

# Ledyard Public Schools

## Social Studies Curriculum

### Grade 10

### Civics

#### *I. Description and Purpose of the course*

Civics is the second in the high school sequence of required social studies courses. The purpose of this course is to prepare students as active citizens. In this course, students engage in the study of civic processes, rules and laws. Students examine civic and political institutions on the local, state and federal levels. In this course, students will ultimately apply civic virtues and democratic processes to actions which they find of concern in their life.

#### *II. Academic Expectations*

Students in grade ten are expected to consider and investigate issues through a variety of perspectives, while using evidence from multiple sources. Students will be expected to learn to seek out resources with credibility, summarize what they have read, communicate conclusions that incorporate details with relevant information and data to answer research questions posed for each theme. Furthermore, students in grade ten will discover connections between the civics, history, physical and human geography, and economics of their locality, state, and nation.

## LPS Social Studies Curriculum Unit Planner

Grade Level: 10

Unit One: Foundations of Government

Timeline: 3 weeks

**Unit Overview and Objective:** In this unit, students will explore and evaluate types of government systems and analyze influences that contributed to the foundations of American government. Students will begin with basic reasoning while classifying characteristics of effective citizenship and move into complex and extended reasoning evaluating evidence to support conclusions about the impact of power, politics and government in the lives of citizens.

### Theme(s):

#### 1. Rights and Responsibilities of Citizens

-Explain how different governments work to balance the rights of the individual with the overall well being of society.

-Evaluate the obligations and responsibilities of citizens.

### Essential/Compelling Questions

1. What does it mean to be an effective citizen?
2. How do power, politics, and government impact the lives of citizens?

### Vocabulary (Essential terms in bold)

**monarchy, dictatorship, theocracy, democracy, direct democracy, republic, oligarchy, authoritarian, totalitarian, confederacy, sovereignty, parliamentary, federalist, anti-federalist**

### Teacher Notes

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger civic themes.

It is equally important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

### Priority Standards:

**INQ 9-12.5** Determine the kinds of sources that will be helpful in answering the essential and focusing questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

### Supporting Standards:

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field

### Key Strategies to address standard:

-Brainstorm answers to focus question

-C.R.A.A.P. (Currency, Relevancy, Authority, Accuracy, Purpose) source evaluation for founding documents

-Experiential activity = creating a government

**Focusing/Supporting Questions:**

1. How should I take part in civic life?
2. Is government inevitable?
3. How does the way in which political power is distributed in a society fulfill the purposes of government?
4. What historical principles of government influenced the framing of our founding documents?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that civics interact with history, geography, and economic life to explain the processes, rules, laws, virtues, and institutions that make up civic life in the US.

**Priority Standards:**

-**CIV 9-12.8** Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

- **CIV 9-12.3** - Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order

**Supporting Standards:**

-**HIST 9-12.1** Analyze how historical contexts shaped and continue to shape people's perspective

[CCSS.ELA-Literacy.RH.9-10.1](#)

[CCSS.ELA-Literacy.WHST.9-10.1](#)

[CCSS ELA-Literacy.WHST.9-10.7](#)

<p>Key Concepts/Content to be addressed:</p> <p>**Content can be used as a tool for addressing a particular line of inquiry (focus questions or essential questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students</p>	<p>-Types and purposes of different governments (monarchy, oligarchy, democracy, etc.) - (FQ2, FQ3, FQ4)</p> <p>-Origins of government in US (FQ4)</p> <p>-“Founding ideals” -Limited government, Popular sovereignty, Checks and Balances, Judicial Review, Separation of powers, Federalism (FQ3, FQ4)</p> <p>-Role of citizens - (FQ1)</p> <p>-Declaration of Independence - (FQ4)</p> <p>-Social Contract Theory (review) - (FQ2, FQ3)</p> <p>-Articles of Confederation (weaknesses) - (FQ4)</p>
<p>Instructional Activities and Skills</p> <p>(Suggested)</p>	<p>-Brainstorm (ideal citizen).</p> <p>-Experiential Activity (create a government)</p> <p>-Who Rules Identification Exercise (Dropbox, Civics folder, Unit 1)</p> <p>- Global Power exercise (Dropbox, Civics folder, Unit 1)</p> <p>-Put a pin in it- Preamble issue (Dropbox, Civics folder, Unit 1)</p> <p>-Reading skills: document analysis, citing textual evidence, reading for information</p> <p>-Writing skills: persuasive writing, citation and analysis of diverse sources, integration and</p>

	<p>synthesis of information from multiple sources</p> <p>-21st Century Skills: Collaboration in group activities, critical thinking and problem solving through sound reasoning in the analysis of <b>contemporary/historical issues</b></p>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>-Founding ideals essay (Appendix A)</p> <p>-Founding documents timeline (Dropbox, Civics folder, Unit 1) (Appendix A alternate version)</p> <p>-Founding documents experiential exercise (Dropbox, Civics folder, Unit 1)</p> <p>-Personal declaration of independence</p> <p>-Locke/Declaration writing prompt (Dropbox Civics folder, Unit 1)</p> <p>-Mock convention activity (Dropbox, Civics folder, Unit 1)</p> <p>-Federalist/Anti-Federalist debate (Dropbox, Civics folder, Unit 1)</p>
<p>Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b>Priority Standards:</b></p> <p><b>INQ 9-12.6</b> - Gather information from relevant sources representing a wide range of view while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>INQ 9-12.10</b> - Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>Supporting Standards:</b></p> <p><a href="#">CCSS.ELA-Literacy.RH.11-12.1</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.11-12.1 (A-E)</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.11-12.7</a></p>	
<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>Unit 1 Summative assessment with DBQ (document-based question) tracing the evolution of popular sovereignty through the principles of government as articulated in founding documents. (Dropbox, Civics folder, Unit 1)</p>
<p>Featured Sources</p>	<p>-Island Scenario: <a href="https://sites.google.com/a/tctchome.com/island/">https://sites.google.com/a/tctchome.com/island/</a></p>

