

Civics Curriculum



Table of Contents

CTECS - Vision of Graduate	2
CTECS Instructional Model	4
Curriculum Introduction	5
Curriculum Components	5
Social Studies Philosophy	7
Civics - Course Map	8
Civics Unit 1 - Foundations of Citizenship	9
Civics Unit 2 - Roots of a Federal Government	17
Civics Unit 3 - The Constitution	25
Civics Unit 4 - Political Parties and Elections	36
Civics Unit 5 - Bill of Rights and Amendments	44
Civics Unit 6 -State and Local Governments	53

CTECS - Vision of Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the academic program. It provides a clear pathway of skill development, increasing complexity, and academic proficiency across the four-year sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure academic alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

Social Studies Vision

The vision for social studies in the Connecticut Technical Education and Career System (CTECS) is to empower students to think critically about the past in order to navigate and shape the future. Within our technical high school setting, we connect historical knowledge to real-world industries, civic responsibility, innovation, and workforce readiness. Through inquiry, analysis of diverse perspectives, and application of historical thinking skills, students develop informed judgment, ethical awareness, and the ability to engage thoughtfully in a rapidly changing global society.

Our vision is to graduate college and career-ready students who understand the historical foundations of their trades, communities, and democratic institutions—and who are prepared to contribute responsibly as skilled professionals and informed citizens.

Social Studies Curriculum Philosophy

The CTECS Social Studies Curriculum 24-25 revision was modeled after the CSDE Social Studies Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) as a framework to structure the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course and grade; it provides a roadmap of the essential learning outcomes for mastery by the end of the grade/course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

Aligned Prioritized Standards

- [CT State Social Studies Standards](#)
- [The College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History](#)
- [APA National Standards for High School Psychology Curricula](#)
- [Common Core State Standards for English Language Arts \(ELA\) and Literacy in History/Social Studies, Science, and Technical Subjects](#)

Civics Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Priority Standards	CG.Civ.2.e. CG.Civ.2.c. CG.Inq.4.c.	CG.His.5.a. CG.Civ.4.a. CG.Inq.4.a. CG.Inq.4.c.	CG.Civ.2.b. CG.Civ.3.b. CG.Civ.4.b. CG.Inq.4.a.	CG.Civ.3.a. CG.Civ.1.b. CG.Inq.4.a.	CG.Civ.4.c. CG.Civ.14.a. CG.Inq.4.a.	CG.Civ.8.a. CG.Civ.2.a. CG.Inq.4.a.

Civics Curriculum Unit 1

Priority Standards Addressed in Unit 1

Content Standards

CG.Civ.2.e.

Analyze the rights and responsibilities of individuals in the United States (e.g., 4th Amendment, trial by jury, jury service, interacting with law enforcement, voting)

CG.Civ.2.c.

Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States (e.g., interest groups, media bias, political parties).

Inquiry Standards

CG.Inq.4.c.

Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - CG.Inq.4.c.
- command of the language; written and verbal
 - CG.Inq.4.c.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - CG.Inq.4.c.
- interacts with diverse audiences in a manner appropriate for the setting
 - CG.Inq.4.c.
- empathizes with and values others
 - CG.Inq.4.c.

A Critical Thinker

- applies unbiased analysis and evaluation
 - CG.Civ.2.e.
 - CG.Civ.2.c.
 - CG.Inq.4.c.
- willing to adapt new information and question things
 - CG.Civ.2.e.
 - CG.Civ.2.c.
 - CG.Inq.4.c.

A Problem Solver

- can persevere and adapt
 - CG.Civ.2.e.

- CG.Civ.2.c.
- CG.Inq.4.c.
- able to determine the root cause of issues
 - CG.Civ.2.c.

Respectful

- embraces cultural diversity
 - CG.Inq.4.c.

Big Ideas:

- Every individual within a community possesses freedoms and protections (rights)
- Rights come with duties and obligations (responsibilities) that must be upheld to ensure a functioning and equitable society.
- Exercising rights responsibly is crucial to maintaining a positive community environment for everyone.

Essential Questions:

- What are the basic rights, duties, and responsibilities of American citizenship?
- How do our individual rights balance with the needs of the community?
- How can we actively participate in our democracy to uphold our civic duties?
- What are the potential consequences of not fulfilling our civic responsibilities?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>CG.Civ.2.e.</p> <ul style="list-style-type: none"> ● Constitutional rights ● Search and seizure ● Due process ● Trial by jury ● Jury service ● Voting rights ● Civic duties vs. civic responsibilities ● Rule of law ● Interactions with law enforcement 	<p>CG.Civ.2.e.</p> <ul style="list-style-type: none"> ● Explain constitutional rights and protections in real-life situations ● Evaluate the importance of jury service and trial by jury ● Distinguish between rights and responsibilities of citizens ● Apply appropriate actions when interacting with law enforcement ● Assess the role of voting as a civic responsibility ● Use scenarios to determine whether rights are being upheld or violated
<p>CG.Civ.2.c.</p> <ul style="list-style-type: none"> ● Political participation ● Interest groups 	<p>CG.Civ.2.c.</p> <ul style="list-style-type: none"> ● Analyze how individuals and groups influence political participation

<ul style="list-style-type: none"> ● Political parties ● Media (traditional & digital) ● Media bias ● Public opinion ● Civic engagement ● Advocacy ● Campaigns and elections ● Historical and modern movements 	<ul style="list-style-type: none"> ● Compare the roles of interest groups and political parties ● Evaluate the impact of media and media bias on public opinion ● Trace how political participation has changed over time ● Explain how advocacy groups shape policy and elections ● Interpret examples of media influence in political contexts
<p>CG.Inq.4.c.</p> <ul style="list-style-type: none"> ● Claims and arguments ● Evidence ● Credibility ● Bias ● Reasoning ● Audience and purpose ● Sequencing (organization of ideas) ● Supporting details ● Logical fallacies 	<p>CG.Inq.4.c.</p> <ul style="list-style-type: none"> ● Critique political arguments using evidence and reasoning ● Evaluate the credibility of sources and claims ● Identify bias in arguments and explanations ● Analyze how purpose and audience shape messages ● Assess strengths and weaknesses of an argument ● Deconstruct arguments into claims, evidence, and reasoning ● Construct evidence-based critiques of political messages
<p>Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)</p> <ul style="list-style-type: none"> ● Demographics ● Values ● Freedom ● Liberty ● Justice ● Equality ● Citizenship ● Immigrant ● Alien ● Naturalization ● Asylum ● Refugee ● Rights ● Responsibilities ● Civic Duties ● Suffrage 	
<p>Resources:</p> <p>Technology:</p>	

- <https://ed.icivics.org/>
- [Responsibilities-of-citizenship- BOR Institute](#)
 - [Communities- BOR Institute](#)
 - [Citizenship and naturalization in the U.S.](#)
 - [Challenges of citizenship in the new millenium](#)
 - [civic-duties-video/social-studies-shorts/](#)
 - [Mikva Challenge-my-civic-footprint-sample](#)
 - [Facing history- citizen-power-makes-democracy-work](#)
 - [Facing History: what-makes-democracy-work](#)
 - [What-does-it-mean-to-be-an-american](#)
 - [USCIS](#)
 - [Reagan foundation- Civics and Citizenship curriculum](#)
 - [This is Democracy Comic Book- Quotes on Democracy and citizenship, comic strips on 3 branches of gov't, local/state gov't.](#)
 - [National report card on civic knowledge](#)
 - [Sandra Day O'Connor national Civics challenge](#)
 - <https://everyday-democracy.org/civic-engagement/>

Skill Practice:

- icivics.org

Suggested Texts:

- [Defining Citizenship \(Video\)](#).
- **Rights, Responsibilities, & Duties**
- [It's Okay to Disagree: The Legacy of Civil Disobedience in US History.](#)
- [To Capitol Hill!](#)
- **Voting Rights:**
- [Student Guide: 5 Things You Need to Do Before You Vote..](#)
- [Indigenous People: Citizenship and Suffrage.](#)

Non-Fiction:

- U.S. Constitution, Bill of Rights, etc.

