

## 12<sup>th</sup> D.C. History and Government Scope and Sequence

Unit	Block Days	Trad. Days	Unit Description	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.11-12.1, 11-12.2, 11-12.10 WHST.11-12.4, 11-12.5, 11-12.9 and 11-12.10 apply to each unit.	DC Content Supporting Standards
<a href="#"><u>Unit 1 People of Early Washington</u></a>	6 days	12 days	Using a lens of colonial settlements, slavery, and indentured servitude, students analyze collaboration and conflicts between American Indians, Africans, and Europeans as Washington transitioned from a trading outpost to the nation's capital. Students begin to trace the struggle of D.C. residents to have a voice in their government. Students read and analyze complex primary and secondary sources before constructing explanations or arguments.	<b>12.DC.2:</b> Early settlements <b>12.DC.4.2:</b> Residence Act <b>12.DC.5.2:</b> Home Rule <b>12.DC.23:</b> Federal gov't	<b>D1.4:</b> Emerging questions <b>D4.2/4.5:</b> Construct/Critique explanations  <u>Apply to each unit:</u> <b>D3.1:</b> Sources <b>D4.3:</b> Present information <b>D4.6:</b> Analyze problems	<b>RH.11-12.4:</b> Vocabulary <b>RH.11-12.9:</b> Primary and secondary sources  <b>WHST.11-12.2:</b> Explanatory Writing  <u>Apply to each unit:</u> <b>RH.11-12.1:</b> Cite evidence <b>RH.11-12.2:</b> Central idea <b>RH.11-12.10:</b> Comprehension  <b>WHST.11-12.4:</b> Appropriate writing <b>WHST.11-12.5:</b> Writing process <b>WHST.11-12.9:</b> Using evidence <b>WHST.11-12.10:</b> Write routinely	12.DC.1, 12.DC.3, 12.DC.4.1, 12.DC.4.3, 12.DC.4.4, 12.DC.5.1, 12.DC.5.6
<a href="#"><u>Unit 2 Changing Neighborhoods, Changing City</u></a>	11 days	22 days	Students use major national events, from the Civil War through the post-World War II era, to investigate geographic and demographic changes in Washington, D.C. Students develop advanced research skills, using quotations and synthesizing multiple sources in their writing.	<b>12.DC.7:</b> Civil War in DC <b>12.DC.14.1:</b> Population shifts <b>12.DC.22.1:</b> Gentrification	<b>D1.2/1.3:</b> Compelling/Supporting questions <b>D3.2:</b> Source credibility <b>D4.1/4.4:</b> Construct/Critique arguments	<b>RH.11-12.3:</b> Cause/effect <b>RH.11-12.6:</b> Point of view  <b>WHST.11-12.1:</b> Argumentative writing <b>WHST.11-12.7:</b> Research <b>WHST.11-12.8:</b> Sources	12.DC.5.4, 12.DC.7.1, 12.DC.7.2, 12.DC.7.5, 12.DC.19.1, 12.DC.22.4
<a href="#"><u>Unit 3 Citizens Fight for Justice</u></a>	11 days	22 days (End of 3 <sup>rd</sup> Advisory 4/3)	Students explore and analyze major leaders, institutions, and ideas about the city's struggle for racial justice, from abolitionism to the Freedmen's Bureau to the Civil Rights Movements. Students cite evidence from research in their writing and analyze the role of citizens in taking informed action.	<b>12.DC.6.1:</b> Abolition <b>12.DC.8.1:</b> Freedmen's Bureau <b>12.DC.10.3:</b> Resistance	<b>D1.5:</b> Kinds of sources <b>D3.3/3.4:</b> Identify evidence/Refine claims <b>D4.1/4.7/4.8:</b> Construct arguments/ Assess options for action/Take action	<b>RH.11-12.5:</b> Structure <b>RH.11-12.8:</b> Argument  <b>WHST.11-12.1:</b> Argumentative writing <b>WHST.11-12.7:</b> Research <b>WHST.11-12.8:</b> Sources	12.DC.6.3-12.DC.6.5, 12.DC.7.4, 12.DC.7.6, 12.DC.11
<a href="#"><u>Unit 4 Home Rule and Civic Engagement</u></a>	12 days (End of 2 <sup>nd</sup> Advisory 1/23 End of 4 <sup>th</sup> Advisory 6/17)	24 days (End of 4 <sup>th</sup> Advisory 6/17)	Students explore the role of the Federal Government in Washington, D.C., calls from the District for home rule, and ways that D.C. citizens can have a voice in local government. Student writing will be increasingly sophisticated in analysis of sources and corroboration of ideas.	<b>12.DC.16:</b> Key milestones <b>12.DC.17:</b> Key people <b>12.DC.22.6:</b> Representation <b>12.DC.23:</b> DC's relationship with federal gov't	<b>D1.1:</b> Enduring issues <b>D3.2:</b> Source credibility and valuation <b>D4.1/4.8:</b> Construct arguments/Take action	<b>RH.11-12.8:</b> Argument  <b>WHST.12.6:</b> Technology	12.DC.9.2-12.DC.9.5, 12.DC.22.5, 12.DC.24.1, 12.DC.24.3, 12.DC.25.2-12.DC.25.4

