

SS.7.C.2.1 – Define the term “citizen,” and identify legal means of becoming a U.S. citizen.

Benchmark Clarifications:

- Students will define citizenship as stated in the Fourteenth Amendment.
- Students will describe the process of becoming a naturalized citizen.
- Students will evaluate the impact of the naturalization process on society, government, or the political process.

Additional Items: alien, immigrant, law of blood, law of soil, resident

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| 14th Amendment | an amendment to the U.S. Constitution that defines citizenship, grants citizenship to former slaves, and defines voters as males at least 21 years of age |
| alien | any person not a citizen or national of a country |
| citizen | a legal member of a state and/or country |
| immigrant | a person who comes to a country to live permanently |
| law of blood | the principle that a person's nationality at birth is the same as that of his or her biological mother |
| law of soil | the principle that a person's nationality at birth is determined by the territory within which he or she was born |
| legal permanent resident | someone who is legally and permanently living in the U.S., but not a citizen |
| naturalization | the process by which an immigrant becomes a citizen |
| resident | someone who lives in a place for a minimum period of time |

Essential Questions:

1. What does it mean to be a citizen?

2. How is citizenship obtained?

SS.7.C.2.2 – Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

Also assessed:

SS.7.C.2.3 – Experience the responsibilities of citizens at the local state, or federal levels.

SS.7.C.2.14 – Conduct a service project to further the public good.

Benchmark Clarifications:

- Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government, and running for office.
- Students will recognize the concept of the common good as a rationale for fulfilling the obligations and/or responsibilities of citizenship.
- Students will evaluate the obligations and/or responsibilities of citizens as they relate to active participation in society and government.
- Students will examine the significant contributions of citizens to a democratic society.
- Students will use scenarios to assess specific obligations of citizens.
- Students will identify the consequences or predict the outcome on society of citizens who do not fulfill their citizenship responsibilities.
- Students will evaluate the impact of civic participation on society, government, or the political process.

Additional Items: selective service

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| citizen | a legal member of a state and/or country |
| common good | beliefs or actions that are seen as a benefit to the larger community rather than individual interests, also known as the public good |
| obligation | something a person is required to do |
| responsibility | something a person should do |
| selective service | a system by which men ages 18 through 25 register with the U.S. government for military service |

Essential Question:

1. What are the obligations and responsibilities of citizens?

SS.7.C.2.4 – Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

Benchmark Clarifications:

- Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.
- Students will recognize the five freedoms protected by the First Amendment.
- Students will evaluate how the Bill of Rights influences individual actions and social interactions.
- Students will use scenarios to identify rights protected by the Bill of Rights.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

Additional Items: cruel and unusual punishment, double jeopardy, due process, eminent domain, equal protection under the law, pleading the fifth, right to bear arms, right to legal counsel, search and seizure, suffrage, trial by jury, unenumerated rights

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| Bill of Rights | the first ten amendments to the U.S. Constitution, establishing rights and protections for American citizens |
| cruel and unusual punishment | punishment prohibited by the Eighth Amendment to the U.S. Constitution; includes torture or other forms of punishment too severe for the crime committed |
| double jeopardy | the prosecution of a defendant for a criminal offense for which he has already been tried; prohibited in the Fifth Amendment to the U. S. Constitution |
| due process of law | a system of justice according to established rules and principles; based on the principle in the Fifth Amendment that a person cannot be deprived of life, liberty, or property without appropriate legal procedures and protections |
| eminent domain | the right of the government to take private property for public use; the Fifth Amendment requires that fair compensation be made when property is taken under eminent domain |
| equal protection under the law | a guarantee under the 14th Amendment that a state must treat a citizen or class of citizens the same as it treats other citizens or classes in like circumstances |
| First Amendment | an amendment to the U.S. Constitution prohibiting Congress from establishing a religion, and from interfering with freedom of religious exercise, press, speech, assembly, or petition |
| pleading the fifth | the act of a person refusing to testify under oath in a court of law on the grounds that the answers could be used as evidence against him to convict him of a criminal offense |
| right to bear arms | the idea in the Second Amendment that people have an individual right to own and carry weapons |
| right to legal counsel | the right of a defendant to be assisted by an attorney, and if he cannot afford his own lawyer, the government must appoint one for him; established in the Sixth Amendment |
| search and seizure | the process by which police or other authorities who suspect that a crime has been committed do a search of a person's property and collect any relevant evidence to the crime; protection from illegal search and seizure is in the Fourth Amendment |
| suffrage | the right to vote; protected in the 15 th , 19 th , 24 th and 26 th Amendments |
| trial by jury | a trial in which the issue is determined by a judge and a jury, usually with 12 members, whose job is to determine facts and make a judgment of guilty or not guilty; protected in the Sixth Amendment |
| unenumerated rights | according to the Ninth Amendment, any right that is not specifically addressed in the Constitution still may be protected (e.g., privacy) |

Essential Question:

1. What rights are protected by the Bill of Rights and other amendments to the U.S. Constitution?

SS.7.C.2.5 – Distinguish how the Constitution safeguards and limits individual rights.

