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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>CL.C&amp;G.3.3</b> 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"> <li>• 14th Amendment</li> <li>• Deferred Action for Childhood Arrivals</li> <li>• Chinese Exclusion Act</li> <li>• Immigration quotas</li> <li>• Cuban Adjustment Act 1966</li> <li>• “Wet Foot, Dry Foot” Policy</li> <li>• “Melting Pot Theory”</li> <li>• Undocumented immigrants</li> <li>• Immigration and Customs Enforcement</li> <li>• United States Citizenship Test (various versions throughout American history)</li> </ul>	<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><b>CL.C&amp;G.3.4</b> 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"> <li>● Oligarchy</li> <li>● Constitutional democracy</li> <li>● Direct democracy</li> <li>● Representative democracy</li> <li>● Monarchy</li> <li>● Authoritarianism</li> <li>● Theocracy</li> <li>● Republicanism</li> <li>● Socialism</li> <li>● Socialist democracy</li> <li>● Communism</li> </ul> <p>Characteristics of Citizenship</p> <ul style="list-style-type: none"> <li>● Natural born citizens</li> <li>● Various types of visas</li> <li>● Process of naturalization</li> <li>● Responsibilities of citizens</li> <li>● Duties of citizens</li> <li>● Privileges of citizens</li> <li>● Green Card</li> </ul>	<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			
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>CL.C&amp;G.3.5</b> 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"> <li>• Democrat- Republican Party</li> <li>• Federalist Party</li> <li>• Whig Party</li> <li>• Democrat Party</li> <li>• Republican Party</li> </ul> <p>Characteristics of a two-party system</p> <ul style="list-style-type: none"> <li>• Limited choices</li> <li>• Power passes back and forth</li> <li>• Absence of proportional representation</li> <li>• Prevents fringe parties gaining power</li> </ul>	<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><b>CL.C&amp;G.3.6</b> 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"> <li>• Peter Zenger Case</li> </ul> <p>Examples of media's role</p> <ul style="list-style-type: none"> <li>• Watchdog</li> <li>• Investigation</li> </ul> <p>Examples of responsibilities of the media</p> <ul style="list-style-type: none"> <li>• Keep public informed</li> <li>• Report fact-based, unbiased information</li> <li>• Keep executive branch officials attuned to the public's major concerns</li> <li>• Enables government officials to convey messages to the general public</li> </ul> <p>Government-media relationship</p> <ul style="list-style-type: none"> <li>• Federal Communications Commission</li> <li>• Federal Trade Commission</li> <li>• Freedom of Information Act</li> <li>• The Privacy Act of 1974/Code of Fair Information Practice</li> <li>• Federal</li> </ul>	<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>



				Communications Commission Regulations <ul style="list-style-type: none"> <li>• Equal Time Rule</li> </ul>	media's responsibility to keep the American public informed.  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.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>CL.C&amp;G.3.7</b> Assess the effectiveness of the election process at the national, state, and local levels	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.	Elected leaders are expected to represent the interests of the electorate  Elections allow citizens to determine who makes decisions at different levels of government and can contribute to greater civic participation and effective advocacy	How the electoral college process works  How state and federal legislation has impacted the election process in the United States and state and local elections  How voting processes and practices impact federal, state, and local elections	Caucuses  Primaries  Electoral College  Party conventions  State Board of Elections  Local Board of Elections  Midterm elections  General elections	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.  After having received instruction on North

