>Examples of how environmental factors impact voting and civic participation</p>	<p>Voter disenfranchisement</p> <p>Gerrymandering</p> <p>Redistricting</p> <p>United States Census</p> <p>Population density</p> <p>Disease/pandemics/epidemics</p> <p>Location of polling stations</p> <p>Natural disasters</p> <p>Voter I.D. laws</p>	<p>Students craft a Public Service Announcement (PSA) explaining the reasons for and the effects of gerrymandering within the United States. Students share their ideas on ways to assure that eligible voters are not disenfranchised.</p> <p>The teacher gives students scenarios describing the locations of polling sites and election results in various communities. Students explain, in one paragraph, how the location of polling sites may have impacted how the voter cast their vote and the results of the election.</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.G.1.3 Exemplify how the United States interacts with international governments to navigate global environmental issues</p>	<p>Students must be able to use material presented to them to come up with new examples representing the various ways the United States works with foreign governments to address issues pertaining to the environment.</p>	<p>When nations collaborate to protect the environment, they can encourage collective actions for common solutions and help leverage resources to manage emerging environmental issues</p> <p>A nation's policy and funding decisions may affect environmental issues around the world</p> <p>A nation's commitment to work multilaterally with other nations to improve environmental issues across the globe is often supported by its foreign policy and funding decisions</p>	<p>The position of the United States on past and contemporary global environmental policy issues</p> <p>Ways in which the United States has interacted with other nations to address environmental issues in various places across the globe</p>	<p>Examples ways the United States interacts on global environment issues</p> <ul style="list-style-type: none"> ● Multilateral cooperation ● Bilateral cooperation ● Summits/ conferences ● Cooperative groups <p>Examples of global environmental issues</p> <ul style="list-style-type: none"> ● Marine pollution ● Water pollution & freshwater ● Overfishing ● Global warming ● Resource shortage ● Acid rain pollution ● Ozone depletion ● Land desertification ● Decrease of forest coverage ● Waste disposal ● Natural disasters ● Rising sea levels 	<p>In small groups, students review a current environmental treaty of which the United States is included. Students create an example of a new treaty regarding environmental issues and decide what 5-8 items would need to be included to have other countries sign onto their treaty.</p> <p>Students look at a list of international environmental agreements of the last century. After reviewing the agreements and the stance of the United States on each one of the agreements, students create an example of a new international agreement the United States would take part in.</p>

Unpacking the History Objectives

Standard CL.H.1 Understand how individual rights and the American system of government have evolved over time

Overarching Concepts: Individual Rights, System of Government, Evolution of Government Over Time

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.H.1.1 Explain how the tensions over power and authority led the founding fathers to develop a democratic republic</p>	<p>Students must be able to discuss the tensions that were experienced between the American colonists and the British government.</p> <p>Students must be able to demonstrate their knowledge and understanding of how the tensions between the American colonists and the British government became causes for the development of the new American nation.</p>	<p>Innovative ideas about government and the responsibility it has to the people may spark conflict and political revolution that may lead to the creation of a new government and political system</p> <p>Revolution is often caused by new ideas and can lead to the creation of systems</p> <p>Political revolution can be caused by development and spread of new ideas about power and authority</p>	<p>Colonial and British perspectives concerning power, authority, and representative government</p> <p>Reasons for colonial unrest and rebellion</p> <p>Examples of ways in which the American colonists responded to British colonial policies and authority</p>	<p>Colonial debt resulting from the French & Indian War</p> <p>Proclamation of 1763</p> <p>Salutary neglect</p> <p>Declaration of Independence</p> <p>The American Revolutionary War</p> <p>Challenges of Articles of Confederation</p> <p>Sherman Compromise/ Great Compromise</p> <p>Events & acts creating tension in Colonial America</p> <ul style="list-style-type: none"> ● Townshend Acts ● Stamp Act ● Sugar Act ● Navigation Acts ● Coercive Acts/Intolerable Acts ● Quartering Act ● Sons of Liberty ● Taxation without Representation ● Admiralty Courts 	<p>Students create a cause-and-effect chart presenting events which reflect the tensions between the colonists and their mother country Great Britain, from 1763 to 1776. The chart should include: 1) Explanations for why each event caused tensions between the colonists and Great Britain and 2) Explanations for how each event listed helped lead to the creation of the United States as a democratic republic. Students should include at least 10 of the following in their chart: Proclamation of 1763, Townshend Acts, Coercive Acts/Intolerable Acts, Salutary Neglect, Stamp Act, Sugar Act, Navigation Acts, Sons of Liberty, Boston Tea Party, Taxation without Representation, Admiralty Courts, Royal Governors v. Colonial Interests,</p>