Benchmark Clarifications:

- Students will recognize that rights are protected, but not unlimited.
- Students will examine rationales for limited individual rights.
- Students will use scenarios to examine the impact of limits on individual rights on social behavior.
- Students will examine the role of the judicial branch of government in protecting individual rights.

Additional Items: appellate process, *ex post facto*, *habeas corpus*, independent judiciary, precedent, privacy, summary judgment

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| appellate process | the process of asking a higher court to decide whether a trial was conducted properly |
| <i>ex post facto</i> | a Latin term meaning “after the fact” |
| <i>ex post facto law</i> | a law that makes an act a crime after the crime has been committed |
| <i>habeas corpus</i> | the principle that keeps the government from holding a citizen indefinitely without showing cause |
| independent judiciary | the principle that decisions from the courts are fair and impartial and are not subject to undue influence from the other branches of government |
| public interest | common benefit, the general of the public |
| precedent | a court decision in an earlier case with facts and legal issues similar to those in a case currently before a court |
| privacy | not in public |
| safeguard | to protect |
| summary judgment | a judgment decided by a trial court without that case going to trial; a summary judgment is an attempt to stop a case from going to trial |
| writ | law |

Essential Question:

1. How does the U.S. Constitution safeguard and limit individual rights?

SS.7.C.3.6 – Evaluate the constitutional rights and their impact on individuals and society.

Benchmark Clarifications:

- Students will recognize how individual rights shape involvement in the social, political, and economic systems.
- Students will recognize how the social, political, and economic systems in the United States are dependent upon individual rights.
- Students will use scenarios to recognize and/or evaluate options for exercising constitutional rights.
- Students will evaluate the impact of the government upholding and/or restricting individual constitutional rights.

Additional Items: civil disobedience, economic freedom, forced internment, property rights

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| civil disobedience | the refusal to obey certain laws as a form of political protest |
| economic freedom | the freedom to produce, trade, or use any goods or services without use of force, fraud, or theft |
| eminent domain | the right of the government to take private property for public use; the Fifth Amendment requires that fair compensation be made when property is taken under eminent domain |
| forced internment | the confinement of a group of people, especially during a war |
| freedom of assembly | the right to hold meetings and form groups without interference by the government; guaranteed in the First Amendment |
| property rights | the right to own property; mentioned in the Fifth and Fourteenth Amendments |

Essential Questions:

1. How do constitutional rights impact individual citizens?

2. How do constitutional rights impact our society?

SS.7.C.3.7 – Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th Amendments.

Benchmark Clarifications:

- Students will recognize the rights outlined in these amendments.
- Students will evaluate the impact these amendments have had on various social movements.
- Students will analyze historical scenarios to examine how these amendments have affected participation in the political processes.
- Students will recognize how the amendments were developed to address previous civil rights violations.

Additional Items: Civil Rights Acts of 1964, Civil Rights Acts of 1968, Equal Rights Amendment, states’ rights, Voting Rights Act of 1965

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| 13th Amendment | an amendment to the U.S. Constitution that outlawed slavery in the United States |
| 14th Amendment | an amendment to the U.S. Constitution that defines citizenship, grants citizenship to former slaves and defines voters as males at least 21 year of age |
| 15th Amendment | an amendment to the U.S. Constitution that makes it illegal for the federal or state governments to deny someone the right to vote based on their race |
| 19th Amendment | an amendment to the U.S. Constitution that grants women the right to vote |
| 24th Amendment | an amendment to the U.S. Constitution that made poll taxes illegal as a condition for voting |
| 26th Amendment | an amendment to the U.S. Constitution that lowers the minimum voting age to 18 |
| amendment | a change to the U.S. Constitution |
| civil rights | the rights belonging to citizens; traditionally refers to the basic rights to be free from unequal treatment based on certain protected characteristics (i.e. race, gender, disability) |
| Civil Rights Act of 1964 | a federal law that prohibits employment discrimination based on race, sex, color, religion, or national origin |
| Civil Rights Act of 1968 | a federal law that prohibits discrimination related to the sale, rental and financing of housing based on race, religion, national origin or sex |
| discrimination | unfair treatment |
| Equal Rights Amendment | a proposed amendment to the U.S. Constitution outlawing discrimination based on sex |
| literacy test | a test used to determine whether or not someone was eligible to register vote |
| poll tax | a fee required to vote |
| Prohibit | to forbid or disallow |
| segregation | the separation of people, such as segregation based on race |
| states’ rights | a power or issue for individual states to determine |
| Suffrage | the right to vote |
| Voting Rights Act of 1965 | a federal law that banned race discrimination in voting practices by federal, state, and local governments |