	<p>-Zombie Scenario: <a href="https://sites.google.com/a/tctchome.com/government-survival/">https://sites.google.com/a/tctchome.com/government-survival/</a></p> <p>-<i>Civics in Practice</i>, Holt-McDougal Textbook chapters 2.1,2.2,2.3</p> <p>-<i>We the People</i>, supplementary text</p> <p>-Primary source excerpts (Appendix A):</p> <ul style="list-style-type: none"><li>Magna Carta</li><li>Mayflower Compact</li><li>English Bill of Rights</li><li>Locke's "Two Treatises"</li><li>Montesquieu "Spirit of Laws"</li><li>Declaration of Independence</li><li>Virginia Statute of Religious Freedom</li><li>English Petition of Right</li><li>Articles of Confederation</li></ul> <p>-General resources for teaching Civics</p> <p><a href="http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf">http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf</a></p>
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## LPS Social Studies Curriculum Unit Planner

Grade Level: 10

Unit Two: Principles of the Constitution

Timeline: 4 weeks

**Unit Overview and Objective:** In this unit students will examine the U.S. Constitution to understand its guiding principles and the basic structure of the government it created. Students will also study the Bill of Rights, other key amendments, and the amendment process with a particular focus on debates over the protection of civil liberties. Students will begin the unit with basic reasoning by describing and interpreting the anatomy of the U.S. Constitution. Complex and extended reasoning will be engaged when students apply, debate, analyze, and synthesize the ways in which rights and responsibilities are connected to real world problems and scenarios.

**Theme(s):**

## 1. Democratic principles and the Rule of Law

-Describe the values and principles that are basic to American Constitutional Democracy.

-Evaluate the extent to which citizens' commitment to the rule of law is crucial for self-government

## 2. Rights and Responsibilities of Citizens

-Evaluate the obligations and responsibilities of citizens

-Explain how a government works to balance the rights of the individual with the overall well-being of society.

**Essential/Compelling Questions**

1. How does the government established by the U.S. Constitution embody the purposes, values, and principles of American Democracy?
2. How are power and responsibility distributed, shared, and limited in the government established by the U.S. Constitution?

**Vocabulary**  
(Essential terms in bold)

**checks and balances, separation of powers, reserved powers, elastic clause, ratification, federalism, popular sovereignty, veto, repeal, delegated powers, compromise, preamble, concurrent powers, eminent domain, due process of law, republican government, judicial review, independent judiciary, civil rights, civil liberties, double jeopardy**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger civic themes.

It is equally important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field.

**Supporting Standards:**

[CCSS.ELA-Literacy.RH.9-10.1](#)

[CCSS.ELA-Literacy.W.9-10.7](#)

**Key Strategies to address standard:**

- Document analysis
- Note-Taking strategies - 2-Column Notes
- Question Formulation Technique (QFT)

**Focusing/Supporting Questions:**

1. How and why did the framers distribute power in the U.S. Constitution?
2. How are your rights defined and protected under the U.S. Constitution?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that civics interact with history, geography, and economic life to explain the processes, rules, laws, virtues, and institutions that make up civic life in the US.

**Priority Standards:**

**CIV 9-12.4** Explain how the US Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and are still contested.

**CIV 9-12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

**Supporting Standards:**

**HIST 9-12.1** Analyze how historical contexts shaped and continue to shape people's perspectives.

[CCSS.ELA-Literacy.RH.9-10.2](#)

[CCSS.ELA-Literacy.RH.9-10.1](#)

[CCSS.ELA-Literacy.RH.9-10.4](#)

[CCSS.ELA-Literacy.WHST.9-10.1](#) (A-E)

Key Concepts/Content to be addressed:

\*\*Content can be used as a tool for addressing a particular line of inquiry (focus questions or essential questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students

- Preamble: goals of Constitution (FQ1)
- Six principles of the Constitution - review of founding ideals, drawing on evidence of principles found in constitution and court cases(FQ1)
- Anatomy of the Constitution(FQ1, FQ2)
- Amendments and amendment process: Bill of rights and extension to civil rights, civil liberties and voting rights - (FQ2)

Instructional Activities and Skills  
(Suggested)

- Video analysis (Constitution USA with Peter Sagal video Federalism)
- Voting Rights Project (poster)
- Jigsaw activities
- Reading for information
- Debate

	<ul style="list-style-type: none"> <li>-Document analysis</li> <li>-Distinguishing fact from opinion(recognizing bias)</li> </ul>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Preamble quilt activity or ranking activity</li> <li>-Principles breakdown activities</li> <li>-Law School experiential (Appendix B)</li> <li>-Checks and Balances (Power Grab) game (Dropbox, Civics folder, Unit 2)</li> <li>-Real world amendment activities (In the news)</li> <li>-Bill of Rights scavenger hunt and scenarios</li> <li>-Outline and scavenger hunt of Constitution (Dropbox, Civics folder, Unit 2)</li> <li>-Supreme Court debate</li> <li>-Thurgood essay (14th amendment)</li> <li>-Preamble quilt written response</li> <li>-Principle check-in</li> <li>-Voting rights poster project (Dropbox, Civics folder, Unit 2)</li> <li>-Pop Song Version of Amendments 11-27</li> </ul>

Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

**INQ 9-12.6** - Gather information from relevant sources representing a wide range of view while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9-12.10** - Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**Supporting Standards:**

**INQ 9-12.13** Critique the use of claims and evidence in arguments for credibility

[CCSS.ELA-Literacy.RH.9-10.1](#)