		<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><b>CL.C&amp;G.4.1</b> 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"> <li>• Original</li> <li>• Appellate</li> <li>• Exclusive</li> </ul> <p>Federal court system</p> <ul style="list-style-type: none"> <li>• District (trial) courts</li> <li>• Circuit courts</li> <li>• Supreme Court</li> </ul> <p>Federal court jurisdictions</p> <ul style="list-style-type: none"> <li>• Original</li> <li>• Appellate</li> <li>• Diversity</li> </ul> <p>North Carolina court system</p> <ul style="list-style-type: none"> <li>• State Supreme Court</li> <li>• The Appellate Courts</li> <li>• Superior Court</li> <li>• District Courts</li> </ul> <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"> <li>• Trial jurisdiction (civil, criminal, juvenile)</li> <li>• Appellate jurisdiction (Court of Appeals, State Supreme Court)</li> </ul>	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
<b>CL.C&amp;G.4.2</b> 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"> <li>• Original</li> </ul>	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

<p>of each</p>	<p>able to determine the distinctions between the function of state courts and federal courts.</p> <p>Students must be able to demonstrate knowledge and understanding of what is meant by the phrase “adversarial nature of the courts.”</p>	<p>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</p>	<p>and civil courts</p> <p>The difference between an inquisitorial system and an adversarial system</p>	<ul style="list-style-type: none"> <li>● Appellate</li> <li>● Exclusive</li> </ul> <p>Adversarial nature of the court system</p> <ul style="list-style-type: none"> <li>● Civil cases</li> <li>● Criminal cases</li> <li>● Jury</li> <li>● Grand jury</li> <li>● Plaintiff</li> <li>● Prosecution</li> <li>● Defense</li> <li>● Jury trial</li> <li>● Bench trial</li> <li>● Judge</li> <li>● Mediation/ arbitration</li> <li>● Rules of evidence</li> <li>● Magistrates</li> <li>● Witnesses</li> </ul> <p>Federal court system</p> <ul style="list-style-type: none"> <li>● District (trial) courts</li> <li>● Circuit courts</li> <li>● Supreme Court</li> </ul> <p>North Carolina court system</p> <ul style="list-style-type: none"> <li>● State Supreme Court</li> <li>● The Appellate Courts</li> <li>● Superior Court</li> <li>● District Courts</li> </ul>	<p>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.</p> <p>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.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>CL.C&amp;G.4.3</b> Exemplify how the constitutions of the United States and North Carolina have</p>	<p>Students must be able to use material presented to them to come up with new examples of</p>	<p>The distribution of both federal and state power, according to the constitutions of</p>	<p>Examples of different interpretations of the North Carolina Constitution</p>	<p>United States Constitution North Carolina Constitutions Examples of interpretations</p>	<p>The teacher gives students a historical or contemporary case presented in North Carolina courts. Students review the</p>

<p>been interpreted and applied since ratification</p>	<p>interpretations of both the United States and North Carolina Constitutions.</p>	<p>each, has been interpreted differently over time</p> <p>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</p>	<p>Examples of different interpretations of the United States Constitution</p> <p>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</p>	<p>of the United States Constitution</p> <ul style="list-style-type: none"> <li>• Judicial review</li> <li>• Judicial restraint</li> <li>• Judicial activism</li> <li>• Founder's intent</li> <li>• Strict constructionism</li> <li>• Loose constructionism</li> <li>• Jurisprudence</li> <li>• Statutory interpretation</li> </ul> <p>Example issues presented for interpretation in North Carolina courts</p> <ul style="list-style-type: none"> <li>• First amendment rights</li> <li>• Second amendment rights</li> <li>• Eugenics</li> <li>• Capital punishment</li> <li>• Desegregation</li> <li>• Equity in education</li> <li>• Voting</li> <li>• Immigration</li> </ul>	<p>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.</p> <p>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.