

High School Civics, Quarter 1, Unit 1  
**Introduction to the Foundations  
of Government\***

**Overview**

**Number of instructional days:**     **9**     **(1 day = 45 minutes)**

**Rationale for placement**

This unit introduces students to foundational concepts of government at the beginning of the high school Civics curriculum. This unit builds on students’ prior learning, which will be activated as students compare the United States form of government in with other forms of government.

**Concepts to be learned and skills to be used**

*Grade-Span Expectations for Social Studies*

- DEMONSTRATE an understanding of **origins, forms, and purposes of government**
- DISTINGUISH between the **rule of law and the “rule of men”**
- DEMONSTRATE an understanding of political systems and political processes
- COMPARE and CONTRAST the U.S. system of government with that of other governments
- REFLECT critically on their own civic dispositions

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

- 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

**Essential questions**

- What are the origins of government?
- What are natural rights and how did the concept of natural rights influence our Founding Fathers?
- What are the origins of American constitutionalism?
- How does our American government differ from other governments?
- How can you participate in government as an individual?

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\*The Civics curriculum is written as a year-long course. However, it may be adapted for a semester-long course. The resources listed are intended as examples; they are not mandatory—teachers may use other resources at their discretion.

## Written Curriculum

### 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).

## Clarifying the Standards

### **Key**

*C&G* = Civics and Government; *HP* = Historical Perspectives; *G* = Geography;  
*E* = Economics; *RI* = Reading Informational Texts; *W* = Writing Informational Texts

### **Prior learning**

#### *C&G*

In Grades 7–8, students have identified and explained the origins of our government and its basic functions.

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In Grade 8, students have examined how geography and economics influence the structure of governments. Students have also explained how various factors have affected the manner in which leaders are chosen through an election process.

Eighth grade students have demonstrated respect for the opinions of others by voicing alternate points of view and recognizing bias.

#### RH 9-10

Students in Grades 6–8 have determined the meaning of words and phrases as these words and phrases are used in a text, including vocabulary specific to domains related to history/social studies.

#### RH 11-12.4

Students in Grades 9–10 have determined the meaning of words and phrases as these words and phrases are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

### **Current learning**

#### C&G

Students understand how and why governments are formed. They are able to differentiate between the “rule of law” and the “rule of man,” and they understand the inherent difficulties in achieving the ideal of the “rule of law.”

Students understand our system of government and are able to compare it to other forms of government. They are able to evaluate their own *civic dispositions* and how their dispositions can affect their *communities*.

#### W

Students use words and phrases in a text to describe political, social, or economic aspects of society. They critically analyze how the meaning of key words and phrases changes over the course of a text.

### **Future learning**

Per the GSEs, no extended learning is listed.

## Resources

### **Suggested primary and secondary documents**

Federalist Papers: <http://www.ourdocuments.gov/doc.php?flash=true&doc=10>

John Locke, “Two Treatises of Government, 1690”

Jean Jacques Rousseau, “Of The Social Contract, Or Principles of Political Right, 1762”

Charles de Montesquieu, “Spirit of the Laws”

Thomas Hobbes, “The Leviathan, 1660”

The Declaration of Independence

### **Suggested online resources**

Rule of law documents

- <http://www.americanbar.org/content/dam/aba/migrated/publiced/features/Part1DialogueROL.authcheckdam.pdf>

Forms of government

- <http://mms.springbranchisd.com/LinkClick.aspx?fileticket=rVj9HkM6QjM%3D&tabid=30292>

Hobbes, Locke, Rousseau, and Montesquieu excerpts and questions

- [http://www.learner.org/courses/amerhistory/pdf/Enlightenment\\_LOne.pdf](http://www.learner.org/courses/amerhistory/pdf/Enlightenment_LOne.pdf)
- <http://www.crf-usa.org/bill-of-rights-in-action/bria-20-2-c-hobbes-locke-montesquieu-and-rousseau-on-government.html>

### **Websites with common core information, strategies, or lessons**

Comparison grid for Hobbes, Locke, and Rousseau: <https://www.1215.org/lawnotes/work-in-progress/hlrcomparison/hlrcomparisongrid.htm>

<http://teacherweb.com/MD/RiverHill/MrsGallowayAmericanGovernment/HSAReviewPacket-1.doc>

### **Vocabulary**

origins, forms, and purposes of government,	civic disposition
rule of law and the “rule of men”	natural rights
political systems and political processes	communities
U.S. system of government	

## High School Civics, Quarter 1, Unit 2

# Foundations of Government II

### Overview

**Number of instructional days:** 7 (1 day = 45 minutes meeting everyday)

#### **Rationale for placement**

This unit builds upon students prior knowledge of the U.S. structure of government and political processes. Students will explore what it means to be a citizen, and the naturalization process. In addition, students will learn the challenges of balancing minority v. majority rights in a democracy.

