

**ISD Social Studies Scope and Sequence**  
*Spring 2005*

**Unit Name:** The United States Constitution

**Grade / Big Idea:** 8<sup>th</sup> Grade / Big Idea # 1 America Developed Systems

**Time Frame:** 4-5 weeks

**Standards/Desired Results**

**State Standards (Benchmarks from Framework)**

- C1.1.2a Describe the origins and creation of foundational documents such as the Declaration of Independence
- C1.1.2b Explain specific rights guaranteed by the Constitution and how these rights are related to responsibilities
- C1.2.2a Explain key democratic ideals of the U.S. government and discuss their application in specific situations
- C1.2.2b Describe efforts to reduce differences between democratic ideals and realities
- C1.3.2a Explain how U.S. citizens govern through representative government and empower representatives to make, interpret, and enforce laws to carry out public policy
- C1.3.2b Explain how the U.S. government includes concepts of both a democracy and a republic
- C2.1.2a Describe how the state and federal government derives its power from the consent of the governed through voting and constituent meetings
- C2.1.2b Describe the structure of state and federal government, including the legislative, executive, and judicial branches; federal, state, and local levels, and political parties
- C2.2.2 Distinguish among making, enforcing, and interpreting laws
- C2.3.2a Describe the purposes of government and how its powers are acquired, used, and justified
- C2.3.2b Describe a variety of forms of government
- C2.3.2c Explain how various forms of government have differing effects on the lives of people
- C4.1.2a Explain how responsibility to the common good might conflict with the exercise of individual rights
- C4.1.2b Examine why democracy requires government to protect the rights of citizens and to promote the common good
- C4.2.2a Participate in civic discussions with the aim of solving current problems
- C4.2.2b Discuss how voting in a representative democracy is a privilege and a responsibility
- C4.3.2a Analyze the influence of various interest groups and individuals on the development of public policy and decision-making
- C4.3.2b Describe the relationship between civic responsibility and public service
  
- S 1.1.2d Recognize relevant facts and ideas in social studies documents; evaluate bias of sources/authors; classify information as fact/opinion
- S 1.1.2e Take notes, paraphrase, summarize major concepts
- S 3.1.3f Reconstruct and express others' points of view of civics
- S 3.1.3d Analyze and evaluate the impact of ideas, events, and/or people on groups, and/or subsequent events
- S 3.1.3c Compare advantages and disadvantages of different types of government; predict probable consequences, provide evidence to justify best solution

### **Main Understandings:**

- How does the Constitution embody a collection of thoughts on government?
- What characteristics of the United States government have made it enduring?
- How does the structure of the federal government demonstrate balances of power?
- What are the rights and responsibilities of a United States citizen?

### **Essential Questions:**

- Who should rule and why should others follow?
- How do people establish and maintain order as society changes?
- What can be done to make sure government is fairly organized?
- Why should anyone care about government?

### **Key Concepts and Vocabulary (students will know...)**

- Vocabulary – delegated power, reserved powers, concurrent powers, elastic clause, republic, apportionment, impeachment, veto, executive powers, pardon, cabinet, petition, search warrant, due process, indict, double jeopardy, eminent domain, naturalization, deport, draft, political action committees, amendment
- Key concepts – separation of powers, checks and balances, foundational documents, enlightenment thinkers, representative government, types of government, electoral college, voting process, politics

### **Key Skills (students will be able to do...)**

- Students will be able explain how the framers of the Constitution tried to balance state and federal powers.
- Students will list the three branches of government and describe the requirements for membership in each branch.
- Students will explain how power is divided between the three branches of government.
- Students will list and explain the significance and importance of the Bill of Rights.
- Students will describe how a person can become a U.S. citizen.
- Students will be able to explain the responsibilities of citizenship.

## **Assessments/Evidence of Learning**

### **State Evidences of Learning for the Above Standards**

- Trace the ideas, principles, and government structures the U.S. democracy borrowed from other times and cultures
- Identify the factors that led to the creation of the Declaration of Independence and its guiding principles
- Discuss the purpose of government and the sources of governmental power according to the Declaration of Independence and the Constitution
- Compare and contrast the differing viewpoints of the Federalists and Anti-Federalists and the resulting compromises
- Describe the major issues at the Constitutional Convention and the resulting compromises
- Describe the organization, leadership, and powers of the legislative, executive, and judicial branches of government on the national, state, tribal and local levels
- Explain how the U.S. government is both a republic and a democracy