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>CL.C&amp;G.4.4</b> Assess how effective the American system of government has been in ensuring freedom, equality, and justice for all</p>	<p>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</p>	<p>Some individuals and groups of a nation may not experience the same access to freedom, equality, and justice as others</p>	<p>Examples of how the American government has granted freedom, equality, and justice</p> <p>Examples of how the American government has denied freedom, equality, and justice</p>	<p>Court decisions related to freedom, equality, and justice</p> <ul style="list-style-type: none"> <li>• Brown v. Board of Education</li> <li>• Plessy v. Ferguson</li> <li>• Mapp v. Ohio</li> <li>• Gideon v. Wainwright</li> <li>• Obergefell v. Hodges</li> </ul>	<p>The teacher posts the following John F. Kennedy quote: "This nation, for all its hopes and all its boasts, will not be fully free until all its citizens are free." Students pick an amendment, Supreme Court Case, law, piece of</p>

	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"> <li>• Loving v. Virginia</li> <li>• Tinker v Des Moines</li> <li>• Dred Scott v. Sandford</li> <li>• Griggs v. Duke Power Co.</li> <li>• Swann v. Mecklenburg</li> <li>• Legislation and government practice related to freedom, equality, and justice</li> </ul> <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>
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>CL.C&amp;G.4.5</b> 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"> <li>• Equality</li> <li>• Fairness</li> <li>• Equity</li> </ul>	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"> <li>● Evidence</li> </ul> <p>Individual rights</p> <ul style="list-style-type: none"> <li>● Freedom of speech</li> <li>● Freedom of religion</li> <li>● Freedom of the press</li> <li>● Right to assemble</li> <li>● Right to petition</li> <li>● Right to bear arms</li> <li>● Right to a fair trial</li> <li>● Right to counsel</li> <li>● Right to speedy trial</li> <li>● Rights against illegal search and seizure</li> <li>● Rights against excessive bail and fines</li> <li>● Rights against cruel and unusual punishment</li> </ul>	<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><b>CL.C&amp;G.4.6</b> 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"> <li>● The creator-endowed inalienable rights of the people</li> <li>● Frequent and free</li> </ul>	<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"> <li>• Rule of law</li> <li>• Equal justice under the law</li> <li>• Private property rights</li> <li>• Due process</li> <li>• Individual rights as set forth in the Bill of Rights</li> </ul>	<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><b>CL.E.1.1</b> 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"> <li>● Federal Reserve</li> <li>● Department of Labor</li> <li>● Congress</li> <li>● Bureau of Labor Statistics</li> <li>● Bureau of Economic Analysis</li> <li>● Office of Budget and Management</li> </ul> <p>Types of economic policies</p> <ul style="list-style-type: none"> <li>● Fiscal</li> <li>● Monetary</li> <li>● Supply-side</li> <li>● Trade/tariff</li> <li>● Labor market</li> <li>● Taxes</li> <li>● Subsidies &amp; stimulus</li> </ul> <p>Examples of application of economic policies</p> <ul style="list-style-type: none"> <li>● Consumption</li> <li>● Investment</li> <li>● Regulation of monopolies</li> </ul>	<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"> <li>• Expansionary and contractionary</li> <li>• Changes in government spending</li> <li>• Changes in taxes</li> <li>• Changes in the money supply</li> <li>• Changes in the interest rate</li> <li>• Changes in tariffs and trade relations</li> </ul> <p>Impact of economic policies</p> <ul style="list-style-type: none"> <li>• Inflation/deflation</li> <li>• High/Low Interest Rates</li> <li>• National debt</li> <li>• Increase/decrease in import prices</li> <li>• Increase/decrease in net exports (the measure of total national trade)</li> </ul>	<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>