Books (excerpts are recommended):

- This is Our Constitution

Cross Cycle Tasks:**Suggestions:**

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED: CFA Unit 1 (Performance Matters)

Suggested:

- Citizenship Quiz [Upfront Magazine Apr. 25, 2022](#)
- [Upfront May 13, 2019 The battle over the Census- debate](#)
- <https://www.reaganfoundation.org/education/curriculum-and-resources/curriculum/civics-and-citizenship/>
- Lesson 1: Citizenship • Narrative Essay: Write about an experience in your life where you became aware of your citizenship status. • Descriptive Essay: Choose your favorite quote from the Quotation Exploration activity and describe how a person can live by that example.
- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- X

Suggested:

- Lesson 7: Civic Participation • Narrative Essay: Write about how you have demonstrated or plan to demonstrate responsible participation in American democracy. • Persuasive Essay: Of the thirteen traits (VOTE-C) listed as necessary for an effective and productive citizen, choose the three most important and defend your choices
- Descriptive Essay: What does it mean to be a good citizen? Provide personal commentary on the topic and cover key points related to U.S. citizenship, such as accepting responsibility, and adhering to moral principles. • Cause and Effect Essay: Evaluate how civic responsibilities and participation attribute to the development of democratic values in America?
- Defining citizenship project
- Create your own comic book about what it means to be an American citizen. Use the following link for guidance. <https://www.cartoonstudies.org/css-studio/cartooningprojects/democracy/>
- Immigration Nation
- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Opportunities for Interdisciplinary Connections:**Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

https://learning.ccssso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- Students present their data visualizations and models, linking STEM findings to historical and literary insights about citizenship. They write reflective essays or speeches advocating for informed, active citizenship based on their research.
- Have students write essays or speeches comparing the ideals in these documents with contemporary citizenship issues, fostering analytical and persuasive skills.

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc**Mathematical Practice Standards****Next Generation Science Standards**

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- Collect qualitative data from historical documents, speeches, and local government policies regarding citizenship and civic participation.
- Use spreadsheets or software to chart trends in citizenship rights over time, such as voting rights expansions or civil rights milestones.
- Construct decision trees or flowcharts simulating citizenship-related processes, such as steps to becoming a citizen or how rights are protected or challenged legally.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Arts

- Creative Projects: Encourage students to create multimedia presentations or artistic works expressing their understanding of citizenship rights and responsibilities inspired by these texts.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation

- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Civics Curriculum Unit 2

Priority Standards Addressed in Unit 2

Content Standards

CG.His.5.a.

Analyze how interpretations of the social contract theory of government influenced the founding of the United States government (e.g., Thomas Hobbes, Jean-Jacques Rousseau, John Locke).

CG.Civ.4.a.

Explain how the Declaration of Independence and United States Constitution contributed to the establishment of a federal democratic republic (e.g., popular sovereignty, federalism).

Inquiry Standards

CG.Inq.4.a.

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

CG.Inq.4.c.

Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - CG.Inq.4.a.
 - CG.Inq.4.c.
- command of the language; written and verbal
 - CG.Inq.4.a.
 - CG.Inq.4.c.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - CG.Inq.4.a.
 - CG.Inq.4.c.
- interacts with diverse audiences in a manner appropriate for the setting
 - CG.Inq.4.a.
 - CG.Inq.4.c.
- empathizes with and values others
 - CG.Inq.4.a.
 - CG.Inq.4.c.

A Critical Thinker

- applies unbiased analysis and evaluation
 - CG.His.5.a.

- CG.Civ.4.a.
- CG.Inq.4.a.
- CG.Inq.4.c.
- willing to adapt new information and question things
 - CG.His.5.a.
 - CG.Civ.4.a.
 - CG.Inq.4.a.
 - CG.Inq.4.c.

A Problem Solver

- can persevere and adapt
 - CG.His.5.a.
 - CG.Civ.4.a.
 - CG.Inq.4.a.
 - CG.Inq.4.c.
- able to determine the root cause of issues
 - CG.His.5.a.
 - CG.Civ.4.a.

Big Ideas:

- The principles of social contract theory shaped how America's founders envisioned government's purpose and structure.
- The Declaration of Independence and Constitution created a new model of government based on popular sovereignty and federalism.
- Experts disagree about how to interpret and apply civic concepts, and evaluating these disagreements requires examining evidence and reasoning.
- Constructing and critiquing arguments about government requires precise claims, multiple sources, acknowledgment of counterarguments, and awareness of bias and logical weaknesses.

Essential Questions:

- What is the purpose of government?
- "What historical events and philosophies shaped early government structures?"
- "How do concepts like consent of the governed, natural rights, and social contract theory contribute to our understanding of government origins make a government legitimate?"

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

<p>CG.His.5.a:</p> <ul style="list-style-type: none"> ● John Locke’s Two Treatises of Government ● Thomas Hobbes’ Leviathan ● Jean-Jacques Rousseau’s The Social Contract ● Montesquieu’s The Spirit of Laws ● Declaration of Independence ● Constitution ● Magna Carta ● English Bill of Rights 	<p>CG.His.5.a:</p> <ul style="list-style-type: none"> ● Identifying key arguments from Hobbes and Locke (Rousseau/ Montesquieu) ● Explore the similarities and differences between philosophers' views on government, rights, and human ● Evaluate the strengths and weaknesses of each philosopher's social contract theory ● Demonstrate cause-and-effect relationships between philosophical arguments and founding document language ● Analyze of which philosophical ideas had the strongest influence on U.S. government
<p>CG.Civ.4.a.</p> <ul style="list-style-type: none"> ● Popular sovereignty ● Federalism ● Separation of powers ● Checks and balances ● Limited government ● Individual rights and liberties ● Declaration of Independence 	<p>CG.Civ.4.a.</p> <ul style="list-style-type: none"> ● Compare specific passages from the Declaration and Constitution to the establishment of a federal democratic republic ● Analyze highlighting language that reflects popular sovereignty, federalism, separation of powers, and checks and balances ● Illustrate the three branches of government and how each document established their powers and limitations ● Explain connections between the documents and democratic principles and explain how they work together to establish a democratic republic
<p>CG.Inq.4.a.</p> <ul style="list-style-type: none"> ● Components of a strong argument: claim, evidence, reasoning, and conclusion ● Claims vs. opinions ● Counterarguments & Opposing Viewpoints ● Evidence: source bias, perspective, and limitations ● Proper Source Citation 	<p>CG.Inq.4.a.</p> <ul style="list-style-type: none"> ● Complete a structured argument organizer ● Written Assessments: multi-paragraph argumentative essay with clear thesis, topic sentences as claims, evidence ● Produce a position paper on a historical/ civic issue that includes weaknesses and alternative perspectives ● Participate in a structured debate presenting arguments with evidence & responding to counterarguments