#### **Concepts to be learned and skills to be used**

##### *Grade-Span Expectations for Social Studies*

- DEMONSTRATE an understanding of **citizens' rights and responsibilities**
- EVALUATE and DEFEND positions on the **personal and civic responsibilities** of individuals
- DESCRIBE the **admission process to become a U.S. citizen**
- ANALYZE the challenges in **balancing minority versus majority rights**

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

#### **Essential questions**

- What does it mean to be a citizen?
- What do you know about the rights and responsibilities of citizenship?
- How do you become a U.S. citizen?
- What are the challenges in balancing the views of the majority with maintaining minority rights?

## Written Curriculum

### 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.

## Clarifying the Standards

**Key**

*C&G* = Civics and Government; *HP* = Historical Perspectives; *G* = Geography;  
*E* = Economics; *RI* = Reading Informational Texts; *W* = Writing Informational Texts

**Prior learning**

In Grades 7–8, students have been exposed to the concept of “rights” at the individual level and within the context of civic responsibilities.

In Grades 7–8, students have used a variety of sources to identify and defend a position on a democratic principle.

In Grades 6–8, students have learned to introduce claims, acknowledge and distinguish the claims from opposing claims, and organize evidence logically. They have also learned to establish and maintain a formal style and provide a concluding statement that follows from and supports the presented argument.

**Current learning**C&G

Students demonstrate their understanding of citizens' rights and responsibilities at the personal and community level. They are able to assess and defend personal and civic responsibilities.

Students are able to describe how a person becomes a U.S. citizen.

Students are also able to identify minority versus majority rights and the conflicts that can arise in balancing these interests.

W

Students are able to write an argumentative essay using discipline-specific language and citing textual evidence.

**Future learning**

Per the GSEs, no extended learning is listed.

## Resources

**Suggested primary and secondary documents**

U.S. Constitution, including the Bill of Rights and amendments

U.S. Naturalization Exam

**Suggested online resources**

- Personal and civic responsibilities: [https://www.etsu.edu/uged/etsu1000/documents/Personal\\_v.civic\\_responsibility.pdf](https://www.etsu.edu/uged/etsu1000/documents/Personal_v.civic_responsibility.pdf)
- Naturalization and citizenship rights, US citizenship and immigration, Department of Homeland Security: <http://www.uscis.gov/us-citizenship/citizenship-through-naturalization/path-us-citizenship>
- Minority versus majority rights: <http://billofrightsinstitute.org/resources/educator-resources/americanpedia/americanpedia-constitution/majority-rule-minority-rights/> and [www.annenbergclassroom.org/term/majority-rule-and-minority-rights](http://www.annenbergclassroom.org/term/majority-rule-and-minority-rights)
- A bit basic but good for lower level learners: <https://www.icivics.org/curriculum/citizenship-participation>
- Bill of Rights Documents: <http://www.ushistory.org/documents/amendments.htm>
- Bill of Rights Institute: <http://billofrightsinstitute.org/founding-documents/bill-of-rights/>
- History Channel Constitution video: <http://www.history.com/topics/constitution>
- National Constitution Center: <http://constitutioncenter.org/learn/educational-resources/lesson-plans/>



**Websites with common core information, strategies, or lessons**

**Vocabulary**

demonstrate	admission process to become a U.S. citizen	minority
citizens' rights	analyze	majority
responsibilities	challenges	rights
evaluate and defend	balancing	personal and civic responsibilities of individuals
civic responsibilities		
describe		



# High School Civics, Quarter 1, Unit 3

## The Constitution and Its Underlying Principles

### Overview

**Number of instructional days:** 21 (1 day = 45 minutes meeting)

#### Rationale for placement

This unit builds upon students' prior knowledge of government. Students will learn how our Constitution was created and about some of its key characteristics. They will explore key amendments to the Constitution and how these amendments protect citizens' rights. Students will learn about the structure, function, and powers of the executive, legislative, and judicial branches. They will explore the legislative process as well as the influence of citizens and political parties. Students will explore the concept of federalism, including the structures and functions of state and local governments and their impact on citizens' lives.