Essential Questions:

1. How have voting and civil rights expanded over time?
2. What has been the impact of this expansion?

SS.7.C.3.12 – Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *In re Gault*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*.

Benchmark Clarifications:

- Students will use primary sources to assess the significance of these U.S. Supreme Court cases.
- Students will evaluate how these U.S. Supreme Court cases have had an impact on society.
- Students will recognize and/or apply constitutional principles and/or rights in relation to the relevant U.S. Supreme Court decisions.

Additional Items: *District of Columbia v. Heller*, juvenile rights, rights of the accused, segregation

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| Arbiter | a person with the power to decide a dispute |
| <i>Brown v. Board of Education</i> | U.S. Supreme Court case that determined that “separate but equal” segregation was not equal in public education |
| <i>Bush v. Gore</i> | U.S. Supreme Court case that determined that states cannot violate the Equal Protection Clause under the Fourteenth Amendment when undertaking election recounts. |
| <i>District of Columbia v. Heller</i> | U.S. Supreme Court case that upheld that the Second Amendment protects an individual’s right to possess a firearm |
| Equal Protection Clause | the section of the Fourteenth Amendment that says that states must apply the law equally and cannot discriminate against citizens or groups of citizens |
| executive privilege | the belief that the conversations between the president and his aides are confidential |
| <i>Gideon v. Wainwright</i> | U.S. Supreme Court case that upheld the Sixth Amendment right that all defendants must be appointed a lawyer if they cannot afford their own attorney |
| <i>Hazelwood v. Kuhlmeier</i> | U.S. Supreme Court case that determined that the First Amendment does not protect all types of student speech in school |
| <i>In re Gault</i> | U.S. Supreme Court case that determined that juvenile court must comply with the Fourteenth Amendment |
| judicial opinion | judgment by a court |
| judicial review | the power of the U.S. courts to examine the laws or actions of the legislative and executive branches of the government and to determine whether such actions are consistent with the U.S. Constitution |
| juvenile rights | rights of people under age 18 |
| landmark | an important or unique decision, event, fact, or discovery |
| legal equality | the concept that everyone is equal in the eyes of the law |
| legal precedent | a judicial decision that is used as an example in dealing with later, similar cases |
| <i>Marbury v. Madison</i> | U.S. Supreme Court case that established judicial review |
| <i>Miranda v. Arizona</i> | U.S. Supreme Court cases that upheld the Fifth Amendment protection from self-incrimination |
| <i>Plessy v. Ferguson</i> | U.S. Supreme Court case that determined that “separate but equal” segregation was not discrimination |
| prosecute | to carry on a legal action against an accused person to prove his or her guilt |
| rights of the accused | the rights included in the Fourth, Fifth and Sixth Amendments: protection from unreasonable search and seizure, double jeopardy, and self-incrimination, the right to due process, right to a speedy and public trial, |

Benchmark Review Guide

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| | trial by jury, the right to be informed of criminal charges, right to be confronted by adverse witnesses, right to an attorney, protection from self-incrimination |
| segregation | the separation of people, such as segregation based on race |
| self-incrimination | the right in the Fifth Amendment that protects a person from being forced to reveal to the police, prosecutor, judge, or jury any information that might subject him or her to criminal prosecution |
| separation of powers | the structure of the federal government, according to the U.S. Constitution, that sets up three branches with their own distinct powers and responsibilities |
| Supremacy Clause | the clause that states that the U.S. Constitution is the supreme law of the land, and that national laws are supreme over state laws, found in Article VI |
| <i>Tinker v. Des Moines</i> | U.S. Supreme Court case that upheld a student's First Amendment right to engage in symbolic speech in school |
| unanimous | in complete agreement |
| <i>United States v. Nixon</i> | U.S. Supreme Court case that limited executive privilege |

Essential Questions:

1. What are the outcomes of select landmark Supreme Court cases?

2. Why are these cases significant?