

High School Civics

Scope and Sequence

Quarter 1

Unit 1.1: Introduction to the Foundations of Government, 9 days

Grade-Span Expectations for Social Studies

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (9-12)–1 Students demonstrate an understanding of origins, forms, and purposes of government by...
- d. distinguishing between the rule of law and the “rule of men” (e.g., *Korematsu v. U.S.* and Japanese internment during WWII)

C&G 4: People engage in political processes in a variety of ways.

- (9-12)–1 Students demonstrate an understanding of political systems and political processes by...
- a. comparing and contrasting U.S. systems of government with others
- (9-12)–3 Students participate in a civil society by...
- a. critically reflecting on their own civic dispositions (e.g., tolerance and respect, concern for the rights and welfare of others, social responsibility, and recognition of the capacity to make a difference)

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Craft and Structure

- RH 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- RH 11-12.4 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 (e.g., how Madison defines *faction* in *Federalist* No. 10).

Unit 1.2: Foundations of Government II, 7 days

Grade-Span Expectations for Social Studies

C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

- (9-12)-2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by . . .
- b. analyzing the inherent challenges involved in balancing majority rule and minority rights

C&G 3: In a democratic society all people have certain rights and responsibilities.

- (9-12)-1 Students demonstrate an understanding of citizens' rights and responsibilities by...
- c. evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals
 - d. analyzing the scope and limits of personal, cultural, economic, or political rights (e.g., freedom of expression vs. school dress codes, speaking one's native language vs. English-only legislation; living wage vs. minimum wage; civil liberties vs. national security)

Note: The standard below needs further investigation/clarification:

- e. describing the criteria used for admission to citizenship in the U.S.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH. 9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH. 11-12.1 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.
- RH. 11-12.2 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.

Writing Standards**Text Types and Purposes**

- WHST.9-10.1 Write arguments focused on *discipline-specific content*.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- WHST.11-12.1 Write arguments focused on *discipline-specific content*.
- 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.
 - 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.

Unit 1.3: The Constitution and Its Underlying Principles, 21 days**Grade-Span Expectations for Social Studies****C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.**

- (9–12)–1 Students demonstrate an understanding of United States government (local, state, national) by...
- analyzing the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) through researching a current or historical issue or event
 - critically examining the principles, traditions, and precedents of American constitutional government
- (9–12)–2 Students demonstrate an understanding of the democratic values and principles underlying the US government by...
- discussing different historical understandings/ perspectives of democracy

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Integration of Knowledge and Ideas

- RH. 9–10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- RH. 11–12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Writing Standards

Research to Build and Present Knowledge

- WHST. 9-10.7 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.
- WHST. 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST. 11-12.7 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.
- WHST. 11-12.8 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.

Quarter 2

Unit 2.1: Rights and Responsibilities, 9 days

Grade-Span Expectations for Social Studies

C&G 3: In a democratic society all people have certain rights and responsibilities.

- (9–12)—1 Students demonstrate an understanding of citizens' rights and responsibilities by...
- a. comparing and contrasting different perspective on provisions found in the *Bill of Rights* (e.g., flag burning and the first Amendment)

- b. comparing and contrasting human rights provided for in various seminal documents or materials (e.g., *Declaration of the Rights of Man*, *Universal Declaration of Rights*, *International Convention on the Rights of the Child*, and other international documents)
 - d. analyzing the scope and limits of personal, cultural, economic, or political rights (e.g., freedom of expression vs. school dress codes, speaking one’s native language vs. English-only legislation; living wage vs. minimum wage; civil liberties vs. national security)
- (9–12)—2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- a. identifying a policy at the school, local, state, national, or international level and describing how it affects individual rights
 - e. participating in and reflecting on a decision-making experience as part of a group in your classroom, school, or community (e.g., developing classroom norms, School Improvement Team member, response to community needs, such as a food drive)

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Craft and Structure

- RH. 9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

- RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- RH. 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards

Text Types and Purposes

- WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Burrillville and Lincoln Public Schools with process support from the Charles A. Dana Center at the University of Texas at Austin.

- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- a. 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.
 - 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.
 - c. 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.
 - d. 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.
 - e. 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).

Unit 2.2: Our Government in Action, 9 days

Grade-Span Expectations for Social Studies

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (9-12)—1 Students demonstrate an understanding of United States government (local, state, national) by...
- a. evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review

C&G 4: People engage in political processes in a variety of ways.

- (9-12)–1 Students demonstrate an understanding of political systems and political processes by...
- b. interacting with, analyzing, and evaluating political institutions and political parties in an authentic context (using local, national, or international issues/events that are personally meaningful)
 - d. selecting a landmark campaign or election in the American political system, explaining the historical context and its significance, and evaluating its impact
 - e. analyzing multiple perspectives on an historical or current controversial issue (e.g., immigration, environmental policy, escalation of the war in Vietnam, Brown v. Board of Education)

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*Writing Standards***Text Types and Purposes**

- WHST.9-10.1 Write arguments focused on *discipline-specific content*.
- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and clauses 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 or supports the argument presented.
- 11-12.WHST.1 Write arguments focused on *discipline-specific content*.
- 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 or supports the argument presented.

Production and Distribution of Writing

- WHST.9-10.5 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.
- WHST. 11-12.5 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.

Research to Build and Present Knowledge

- WHST. 9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
- WHST. 11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Unit 2.3: Civic Participation and the Political Process, 9 days

Grade-Span Expectations for Social Studies

C&G 4: People engage in political processes in a variety of ways.

- (9-12) – 2 Students demonstrate their participation in political processes by...
- c. engaging in and reflecting upon an electoral process in a class, school, or community (e.g., become a candidate and carry out a campaign, participate in party/school nominations, work on a political campaign, volunteer to serve on a board, do polling)
- (9-12)—3 Students participate in a civil society by...
- b. identifying and describing the role that various institutions play in meeting the needs of the community
 - c. identifying and analyzing the conflicts that exist between public and private life (e.g., issues related to Homeland Security, Eminent Domain, civil liberties_

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (9–12)—1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...
- b. organizing information to show relationships between and among various individuals, systems, and structures (e.g. politically, socially, culturally, economically, environmentally)

- (9-12)—2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- b. analyzing and evaluating a contemporary or historical issue (e.g., free trade versus fair trade, access to medical care and terrorism)

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Production and Distribution of Writing

- WHST. 9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- WHST. 11-12.6 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.

Unit 2.4: Students’ Civic Participation, 9 days

Grade-Span Expectations for Social Studies

C & G 3: In a democratic society all people have certain rights and responsibilities.

- (9-12)—2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and c by...
- b. accessing the political system (e.g., letter writing, researching an issue and communicating it to the public, organizing, petitioning, boycotting/buycotting)

C&G 4: People engage in political processes in a variety of ways.

- (9-12)—2 Students demonstrate their participation in political processes by...
- a. using collaborative decision making/problem solving to consider multiple perspectives on a current political, social, or economic issue, evaluating the consequences of various options, and developing a plan of action (e.g., new school policy or local, national, or international public policy)
 - b. working individually or with others to identify, propose, and carry out a community/civic engagement project/initiative (e.g., making the community aware of an issue, organizing a workshop)
 - c. engaging in and reflecting upon an electoral process in a class, school, or community (e.g., become a candidate and carry out a campaign, participate in party/school nominations, work on a political campaign, volunteer to serve on a board, do polling)

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (9-12)—2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- a. describing the interconnected nature of a contemporary or historical issue

- (9-12)—3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by...
- a. predicting outcomes and possible consequences of a conflict, event, or course of action
 - b. identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action
 - c. using deliberation, negotiation, and compromise to plan and develop just solutions to problems (e.g., immigration, limited energy resources, nuclear threat) created when nations or groups act