#### Concepts to be learned and skills to be used

##### *Grade-Span Expectations for Social Studies*

- DEMONSTRATE an understanding of U.S. government.
- ANALYZE the basic structure of U.S. government.
- RESEARCH a historical issue or event relating to our governmental structure.
- EXAMINE the principles, traditions, and precedents of American constitutional government.
- DEMONSTRATE multiple understandings of and perspectives on democracy.

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

- WRITE short pieces answering questions.

#### Essential questions

- What is the role of the president in the American constitutional system?
- What is the role of Congress in American constitutional democracy?
- How does Congress perform its functions in the American constitutional system?
- What are the role and function of the judicial branch?
- How are the nation's laws administered in the American constitutional system?
- How are powers distributed among the national, state, and local governments?

## Written Curriculum

### 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...
- b. 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
  - d. 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...
- d. 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.

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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.

## Clarifying the Standards

### Key

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### Prior learning

#### C&G

In Grades 7–8, students have explained how and why power is divided in a federalist system. They have analyzed and described how the checks-and-balances system works and the interrelationships among branches.

In Grades 6–8, students have integrated visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital text. Students have also integrated quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

In Grades 6–8, students have conducted short research projects to answer a question, drawing on several sources. They have also gathered relevant information from multiple print and digital sources, assessed the credibility and accuracy of each source, and quoted or paraphrased the data.

Students in Grades 6–8 have conducted research projects to answer a question, synthesized multiple sources on the subject, and demonstrated understanding of the subject.

### Current learning

#### C&G

Students understand the role of the President in the American constitutional system and the role of Congress in American constitutional democracy. They understand how Congress performs its functions in the American constitutional system.

Students are able to explain the role and function of the judicial branch and how the nation’s laws are administered in the American constitutional system. Students understand how power is distributed among the national, state, and local governments (federalism).

#### RH

Students integrate visual information as well as quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### WHST

Students synthesize information from multiple sources to conduct research projects, answer questions, and solve problems.

**Future learning**

Per GSEs no extended learning is listed.

**Resources**

**Suggested primary and secondary documents**

U.S. Constitution  
 Bill of Rights

**Suggested online resources**

Understanding Federalism: Who Holds the Power?: <http://civiced.rutgers.edu/files/nj/UnderstandFederalismMay07.pdf>  
 Balancing Federal and State Authority: <http://www.pbs.org/wnet/supremecourt/educators/lp1.html>  
 How government works, with links to the Constitution, the three branches of government, federalism issues, resources, etc.: <http://bensguide.gpo.gov/9-12/index.html> and <http://www.whitehouse.gov/our-government>  
 Federalism: <http://www.ushistory.org/gov/3.asp> and <http://edsitement.neh.gov/>  
 Federalism versus states’ rights: <http://www.uschs.org/classroom/lesson-plans/constitution-day/lesson-6-grades-11-12-federalism-vs-states-rights/>

**Websites with common core information, strategies, or lessons**

**Vocabulary**

demonstrate	traditions	democracy
understanding	precedents	legislative branch
analyze	constitutional	executive branch
research	government	judicial branch
historical issue	multiple understandings	federalist system
principles	perspectives	checks and balances

# High School Civics Half-Year Course, Quarter 2, Unit 1

## Rights and Responsibilities

### Overview

**Number of instructional days:** 9 (1 day = 45 minutes meeting everyday)

#### Rationale for placement

After an in-depth study of the structure of the U.S. government, students explore how citizens and groups exercise their rights and responsibilities in a democratic society.

#### Concepts to be learned and skills to be used

##### *Grade-Span Expectations for Social Studies*

- DEMONSTRATE an understanding **civic rights and responsibilities**.
- COMPARE AND CONTRAST perspectives relating to the **Bill of Rights**.
- COMPARE AND CONTRAST human rights by **reviewing primary and secondary sources**.
- ANALYZE the scope and limits of **political rights**.
- DEMONSTRATE an understanding of how individuals and **groups exercise**, or are **denied, their rights and responsibilities** by IDENTIFYING a **policy at the school, local, state, national, or international level** and DESCRIBING how it affects individual rights.
- PARTICIPATE in and REFLECT on a **decision-making experience as part of a group in the classroom, school, or community**.
- WRITE an **informative essay** based on an informational text.