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Unit Information	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.11-12.1, 11-12.2, 11-12.10 WHST.11-12.4, 11-12.5, 11-12.9 and 11-12.10 apply to each unit.	DC Content Supporting Standards
<p><b><u>Unit 1</u></b> <b><u>People of Early Washington</u></b></p> <p><i>Block: 6 days</i> <i>Traditional: 12 days</i></p> <p>Using a lens of colonial settlements, slavery, and indentured servitude, students analyze collaboration and conflicts between American Indians, Africans, and Europeans as Washington transitioned from a trading outpost to the nation's capital. Students begin to trace the struggle of D.C. residents to have a voice in their government. Students read and analyze complex primary and secondary sources before constructing explanations or arguments.</p>	<p><b>12.DC.2:</b> Students describe the early Native American and English settlements that were established during the 17th and 18th centuries.</p> <p><b>12.DC.4.2:</b> Describe major provisions of the Residence Act of 1790.</p> <p><b>12.DC.5.2:</b> Describe how the home rule charters of 1802, 1812, and 1820 gave District residents a voice in their local government.</p> <p><b>12.DC.23:</b> Students explain the relationship between the federal government and the District of Columbia as defined by Article I, Section 8, of the U.S. Constitution and the unique budgetary, legislative, and financial constraints placed on the District government by the U.S. Congress.</p>	<p><b>D1.4:</b> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p><b>D4.2:</b> Construct explanations using sound reasoning, correct sequence (liner or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p><b>D4.5:</b> Critique the use of reasoning, sequencing, and supporting details of explanations.</p>	<p><b>RH.11-12.4:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p><b>RH.11-12.9:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>WHST.11-12.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>(a)</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>(b)</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>(c)</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>(d)</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>(e)</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p><b>12.DC.1:</b> Students identify and locate on a map the principal topographical features of the original federal district and surrounding area.</p> <p><b>12.DC.3:</b> Students explain how and when Africans came to the Chesapeake and Potomac Region, why a significant number of them were free, the roles they played in the development of the agrarian economy (e.g., tobacco), and how slavery developed as an institution in the region.</p> <p><b>12.DC.4.1:</b> Describe the geographic and political reasons for the permanent location of the national capital.</p> <p><b>12.DC.4.3:</b> Outline the roles of Pierre L'Enfant, Andrew Ellicott, and Benjamin Banneker in planning, surveying, and mapping the site of the new capital.</p> <p><b>12.DC.4.4:</b> Explain initial political jurisdictions in the District neighborhoods within Washington City.</p> <p><b>12.DC.5.1:</b> Explain how the city government operated under Mayor Brent.</p> <p><b>12.DC.5.6:</b> Explain retrocession (or return) of the territory that had been ceded for the federal district in 1790 by the state of Virginia.</p>

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<p><u><a href="#">Unit 1</a></u>  <u><a href="#">People of Early Washington</a></u>            (continued)</p>	<p>(see previous page)</p>	<p><u><b>Apply to each unit:</b></u></p> <p><b>D3.1:</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>D4.3:</b> Present adaptations of arguments and explanations that feature evocative ideas and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p><b>D4.6:</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>	<p><u><b>Apply to each unit:</b></u></p> <p><b>RH.11-12.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RH.11-12.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>RH.11-12.10:</b> By the end of grade 12, read and comprehend history/ social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p> <p><b>WHST.11-12.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.11-12.5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>WHST.11-12.10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>(see previous page)</p>