[CCSS.ELA-Literacy.WHST.9-10.1](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a "living document". If the included</b></p>	<ul style="list-style-type: none"> <li>-Unit two common assessment (Dropbox, Civics folder, Unit 2)</li> <li>-In a formal five paragraph essay use the documents provided to answer the following question: <ul style="list-style-type: none"> <li><b>Should schools be allowed to limit students' online speech?</b></li> </ul> </li> </ul> <p>Documents: (Dropbox, Civics, Unit 2 Folder)</p> <ul style="list-style-type: none"> <li>Document A: Cyberbullying by gender (chart)</li> <li>Document B: <i>K.K. v. Berkeley County Schools</i></li> <li>Document C: <i>J.S. v. Blue Mountain School District</i></li> <li>Document D: Letter from U.S. Department of Education</li> </ul>
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<p><b>assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>EXTENSION: Suggest your own constitutional amendment - Paragraph explaining how your amendment would strengthen the constitution</p>
<p>Featured Sources</p>	<p><i>Civics in Practice</i>, Holt McDougal textbook Chapter 3.1-3.3</p> <p><i>Government ALive! Power, Politics, and You</i> TCI 4.1-4.6</p> <p><a href="http://www.streetlaw.org">www.streetlaw.org</a> = Landmark Cases</p> <p>Primary Sources: US Constitution and Amendments, various landmark court cases</p> <p>Constitution USA with Peter Sagal video Episode one (<a href="http://www.pbs.org/show/constitution-usa-peter-sagal/">http://www.pbs.org/show/constitution-usa-peter-sagal/</a> )</p> <p>-Future Fright: Losing the Bill of Rights (video or clip) - <a href="https://youtu.be/jKAUDd8lbYU">https://youtu.be/jKAUDd8lbYU</a></p> <p>-Power, Politics and You articles</p> <p>-General resources for teaching civics <a href="http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf">http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf</a></p>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 10

Unit Three: Political Parties

Timeline: 2 weeks

**Unit Overview and Objective:** In this unit students will, analyze the roots of political parties and the role parties play in the political process and the public policy debate, identify the organization of political parties, including third parties, and evaluate how participation in parties affects the government. Students will analyze the platforms of political candidates and parties as well. Students will begin the unit with basic reasoning by comparing various elements of political parties. Students will then move to more complex reasoning when using evidence to explain how and why political parties influence aspects of the government. Finally, students will extend their reasoning by creating their own political parties and or using evidence from multiple sources to examine the work of political parties in current issues.

### Theme(s):

#### 1. Civic engagement

- Explain the variety of ways people can take part in civic life
- Explore the roles of political parties in individual's civic life

#### 2. Civic Virtues

- Describe the distinctive characteristics of American civic society.
- Evaluate the virtue of political party affiliation.

### Essential/Compelling Questions

1. How should I take part in civic life?
2. Does the American political system allow for choice and opportunities for participation?

### Vocabulary (Essential terms in bold)

**political party, two-party system, platform, political spectrum, candidate, multi-party system, coalition, one-party system, third parties, liberal, conservative, ideology, public/private financing, PAC**

### Teacher Notes

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger civic themes.

It is equally important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

### Priority Standards:

**INQ 9-12.5** 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.

### Supporting Standards:

[.CCSS.ELA-Literacy.W.9-10.7](#)

**Key Strategies to address standard:**

- Brainstorm political party affiliation and root of personal preference
- Brainstorm/evaluate sources to be used for answering supporting/focus questions
- Research political spectrum and party platforms
- C.R.A.A.P.(Currency, Relevance, Authority, Accuracy, Purpose) test for websites

**Focusing/Supporting Questions:**

1. How do political parties influence our political decisions?
2. How do political parties shape and reflect political, economic, and social interests?
3. What role do third parties play in the American Political system?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that civics interact with history, geography, and economic life to explain the processes, rules, laws, virtues, and institutions that make up civic life in the US.

**Priority Standards:**

**CIV 9-12.2** Analyze the role of citizens in the US political system, with attention to various theories of democracy, changes in Americans participation over time, and alternative models from other countries past and present.

**CIV 9-12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9-12.8** Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

**Supporting Standards:**

**HIST 9-12.1** Analyze how historical contexts shaped and continue to shape people's perspectives.

[CCSS.ELA-Literacy.W.9-10.7](#)

[CCSS.ELA-Literacy.W.9-10.8](#)

[CCSS.ELA-Literacy.RH.9-10.1](#)

[CCSS.ELA-Literacy.RH.9-10.2](#)

[CCSS.ELA-Literacy.RH.9-10.4](#)

Key Concepts/Content to be addressed:

\*\*Content can be used as a tool for addressing a particular line of inquiry (focus questions or essential questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.

- Political party platforms (FQ1, FQ3)
- Role of parties (FQ1, FQ3)
- Political spectrum (FQ2)
- Types of political party systems (FQ2)
- United States political party system(FQ1, FQ2)
- Current events (FQ1, FQ2, FQ3)

Instructional Strategies and Skills (Suggested)	<ul style="list-style-type: none"> <li>-Political spectrum analysis</li> <li>-Political party identification</li> <li>-Collaborative group work</li> <li>-Issue identification</li> <li>-Political cartoon analysis</li> <li>-Critical thinking and problem solving - evaluating political ideology and applying to “new” party/candidate</li> </ul>
Formative Performance Tasks <b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b>	<ul style="list-style-type: none"> <li>-Political spectrum “quizzes”</li> <li>-Political ideology roots activity</li> <li>-Contemporary Political Ideologies webquest</li> <li>-Candidate/Representative meet and greet</li> </ul>
Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.	
<p><b><u>Priority Standards:</u></b></p> <p><b>INQ 9-12.6</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context corroborative value of the sources to guide the selection.</p> <p><b>INQ 9-12.12</b> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using digital technologies.</p> <p><b><u>Supporting Standards:</u></b></p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.4</a></p> <p><a href="#">CCSS.ELA-Literacy.W.9-10.1</a></p>	
Summative Assessment/Extensions with evidence based claims <b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b>	<ul style="list-style-type: none"> <li>-Common unit assessment (Dropbox, Civics folder, Unit 3)</li> <li>-Political Party Website creation = create your own platform, issues, candidate bio, and political spectrum analysis: publish to web. (Dropbox, Civics folder, Unit 3)</li> </ul>