#### Essential questions

- What is the Bill of Rights and what kinds of rights does it protect?
- How has the Bill of Rights contributed to evolving concepts of human rights?
- How does the First Amendment affect the establishment and free exercise of religion?
- How does the First Amendment protect the freedom of expression?
- How does the First Amendment protect freedoms of assembly, petition, and association?
- How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- How do the Fifth, Sixth, and Eighth Amendments protect rights within the judicial system?
- How are students' rights affected by rules, laws, or policies?

## Written Curriculum

### 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.
- 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.
  - 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.
  - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - 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.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - 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.
- 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.
  - 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.
  - 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.
  - 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.
  - 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).

## Clarifying the Standards

### Key

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### Prior learning

#### C&G

Students have defined and applied the concepts of civics, citizen, and rights. They have evaluated and defended a position on issues involving individual rights, and they have analyzed and defended a position on an issue involving civic responsibility. Students have also identified an issue, proposed a solution, and developed an action plan to resolve the issue.

#### RI

Students have identified aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). They have integrated visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

Students have also compared how two or more authors have treated the same or similar topics, including which details they include and emphasize in their respective accounts. They have compared and contrasted treatments of the same topic in several primary and secondary sources.

#### W

Students have written informative/explanatory texts, including narrating historical events, scientific procedures/experiments, or technical processes. In doing so, they have

- Introduced a topic clearly, previewing what is to follow and organizing ideas, concepts, and information into broader categories as appropriate to achieving purpose; they have also included formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- Developed the topic with relevant, well-chosen facts, definitions, concrete details, and quotations.
- Used appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Used precise language and domain-specific vocabulary to inform about or explain the topic.
- Established and maintained a formal style and objective tone.
- Provided a concluding statement or section that follows from and supports the information or explanation presented.

### Current learning

#### C&G

Students compare and contrast multiple perspectives relating to the Bill of Rights. They also compare and contrast human rights by reviewing primary and secondary sources. Students analyze the scope and limits of various rights, such as personal, cultural, economic, or political rights.

Students demonstrate an understanding of how individuals and groups exercise or are denied their rights and responsibilities. They identify a policy at the school, local, state, national, or international level and describe how it affects individual rights.

Students participate in and reflect on a decision-making experience as part of a group in the classroom, school, or community.

### RI

Students compare the perspectives of two or more authors. They evaluate the degree to which reasoning and evidence are supported in a text. They also compare and contrast how several primary and secondary sources deal with the same topic.

In informative and explanatory text, students

- Introduce a topic and organize ideas to make important connections.
- Develop and support the topic with facts, definitions, details, quotations, and examples.
- Use transitions to link sections of the text, create cohesion, and clarify ideas.
- Use appropriate language and domain-specific vocabulary to convey expertise on the topic.
- Maintain a formal style and objective tone.
- Develop a conclusion that is supported by the information presented.

### **Future learning**

Not applicable.

## **Resources**

### **Suggested primary and secondary documents**

Declaration of Independence

Declaration of the Rights of Man

Declaration of the Rights of Women

U.S. Constitution and Amendments

U.N. Declaration of Human Rights

International Rights of the Child

### **Suggested online resources**

UN Charter on UN Declaration of Rights with history, resources (including links to the Declarations of the Rights of Men and Women)—student-friendly version of text: <http://www.un.org/en/documents/udhr/history.shtml>

Library of Congress Bill of Rights primary resources: <http://www.loc.gov/search/?q=bill+of+rights>

Civil Rights Unit: <http://digitaldocsinabox.org/kits.html>

Bill Moyers lesson on freedom of speech and religion: <http://www.pbs.org/moyers/faithandreason/tolerancelesson.html>

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

Bill of Rights Institute: <http://billofrightsinstitute.org/resources/educator-resources/lessons-plans/landmark-cases-and-the-constitution/>

