

| <u>We The People</u> Level III Lesson | N.H. Frameworks Standard | N.H. Frameworks Proficiency |
|---|--|--|
| 1. What did the Founders think about Constitutional government? | SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government in the United States. | SS:CV:12:1.4: Explain how in the United States legitimate authority derives from custom, law and consent of the governed |
| 2. What ideas about civic life informed the Founding generation? | <p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government in the United States.</p> <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p> | <p>SS:CV:12:1.4: Explain how in the United States legitimate authority derives from custom, law and consent of the governed.</p> <p>SS:CV:12:2.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution.</p> |
| 3. What historical developments influenced modern ideas of individual rights? | | |
| 4. What were the British origins of American constitutionalism? | SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation. | SS:HI:12:1.3: Analyze the roots and application of the federal system of government by examining key documents and events. |

| <u>We The People</u> Level III Lesson | N.H. Frameworks Standard | N.H. Frameworks Proficiency |
|---|--|--|
| 5. What basic ideas about rights and constitutional government did colonial Americans hold? | SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation. | SS:HI:12:1.3: Analyze the roots and application of the federal system of government by examining key documents and events. |
| 6. Why did American colonists want to free themselves from Great Britain? | SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance. | SS:WH:12:1.1: Describe the development of different political systems. |
| 7. What basic ideas about government and rights did the state constitutions include? | | |
| 8. What were the Articles of Confederation and why did some Founders want to change them? | SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches. | SS:CV:12:2.2: Analyze the evolution of the United States Constitution as a living document. |
| 9. How was the Philadelphia Convention organized? | | |

| <u>We The People</u> Level III Lesson | N.H. Frameworks Standard | N.H. Frameworks Proficiency |
|---|---|--|
| 10. Why was representation a major issue at the Philadelphia Convention? | SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches. | SS:CV:12:2.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution. |
| 11. What questions did the Framers consider in designing the three branches of the national government? | SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches. | SS:CV:12:2.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution. |
| 12. How did the delegates distribute powers between the national and state governments? | SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government in the United States. SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation. | SS:CV:12:1.1: Identify the structures and functions of government at various levels. SS:HI:12:1.3: Analyze the roots and application of the federal system of government by examining key documents and events. |

| <u>We The People</u> Level III Lesson | N.H. Frameworks Standard | N.H. Frameworks Proficiency |
|--|---|---|
| 13. What was the Anti-Federalist position in the debate about ratification? | | |
| 14. What was the Federalist position in the debate about ratification? | | |
| 15. How have amendments and judicial review changed the Constitution? | SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches. | SS:CV:12:2.2: Analyze the evolution of the United States Constitution as a living document. SS:CV:12:2.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems. |
| 16. What is the role of political parties in the Constitutional system? | SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation. | SS:HI:12:1.1: Account for the rise and fall of political parties and movements and their impact. |
| 17. How did the Civil War test and transform the American Constitutional system? | SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation. | SS:HI:12:1.4: Examine the impact of sectionalism on national crises and the United States government policies. |

| <u>We The People</u> Level III Lesson | N.H. Frameworks Standard | N.H. Frameworks Proficiency |
|---|---|--|
| 18. How has the Due Process Clause of the Fourteenth Amendment changed the Constitution? | SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches. | SS:CV:12:2.2: Analyze the evolution of the United States Constitution as a living document. SS:CV:12:2.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems. SS:CV:12:2.4: Evaluate how individual rights have been extended in the United States. |
| 19. How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution? | SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches. | SS:CV:12:2.2: Analyze the evolution of the United States Constitution as a living document. SS:CV:12:2.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems. SS:CV:12:2.4: Evaluate how individual rights have been extended in the United States. |
| 20. How has the right to vote been expanded since the adoption of the Constitution? | SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement. | SS:CV:12:4.1: Demonstrate responsible practices within the political process. SS:CV:12:4.3: Explain why preservation of liberty requires the participation of knowledgeable and engaged citizens. |

| <u>We The People</u> Level III Lesson | N.H. Frameworks Standard | N.H. Frameworks Proficiency |
|--|--|--|
| 21. What is the role of Congress in American Constitutional democracy? | <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p> | <p>SS:CV:12:2.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution.</p> |
| 22. How does Congress perform its functions in the American Constitutional system? | <p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government in the United States.</p> <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p> | <p>SS:CV:12:1.1: Identify the structures and functions of government at various levels.</p> <p>SS:CV:12:1.2: Examine how institutions and individuals make, apply, and enforce rules and laws.</p> <p>SS:CV:12:2.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution.</p> |

| <u>We The People</u> Level III Lesson | N.H. Frameworks Standard | N.H. Frameworks Proficiency |
|--|--|--|
| 23. What is the role of the President in the American Constitutional system? | <p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government in the United States.</p> <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p> | <p>SS:CV:12:1.1: Identify the structures and functions of government at various levels.</p> <p>SS:CV:12:1.2: Examine how institutions and individuals make, apply, and enforce rules and laws.</p> <p>SS:CV:12:2.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution.</p> |
| 24. How are national laws administered in the American Constitutional system? | <p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government in the United States.</p> | <p>SS:CV:12:1.1: Identify the structures and functions of government at various levels.</p> <p>SS:CV:12:1.2: Examine how institutions and individuals make, apply, and enforce rules and laws.</p> |
| 25. What is the role of the Supreme Court in the American Constitutional system? | <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p> | <p>SS:CV:12:2.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems.</p> <p>SS:CV:12:2.4: Evaluate how individual rights have been extended in the United States.</p> |