				<ul style="list-style-type: none"> • Royal Governors v. Colonial Interests • British suspension of colonial laws until king approved • Parliament ignored the rights colonists had as British subjects • Boston Massacre 	<p>Boston Massacre, and the Declaration of Independence.</p> <p>Students read the Declaration of Independence. Students highlight 5-6 grievances that influenced tensions concerning ideas of power and authority. Students write a brief paragraph explaining how the tensions over power and authority led to the Declaration of Independence and influenced the creation of a democratic republic. Students use a Jigsaw activity to review events that created or promoted tensions between the colonists and the British authority in charge. Each Jigsaw group creates a graphic organizer listing 4-5 causes or incidents that helped lead to the creation of a democratic republic. The graphic must be sure to include explanations for each cause or incident listed.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.H.1.2 Compare competing narratives of the historical development of the United States and North Carolina in terms of how each depicts race, women, tribes, identity, ability, and religious groups</p>	<p>Students must be able to discuss similarities and differences between written, visual, and oral narratives, from contrasting sources, and the picture these narratives portray of the development of both the United States and North Carolina</p> <p>These contrasting sources need to include the voices of women, racial, tribal, religious, identity, and ability groups.</p>	<p>Informational and historical documents can present competing ideas about the contributions that various groups bring to the development of a nation or state</p> <p>Competing narratives concerning the contributions of various individuals and groups to the development of a nation or state are often constructed around a linear series of events</p>	<p>Differing perspectives on the development of the United States and North Carolina</p> <p>Different stories of how race, women, tribes, as well as identity, ability, and religious groups have been depicted in the development of both the United States and North Carolina</p> <p>Examples of how race is depicted through different perspectives in United States and North Carolina history</p> <p>Examples of how women are depicted through various perspectives in United States and North Carolina history</p> <p>Examples of how various tribes, identity ability, and religious groups are depicted through various perspectives in United States and North Carolina history</p>	<p>Teachers should select competing narratives concerning topics such as:</p> <ul style="list-style-type: none"> ● Boston Tea Party ● Edenton Tea Party ● American Revolutionary War ● 3/5 Compromise ● Slave Trade Compromise ● Suffrage ● Mormons ● Quakers ● Slavery ● Citizenship ● Enfranchisement ● Civil Rights Acts ● Immigration Quotas ● Relocation of American Indians ● Immigrant Labor ● The Reservation System ● Manifest Destiny ● Wilmington Coup ● Segregation ● Equal Rights Amendment ● American Indian Land Rights ● The “Capitol Crawl” 	<p>Students read several competing narratives about the involvement and contributions of groups or people during the American Revolutionary War. Students then use the information from the narratives to complete a chart comparing how the following four groups were depicted in the narratives: women, American Indians, African Americans, and Quakers. The chart should have the following column headings: 1) Column 1 - Four rows listing one of the four groups on each row; 2) Column 2 - Narrative A Information; 3) Column 3 - Narrative B Information; 4) Column 4 - Narrative C Information (Optional if Using 3 Narratives); and 5) Column 5 - Student’s comparison of what the narratives say about at least two of the four groups listed.</p> <p>Students read two narratives with differing</p>

					<p>perspectives about the Battle of Hayes Pond and its historical significance in the struggle against unlawful acts against groups living in North Carolina. Students complete a Venn Diagram comparing the two different perspectives of the battle, what led up to it, and its aftermath.</p> <p>Students read two narratives representing two different perspectives of Reconstruction within North Carolina in regards to freedmen. Students complete a Janus figure representing the two different perspectives of the historical narratives.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.H.1.3 Interpret historical and current perspectives on the evolution of individual rights in America over time, including women, tribal, racial, religious,</p>	<p>Students must be able to paraphrase historical and current perspectives on how the principle of individual rights has evolved in the United States, from colonial self-government to present-day, paying</p>	<p>People may view or interpret the facts of history subjectively which can create differing opinions</p> <p>People interpret history and contemporary events differently based on their lived experiences, culture,</p>	<p>Examples of various laws and practices that have limited individual rights</p> <p>Examples of laws and practices that have disenfranchised people in the United States</p> <p>Examples of various laws and practices that have</p>	<p>Laws and practices that have removed or limited individual rights</p> <ul style="list-style-type: none"> ● Grandfather Clause ● Poll taxes ● Literacy tests ● Slave codes ● Black codes ● Sundown towns ● Jim Crow laws ● Marriage laws 	<p>Teachers give students documents with information to read about the evolution of voting rights for women in the United States. Based on the information in the documents, students create a visual representing their interpretation of what</p>