The Constitution

- Primary resource documents: [http://web001.greece.k12.ny.us/files/30782/Elizabeth\\_Cady\\_Stanton%27s\\_Declaration\\_of\\_Sentiments.pdf](http://web001.greece.k12.ny.us/files/30782/Elizabeth_Cady_Stanton%27s_Declaration_of_Sentiments.pdf)
- Constitutional Rights Foundation: <http://www.crf-usa.org/search?searchw>
- Historical documents: <http://edsitement.neh.gov/search/content/constitution?filters=tid%3A1> and <http://teachingamericanhistory.org/library/ord=constitution>

**Key information from the grade-span expectations and common core state standards documents**

**Websites with common core information, strategies, or lessons**

**Vocabulary**

demonstrate	perspectives	participate
understanding	bill of rights	reflect
rights	human rights	decision-making
responsibilities	international level	write
compare	describe	informative/explanatory
contrast	individual rights	

## High School Civics Half-Year Course, Quarter 2, Unit 2

# Our Government in Action

### Overview

**Number of instructional days:** 9 (1 day = 45 minutes)

#### Rationale for placement

After students have learned about the Bill of Rights and how these rights affect them at the individual level, they now examine political institutions and processes, including landmark court cases, elections, and key events and issues in the political process.

#### Concepts to be learned and skills to be used

##### *Grade-Span Expectations for Social Studies*

- Student EVALUATE and DEFEND a current issue involving judicial **protection** of individual or state rights versus **judicial review**.
- Students DESCRIBE ways in which people gain or fail to gain **access** to the U.S. government or its institutions.
- Students ANALYZE and INTERACT on issues/events that are meaningful to them in the context of a political institution or party.
- Students EXPLAIN the historical context and significance of a landmark U.S. campaign or election and EVALUATE its impact.
- Students ANALYZE multiple **perspectives** on a controversial issue.

#### Essential questions

- What is the role of the Supreme Court in the American constitutional system?
- How has judicial review affected politics and our rights?
- How have American political parties shaped policy and agendas?
- How do some people gain access to political institutions while others have failed?
- How have landmark campaigns, elections, and controversial issues shaped our country?

## Written Curriculum

### 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.

## Clarifying the Standards

### Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;  
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

### Prior learning

#### C&G

Students have identified the functions of the three branches of government. They have analyzed and described the interrelationship among the branches (i.e., checks and balances, cause and effect, separation of powers).

Students have described how people identify themselves politically. They have also evaluated the strengths and weakness of different political systems. They have identified how elections change society.

### Current learning

Students evaluate and defend a current issue involving judicial protection of individual or state rights via judicial review. They describe ways in which people gain or fail to gain access to the government.

Students analyze and interact on meaningful issues/events regarding political institutions or parties. They explain the historical context and significance of a landmark campaign or election and evaluate its impact. They analyze multiple perspectives on a controversial issue.

### Future learning

Not applicable

## Resources

### Suggested primary and secondary documents

Key excerpts from landmark Supreme Court Cases:

- Roe v. Wade
- Casey v. Planned Parenthood
- Plessy v. Ferguson
- Brown v. Board of Education
- D.C. v. Heller
- Tinker v. Des Moines\*
- New Jersey v. T.L.O.\*
- Hazelwood v. Kuhlmeier\*
- Bethel v. Fraser\*

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



- Texas v. Johnson
- Griswold v. Connecticut
- Miranda v. Arizona
- Gideon v. Wainright
- Morse v. Frederick\*
- Marbury v. Madison
- Engle v. Vitale
- Lee v. Weisman\*

*\*These cases all involve student and school rights/responsibilities.*

### **Suggested online resources**

Supreme Court cases: [www.oyez.org](http://www.oyez.org)

Bill of Rights Institute : [www.billofrightsinstitute.org](http://www.billofrightsinstitute.org)

Street Law Landmark Cases: [www.streetlaw.org](http://www.streetlaw.org)

First Amendment Center: [www.firstamendmentcenter.org](http://www.firstamendmentcenter.org)

American Civil Liberties Union (ACLU): [www.ACLU.org](http://www.ACLU.org)

Southern Poverty Law Center (SPLC): [www.splcenter.org](http://www.splcenter.org)

Top 10 Supreme Court Cases Every Teenager Should Know, *New York Times/Upfront Magazine*, September 15, 2008: [http://www.nytimes.com/learning/teachers/featured\\_articles/20080915monday.html](http://www.nytimes.com/learning/teachers/featured_articles/20080915monday.html)

### **Key information from the grade-span expectations and common core state standards documents**

Purdue Online Writing Lab – Contains resources for teaching writing and for students.