	<ul style="list-style-type: none"> ● Create a persuasive presentation with visual evidence, clear claims, and opposing viewpoints
<p>CG.Inq.4.c.</p> <ul style="list-style-type: none"> ● Claims and arguments ● Evidence ● Credibility ● Bias ● Reasoning ● Audience and purpose ● Sequencing (organization of ideas) ● Supporting details ● Logical fallacies 	<p>CG.Inq.4.c.</p> <ul style="list-style-type: none"> ● Critique political arguments using evidence and reasoning ● Evaluate the credibility of sources and claims ● Identify bias in arguments and explanations ● Analyze how purpose and audience shape messages ● Assess strengths and weaknesses of an argument ● Deconstruct arguments into claims, evidence, and reasoning ● Construct evidence-based critiques of political messages
<p>Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)</p> <ul style="list-style-type: none"> ● Social Contract ● Democracy ● Absolute Monarch ● Republic ● Democratic Republic ● Tyranny ● Perfect Freedom ● Preamble ● Natural Rights ● Declaration of Independence ● Rule of Law 	
<p>Resources:</p> <p>iCivics - iCivics</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Just right government- iCivics ● America's founding preambles- iCivics ● Foundations of government- icivics (Rule of Law, Why government? Who Rules? Limiting government) ● Philosophically correct- iCivics ● Actively Learn- Foundations of American Government: The Enlightenment, Ideas that shaped a government, Roman Republic, Athenian Democracy ● Wanted: A just right government- iCivics ● Civics101 Podcast graphic organizers (Articles of Confederation, Magna Carta) ● Civics-in-real-life- Florida Joint Citizenship 	

- civic-engagement resources

Skill Practice:

- Create a mock legislative session where students take on the roles of legislators, constituents, and interest groups. Have them debate a proposed bill that addresses a current societal need. This will allow students to see how different perspectives influence legislative decisions

Suggested Texts:

Non-Fiction Books (excerpts are recommended):

- John Locke's Two Treatises of Government
- Thomas Hobbes' Leviathan
- Jean-Jacques Rousseau's The Social Contract
- Montesquieu's The Spirit of Laws
- Declaration of Independence
- Constitution
- Magna Carta
- English Bill of Rights

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- CFA Unit 1 (Performance Matters)

Suggested:

- Actively Learn "You decide: Thomas Hobbes or John Locke?"
- Island government scenario project
- Actively Learn- Declaration of Independence OR Podcast- DOI - Writing prompt
- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

- DBQ: US Government – Liberty or Safety
- icivics DBQ- Quest: America's Founding Preambles
- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Opportunities for Interdisciplinary Connections:**Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- Primary source analysis: Read and annotate the Declaration of Independence, Constitution, and Federalist Papers
- Rhetoric and persuasion: Analyze speeches by founding fathers or modern politicians
- Debate and argumentation: Structure formal debates on constitutional issues
- Historical fiction: Read novels set during the Revolutionary or Constitutional periods

Novels/Articles

- Study the novel and "Johnny Tremain" by Esther Forbes in conjunction with the English Department
- "Lord of the Flies" by William Golding

"Starship Troopers" by Robert Heinlein: develop critical thinking about what it means to be a citizen, how governments balance rights and responsibilities, and the ongoing struggle to realize justice and equality.

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

- Voting systems and probability: Analyze Electoral College math and voting patterns
- Population statistics: Examine census data and how representation is apportioned
- Graphs and data: Visualize voter turnout, demographics, or historical trends

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- Environmental policy: Connect to how government regulates pollution and natural resources
- Public health governance: Explore how government institutions manage health crises
- Scientific ethics: Discuss government regulation of research and technology
- Collect qualitative data from historical documents, speeches, and local government policies regarding citizenship and civic participation.
- Use spreadsheets or software to chart trends in citizenship rights over time, such as voting rights expansions or civil rights milestones.
- Construct decision trees or flowcharts simulating citizenship-related processes, such as steps to becoming a citizen or how rights are protected or challenged legally.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Arts

- Political imagery: Analyze propaganda, political cartoons, and symbols
- Music and protest: Study songs that reflect political movements and civic engagement
- Architecture: Examine the symbolism of government buildings and monuments
- Creative Projects: Encourage students to create multimedia presentations or artistic works expressing their understanding of citizenship rights and responsibilities inspired by these texts.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services

- Digital Media
- Diesel and Heavy - Duty Equipment Repair
- Electrical
- Graphic Design
- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Civics Curriculum Unit 3

Priority Standards Addressed in Unit 3

Content Standards

CG.Civ.2.b.

Analyze the role and effectiveness of the legislative branch in addressing constituent and societal needs (e.g., Article I, Section 8 of the United States Constitution, elections, political polling, representation, constituent services).

CG.Civ.3.b.

Analyze how federal and state court systems are articulated and maintained by constitutions and laws in the United States (e.g., District Courts, Circuit Courts, Appellate Court, Supreme Court).

CG.Civ.4.b.

Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government (e.g., separation of powers, checks and balances, necessary and proper clause, supremacy clause, 10th Amendment).

Inquiry Standards

CG.Inq.4.a.

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - CG.Civ.4.b.
 - CG.Inq.4.a.
- command of the language; written and verbal
 - CG.Civ.4.b.
 - CG.Inq.4.a.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - CG.Civ.4.b.
 - CG.Inq.4.a.

A Critical Thinker

- applies unbiased analysis and evaluation
 - CG.Civ.2.b.
 - CG.Civ.3.b.
 - CG.Civ.4.b.
 - CG.Inq.4.a.
- evaluates sources of information for reliability
 - CG.Inq.4.a.

- willing to adapt new information and question things
 - CG.Civ.2.b.
 - CG.Civ.3.b.
 - CG.Civ.4.b.
 - CG.Inq.4.a.

A Problem Solver

- can persevere and adapt
 - CG.Civ.2.b.
 - CG.Civ.3.b.
 - CG.Civ.4.b.
 - CG.Inq.4.a.

Big Ideas:

- The Constitution distributes governmental power among the legislative, executive, and judicial branches through separation of powers and checks and balances to prevent any single branch from becoming too powerful.
- The legislative branch represents constituents and makes laws, the executive branch implements policies and manages agencies, and the judicial branch interprets laws—and each branch's effectiveness depends on how well it serves its purpose and responds to societal needs.