Featured Sources	<p>-Political party websites-</p> <p><a href="http://www.politifact.com/">http://www.politifact.com/</a></p> <p><a href="http://www.politics1.com/">http://www.politics1.com/</a></p> <p><a href="http://www.congresspedia.us/home.php">http://www.congresspedia.us/home.php</a></p> <p>- <i>I Side With</i> political party quiz- <a href="https://www.isidewith.com/political-quiz">https://www.isidewith.com/political-quiz</a></p> <p>- Political spectrum questionnaires-</p> <p><a href="http://www.learner.org/courses/democracyinamerica/dia_12/dia_12_ct.html">http://www.learner.org/courses/democracyinamerica/dia_12/dia_12_ct.html</a></p> <p><a href="http://www.pbs.org/newshour/spc/vote2012/quiz/">http://www.pbs.org/newshour/spc/vote2012/quiz/</a></p> <p><a href="http://www.people-press.org/quiz/political-typology/">http://www.people-press.org/quiz/political-typology/</a></p> <p>-General resource list for Civics</p> <p><a href="http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf">http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf</a></p>
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## LPS Social Studies Curriculum Unit Planner

Grade Level: 10

Unit Four: Legislative Branch

Timeline: 3- 4 weeks

**Unit Overview and Objective:** In this unit students will explain how power and responsibility are distributed, shared, and limited in the US government to meet the needs of its people. They will also consider the role that deliberation and compromise played, and continues to play, in the lawmaking process in the United States as well as compare and contrast the effectiveness of different levels of government at meeting the needs of people. Students will begin the unit in basic reasoning by identifying powers of congress and terms of service for both houses. They will advance to more complex reasoning when asked to propose and evaluate effective legislators. Finally, they will extend reasoning by use popular media to provide an alternative understanding of the legislative process and in doing so synthesize information from various sources.

**Theme(s):**

1. Democratic principles and the rule of law

- Explain the place of law in the American constitutional system
- Evaluate the relationship between the legislative branch and the rule of law in the constitutional system

**Essential/Compelling Questions**

- How are power and responsibility distributed and shared in a limited government?
- Do laws both shape and reflect characteristics of a society?

**Vocabulary  
(Essential terms in bold)**

**bicameral Legislature, whip, impeach, veto, speaker of the house, filibuster, bureaucracy, jurisdiction, Gerrymandering, Censure, caucuses, bill, law, apportionment, immunity, expulsion, sessions, president pro tempore, implied powers, delegated powers, treason, elastic clause**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger civic themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 9-12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**Supporting Standards:**

**INQ 9-12.5** Determine the types of sources that will be helpful in answering compelling and supporting questions, taking into consideration types of sources available, multiple viewpoints, and the potential uses of sources.

**Key Strategies to address standard:**

- “Mental Mapping” - access prior knowledge of the steps to a bill becoming a law
- Brainstorming the responsibilities of effective legislators by analyzing a “to-do” list.

**Focusing/Supporting Questions:**

1. What power does Congress have in the government?
2. How do laws really get made?
3. What makes an effective legislator?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that civics interact with history, geography, and economic life to explain the processes, rules, laws, virtues, and institutions that make up civic life in the US.

**Priority Standards:**

**CIV 9-12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at local, state, national and international levels in terms of civic purposes achieved.

**CIV 9-12.12** Analyze how people use and challenge local state, national, and international laws to address a variety of public issues.

**Supporting Standards:**

**HIST 9-12.1** Analyze how historical contexts shaped and continue to shape people's perspective.

**GEO 9-12.1** Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

[CCSS.ELA-Literacy.W.9-10.1](#)

[CCSS.ELA-Literacy.RH.9-10.2](#)

[CCSS.ELA-Literacy.RH.9-10.1](#)

Key Concepts/Content to be addressed:	<ul style="list-style-type: none"> <li>-Powers of Congress: implied vs expressed (FQ1)</li> <li>-Senate composition (FQ1)             <ol style="list-style-type: none"> <li>a. Terms conditions/limits</li> <li>b. Power structure</li> </ol> </li> <li>-House of Representative composition (FQ1)             <ol style="list-style-type: none"> <li>a. Term conditions/limits</li> <li>b. Power structure</li> </ol> </li> <li>-How a bill becomes a law (FQ2)</li> <li>-Characteristics of an effective legislator (FQ3)</li> <li>-Pros/Cons of divided government (FQ1)</li> <li>-Composition of state legislatures</li> <li>-How a bill becomes a law at state level</li> </ul>
Instructional Strategies and Skills (Suggested)	<ul style="list-style-type: none"> <li>-Simulation</li> <li>-Document analysis: Primary and Secondary             <ol style="list-style-type: none"> <li>A. Analyze the formal and informal qualifications for members of Congress.</li> <li>B. Identify the enumerated powers of the legislative branch and the checks provided by the Constitution to that branch on the other branches of government.</li> </ol> </li> <li>-Station activities</li> <li>-Debate</li> </ul>

	<ul style="list-style-type: none"> <li>-compare the organization of the legislative branch at the national and state levels.</li> <li>-analyze graphs, tables, diagrams, and political cartoons to understand the responsibilities and challenges of being a legislator.</li> <li>-explain the formal process of how a bill travels through Congress, including the role of committees.</li> <li>-identify other factors that influence the lawmaking process.</li> <li>-persuasive speech and debate skills.</li> </ul>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Legislative Branch quiz</li> <li>-Candidate posters-powers of congress</li> <li>-Bill to law flowchart</li> <li>-Effective legislator activity</li> <li>- Lawmaking process: Committee markup and floor debate and vote</li> <li>- Enumerated and Implied powers activity</li> <li>- Debate elastic clause</li> <li>- Who’s Who of Congress</li> </ul>
<p>Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b><u>Priority Standards:</u></b></p> <p><b>INQ 9-12.6</b> Gather relevant information from multiple sources representing a wide range of views.</p> <p><b>INQ 9-12.10</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weakness.</p> <p><b><u>Supporting Standards:</u></b></p> <p><b>INQ 9-12.12</b> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom.</p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.1</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.4</a></p>	
<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs</b></p>	<ul style="list-style-type: none"> <li>-Report card on effective legislator (Dropbox, Civics folder, Unit 3, Legislative)</li> <li>-Re-write of Schoolhouse Rock to reflect actual bill to law process (or use pop song)</li> <li>-Common summative objective assessment (Dropbox, Civics folder, Unit 3 Legislative)</li> </ul>