<https://owl.english.purdue.edu/owl/resource/677/01/>

Harvard College Writing Center – Contains additional strategies for essay writing.

<http://writingcenter.fas.harvard.edu/pages/strategies-essay-writing>

*In Common*: Effective Writing For Students—*In Common* provides a range of examples of Common Core-aligned student work, drawn directly from K–12 classrooms across the country. Student writing samples demonstrate how a student’s writing skills can progress as they gain fluency across the three major types of Common Core writing: argument/opinion writing, informative/explanatory writing, and narrative writing.

<http://achievethecore.org/page/507/in-common-effective-writing-for-all-students>

### **Websites with common core information, strategies, or lessons**

C-Span Classroom: [www.c-spanclassroom.org](http://www.c-spanclassroom.org)

iCivics: [www.icivics.org](http://www.icivics.org)

Learn About Elections and Voting: [www.usa.gov](http://www.usa.gov)

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Library of Congress: [www.loc.gov](http://www.loc.gov) —Legal topics ranging from constitutional issues, elections, government systems, privacy rights, and war crimes and terrorism

The Living Room Candidate: [www.livingroomcandidate.org](http://www.livingroomcandidate.org)

PBS Election Resources: [www.pbslearningmedia.org](http://www.pbslearningmedia.org)

Political Cartoon Index: [www.cagle.com](http://www.cagle.com)

Political Fact Check: [www.factcheck.org](http://www.factcheck.org)

Political Party Quiz: [www.people-press.org](http://www.people-press.org)

Project Vote Smart: [www.votesmart.org](http://www.votesmart.org)

U.S. Presidential Result Access: [www.uselectionatlas.org](http://www.uselectionatlas.org)

Congress.Gov: [www.beta.congress.gov](http://www.beta.congress.gov)

### **Vocabulary**

protection

access

judicial review

perspectives

High School Civics Half-Year Course, Quarter 2, Unit 3  
**Civic Participation and the Political Process**

**Overview**

**Number of instructional days:** 9 (1 day = 45 minutes)

**Rationale for placement**

Students have examined how political institutions and processes have shaped our country. Now they will examine how individuals, groups, and institutions work to meet the needs of the community and influence our government.

**Concepts to be learned and skills to be used:**

- IDENTIFY the role of **political institutions** and groups in the community.
- DESCRIBE how **political institutions** and groups meet needs in the community.
- IDENTIFY and ANALYZE conflicts between public and private life.

**Essential questions**

- How do institutions and groups of citizens work to meet the needs of a community?
- How can citizens engage in the political process?
- How do citizens and groups influence government?
- In what ways are citizens protected from the government and from each other?

**Written Curriculum**

**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\_

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**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.

## Clarifying the Standards

**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

**Prior learning**

C&G

Students have demonstrated the ability to compromise in a civil society. They have understood the causes and effects of taking political action.

Students have identified how they are interconnected with the world around them, and they have evaluated how choices affect people in an interconnected world.

**Current learning**

C&G

Students identify the role of political institutions and groups in the community in regards to expectations and accountability. They describe how political institutions and groups meet the needs of the community and how the community keeps government accountable.

Students identify and analyze conflicts between public and private life using examples from the media or landmark court cases

**Future learning**

Not applicable

## Resources

**Suggested primary and secondary sources**

Facing History and Ourselves [www.facinghistory.org](http://www.facinghistory.org)

The Gilder Lehrman [www.gilderlehrman.org](http://www.gilderlehrman.org)

The Library of Congress [www.loc.gov](http://www.loc.gov)

**Suggested online resources**

PBS Learning Media [www.pbslearningmedia.org](http://www.pbslearningmedia.org)

Point of View [www.pbs.org/pov/educators/lesson-plans](http://www.pbs.org/pov/educators/lesson-plans)

Elections, Political Issues [www.ontheissues.org](http://www.ontheissues.org)

Citizen Advocacy Center [www.citizenadvocacycenter.org](http://www.citizenadvocacycenter.org)

Close Up Foundation [www.closeup.org](http://www.closeup.org)

Model UN [www.unausa.org](http://www.unausa.org)