<p>identity, and ability</p>	<p>specific attention to women, tribal, racial, religious, identity, and ability groups.</p> <p>Students must be able to study and address examples across time, in various geographic regions of the United States and at various levels of government.</p> <p>Students must be able to examine multiple perspectives presented in historical and current competing narratives as they work to master this objective.</p>	<p>and political lens</p> <p>Interpretations of the evolution of the rights of marginalized groups can lead to multiple and competing narratives of their treatment</p>	<p>granted or expanded the rights of marginalized or disenfranchised people</p> <p>How rights for women, tribal, racial, religious, identity, and ability groups have evolved over time</p>	<ul style="list-style-type: none"> ● Chinese Exclusion Act ● Redlining ● Executive Order 9066 ● Plessy v. Ferguson ● Dred Scott v. Sanford ● Gerrymandering ● 18th Amendment ● American Indian reservations <p>Laws and practices that have granted or expanded individual rights</p> <ul style="list-style-type: none"> ● Bill of Rights ● 13th, 14th, 15th Amendments ● 19th Amendment ● Voting Rights Act of 1965 ● Indian Civil Rights Act ● Obergefell v. Hodges ● Americans with Disabilities Act ● Title VII of Civil Rights Act of 1964 ● Title IX ● Older Americans Act 1965 ● Fair Housing Act ● FDR Executive Order 8802 ● Truman Executive Order 9981 ● Kennedy Executive Order 11118 ● LBJ Executive Order 11141 	<p>they read. The visual representation can be a drawing, painting, or graphic design. The visual may not include any writing– only pictures, images, and symbols.</p> <p>Students are assigned a speech that a state or national elected official has given about the rights of older Americans. After reading the speech, students take on the role of a person who is asked to give a rebuttal to the speech. In a 2-3 paragraph rebuttal the students will paraphrase the speech. The rebuttal must include the official's perspective on the evolution of the rights of older Americans.</p> <p>Students read three perspectives on the evolution of individual rights for either racial or tribal groups in the United States. One document should present a perspective prior to 1860, one should present a perspective between 1860-1945, and one should present a</p>
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				<ul style="list-style-type: none"> Religious Freedom Act of 1978 	<p>perspective between 1945-1975. Students give their interpretation of what they read in each document by putting the words they read into their creation of a 2-3 minute commercial.</p> <p>Students are assigned a text to read that highlights the evolution of individual rights of people with disabilities. After reading the text, students create a news report paraphrasing the information they read.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.H.1.4 Explain the impact of social movements and reform efforts on governmental change, both current and in the past</p>	<p>Students must be able to demonstrate their understanding of how changes enacted at various levels of government have resulted from the actions and demands of social movements and reform efforts that have occurred at various times in American history.</p>	<p>Individuals and groups may question and demand change from a government that becomes oppressive and fails to protect the people’s rights and freedoms</p> <p>A country’s founding principles and past experiences may influence the direction it takes when responding to demands for political and social reform</p>	<p>How social movements have impacted governmental change</p> <p>How reform efforts have impacted governmental change</p>	<p>Social movements/reform efforts</p> <ul style="list-style-type: none"> Temperance Movements/Reform Abolition Movement Labor Movements/Reform Mental Health Movements/Reform Immigration Reform Elder Rights Movement American Indian Movement Asian American Movement Farm Workers 	<p>Students create a poster explaining the impact of the Americans with Disabilities Act (ADA) reform efforts for people with disabilities in the United States. The poster must identify the following: 1) A problem/(s) prior to the passing of the ADA; 2) Any information important to the reform efforts used to inform and address the problem/(s); 3) What the ADA legally requires; and</p>