<p><b>of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	
<p>Featured Sources</p>	<p><i>Civics in Practice</i>: Chapter 5.1-4</p> <p>TCI <i>Power, Politics and You</i>: lesson 11.1-11.5; lesson 12.1-12.5</p> <p>Schoolhouse Rock: I'm just a Bill</p> <p>US Constitution - Elastic Clause (Article I Sec. 8); Legislative Branch (Article 1)</p> <p>Redistricting Game and Song-</p> <p><a href="https://www.youtube.com/watch?v=bh4qAJDUOcc">https://www.youtube.com/watch?v=bh4qAJDUOcc</a></p> <p><a href="http://www.redistrictinggame.org/">http://www.redistrictinggame.org/</a></p> <p>Who's Who Congress-</p> <p><a href="http://www.congresspedia.us/home.php">http://www.congresspedia.us/home.php</a></p> <p><a href="http://www.c-span.org/congress/members/">http://www.c-span.org/congress/members/</a></p> <p><a href="http://www.house.gov/">http://www.house.gov/</a></p> <p><a href="http://www.senate.gov/index.htm">http://www.senate.gov/index.htm</a></p> <p>Impact of Congress-</p> <p><a href="http://centeroncongress.org/e-learning-module-the-impact-congress">http://centeroncongress.org/e-learning-module-the-impact-congress</a></p> <p>-General resources for teaching Civics</p> <p><a href="http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf">http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf</a></p>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 10

Unit Five: Executive Branch

Timeline: 2-3 weeks

**Unit Overview and Objective:** In this unit students will explain how power and responsibility are distributed, shared, and limited in the US government to meet the needs of its people. They will also consider the effectiveness of the executive level of government at meeting the needs of the people. Students will begin the unit in basic reasoning by identifying powers of powers and roles of the president, executive departments, and the cabinet.. They will advance to more complex reasoning when asked to evaluate the efficacy of the executive branch. Finally, they will extend reasoning by evaluating the the powers of the presidency in particular historical instances synthesizing evidence from multiple sources to support their conclusions.

### Theme(s):

1. Democratic principles and the rule of law

- Explain the power, duties, and responsibilities contained in the executive branch of the American constitutional system
- Evaluate the relationship between the executive branch and the rule of law in the constitutional system

### Essential/Compelling Questions

- How are power and responsibility distributed and shared in a limited government?
- Are deliberation and compromise necessary for political decision making?

### Vocabulary (Essential terms in bold)

**presidential succession, state of the union address, foreign policy, diplomacy (diplomat), treaties, reprieve, pardon, secretary of state, attorney general, secretary of defense, ambassadors, joint chiefs of staff, independent agencies, regulatory commission, bureaucracy, cabinet, executive order, amnesty**

### Teacher Notes

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger civic themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

### Priority Standards:

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field.

### Supporting Standards:

**INQ 9-12.5** Determine the types of sources that will be helpful in answering compelling and supporting questions, taking into consideration types of sources available, multiple viewpoints, and the potential uses of sources.

### Key Strategies to address standard:

- Document analysis = Presidential diary for roles and duties.
- Brainstorming - sources which can identify powers, roles, and duties of executive.

**Focusing/Supporting Questions:**

1. What qualities to modern presidents need to fulfill their many roles?
2. What role to the many advisors to the president play?
3. What impact do independent agencies and regulatory commissions have on the relationship between the executive branch and the people?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that civics interact with history, geography, and economic life to explain the processes, rules, laws, virtues, and institutions that make up civic life in the US.

**Priority Standards:**

**CIV 9-12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at local, state, national and international levels in terms of civic purposes achieved.

**CIV 9-12.4** Explain how the US Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**Supporting Standards:**

**HIST 9-12.1** Analyze how historical contexts shaped and continue to shape people's perspective.

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at the national and international levels in terms of civic purposes achieved.

[CCSS.ELA-Literacy.W.9-10.1](#)

[CCSS.ELA-Literacy.RH.9-10.2](#)

[CCSS.ELA-Literacy.RH.9-10.1](#)

Key Concepts/Content to be addressed:

- The Presidency (FQ1)
  - Informal/Formal qualifications
  - Elections/Removal from office
- Powers of the President (FQ1)
  - Constitutional powers
  - Executive orders
- Roles of the President (FQ1)
  - Chief Policymaker
  - Commander in Chief
  - Chief of Party
  - Chief Diplomat
  - Chief of State
  - Chief Citizen
  - Chief Manager of the Economy
  - Chief Executive
- Executive departments and the Cabinet (FQ2)
  - Mission/Role
  - Members
  - Impact on citizens
- Independent Agencies and Regulatory Commissions (FQ3)
  - Function/Responsibilities
  - Classification (*independent agency, agency with cabinet department, independent regulatory*)

	<p><i>commission, or government corporation)</i></p> <ul style="list-style-type: none"> <li>- Bureaucracy (FQ3)</li> </ul> <p>Understanding its role in the U.S. government and executive branch</p>
<p>Instructional Strategies and Skills</p> <p>(Suggested)</p>	<ul style="list-style-type: none"> <li>-Simulation</li> <li>-Station activities</li> <li>-Debate</li> <li>-Document analysis: Primary and Secondary             <ul style="list-style-type: none"> <li>A. Analyze the formal and informal qualifications for president.</li> <li>B. Identify the enumerated powers of the executive branch and the checks provided by the Constitution to that branch.</li> <li>C. Compare the organization of the executive branch at the national and state levels.</li> </ul> </li> <li>-analyze graphs, tables, diagrams, and political cartoons to understand the responsibilities and challenges of being president.</li> <li>-persuasive speech, writing, and debate skills.</li> <li>-Synthesis of information and selection of evidence from multiple sources</li> <li>-Reading for information and summarizing</li> </ul>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Executive Branch Quiz (Dropbox, Civics folder, Unit 3, Executive)</li> <li>-Presidential Roles Activity</li> <li>-Executive command game</li> <li>-Executive branch brochure for depts and agencies</li> <li>-Modern day presidential survey (Dropbox, Civics folder, Unit 3, Executive)</li> <li>-Presidential resume (Drop Box, Civics folder, Unit 3, Executive)</li> <li>-Balancing the ticket</li> </ul>
<p>Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources</p>	
<p>Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b><u>Priority Standards:</u></b></p> <p><b>INQ 9-12.6</b> Gather relevant information from multiple sources representing a wide range of views</p> <p><b>INQ 9-12.10</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weakness.</p> <p><b><u>Supporting Standards:</u></b></p> <p><b>INQ 9-12.13.</b> Critique the use of claims and evidence in arguments for credibility. (DBQ)</p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.1</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.4</a></p>	