Center for Civic Education [www.civiced.org](http://www.civiced.org) (teacher resources, lesson plans, bellringers)

**Websites with common core information, strategies, or lessons**

Thinkfinity Civic Education and the Common Core – [www.thinkfinity.org](http://www.thinkfinity.org)

The Gilder Lehrman Institute of American History- [www.gilderlehrman.org](http://www.gilderlehrman.org)

**Vocabulary**



# High School Civics Half-Year Course, Quarter 2, Unit 1

## Students' Civic Participation

### Overview

**Number of instructional days:** 9 (1 day = 45 minutes)

#### Rationale for placement

In the prior unit, students identified political institutions and analyzed how they work to meet the needs of the community. In this unit, students actively participate in a range of civic activities to demonstrate their ability to problem solve.

#### Concepts to be learned and skills to be used

- DESCRIBE how **contemporary** and historical issues are **interrelated**.
- PREDICT **outcomes** and **consequences** of conflicts, events, or actions.
- IDENTIFY and SUMMARIZE the intended and **unintended** consequences of a conflict, event, or course of action.
- PLAN and DEVELOP just solutions to problems using **deliberation, negotiation, and compromise**.
- ACCESS the political system as individuals.
- WORK individually or COLLABORATIVELY on a civic/community engagement project **initiative**.

#### Essential questions

- How are modern and historical issues related to one another?
- How do individuals, systems, and structures relate to and interact with each other?
- How are global issues interconnected and how do they affect people differently?
- What are the potential consequences (intended or unintended) of a conflict or a course of action?
- Do the benefits of living in an interconnected world outweigh the challenges? In what ways?
- How can solutions to global problems that support the general welfare be constructed? Is there such a thing as a just solution for all?

## Written Curriculum

### 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



## Clarifying the Standards

### Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;  
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

### Prior learning

#### C&G

Students identified and discussed factors that lead to the breakdown of order among societies and the resulting consequences. They summarized a significant situation and proposed and defended actions to be taken or not taken. They defended an informed opinion and presented their opinion to an audience beyond the classroom.

Students identified and explained how an action taken by an individual or a group impacts the rights of others. They their role and impact in the voting process and engaged in the political process.

### Current learning

#### C&G

Students describe the connections between a contemporary and a historic issue.

They predict outcomes and possible consequences (intended and unintended) of a conflict or course of action.

Students plan and develop just solutions to a problem created when nations or groups act, using deliberation, negotiation, and compromise.

They collaborate in decision making/ problem solving on a political, social or economic issue, and they evaluate the consequences of options chosen and develop a plan of action.

Students access the political system in a variety of ways.

Students work individually or collaboratively to identify, propose, or carry out a community/civic engagement project/initiative.

### Future learning

Not applicable

## Resources

### Suggested primary and secondary sources

[www.loc.gov](http://www.loc.gov) Library of Congress

[www.newseum.org](http://www.newseum.org) Newseum Museum

[www.constitutioncenter.org](http://www.constitutioncenter.org) - National Constitution Center

### Suggested online resources

New York Times: The Learning Network (Text to Text resources)

[www.heritage.org](http://www.heritage.org) - The Heritage Foundation

[www.publicaganda.org](http://www.publicaganda.org)- PublicAgenda.org

[www.streetlaw.org](http://www.streetlaw.org) – cases, human rights, activities

[www.procon.org](http://www.procon.org) – Pros and Cons of Political Issues

[www.learningtogive.org](http://www.learningtogive.org) Learning To Give

[www.ontheissues.org](http://www.ontheissues.org) -controversial political issues/elections

[www.database.civics.unc.edu](http://www.database.civics.unc.edu)

[www.pbs.org](http://www.pbs.org)

[www.pbslearningmedia.org](http://www.pbslearningmedia.org)

[www.mrdonn.org](http://www.mrdonn.org)

[www.annenbergclassroom.org](http://www.annenbergclassroom.org)

Bill of Rights Institute

The Cato Institute

[www.donate.mccormickfoundation.org](http://www.donate.mccormickfoundation.org) – Tools for Learning

[www.tolerance.org](http://www.tolerance.org) – controversial issues

[www.uscis.gov](http://www.uscis.gov) – Teachers themed resources, naturalization exam

### Vocabulary

contemporary

negotiation

interrelated

unintended

outcomes

initiative

deliberation

compromise