Essential Questions:

- What is the Constitution's main purpose and why has it endured for over two centuries?
- How does the Constitution organize the government and serve as its framework?
- How did compromise become a major component of the Constitution?
- Why are the separation of powers and checks and balances so important?
- How can the Constitution be changed, and is it a living document that adapts to the times?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

<p>CG.Civ.2.b.</p> <ul style="list-style-type: none"> ● Article I: Legislative Branch ● Section 8: enumerated, implied, and inherent powers of Congress ● Structure & Organization of Congress ● Representation & District apportionment ● Term limits ● Legislative Process ● Checks and balances 	<p>CG.Civ.2.b.</p> <ul style="list-style-type: none"> ● Categorizing Congressional powers by the types of constituent/societal needs ● Examining how Constitutional powers have been used (or not used) to address modern societal challenges ● Demonstrate checks and balances within the Legislative Branch ● Research and analyze a specific piece of legislation ● Examine the law making process ● Participate in a mock Congress where students propose, debate, and vote on legislation (nationally, state, local, or school level)
<p>CG.Civ.3.b</p> <ul style="list-style-type: none"> ● Article III: Judicial Branch ● Power, Division & Structure ● Judicial review ● Federalism ● Constitutional law ● Federal Court System Structure ● U.S. Supreme Court composition ● State Court System Structure ● Trial courts ● Original jurisdiction vs. Appellate ● Checks and balances 	<p>CG.Civ.3.b</p> <ul style="list-style-type: none"> ● Explain the structure and organization of federal and state court system ● Explain the concept of judicial review and its significance ● Compare and contrast federal and state court jurisdiction and authority ● Analyze landmark Supreme Court cases and their impact on constitutional interpretation ● Assess the effectiveness of the judicial branch in protecting individual rights and maintaining the Constitution ● Examine how federalism shapes the relationship between federal and state courts ● Evaluate how the judicial branch serves as a check on the other branches of government
<p>CG.Civ.4.b.</p> <ul style="list-style-type: none"> ● United States Constitution ● Limited government ● Separation of powers ● Checks and balances ● Enumerated powers ● Necessary and proper clause ● Supremacy clause ● 10th Amendment ● Federalism (division of powers between federal and state governments) 	<p>CG.Civ.4.b</p> <ul style="list-style-type: none"> ● Describe how the Constitution organizes and divides power ● Analyze how separation of powers and checks and balances limit government authority ● Explain the significance of specific clauses and amendments ● Compare federal and state powers under the Constitution ● Use evidence from constitutional text to support explanations

	<ul style="list-style-type: none"> ● Evaluate how the Constitution protects against abuses of power
<p>CG.Inq.4.a.</p> <ul style="list-style-type: none"> ● Components of a strong argument: claim, evidence, reasoning, and conclusion ● Claims vs. opinions ● Counterarguments & Opposing Viewpoints ● Evidence: source bias, perspective, and limitations ● Proper Source Citation 	<p>CG.Inq.4.a.</p> <ul style="list-style-type: none"> ● Complete a structured argument organizer ● Written Assessments: multi-paragraph argumentative essay with clear thesis, topic sentences as claims, evidence ● Produce a position paper on a historical/ civic issue that includes weaknesses and alternative perspectives ● Participate in a structured debate presenting arguments with evidence & responding to counterarguments ● Create a persuasive presentation with visual evidence, clear claims, and opposing viewpoints

Academic Vocabulary:

Article I: Legislative Branch

- Bicameral
- Bill
- Compromise
- Congress
- Constituent
- Expressed Powers
- Filibuster
- Hopper
- Implied Powers
- House of Representatives
- Override
- Senate
- Speaker of the House

Article II: Executive Branch

- Cabinet
- Commander-in-Chief
- Electoral College
- Executive Order
- Impeach
- Pardon Power
- Pocket Veto
- Veto

Article III: Judicial Branch

- Amendments
- Appellate Jurisdiction
- Defendant
- Dissenting Opinion
- Judicial Review
- Majority Opinion
- Original Jurisdiction
- Plaintiff
- Precedent
- Prosecution
- Supreme Court

Resources:

iCivics - <https://ed.icivics.org/>

Technology:

- National Constitution Center
- Anatomy of the Constitution- icivics
- Amendment mini lesson- icivics
- Teaching the Constitution- Annenberg Classroom (Origin of the Constitution, Three branches, Separation of powers, Amendments and landmark cases)
- Civics101 Podcast (Federalists v Anti-federalists, Constitution, Bill of Rights, Checks and Balances, Executive, Legislative, Judicial)
- C-Span Classroom
- Teaching six big ideas in the Constitution
- Constitution-101-course
- Separation of powers and the power grab game
- The Constitution Explained video series- Icivics
- We the People- Netflix

Skill Practice:

Suggested Texts:

Non-Fiction (excerpts are recommended)::

- "The Constitution: An Introduction" by Joseph M. Schwartz
 - This book offers a straightforward introduction to the key principles of the Constitution, making it accessible for high school students.
- "The Federalist Papers" by Alexander Hamilton, James Madison, and John Jay
 - Essential reading that provides insight into the thoughts of the Founding Fathers regarding the Constitution's principles and structure.
- "The Bill of Rights: Creation and Reconstruction" by Akhil Reed Amar

- Explores the origins and interpretations of the first ten amendments, with relevance to contemporary issues.
- "Plain, Honest Men: The Making of the American Constitution" by Richard Beeman
 - A detailed narrative of the Constitutional Convention, highlighting the debates and compromises that shaped the document.
- "The U.S. Constitution: A Very Short Introduction" by David Armitage
 - A concise overview that examines the Constitution's development and its significance in American history.
- "The Constitution of the United States: A Graphic Adaptation" by Jonathan Hennessey
 - A graphic novel format that presents the Constitution in an engaging way, appealing to visual learners.
- "The Words We Live By: Your Annotated Guide to the Constitution" by Linda R. Monk
 - This annotated guide provides context and explanations for each part of the Constitution, making it easier for students to understand.
- "A More Perfect Union: The Story of Our Constitution" by Betsy Maestro
 - A narrative that outlines the history and significance of the Constitution, suitable for high school readers.
- "The Constitution: An Illustrated History" by the Editors of TIME
 - Combines text and visuals to explore important events and historical contexts related to the Constitution.
- "Constitutional Law: Principles and Policies" by Erwin Chemerinsky
 - A comprehensive textbook that delves into constitutional law, ideal for advanced high school students or those interested in legal studies.

Books:

- All the President's Men by Woodward & Bernstein
- The Best Man by Gore Vidal
- It Can't Happen Here by Sinclair Lewis

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: Classroom Question Stems by Cormier; Hess; DOK; Bloom's Taxonomy.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:

- Week 1: post 2 reflections and respond to 2 reflections
- Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED: CFA Unit 1 (Performance Matters)

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- Primary source analysis: Read and annotate the Declaration of Independence, Constitution, and Federalist Papers
- Rhetoric and persuasion: Analyze speeches by founding fathers or modern politicians
- Debate and argumentation: Structure formal debates on constitutional issues
- Historical fiction: Read novels set during the Revolutionary or Constitutional periods

Analyze poems from Amanda Gorman relating to the Constitution

Novels:

- To Kill a Mockingbird by Harper Lee
Insight: Explores justice, equality, and the rule of law in a racially divided community, highlighting constitutional rights and social challenges.
Use: Analyze constitutional rights in practice; critical reflection and comparative critique of legal principles vs. societal realities.
- The Giver by Lois Lowry
Insight: Examines themes of freedom, control, and individual rights, prompting discussion on the balance between government authority and personal liberty.
Use: Stimulate debate on government power and constitutional protections; persuasive and analytical writing.