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<p><b>CL.E.1.2</b> 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"> <li>• Imports</li> <li>• Exports</li> <li>• Trade negotiations</li> <li>• Economic stabilization</li> <li>• Economic growth</li> <li>• World Trade Organization</li> </ul>	<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"> <li>● International Monetary Fund</li> </ul> <p>North Carolina in the world economy</p> <ul style="list-style-type: none"> <li>● Sweet potatoes</li> <li>● Pork</li> <li>● Tobacco</li> <li>● Furniture</li> <li>● Biotechnology</li> <li>● Nanotechnology</li> <li>● Aircraft</li> <li>● Christmas trees</li> <li>● Soy beans</li> <li>● Textiles and apparel</li> <li>● Manufacturing</li> <li>● Banking</li> </ul> <p>United States in the world economy</p> <ul style="list-style-type: none"> <li>● Manufacturing</li> <li>● Services</li> <li>● Technology design</li> <li>● Stable currency</li> <li>● Free trade agreements</li> <li>● Government bonds</li> <li>● Outsourcing</li> <li>● Finance</li> <li>● Research and development</li> <li>● Pharmaceuticals</li> <li>● Oil</li> <li>● Aircraft</li> <li>● Automotive parts</li> </ul>	<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><b>CL.G.1.1</b> 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"> <li>● Landownership</li> <li>● Land use</li> <li>● Border security</li> <li>● Safety</li> <li>● Quotas</li> <li>● Tribal sovereignty</li> <li>● Discrimination</li> </ul> <p>Legislation or policy examples</p> <ul style="list-style-type: none"> <li>● Homestead Act</li> <li>● Border Security for America Act of 2017</li> <li>● Latinx Migration</li> <li>● Indian Reservation System</li> <li>● Immigration and Customs Enforcement</li> <li>● Chinese Exclusion Act</li> <li>● Immigration and Nationality Act</li> <li>● Water crisis in Flint, MI</li> <li>● Toxic Substances Control Act</li> <li>● Residential</li> </ul>	<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"> <li>• Clean Water Act</li> <li>• Safe Drinking Water Act</li> <li>• "Not in my backyard" (NIMBY)</li> </ul>	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>CL.G.1.2</b> 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><b>CL.G.1.3</b> 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"> <li>● Multilateral cooperation</li> <li>● Bilateral cooperation</li> <li>● Summits/ conferences</li> <li>● Cooperative groups</li> </ul> <p>Examples of global environmental issues</p> <ul style="list-style-type: none"> <li>● Marine pollution</li> <li>● Water pollution &amp; freshwater</li> <li>● Overfishing</li> <li>● Global warming</li> <li>● Resource shortage</li> <li>● Acid rain pollution</li> <li>● Ozone depletion</li> <li>● Land desertification</li> <li>● Decrease of forest coverage</li> <li>● Waste disposal</li> <li>● Natural disasters</li> <li>● Rising sea levels</li> </ul>	<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><b>CL.H.1.1</b> 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 &amp; 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 &amp; acts creating tension in Colonial America</p> <ul style="list-style-type: none"> <li>● Townshend Acts</li> <li>● Stamp Act</li> <li>● Sugar Act</li> <li>● Navigation Acts</li> <li>● Coercive Acts/Intolerable Acts</li> <li>● Quartering Act</li> <li>● Sons of Liberty</li> <li>● Taxation without Representation</li> <li>● Admiralty Courts</li> </ul>	<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"> <li>• Royal Governors v. Colonial Interests</li> <li>• British suspension of colonial laws until king approved</li> <li>• Parliament ignored the rights colonists had as British subjects</li> <li>• Boston Massacre</li> </ul>	<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><b>CL.H.1.2</b> 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"> <li>● Boston Tea Party</li> <li>● Edenton Tea Party</li> <li>● American Revolutionary War</li> <li>● 3/5 Compromise</li> <li>● Slave Trade Compromise</li> <li>● Suffrage</li> <li>● Mormons</li> <li>● Quakers</li> <li>● Slavery</li> <li>● Citizenship</li> <li>● Enfranchisement</li> <li>● Civil Rights Acts</li> <li>● Immigration Quotas</li> <li>● Relocation of American Indians</li> <li>● Immigrant Labor</li> <li>● The Reservation System</li> <li>● Manifest Destiny</li> <li>● Wilmington Coup</li> <li>● Segregation</li> <li>● Equal Rights Amendment</li> <li>● American Indian Land Rights</li> <li>● The “Capitol Crawl”</li> </ul>	<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>