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>-Common summative objective assessment</p> <p>-War Powers DBQ (Appendix E)</p> <p>Extension: Create an interactive exhibit on the day in the life of a modern president (Appendix E)</p>
<p>Featured Sources</p>	<p><i>Civics in Practice</i>: Chapter 6.1-4</p> <p>TCI <i>Power, Politics and You</i>: lesson 13.1-6</p> <p><i>iCivics</i> Executive Command Game (<a href="https://www.icivics.org/games/executive-command">https://www.icivics.org/games/executive-command</a>)</p> <p>US Constitution -Executive Branch (Article 2)</p> <p>State of the Union address (annual)</p> <p>Executive order - SNL skit</p> <p><a href="https://www.youtube.com/watch?v=JUDSeb2zHQ0">https://www.youtube.com/watch?v=JUDSeb2zHQ0</a></p> <p>UPFRONT Magazine</p> <p>-General resources for teaching Civics</p> <p><a href="http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf">http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf</a></p>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 10

Unit Six: Judicial Branch

Timeline: 1-2 weeks

**Unit Overview and Objective:** In this unit students will explain how power and responsibility are distributed, shared, and limited in the US government to meet the needs of its people. They will also consider the effectiveness of the judicial level (federal and state) of government at meeting the needs of the people. Students will begin the unit in basic reasoning by identifying the organization and jurisdiction of the judicial branch as well as defining justice. They will advance to more complex reasoning when asked to evaluate the efficacy of the judicial branch. Finally, they will extend reasoning by evaluating the the impact of Supreme Court decisions on the principle of law and the rights and responsibilities of citizens by synthesizing evidence from multiple sources to support their conclusions.

**Theme(s):**

## 1. Democratic principles and the rule of law

- Explain the power, duties, and responsibilities contained in the judicial branch of the American constitutional system.
- Evaluate the relationship between the judicial branch and the rule of law in the constitutional system.
- Explain the place of law in the American constitutional system.

## 2. Rights and Responsibilities of Citizens

- Explain how the judicial branch works to balance the rights of the individual with the overall well-being of society.

**Essential/Compelling Questions**

- How are power and responsibility distributed and shared in a limited government?
- Are deliberation and compromise necessary for political decision making?
- Do laws both shape and reflect characteristics of society?

**Vocabulary**  
(Essential terms in bold)

**criminal law, civil law, statutory law, common law, precedent, appeal, administrative law, constitutional law, jurisdiction, district courts, special courts, original jurisdiction, courts of appeal, appellate jurisdiction, justices, remand, opinion, judicial review, concurring opinion, dissenting opinion, judicial independence**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger civic themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field.

**Supporting Standards:**

**INQ 9-12.5** Determine the types of sources that will be helpful in answering compelling and supporting questions, taking into consideration types of sources available, multiple viewpoints, and the potential uses of sources.

**Key Strategies to address standard:**

- Image analysis = analyze a montage of images that have to do with the court system
- Brainstorming - sources which can identify powers, roles, and duties of the judiciary.
- Document analysis - what is justice reading and analysis

**Focusing/Supporting Questions:**

1. In what ways is the US a nation of laws?
2. How is the US Judicial system organized to ensure justice?
3. How just is our criminal justice system?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that civics interact with history, geography, and economic life to explain the processes, rules, laws, virtues, and institutions that make up civic life in the US.

**Priority Standards:**

**CIV 9-12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at local, state, national and international levels in terms of civic purposes achieved.

**CIV 9-12.4** Explain how the US Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**CIV 9-12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, national, and/or international level.

**Supporting Standards:**

**HIST 9-12.1** Analyze how historical contexts shaped and continue to shape people's perspective.

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at the national and international levels in terms of civic purposes achieved.

[CCSS.ELA-Literacy.W.9-10.1](#)

[CCSS.ELA-Literacy.RH.9-10.2](#)

[CCSS.ELA-Literacy.RH.9-10.1](#)

Key Concepts/Content to be addressed:

- Justice and the law (FQ1)
    - What is justice?
    - Criminal and Civil Law
  - The Federal and State Court Systems (FQ2, FQ3)
    - Characteristics of the Judicial Branch
    - Identify the organization, relations, and jurisdiction of federal, state, and local courts
    - The role that judges play in the court system and describe the ways they are appointed.
  - The Supreme Court (FQ2, FQ3)
    - explain the structure, function, and process of the Supreme Court
    - Members
    - Landmark Cases
- Judicial Independence: Aaron v. Cooper, Brown v. BOE (FQ2, FQ3)

<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> <li>-Document analysis - Landmark cases</li> <li>-Guided discussion/Socratic seminar</li> <li>-Guided readings</li> <li>-Debate</li> <li>-Jigsaw</li> <li>-Cooperative group skills</li> <li>-Analyze graphs, tables, diagrams, and political cartoons to understand the responsibilities and challenges of the judicial branch.</li> <li>-Argumentative speech, writing, and debate skills.</li> <li>-Synthesis of information and selection of evidence from multiple sources</li> <li>-Reading for information and summarizing</li> </ul>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Judicial Independence video response</li> <li>-Judicial Independence warm up and exit ticket</li> <li>-Landmark case comic or newspaper assignment (Appendix F)</li> <li>-What is Justice song assignment (Appendix F)</li> </ul>

Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

**INQ 9-12.6** Gather relevant information from multiple sources representing a wide range of views

**INQ 9-12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weakness.

**Supporting Standards:**

**CIV 9-12.9** Use appropriate deliberative processes in multiple settings.

**INQ 9-12.13.** Critique the use of claims and evidence in arguments for credibility. (Document Based Question)

[CCSS.ELA-Literacy.RH.9-10.1](#)

[CCSS.ELA-Literacy.RH.9-10.4](#)