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

- Data Collection & Analysis: Gather quantitative and qualitative data on constitutional applications in local government decisions, court cases, or public policies.
- Visualization & Modeling: Create charts, graphs, or interactive models that show relationships between constitutional principles, government actions, and community impact.
- Computational Thinking: Develop decision trees or algorithms that simulate constitutional decision-making processes or analyze scenarios where rights may conflict.

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- Environmental policy: Connect to how government regulates pollution and natural resources
- Public health governance: Explore how government institutions manage health crises
- Scientific ethics: Discuss government regulation of research and technology
- Collect qualitative data from historical documents, speeches, and local government policies regarding citizenship and civic participation.
- Use spreadsheets or software to chart trends in citizenship rights over time, such as voting rights expansions or civil rights milestones.
- Construct decision trees or flowcharts simulating citizenship-related processes, such as steps to becoming a citizen or how rights are protected or challenged legally.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Arts

- Political imagery: Analyze propaganda, political cartoons, and symbols

- Music and protest: Study songs that reflect political movements and civic engagement
- Architecture: Examine the symbolism of government buildings and monuments
- Creative Projects: Encourage students to create multimedia presentations or artistic works expressing their understanding of citizenship rights and responsibilities inspired by these texts.

Music/Art:

- Use the "We the People" series from Netflix to create a short song or animation related to the Constitution. <https://www.netflix.com/title/81147853>
- Digital Storytelling: Use videos and social media to explain a topic by using <https://civiclifeproject.org/>

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Multi-Interdisciplinary Projects

Legislative Impact Analysis (Civics + Data Science + ELA)

- The Project: Students analyze a real bill's potential effects using data and write evidence-based policy briefs.
- Cross-Disciplinary Integration:
 - Civics: How does a bill move through Congress? What are the legislative branches' roles?
 - Math/Data Science: Analyze statistical data on the bill's predicted impact (cost, affected populations, outcomes)
 - ELA: Write a formal policy brief arguing for or against the bill using data as evidence
 - Bonus History: Compare to similar historical legislation and its actual outcomes
- Deliverable: A 3-5 page policy brief with data visualizations, citations, and arguments grounded in both civics knowledge and quantitative analysis.

Executive Order Investigation (Civics + History + ELA + Media Literacy)

- The Project: Students research an executive order, trace its constitutional authority, analyze its effects, and evaluate media coverage.
- Cross-Disciplinary Integration:
 - Civics: What is executive power? What limits exist? How do checks and balances apply?
 - History: What was the historical context? How did it shape the order?
 - ELA: Analyze the language and rhetoric of the order itself; write analytical essays
 - Media Literacy: Compare how different news outlets framed the same order; identify bias
- Deliverable: Multimedia presentation showing constitutional analysis + historical context + media comparison

Supreme Court Case Deep Dive (Civics + History + ELA + Law)

- The Project: Students become experts on a landmark case and present it as a "case study" connecting law, history, and civics.
- Cross-Disciplinary Integration:
 - Civics: How does judicial review work? What was the constitutional question?
 - History: What was happening in America when this case reached the Court?
 - ELA: Read and annotate the actual court opinion; write a "plain English" summary
 - Law/Ethics: Analyze the majority opinion AND dissent; debate which was more persuasive
- Examples: *Marbury v. Madison*, *Brown v. Board*, *Miranda v. Arizona*, *Obergefell v. Hodges*
- Deliverable: Written case brief + oral presentation + creative element (podcast episode, documentary clip, etc.)

Budget Debate Simulation (Civics + Math + Economics + ELA)

- The Project: Congress must allocate a limited federal budget; students debate priorities

using math and economic reasoning.

- Cross-Disciplinary Integration:
 - Civics: How does Congress allocate funds? What are the legislative processes involved?
 - Math: Calculate percentages, create budget breakdowns, analyze spending trade-offs
 - Economics: Understand opportunity costs, inflation, economic impact of spending decisions
 - ELA: Write position papers defending budget priorities; debate persuasively
- Scenario: "The federal budget is \$6 trillion. Allocate it across: defense, healthcare, education, infrastructure, debt reduction, social services. Justify your choices."
- Deliverable: Budget proposal with mathematical analysis + persuasive argument + response to opposition

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Civics Curriculum Unit 4

Priority Standards Addressed in Unit 4

Content Standards

CG.Civ.3.a.

Analyze how elections and the electoral process are executed and maintained by constitutions and laws in the United States (e.g., voter registration, transfer of power, Electoral College, federalism).

CG.Civ.1.b.

Distinguish between the powers and responsibilities of local, state, and federal election officials in facilitating free and fair election processes.

Inquiry Standards

CG.Inq.4.a.

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - CG.Inq.4.a.
- command of the language; written and verbal
 - CG.Inq.4.a.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - CG.Inq.4.a.

A Critical Thinker

- applies unbiased analysis and evaluation
 - CG.Civ.3.a.
 - CG.Civ.1.b.
 - CG.Inq.4.a.
- evaluates sources of information for reliability
 - CG.Inq.4.a.
- willing to adapt new information and question things
 - CG.Civ.3.a.
 - CG.Civ.1.b.
 - CG.Inq.4.a.

A Problem Solver

- can persevere and adapt
 - CG.Civ.3.a.
 - CG.Civ.1.b.
 - CG.Inq.4.a.

Big Ideas:

- The electoral process—from voter registration to the transfer of power—is maintained through a combination of constitutional rules, federal laws, and state-level implementation, creating a system where power is shared among multiple levels of government.
- Elected officials are expected to represent their constituents' interests and perspectives, but the extent to which they do so varies based on their personal and professional experiences, policy positions, party affiliation, and voting record.
- Local, state, and federal election officials each have distinct powers and responsibilities in administering elections, and understanding these roles is essential to protecting the integrity of the democratic process.

Essential Questions:

- What is the role of a citizen in a democracy and how does American representative democracy function under a two party system?
- How is the political system in the United States dependent upon the participation and civic engagement of its citizens?
- What are the key features (i.e. historical, ideological, etc.) of our two-party system?

Learning Outcomes

	<i>As evidenced by: (oral, written, or performance):</i>
CG.Civ.3.a. <ul style="list-style-type: none"> ● Voter qualifications & registration ● Electoral College ● Popular Vote ● Political Parties ● Two Party System ● Campaign Process ● Voting rights and historical expansion (15th, 19th, 26th Amendment) ● Voter Behavior & Participation ● Role of news media, social media and polling in elections 	CG.Civ.3.a. <ul style="list-style-type: none"> ● Explain the purpose and function of elections in a democratic system ● Describe the structure and mechanics of the different types of elections ● Analyze how the electoral college differs from a direct popular vote, analyzing its strengths and weaknesses ● Identify the qualifications and requirements for voters in federal elections ● Explain voter registration processes and requirements in your state ● Analyze the role of political parties and a two party system, in the electoral process
CG.Civ.1.b. <ul style="list-style-type: none"> ● Federal Election Officials ● State Election Officials 	CG.Civ.1.b. <ul style="list-style-type: none"> ● Explain the roles and responsibilities of federal, state, and local election officials