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<p><b>CL.H.1.3</b> 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"> <li>● Grandfather Clause</li> <li>● Poll taxes</li> <li>● Literacy tests</li> <li>● Slave codes</li> <li>● Black codes</li> <li>● Sundown towns</li> <li>● Jim Crow laws</li> <li>● Marriage laws</li> </ul>	<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"> <li>● Chinese Exclusion Act</li> <li>● Redlining</li> <li>● Executive Order 9066</li> <li>● Plessy v. Ferguson</li> <li>● Dred Scott v. Sanford</li> <li>● Gerrymandering</li> <li>● 18th Amendment</li> <li>● American Indian reservations</li> </ul> <p>Laws and practices that have granted or expanded individual rights</p> <ul style="list-style-type: none"> <li>● Bill of Rights</li> <li>● 13th, 14th, 15th Amendments</li> <li>● 19th Amendment</li> <li>● Voting Rights Act of 1965</li> <li>● Indian Civil Rights Act</li> <li>● Obergefell v. Hodges</li> <li>● Americans with Disabilities Act</li> <li>● Title VII of Civil Rights Act of 1964</li> <li>● Title IX</li> <li>● Older Americans Act 1965</li> <li>● Fair Housing Act</li> <li>● FDR Executive Order 8802</li> <li>● Truman Executive Order 9981</li> <li>● Kennedy Executive Order 11118</li> <li>● LBJ Executive Order 11141</li> </ul>	<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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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>CL.H.1.4</b> 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"> <li>Temperance Movements/Reform</li> <li>Abolition Movement</li> <li>Labor Movements/Reform</li> <li>Mental Health Movements/Reform</li> <li>Immigration Reform</li> <li>Elder Rights Movement</li> <li>American Indian Movement</li> <li>Asian American Movement</li> <li>Farm Workers</li> </ul>	<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>

				<p>Movements/Reform</p> <ul style="list-style-type: none"> <li>● Civil Rights Movements/Reform</li> <li>● LGBTQ Movement</li> <li>● Equal Rights Amendment Movement</li> </ul> <p>Impacts of reform efforts</p> <ul style="list-style-type: none"> <li>● Farm Workers Alliance</li> <li>● Patient rights <ul style="list-style-type: none"> <li>○ Affordable Care Act</li> <li>○ The Health Insurance Portability and Accountability Act of 1996</li> </ul> </li> <li>● Criminal rights <ul style="list-style-type: none"> <li>○ Miranda v. Arizona</li> <li>○ Gideon v. Wainwright</li> </ul> </li> <li>● Prohibition</li> <li>● Americans With Disabilities Act</li> <li>● Marriage Laws</li> <li>● DACA/Dreamers</li> <li>● Indian Citizenship Act</li> <li>● Civil Rights Acts</li> <li>● Voting Rights Act</li> <li>● Indian Civil Rights Act</li> </ul>	<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><b>CL.H.1.5</b> 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"> <li>● A. Phillip Randolph</li> <li>● Rosa Parks</li> <li>● James Meredith</li> <li>● Adam Clayton Powell, Jr.</li> <li>● Martin Luther King, Jr.</li> <li>● Greensboro Four</li> <li>● John Lewis</li> <li>● Elizabeth Cady Stanton</li> <li>● Susan B. Anthony</li> <li>● Dolores Huerta</li> <li>● Cesar Chavez</li> <li>● Frederick Douglass</li> <li>● Lucretia Mott</li> <li>● Harvey Milk</li> <li>● Jennifer Keelan-Chaffins</li> </ul> <p>Contributions to individual rights, equality, &amp; justice</p> <ul style="list-style-type: none"> <li>● The Equal Rights Amendment</li> <li>● Indian Citizenship Act of 1924 (Snyder Act)</li> <li>● The Indian Civil Rights Act</li> <li>● Religious Freedom Act of 1978</li> <li>● Executive Order 12898</li> <li>● Civil Rights Act of 1965</li> <li>● Voting Rights Act of 1965</li> <li>● 19th Amendment</li> <li>● 26th Amendment</li> <li>● Title VII of the Civil</li> </ul>	<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><b>CL.H.1.6</b> 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"> <li>● Civil disobedience</li> <li>● Rallies/marches</li> <li>● Strikes</li> <li>● Walkouts</li> <li>● Sit-ins</li> <li>● Boycotts</li> <li>● Voter registration drives &amp; voting</li> <li>● Communicating with local, state, and United States elected officials</li> <li>● Petitions</li> <li>● Letter writing &amp; social media campaigns</li> </ul> <p>Examples of resilience</p> <ul style="list-style-type: none"> <li>● Responses to 9/11 attacks</li> <li>● Japanese American responses to Executive Order 9066</li> <li>● American Indian responses to Battle of Hayes Pond</li> <li>● Responses to natural disasters</li> <li>● Surviving the Great Depression</li> <li>● American Indian ability to maintain identity and culture</li> </ul>	<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"><li>• Holocaust survivors</li><li>• African American response to Tulsa Race Massacre</li></ul>	those described about each event.
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