<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>-New Jersey v. TLO Document Based Question (Drop Box, Civics folder, Unit 3, Judicial)</p> <p>-Common Quest Assessment (Dropbox, Civics folder, Unit 3, Judicial)</p>
<p>Featured Sources</p>	<p><i>Civics in Practice</i>: Chapter 7.1-3</p> <p><i>TCI Power, Politics and You</i>: lesson 15.1-5; 16.1-8</p> <p><i>iCivics</i> Argument Wars Game (<a href="https://www.icivics.org/games/argument-wars">https://www.icivics.org/games/argument-wars</a>)</p> <p>US Constitution Judicial Branch (Article 3)</p> <p>Landmark Supreme Court Cases</p> <p>(<a href="http://landmarkcases.org/en/landmark/home">http://landmarkcases.org/en/landmark/home</a>)</p> <p><a href="http://www.crf-usa.org/">http://www.crf-usa.org/</a></p> <p>PDF of cases - <i>Supreme Court Case Studies</i> (Mcgraw Hill)</p> <p><i>Just Mercy</i> by Bryan Stevenson</p> <p>UPFRONT Magazine</p> <p>-General resources for teaching Civics</p> <p><a href="http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf">http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf</a></p>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 10

Unit Seven: State and Local Government

Timeline: 1-2 weeks

**Unit Overview and Objective:** In this unit students will explain how power and responsibility are distributed, shared, and limited on the state and local to meet the needs of its people. They will also consider the relationships between local, state, and federal branches of government. Students will begin the unit in basic reasoning by identifying the organization, powers, and jurisdiction of state and local governmental institutions. They will advance to more complex reasoning when asked to evaluate the relationship between state, local, and federal government. Finally, they will extend reasoning by taking a position on the impact of federal decisions on the rights and responsibilities of citizens in states and localities by synthesizing evidence from multiple sources to support their conclusions.

**Theme(s):**

## 1. Democratic principles and the rule of law

- Explain the power, duties, and responsibilities of various branches of state and local government..
- Evaluate the relationship between federal law and state law in the constitutional system.

## 2. Rights and Responsibilities of Citizens

- Explain how state and local government works to balance the rights of the individual with the overall well-being of society.

**Essential/Compelling Questions**

- How are power and responsibility distributed and shared in a limited government?
- How does government work to meet the needs of its people?

**Vocabulary**  
(Essential terms in bold)

**\*delegated powers, \*reserved powers, \*concurrent powers, \*bicameral, \*unicameral, full faith and credit clause, extradition, constituents, initiative, referendum, recall, penal code, municipality, charter, ordinances, town meeting, special district, home rule, city council, mayor- strong and weak, commission, grants-in-aid, block grants, missouri plan**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger civic themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field.(shared power/responsibility)

**Supporting Standards:**

[CCSS.ELA-Literacy.W.9-10.2](#)

**Key Strategies to address standard:**

- Compare and contrast
- Venn Diagram - shared responsibilities between parents and child in decision making

-Exit ticket - explain the similarities between family decision making and federalism (Appendix G)

**Focusing/Supporting Questions:**

1. In what ways are the powers and responsibilities of state and local government similar and different to that of the federal system?
2. What is the relationship between local, state, and federal government?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that civics interact with history, geography, and economic life to explain the processes, rules, laws, virtues, and institutions that make up civic life in the US.

**Priority Standards:**

**CIV 9-12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at local, state, national and international levels in terms of civic purposes achieved.

**CIV 9-12.4** Explain how the US Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**CIV 9-12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, national, and/or international level.

**Supporting Standards:**

**HIST 9-12.1** Analyze how historical contexts shaped and continue to shape people's perspective.

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of civic purposes achieved.

**ECO 9-12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups

[CCSS.ELA-Literacy.W.9-10.1](#)

[CCSS.ELA-Literacy.W.9-10.7](#)

[CCSS.ELA-Literacy.RH.9-10.2](#)

[CCSS.ELA-Literacy.RH.9-10.1](#)

Key Concepts/Content to be addressed:

- Powers of State Governments (FQ1)
  - Delegated, Reserved and Concurrent powers
  - Federalism: Federal v. State powers
  - Structure of state governments through its Constitution. (Connecticut)
- Branches of State Government (FQ1)
  - Legislative: Structure and leadership
  - Executive: Governor, Lt. Governor
  - Judicial: Completed in last unit
- Units of Local Government structure and responsibilities (FQ1)
  - County
  - Town
  - City
  - Ledyard leadership and structure
- The Relationship between Local, State and Federal Government (FQ2)
  - Infrastructure
  - Full Faith and Credit Clause
- Federal Government programs and aid (FQ2)

<p>Instructional Strategies and Skills</p> <p>(Suggested)</p>	<ul style="list-style-type: none"> <li>-Document analysis - Full faith and credit clause</li> <li>-Guided discussion/Socratic seminar</li> <li>-Guided readings</li> <li>-Debate</li> <li>-Simulation - impact of federal spending on state/local policy decisions</li> <li>-Cooperative group skills.</li> <li>-Argumentative speech, writing, and debate skills.</li> <li>-Synthesis of information and selection of evidence from multiple sources</li> <li>-Reading for information and summarizing</li> </ul>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Full faith and credit writing assignment (Dropbox, Civics folder, Unit 7 Local and State)</li> <li>-Privileges and immunities primary source analysis (Dropbox, Civics folder, Unit 7 Local and State)</li> <li>-Local Public Service Announcement for Civic Action Project (CAP)</li> </ul>
<p>Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b><u>Priority Standards:</u></b></p> <p><b>INQ 9-12.6</b> Gather relevant information from multiple sources representing a wide range of views</p> <p><b>INQ 9-12.10</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weakness.</p> <p><b><u>Supporting Standards:</u></b></p> <p><b>CIV 9-12.9</b> Use appropriate deliberative processes in multiple settings.</p> <p><b>INQ 9-12.13.</b> Critique the use of claims and evidence in arguments for credibility. (DBQ)</p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.1</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.4</a></p> <p><a href="#">CCSS.ELA-Literacy.W.9-10.7</a></p>	