<ul style="list-style-type: none"> ● Local Election Officials ● Election security & Integrity ● Voter Registration & Eligibility ● Voting Access & Administration ● Managing absentee and mail-in voting ● Public Transparency & Accountability 	<ul style="list-style-type: none"> ● Compare and contrast the powers and responsibilities of different levels of election officials ● Evaluate the effectiveness of election administration procedures in ensuring fair and accurate elections ● Evaluate how election officials handle recounts, audits, and disputes ● Assess the impact of election administration on voter participation and democratic representation
<p>CG.Inq.4.a.</p> <ul style="list-style-type: none"> ● Components of a strong argument: claim, evidence, reasoning, and conclusion ● Claims vs. opinions ● Counterarguments & Opposing Viewpoints ● Evidence: source bias, perspective, and limitations ● Proper Source Citation 	<p>CG.Inq.4.a.</p> <ul style="list-style-type: none"> ● Complete a structured argument organizer ● Written Assessments: multi-paragraph argumentative essay with clear thesis, topic sentences as claims, evidence ● Produce a position paper on a historical/ civic issue that includes weaknesses and alternative perspectives ● Participate in a structured debate presenting arguments with evidence & responding to counterarguments ● Create a persuasive presentation with visual evidence, clear claims, and opposing viewpoints
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> ● Candidate ● Citizen ● Democracy ● Electoral College ● Franchise ● Suffrage ● General Election ● Gerrymandering ● Gubernatorial Election ● Incumbent ● Polls ● Propaganda ● Conservative ● Liberal ● Political Party ● Major Party ● Democrat Party ● Republican Party 	

- Independent Voters

Resources:

iCivics - [iCivics](#)

Technology:

iCivics - <https://ed.icivics.org/>

Skill Practice:**Suggested Texts:****Non-Fiction:**

The Problem with the Other Side by Kwame Ivery

Books (*excerpts are recommended):

The Voting Booth by Brandy Colbert

The State of Us by Shaun David Hutchinson

Cross Cycle Tasks:*Suggestions:*

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:**REQUIRED:**

CFA Unit 1 (Performance Matters)

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Opportunities for Interdisciplinary Connections:**Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

https://learning.ccssso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- Campaign rhetoric analysis: Examine political speeches, advertisements, and debate transcripts
- Persuasive writing: Have students craft campaign speeches or political op-eds
- Media literacy: Analyze how news outlets cover elections with different biases
- Fact-checking: Research and debunk misinformation in political messaging
- Primary source analysis: Read and annotate the Declaration of Independence, Constitution, and Federalist Papers
- Rhetoric and persuasion: Analyze speeches by founding fathers or modern politicians
- Debate and argumentation: Structure formal debates on constitutional issues
- Historical fiction: Read novels set during the Revolutionary or Constitutional periods
- Comparative Analysis Essay: Students write essays comparing themes from their assigned novel with ideas in the foundational documents, landmark case, and MLK's speech, focusing on the role of political parties in shaping rights and governance.
- Group Discussion/Debate: Organize groups by novel to discuss how political parties impact justice, rights, and freedom. Then hold a class debate on the benefits and dangers of political parties, using evidence from both the novels and historical texts.
- Reflection Journal: Throughout the unit, students maintain journals reflecting on how political parties can both protect and threaten democratic ideals, citing specific textual

and historical examples.

Novels/Articles

- Study the novel and "Johnny Tremain" by Esther Forbes in conjunction with the English Department
- "Lord of the Flies" by William Golding
- "**Starship Troopers**" by Robert Heinlein: develop critical thinking about what it means to be a citizen, how governments balance rights and responsibilities, and the ongoing struggle to realize justice and equality.

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

- Polling and statistics: Calculate margins of error, sample sizes, and confidence intervals
- Electoral math: Understand how delegates, popular votes, and the Electoral College work
- Data visualization: Create graphs showing polling trends, voter turnout, or demographic breakdowns
- Probability: Analyze election predictions and forecasting models
- Voting systems and probability: Analyze Electoral College math and voting patterns
- Population statistics: Examine census data and how representation is apportioned
- Graphs and data: Visualize voter turnout, demographics, or historical trends

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- Climate policy: Compare parties' positions on environmental issues and scientific evidence
- Public health: Analyze how parties differ on healthcare, vaccines, and pandemic response
- Research funding: Explore how election outcomes affect science funding and priorities
- Environmental policy: Connect to how government regulates pollution and natural resources
- Public health governance: Explore how government institutions manage health crises
- Scientific ethics: Discuss government regulation of research and technology
- Collect qualitative data from historical documents, speeches, and local government policies regarding citizenship and civic participation.
- Use spreadsheets or software to chart trends in citizenship rights over time, such as voting rights expansions or civil rights milestones.
- Construct decision trees or flowcharts simulating citizenship-related processes, such as steps to becoming a citizen or how rights are protected or challenged legally.
- Gather quantitative data on historical voting patterns, election results, and party platform changes over time.
- Collect qualitative data from party platforms, speeches, and landmark court rulings influencing party policies.

- Use spreadsheets and visualization software to create graphs and timelines showing the rise and shifts of political parties, voting demographics, and civil rights milestones.
- Use the forecasts from Nate Silver at <https://data.fivethirtyeight.com/> to predict multiple paths to victory for candidates in Congress and the Presidency.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Arts

- Political symbolism: Analyze logos, colors, and imagery of different parties
- Political cartoons and satire: Create or analyze editorial cartoons about elections
- Campaign design: Study effective poster design, branding, and visual communication
- Documentary analysis: Watch and critique election-focused documentaries
- Political imagery: Analyze propaganda, political cartoons, and symbols
- Music and protest: Study songs that reflect political movements and civic engagement
- Architecture: Examine the symbolism of government buildings and monuments
- Creative Projects: Encourage students to create multimedia presentations or artistic works expressing their understanding of citizenship rights and responsibilities inspired by these texts.
- Creative Project- Students create visual presentations or infographics showing connections between their novel's themes and political party dynamics from the documents and cases studied.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment

- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Civics Curriculum Unit 5

Priority Standards Addressed in Unit 5

Content Standards

CG.Civ.4.c.

Explain how the United States Constitution has been adapted and interpreted in response to societal changes in both historical and contemporary contexts (e.g., amendments, *Marbury v. Madison*, *Brown v. Board of Education*, *Tinker v. Des Moines*, *Obergefell v. Hodges*).

CG.Civ.14.a.

Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States (e.g., law-making, federal court system, Constitutional amendments, Supreme Court decisions, exercising Constitutional rights).

Inquiry Standards

CG.Inq.4.a.

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - CG.Civ.4.c.
 - CG.Inq.4.a.
- command of the language; written and verbal
 - CG.Civ.4.c.
 - CG.Inq.4.a.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - CG.Civ.4.c.
 - CG.Inq.4.a.

A Critical Thinker

- applies unbiased analysis and evaluation
 - CG.Civ.4.c.
 - CG.Civ.14.a.
 - CG.Inq.4.a.
- evaluates sources of information for reliability
 - CG.Inq.4.a.
- willing to adapt new information and question things
 - CG.Civ.4.c.
 - CG.Civ.14.a.
 - CG.Inq.4.a.

A Problem Solver

- can persevere and adapt
 - CG.Civ.4.c.
 - CG.Civ.14.a.
 - CG.Inq.4.a.