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<p><b><u>Unit 2</u></b> <b><u>Changing Neighborhoods,</u></b> <b><u>Changing City</u></b></p> <p><i>Block: 11 days</i> <i>Traditional: 22 days</i></p> <p>Students use major national events, from the Civil War through the post-World War II era, to investigate geographic and demographic changes in Washington, D.C. Students develop advanced research skills, using quotations and synthesizing multiple sources in their writing.</p>	<p><b>12.DC.7:</b> Describe the effect the Civil War had on life in Washington, DC, and explain the effects of Compensated Emancipation and the Emancipation Proclamation on the city.</p> <p><b>12.DC.14.1:</b> Explain how World War I, the New Deal, and World War II created dramatic increases in the District's population.</p> <p><b>12.DC.22.1:</b> Explain the tension between gentrification and the interests of long-term residents.</p>	<p><b>D1.2:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p><b>D1.3:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><b>D3.2:</b> Evaluate the credibility of a source by examining how experts value the source.</p> <p><b>D4.1:</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D.4.4:</b> Critique the use of claims and evidence in arguments for credibility.</p>	<p><b>RH.11-12.3:</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>RH.11-12.6:</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><b>WHST.11-12.1:</b> Write arguments focused on <i>discipline-specific content</i>.  <b>(a)</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  <b>(b)</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.  <b>(c)</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  <b>(d)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  <b>(e)</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>WHST.11-12.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>12.DC.5.4:</b> Explain the impact of the War of 1812.</p> <p><b>12.DC.7.1:</b> Describe how the Union Army transformed the city into an armed camp.</p> <p><b>12.DC.7.2:</b> Describe the conflicting loyalties of people living in the city.</p> <p><b>12.DC.7.5:</b> Explain how the city responded to the problems that accompanied the sudden surge of population (e.g., soldiers and escaping slaves).</p> <p><b>12.DC.19.1:</b> Explain the exodus of middle-class families from the District and its impact.</p> <p><b>12.DC.22.4:</b> Describe if and how the city can use economic development to address significant unemployment among Washington, DC, residents.</p>

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<p><b><u>Unit 3</u></b> <b><u>Citizens Fight for Justice</u></b></p> <p><i>Block: 11 days</i> <i>Traditional: 22 days</i> <i>(End of 3<sup>rd</sup> Advisory 4/3)</i></p> <p>Students explore and analyze major leaders, institutions, and ideas about the city's struggle for racial justice, from abolitionism to the Freedmen's Bureau to the Civil Rights Movements. Students cite evidence from research in their writing and analyze the role of citizens in taking informed action.</p>	<p><b>12.DC.6.1:</b> Analyze the abolition movement in Washington, DC.</p> <p><b>12.DC.8.1:</b> Describe the Freedman's Bureau.</p> <p><b>12.DC.10.3:</b> Explain how African American leaders resisted discrimination.</p>	<p><b>D1.5:</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><b>D3.3:</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p><b>D3.4:</b> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p><b>D4.1:</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.7:</b> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><b>D4.8:</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p><b>RH.11-12.5:</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>RH.11-12.8:</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>WHST.11-12.1:</b> Write arguments focused on <i>discipline-specific content</i>. (a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (e) Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>WHST.11-12.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>12.DC.6.3:</b> Describe the provision of the Compromise of 1850 that outlawed the slave trade in Washington, DC.</p> <p><b>12.DC.6.4:</b> Debate Washington, DC's new Black Code.</p> <p><b>12.DC.6.5:</b> Explain the Snow Riots, the Pearl Affair, and incidents of fear and violence triggered by mounting tensions over slavery.</p> <p><b>12.DC.7.4:</b> Explain the participation of white and black residents in the Union and Confederate armies.</p> <p><b>12.DC.7.6:</b> Describe the emancipation by compensation of slaves owned by residents of Washington, DC, and the emancipation of slaves in the Confederacy.</p> <p><b>12.DC.11:</b> Explain how Washington, DC's population grew and became more diverse with the infusion of immigrant minorities.</p>