| <u>We The People</u> Level III Lesson | N.H. Frameworks Standard | N.H. Frameworks Proficiency |
|--|--|---|
| 26. How does American Federalism work? | <p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government in the United States.</p> <p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> | <p>SS:CV:12:1.1: Identify the structures and functions of government at various levels.</p> <p>SS:HI:12:1.3: Analyze the roots and application of the federal system of government by examining key documents and events.</p> |
| 27. What are the Bill of Rights and what kinds of rights does the U.S. Bill of Rights protect? | <p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government in the United States.</p> | <p>SS:CV:12:1.1: Identify the structures and functions of government at various levels.</p> |
| 28. How does the First Amendment affect the establishment and free exercise of religion? | <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p> | <p>SS:CV:12:2.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems.</p> <p>SS:CV:12:2.4: Evaluate how individual rights have been extended in the United States.</p> |

| <u>We The People</u> Level III Lesson | N.H. Frameworks Standard | N.H. Frameworks Proficiency |
|---|---|---|
| 29. How does the First Amendment protect free expression? | SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches. | SS:CV:12:2.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems. SS:CV:12:2.4: Evaluate how individual rights have been extended in the United States. |
| 30. How does the First Amendment protect freedom to assemble, petition, and associate? | SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches. | SS:CV:12:2.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems. SS:CV:12:2.4: Evaluate how individual rights have been extended in the United States. |
| 31. How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures? | SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches. | SS:CV:12:2.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems. SS:CV:12:2.4: Evaluate how individual rights have been extended in the United States. |

| <u>We The People</u> Level III Lesson | N.H. Frameworks Standard | N.H. Frameworks Proficiency |
|---|---|---|
| 32. How do the Fifth, Sixth, and Eighth Amendments protect rights within the Judicial system? | SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches. | SS:CV:12:2.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems. SS:CV:12:2.4: Evaluate how individual rights have been extended in the United States. |
| 33. What does it mean to be a citizen? | SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement. | SS:CV:12:4.1: Demonstrate responsible practices within the political process. SS:CV:12:4.2; Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties. SS:CV:12:4.3: Explain why preservation of liberty requires the participation of knowledgeable and engaged citizens. |
| 34. What is the importance of civic engagement to American Constitutional democracy? | SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement. | SS:CV:12:4.2; Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties. |

| We The People Level III Lesson | N.H. Frameworks Standard | N.H. Frameworks Proficiency |
|--|--|---|
| <p>35. How have civil rights movements resulted in fundamental political and social change in the United States?</p> | <p>SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.</p> <p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p> | <p>SS:CV:12:4.2; Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties.</p> <p>SS:HI:12:1.4: Examine the impact of sectionalism on national crises and the United States government policies.</p> <p>SS:HI:12:5.1: Explore the tensions between the values of unity and pluralism in defining our national identity.</p> |

| <u>We The People</u> Level III Lesson | N.H. Frameworks Standard | N.H. Frameworks Proficiency |
|---|---|--|
| <p>36. How have American political ideas and the American Constitutional system influenced other nations?</p> | <p>SS:CV:3: The World and the United States' place in it. Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.</p> <p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions, and policies of our nation in relation to other peoples and governments over time.</p> <p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p> | <p>SS:CV:12:3.3: Discuss the impact of United States' contributions to the ideals of democracy and representative government on world affairs.</p> <p>SS:HI:12:2.3: Decide to what extent democratic ideals, economic motives and empire building have influenced U.S. foreign policy in events and policies.</p> <p>SS:HI:12:2.5: Investigate United States involvement in and/or conflict with regional and international organizations.</p> <p>SS:HI:12:3.4: Analyze the spread of American ideas and culture around the world.</p> |
| <p>37. What key challenges does the United States face in the future?</p> | <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p> | <p>SS:HI:12:5.1: Explore the tensions between the values of unity and pluralism in defining our national identity.</p> <p>SS:HI:12:5.2: Evaluate the changing roles of gender in society.</p> <p>SS:HI:12:5.3: Explore attitudes toward diversity held by groups and individuals.</p> <p>SS:HI:12:5.4: Examine the impact of social class on life in the United States.</p> <p>SS:HI:12:5.5: Analyze how religious ideas of morality have impacted social change.</p> |

| <u>We The People</u> Level III Lesson | N.H. Frameworks Standard | N.H. Frameworks Proficiency |
|---|---|---|
| 38. What are the challenges of the participation of the United States in world affairs? | <p>SS:CV:3: The World and the United States' place in it. Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.</p> <p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions, and policies of our nation in relation to other peoples and governments over time.</p> | <p>SS:CV:12:3.1: Discuss the impact on world affairs and the United States' response to environmental, economic and technological issues.</p> <p>SS:HI:12:2.2: Analyze how American foreign policy has varied from periods of international involvement, to isolationism, to exerting power and dominance at different time periods.</p> <p>SS:HI:12:2.5: Investigate United States involvement in and/or conflict with regional and international organizations.</p> |
| 39. What does returning to fundamental principles mean? | | |
| | | |
| | | |