Big Ideas:

- The Constitution has remained relevant across centuries by adapting to societal changes through formal amendments, judicial interpretation, and Supreme Court decisions that redefine what the Constitution means in new contexts.
- Protecting and promoting constitutional rights requires action at multiple levels—through legislation, court decisions, constitutional amendments, and citizens actively exercising their rights—creating a dynamic system where rights are continually negotiated and defended.
- Historical and contemporary examples show that society's understanding of whose rights matter and what those rights should include has changed significantly, requiring ongoing efforts to interpret and apply constitutional principles to new situations and emerging challenges.

Essential Questions:

- What are the defined and implied rights in the Bill of Rights & Amendments?
- How are your rights [as citizens and student] protected as evidenced through court cases and current events?
- How do citizens [including students] protect their own rights by actively protecting the rights of others?

Learning Outcomes

Students will know:

CG.Civ.4.c.

- Constitutional Amendments (1-27)
- Landmark Supreme Court Cases: Marbury v. Madison, Brown v. Board of Education, Tinker v. Des Moines, Obergefell v. Hodges
- Interpretation vs. Amendment
- Competing Interpretations: Originalism vs. Living Constitution
- Judicial Review as the Engine of Change
- Democratic Participation
- Federalism

As evidenced by: (oral, written, or performance):

CG.Civ.4.c.

- Identify connections between specific historical events/movements and shifts in rights protections that have shaped demands for new or expanded rights
- Analyze how contemporary social movements address rights issues differently than historical movements due to technological and cultural changes
- Evaluate how emerging societal challenges (digital privacy, climate justice, algorithmic bias) are creating

	<p>new rights concerns</p> <ul style="list-style-type: none"> ● Construct arguments about which societal changes have had the greatest impact on how we understand and protect constitutional right
<p>CG.Civ.14.a.</p> <ul style="list-style-type: none"> ● Constitutional framework (Bill of Rights, 13th, 14th, 15th, 19th, 26th Amendments) ● Historical civil rights movements ● Role of courts, legislatures, and executive branch ● Contemporary advocacy organizations and methods ● Current and emerging rights issues (digital privacy, equality, etc.) ● Multiple perspectives on rights protection approaches 	<p>CG.Civ.14.a.</p> <ul style="list-style-type: none"> ● Students understand how the Bill of Rights and subsequent amendments expanded protections for constitutional rights ● Students analyze how social movements (Civil Rights, women's suffrage, disability rights) used multiple strategies to advance rights ● Students evaluate landmark Supreme Court cases and their role in interpreting and protecting constitutional rights ● Students gather evidence from multiple sources to support claims about rights protection ● Students construct arguments about which historical or contemporary strategies have been most effective and propose solutions to emerging rights challenges
<p>CG.Inq.4.a.</p> <ul style="list-style-type: none"> ● Components of a strong argument: claim, evidence, reasoning, and conclusion ● Claims vs. opinions ● Counterarguments & Opposing Viewpoints ● Evidence: source bias, perspective, and limitations ● Proper Source Citation 	<p>CG.Inq.4.a.</p> <ul style="list-style-type: none"> ● Complete a structured argument organizer ● Develop an argumentative essay with clear thesis, topic sentences as claims, evidence or position paper on a historical/ civic issue that includes weaknesses and different perspectives ● Participate in a structured debate presenting arguments with evidence & responding to counterarguments ● Create a persuasive presentation with visual evidence, clear claims, and opposing viewpoints

Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)

- Bail
- Bill of Rights
- Amendments
- Double Jeopardy
- Due Process
- Eminent Domain
- Enumerated Rights
- Establishment Clause
- Libel
- Petition
- Probable Cause
- Precedents
- Quartered
- Reasonable suspicion
- Seizures
- Self-Incrimination
- Slander

Resources:

iCivics - [iCivics](#)

Technology:

Skill Practice:

Suggested Texts:

Non-Fiction (excerpts are recommended)::

- The Bill of Rights: A User's Guide by Linda R. Monk
- What the Constitution Means to Me by Heather Cox Richardson
- The Enduring Constitution by various authors

Books (excerpts are recommended):

- 1984 by George Orwell
- Fahrenheit 451 by Ray Bradbury
- The Giver by Lois Lowry
- The Crucible by Arthur Miller
- The Hate U Give by Angie Thomas
- Monster by Walter Dean Myers
- Speak by Laurie Halse Anderson
- The Handmaid's Tale by Margaret Atwood
- To Kill a Mockingbird by Harper Lee

- The Trial by Franz Kafka

Cross Cycle Tasks:*Suggestions:*

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:**Formative Assessments:****REQUIRED:**

CFA Unit 1 (Performance Matters)

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:**Suggested:**

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)

- Independent Reading survey/reflection
- Book club/short story discussion observations

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- Primary source analysis: Read and annotate the Declaration of Independence, Constitution, and Federalist Papers
- Rhetoric and persuasion: Analyze speeches by founding fathers or modern politicians
- Debate and argumentation: Structure formal debates on constitutional issues
- Historical fiction: Read novels set during the Revolutionary or Constitutional periods

Analyze poems from Amanda Gorman relating to the Constitution

Novels:

- To Kill a Mockingbird by Harper Lee
Insight: Explores justice, equality, and the rule of law in a racially divided community, highlighting constitutional rights and social challenges.
Use: Analyze constitutional rights in practice; critical reflection and comparative critique of legal principles vs. societal realities.
- The Giver by Lois Lowry
Insight: Examines themes of freedom, control, and individual rights, prompting discussion on the balance between government authority and personal liberty.
Use: Stimulate debate on government power and constitutional protections; persuasive and analytical writing.

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

- Data Collection & Analysis: Gather quantitative and qualitative data on constitutional applications in local government decisions, court cases, or public policies.
- Visualization & Modeling: Create charts, graphs, or interactive models that show relationships between constitutional principles, government actions, and community impact.
- Computational Thinking: Develop decision trees or algorithms that simulate constitutional decision-making processes or analyze scenarios where rights may conflict.

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- Environmental policy: Connect to how government regulates pollution and natural resources
- Public health governance: Explore how government institutions manage health crises

- Scientific ethics: Discuss government regulation of research and technology
- Collect qualitative data from historical documents, speeches, and local government policies regarding citizenship and civic participation.
- Use spreadsheets or software to chart trends in citizenship rights over time, such as voting rights expansions or civil rights milestones.
- Construct decision trees or flowcharts simulating citizenship-related processes, such as steps to becoming a citizen or how rights are protected or challenged legally.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Arts

- Political imagery: Analyze propaganda, political cartoons, and symbols
- Music and protest: Study songs that reflect political movements and civic engagement
- Architecture: Examine the symbolism of government buildings and monuments
- Creative Projects: Encourage students to create multimedia presentations or artistic works expressing their understanding of citizenship rights and responsibilities inspired by these texts.

Music/Art:

- Use the "We the People" series from Netflix to create a short song or animation related to the Constitution. <https://www.netflix.com/title/81147853>
- Digital Storytelling: Use videos and social media to explain a topic by using <https://civiclifeproject.org/>

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology

- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Multi-Interdisciplinary Projects

Bill of Rights Through the Lens of Literature (Civics + ELA)

Overview: Explore Bill of Rights themes through novels, plays, or poetry.