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<p><b><u>Unit 4</u></b> <b><u>Home Rule and Civic Engagement</u></b></p> <p><i>Block: 12 days</i> <i>(End of 2<sup>nd</sup> Advisory 1/23</i> <i>End of 4<sup>th</sup> Advisory 6/17)</i></p> <p><i>Traditional: 24 days</i> <i>(End of 4<sup>th</sup> Advisory 6/17)</i></p> <p>Students explore the role of the Federal Government in Washington D.C., calls from the District for home rule, and ways that D.C. citizens can have a voice in local government. Student writing will be increasingly sophisticated in analysis of sources and corroboration of ideas.</p>	<p><b>12.DC.16:</b> Students identify <i>key milestones</i><sup>1</sup> and efforts that led to greater self-government and suffrage for Washington, DC, residents.</p> <p><b>12.DC.17:</b> Students identify <i>key people</i><sup>2</sup> who were civic and political leaders in Washington, DC, during the second half of the 20th century.</p> <p><b>12.DC.22.6:</b> Review the reasons why Washington, DC, residents do not have voting representation in Congress, and assess the prospects for current efforts to get congressional representation for the District.</p> <p><b>12.DC.23:</b> Students explain the relationship between the federal government and the District of Columbia as defined by Article I, Section 8, of the U.S. Constitution and the unique budgetary, legislative, and financial constraints placed on the District government by the U.S. Congress.</p>	<p><b>D1.1:</b> Explain how a question reflects an enduring issue in the field.</p> <p><b>D3.2:</b> Evaluate the credibility of a source by examining how experts value the source.</p> <p><b>D4.1:</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.8:</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p><b>RH.11-12.8:</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>WHST.11-12.6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><b>12.DC.9.2:</b> Outline the strengths and weaknesses of the ambitious public works program spearheaded by Alexander Shepherd.</p> <p><b>12.DC.9.3:</b> Explain why and how Congress ended home rule for the District of Columbia in 1874.</p> <p><b>12.DC.9.4:</b> Describe the major provisions of the Organic Act of 1878.</p> <p><b>12.DC.9.5:</b> Explain how the District was governed by commissioners.</p> <p><b>12.DC.22.5:</b> Explain the challenges and opportunities that are unique to the status of Washington, DC as an international political and economic capital.</p> <p><b>12.DC.24.1:</b> Describe how the work of the executive branch of the District government affects the lives of District residents.</p> <p><b>12.DC.24.3:</b> Explain how laws are made in the District of Columbia, using recently passed legislation as examples.</p> <p><b>12.DC.25.2:</b> Identify the city's major political parties, and describe the role of political parties in Washington, DC, elections.</p> <p><b>12.DC.25.3:</b> Describe the political geography of the District, and explain the various divisions: wards, precincts, Board of Education Election Districts, and Single Member Advisory Neighborhood Commission Districts, or SMDs.</p> <p><b>12.DC.25.4:</b> Identify public officials elected by District voters and explain how these officials are elected (The mayor, council members, Advisory Neighborhood Commissioners, the Washington, DC Delegate to the U.S. House of Representatives, and the Washington, DC Shadow delegation).</p>

<sup>1</sup> **Key milestones:** Opposition of the Southwest Civic Association and the local NAACP to urban renewal in Southwest Washington (1950); the 23<sup>rd</sup> Amendment to the U.S. Constitution (1961); the Emergency Committee on the Transportation Crisis (1962); the Free DC movement (1966); the Model Inner City Community Development Organization (1966); President Lyndon Johnson's reorganization of the District government, establishing the appointed offices of mayor and council members (1967); the elected school board for the District (1968); the Statehood Movement (1969); the elected nonvoting delegate to the House of Representatives from Washington, DC (1971); the defeat of Congressman John Macmillan of South Carolina and a new chair, Charles Diggs of Michigan, for the House District Committee (1972); the Home Rule Act of 1973 passed by Congress and signed by President Richard Nixon; the approval of Home-Rule Charter by Washington, DC, citizens and election of the city's first local government in more than 100 years (1974); the proposed constitutional amendment to give Washington, DC, congressional representation that was passed by Congress and sent to the states (1978).

<sup>2</sup> **Key leaders** in Washington, DC, during the second half of the 20th century (e.g., Marion Barry, Ronald Blackburn-Moreno, Marvin Caplan, Nelson A. Castillo, Dave Clark, A. Powell Davies, Jane Delgado, Walter Fauntroy, Julius Hobson, E. Franklin Jackson, Mordecai Wyatt Johnson, Janet Murguía, Eleanor Homes Norton, Delia Pompa, Joseph Rauh, Carlos Rosario, Polly Shackleton, Carl Shipley, Saul Solórzano, Sterling Tucker, Walter Washington, John Wilson).