				<ul style="list-style-type: none"> • Movements/Reform • Civil Rights Movements/Reform • LGBTQ Movement • Equal Rights Amendment Movement <p>Impacts of reform efforts</p> <ul style="list-style-type: none"> • Farm Workers Alliance • Patient rights <ul style="list-style-type: none"> ○ Affordable Care Act ○ The Health Insurance Portability and Accountability Act of 1996 • Criminal rights <ul style="list-style-type: none"> ○ Miranda v. Arizona ○ Gideon v. Wainwright • Prohibition • Americans With Disabilities Act • Marriage Laws • DACA/Dreamers • Indian Citizenship Act • Civil Rights Acts • Voting Rights Act • Indian Civil Rights Act 	<p>4) A clear depiction of the impact the reform efforts have had on governmental change as a result of the ADA.</p> <p>Students create a Public Service Announcement (PSA) highlighting the factors that led to the creation of the Affordable Health Care Act. The PSA should be sure to share how the Affordable Health Care Act impacted governmental change.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.H.1.5 Explain how the experiences and achievements of minorities and marginalized peoples have contributed to the protection of individual rights and “equality and justice for all” over time</p>	<p>Students must be able to demonstrate knowledge and understanding of how the lived experiences and achievements of minority groups and marginalized people have influenced the protection of individual rights, equality, and justice, at various times throughout American history.</p>	<p>The experiences of some people can help bring about achievements that establish changes in the protection of rights for all people</p> <p>The fight to end the negative lived experiences of some may lead to political and social achievements that benefit a greater number of people in a society</p> <p>The struggle for freedom and equality by marginalized groups can lead to the legislative and judicial achievements that benefit others and may serve as historical examples for others who seek recognition of their rights, equality, and justice</p>	<p>How the experiences or achievements of marginalized people have contributed to the protection of rights, equality, and justice in the United States and North Carolina</p> <p>Examples of actions taken by minority leaders and marginalized groups that have helped protect individual rights in both the United States and North Carolina</p>	<p>Experiences/achievements</p> <ul style="list-style-type: none"> ● A. Phillip Randolph ● Rosa Parks ● James Meredith ● Adam Clayton Powell, Jr. ● Martin Luther King, Jr. ● Greensboro Four ● John Lewis ● Elizabeth Cady Stanton ● Susan B. Anthony ● Dolores Huerta ● Cesar Chavez ● Frederick Douglass ● Lucretia Mott ● Harvey Milk ● Jennifer Keelan-Chaffins <p>Contributions to individual rights, equality, & justice</p> <ul style="list-style-type: none"> ● The Equal Rights Amendment ● Indian Citizenship Act of 1924 (Snyder Act) ● The Indian Civil Rights Act ● Religious Freedom Act of 1978 ● Executive Order 12898 ● Civil Rights Act of 1965 ● Voting Rights Act of 1965 ● 19th Amendment ● 26th Amendment ● Title VII of the Civil 	<p>After learning about various women who contributed to voting rights, students create a historical marker that highlights the experiences of women who have demanded voting rights for all women. The historical marker should explain the impact these women had on equality for women over time. Finally, students write a short statement detailing where their historical marker will be placed and why that location is significant to the contributions detailed on the marker.</p> <p>After learning about various achievements of minorities, students choose the achievements of a minority or person from a marginalized group and create a 5-15 page children’s book about the experiences and achievements they had and the impact they have left on equality and justice over time in the United States. The class may choose to give the book to</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>CL.H.1.6 Exemplify ways individuals have demonstrated resistance and resilience to inequities, injustice, and discrimination within the American system of government over time</p>	<p>Students must be able to use material presented to them to come up with appropriate examples of how people have been able to resist and endure inequities, injustice, and discrimination within the American system of government.</p>	<p>The various behaviors and tools people use as strategies of resistance and resilience to oppressive circumstances can alter discriminatory practices that may exist within a nation’s systems of government</p> <p>The ability to recognize and resist discriminatory behaviors and practices and positively adapt within the context of adversity can equip individuals to overcome the negative impact of the inequities and injustices that may exist in a society</p> <p>As individuals learn to successfully deal with challenges that result from inequities, injustices, and</p>	<p>Examples of ways individuals have resisted inequities, injustice, and discrimination</p> <p>Examples of ways people have been able to recover from difficulties and challenges that have been the result of discrimination, injustice, and inequities</p>	<p>Rights Act of 1964</p> <p>Examples of resistance</p> <ul style="list-style-type: none"> ● Civil disobedience ● Rallies/marches ● Strikes ● Walkouts ● Sit-ins ● Boycotts ● Voter registration drives & voting ● Communicating with local, state, and United States elected officials ● Petitions ● Letter writing & social media campaigns <p>Examples of resilience</p> <ul style="list-style-type: none"> ● Responses to 9/11 attacks ● Japanese American responses to Executive Order 9066 ● American Indian responses to Battle of Hayes Pond ● Responses to natural disasters ● Surviving the Great Depression ● American Indian ability to maintain identity and culture 	<p>classes in local elementary schools.</p> <p>The teacher gives students three hypothetical scenarios describing a situation involving an inequity, an injustice, and some type of discrimination. Based on the information in each scenario, students come up with their own examples of resistance for each situation. Students explain why their examples of resistance would be effective.</p> <p>Students are given a chart with the following historical events that occurred in North Carolina: 1) Durham resident Doris Lyon refuses to move to a seat in the back of a city bus 1943; 2) Adkin High School Walkout 1951; 3) Holy Week Fast, March 1964; and 4) UNC Cafeteria Workers Strike 1969. Students propose new examples of resistance different from</p>

		discrimination they may be able to overcome the negative consequences of the political, economic, and social disparities of marginalization and oppression		despite efforts of assimilation <ul style="list-style-type: none"> • Holocaust survivors • African American response to Tulsa Race Massacre 	those described about each event.
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