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>-Federalism DBQ - Drinking age “debate” (Dropbox, Civics folder, State and Local Government)</p> <p>-Supreme Court vs Religious Freedom argumentative writing (Dropbox, Civics folder, State and Local Government)</p>
<p>Featured Sources</p>	<p><i>Civics in Practice</i>: Chapter 8.1-4</p> <p>TCI <i>Power, Politics and You</i>: lesson 6.1-5</p> <p>Connecticut Constitution (Various sections)</p> <p>US Constitution (Article IV, Section 1)</p> <p>Ledyard Town Government Website (<a href="http://www.town.ledyard.ct.us/">http://www.town.ledyard.ct.us/</a>)</p> <p>-General resources for teaching Civics</p> <p><a href="http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf">http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf</a></p>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 10

Unit Eight: Voter Behaviors and Elections

Timeline: 1-2 weeks

**Unit Overview and Objective:** In this unit students will explore the electoral process in the United States and the role the citizen plays in this process. They will also consider the relationships between the media and interest groups and the electoral process. Students will begin the unit in basic reasoning by identifying the steps in the electoral process, from the nomination to the election itself. They will advance to more complex reasoning when asked to evaluate the relationship between the electoral process and the media and various interest groups. Finally, they will extend reasoning by taking a position on the impact of the electoral college on elections in the US as well as evaluating alternatives to the current system including evidence from multiple sources to support their conclusions.

**Theme(s):**

## 1. Civic Virtues

-Explain what it means to be a citizen of the United States as it relates to voting and elections.

## 2. Rights and Responsibilities of Citizens

-Evaluate the obligations and responsibilities of citizens.

## 3. Civic Engagement

-Explain the variety of ways people can take part in civic life.

**Essential/Compelling Questions**

-What influences political decision making?

-Does the American political system provide for choice and opportunities for participation?

**Vocabulary  
(Essential terms in bold)**

**primary election, general election, open primary, popular vote, platform, plank, closed primary, electoral college, elector, electoral, votes, federal election commission(FEC), political action committee (PAC or Super PAC), public opinion, mass media, propaganda, ethos, pathos, logos, testimonials, bandwagon, glittering generalities, name calling, plain folks appeal, transfer, card stacking, political socialization, opinion polls, scientific sampling, straw polls, benchmark polls, tracking polls, exit polls.**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger civic themes.

It is equally important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected to look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field.(Shared power/responsibility)

**Supporting Standards:**

[CCSS.ELA-Literacy.W.9-10.2](#)

**Key Strategies to address standard:**

- Propaganda evaluation
- Procedural analysis/concept mapping - organize and evaluate the electoral process

**Focusing/Supporting Questions:**

1. Do elections in the US system meet the goal of electing the best candidate?
2. How do the interest groups influence political decision making?
3. To what extent do the media influence your political views?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that civics interact with history, geography, and economic life to explain the processes, rules, laws, virtues, and institutions that make up civic life in the US.

**Priority Standards:**

**CIV 9-12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, national, and/or international level.

**CIV 9-12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at local, state, national and international levels in terms of civic purposes achieved.

**CIV 9-12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

**Supporting Standards:**

**HIST 9-12.1** Analyze how historical contexts shaped and continue to shape people's perspective.

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of civic purposes achieved.

**ECO 9-12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups

[CCSS.ELA-Literacy.W.9-10.1](#)

[CCSS.ELA-Literacy.W.9-10.7](#)

[CCSS.ELA-Literacy.RH.9-10.2](#)

[CCSS.ELA-Literacy.RH.9-10.1](#)

Key Concepts/Content to be addressed:

- Electoral Process (FQ1)
  - Elections
  - Voting
  - The Electoral College
  - The Nomination Process
  - Voting is important
  - Taking part in political campaigns
- Media and Interest Groups (FQ2, FQ3)
  - Public Opinion and how it is shaped
  - Propaganda
  - Measuring Public Opinion through Polling
- The influence of money in politics (FQ2, FQ3)

<p>Instructional Strategies and Skills</p> <p>(Suggested)</p>	<ul style="list-style-type: none"> <li>-Video analysis - Electoral Dysfunction</li> <li>-Guided discussion/Socratic seminar</li> <li>-Guided readings</li> <li>-Artifact analysis - propaganda poster analysis</li> <li>-Simulation - electoral process, committee assignments</li> <li>-Cooperative group skills</li> <li>-Analyze graphs, tables, diagrams, and political cartoons to understand the impact of interest groups</li> <li>-Argumentative speech and writing skills</li> <li>-Synthesis of information and selection of evidence from multiple sources</li> <li>-Reading for information and summarizing</li> </ul>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Electoral Dysfunction video - questions for analysis</li> <li>-Propaganda Gallery Walk</li> <li>-Political Socialization activity</li> <li>-Connect interest group money to legislative action and committee assignment</li> </ul>
<p>Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b><u>Priority Standards:</u></b></p> <p><b>INQ 9-12.6</b> Gather relevant information from multiple sources representing a wide range of views</p> <p><b>INQ 9-12.10</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weakness.</p> <p><b><u>Supporting Standards:</u></b></p> <p><b>INQ 9-12.13.</b> Critique the use of claims and evidence in arguments for credibility. (DBQ)</p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.1</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.4</a></p> <p><a href="#">CCSS.ELA-Literacy.W.9-10.7</a></p>	
<p>Summative Assessment/Extensions</p>	<p>-Common objective summative assessment</p>



<p>with evidence based claims</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>-Analysis of pros and cons of electoral process</p> <p>-Electoral college revision project</p>
<p>Featured Sources</p>	<p><i>Civics in Practice</i>: Chapters 10.1-4 11.1-3</p> <p><i>TCI Power, Politics and You</i>: lessons 8.1-4, 9.1-5,10.1-6,</p> <p><i>Electoral Dysfunction Video</i> (<a href="http://electoraldysfunction.org/">http://electoraldysfunction.org/</a>)</p> <p>-General resources for teaching Civics</p> <p><a href="http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf">http://www.everyday-democracy.org/sites/default/files/attachments/Connecticut-Resource-List-Civics-Teachers.pdf</a></p>