- Integration:
 - Civics: Identify which rights are at stake in the text
 - ELA: Analyze character choices, themes, and author's perspective
- Text Suggestions:
 - *The Crucible* (Arthur Miller) — religious freedom, due process
 - *To Kill a Mockingbird* (Harper Lee) — due process, equal protection
 - *1984* (George Orwell) — privacy, free speech, freedom of thought
 - *Fahrenheit 451* (Ray Bradbury) — free speech, free press
 - *The Handmaid's Tale* (Margaret Atwood) — bodily autonomy, religious freedom
- Activity:
 - Read/analyze text
 - Identify Bill of Rights issues
 - Write essays: "How does this book illustrate the importance of [right]?"
- Deliverable: Literary analysis essay connecting text to specific amendments

News Analysis: Bill of Rights in Current Events (Civics + Media Literacy + ELA)

Overview: Track real news stories involving Bill of Rights issues.

- Integration:
 - Civics: Connect abstract rights to real situations
 - Media Literacy: Evaluate bias, evidence, and framing
 - ELA: Analyze news writing; write summaries and critiques
- Assignment:
 - Find current news story involving a Bill of Rights issue
 - Summarize the story
 - Identify which amendment(s) apply
 - Analyze: "How do different news sources frame this story?"

- Write opinion: "Do you think the right is being protected or violated?"
- Examples: Protest rights, surveillance, religious freedom, free press, etc.
- Deliverable: News analysis + comparative framing study + opinion piece

Podcast or Video Series: "Rights in America" (Civics + ELA + Technology)

Overview: Students create multimedia content explaining Bill of Rights amendments.

- Integration:
 - Civics: Deep research on each amendment
 - ELA: Write scripts; practice persuasive communication
 - Technology: Record, edit, produce quality content
- Format Options:
 - Podcast episodes (one per amendment or per theme)
 - Documentary-style videos
 - Interview-based series ("What does this right mean to you?")
 - Explainer animations
- Episode Ideas:
 - "First Amendment: Where's the Line?"
 - "Second Amendment: Self-Defense or Danger?"
 - "Privacy Rights in the Digital Age"
 - "Due Process: What Does Fair Look Like?"
- Deliverable: 3-5 episode series with scripts + audio/video files

Interactive Rights Game or Simulation (Civics + Technology + Game Design)

Overview: Design or play an interactive game exploring Bill of Rights scenarios.

- Integration:
 - Civics: Apply rights knowledge to decision-making
 - Technology: Use digital tools or design game mechanics
 - Game Design: Create engaging, educational gameplay
- Game Mechanics:
 - Players navigate scenarios and make choices balancing rights and responsibilities
 - Choices have consequences (positive/negative outcomes)
 - Earn points for protecting rights while maintaining order
 - Difficulty increases as scenarios become more complex
- Example: "You're a school principal. A student wants to protest a school policy. Protect free speech while maintaining school order."
- Deliverable: Game prototype or gameplay documentation + reflection on learning

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences

- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Civics Curriculum Unit 6

Priority Standards Addressed in Unit 6

Content Standards

CG.Civ.8.a.

Identify how the structure of state and local governments promote democratic principles and public participation (e.g., boards of education, Connecticut General Assembly, municipal government).

CG.Civ.2.a.

Analyze the structure and purpose of the different types of state and local governments (i.e. county government, municipal government, town manager).

Inquiry Standards

CG.Inq.4.a.

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - CG.Inq.4.a.
- command of the language; written and verbal
 - CG.Inq.4.a.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - CG.Inq.4.a.

A Critical Thinker

- applies unbiased analysis and evaluation
 - CG.Civ.8.a.
 - CG.Civ.2.a.
 - CG.Inq.4.a.
- evaluates sources of information for reliability
 - CG.Inq.4.a.
- willing to adapt new information and question things
 - CG.Civ.8.a.

- CG.Civ.2.a.
- CG.Inq.4.a.

A Problem Solver

- can persevere and adapt
 - CG.Civ.8.a.
 - CG.Civ.2.a.
 - CG.Inq.4.a.
- able to determine the root cause of issues
 - CG.Civ.8.a.

Big Ideas:

- The Constitution has remained relevant across centuries by adapting to societal changes through formal amendments, judicial interpretation, and Supreme Court decisions that redefine what the Constitution means in new contexts.
- Protecting and promoting constitutional rights requires action at multiple levels—through legislation, court decisions, constitutional amendments, and citizens actively exercising their rights—creating a dynamic system where rights are continually negotiated and defended.
- Historical and contemporary examples show that society's understanding of whose rights matter and what those rights should include has changed significantly, requiring ongoing efforts to interpret and apply constitutional principles to new situations and emerging challenges.

Essential Questions:

- What are the roles of citizens in state and local government?
- How are state and local governments organized and what do they do?
- What types of local government exist?
- How do state/ local laws and policies affect citizens?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

<p>CG.Civ.8.a.</p> <ul style="list-style-type: none"> ● Government Structure & Purpose <ul style="list-style-type: none"> ○ Boards of education ○ Connecticut General Assembly ○ Municipal government ● Separation of powers <ul style="list-style-type: none"> ○ Levels of government ○ Forms of local government ● Civic virtues ● Individual rights vs. the common good ● Rule of law ● Participation & Civic Engagement ● Government Services, Taxation & Funding 	<p>CG.Civ.8.a.</p> <ul style="list-style-type: none"> ● Describe the structures and major functions of state and local governments, including the three branches (legislative, executive, judicial) ● Compare how state and local governments differ in their powers, responsibilities, and services ● Explain how separation of powers and checks and balances limit government authority and protect democratic principles ● Identify the key services provided by local and state governments (public safety, education, transportation, recreation) ● Explain how citizens can participate in their state and local governments (voting, attending meetings, serving committees, running for office)
<p>CG.Civ.2.a.</p> <ul style="list-style-type: none"> ● Purpose & Functions ● State Government Functions Local Government Types: County, City/municipal, Towns/townships, School districts Special districts ● Local Government Structure: Mayor-council, City manager, Town meetings ,Elected boards and Local bureaucracies (police, public works, planning) ● Powers & Responsibilities: State, Local, Shared ● Funding & Taxation: Property, Sales, Income, Federal, State ● State-Local Relationship 	<p>CG.Civ.2.a.</p> <ul style="list-style-type: none"> ● Compare the structure and powers of state vs. local governments ● Analyze how state and local governments share or divide responsibilities ● Apply knowledge of government structure to understand how decisions are made in their own community and assess their strengths and limitations ● Identify opportunities to participate in state and local government ● Locate information about their own elected officials and understand how to influence state and local representatives by proposing solutions to local issues
<p>CG.Inq.4.a.</p> <ul style="list-style-type: none"> ● Components of a strong argument: claim, evidence, reasoning, and conclusion¹² ● Claims vs. opinions ● Counterarguments & Opposing Viewpoints ● Evidence: source bias, perspective, and limitations 	<p>CG.Inq.4.a.</p> <ul style="list-style-type: none"> ● Complete a structured argument organizer ● Develop an argumentative essay with clear thesis, topic sentences as claims, evidence or position paper on a historical/ civic issue that includes weaknesses and different perspectives

- Proper Source Citation

- Participate in a structured debate presenting arguments with evidence & responding to counterarguments
- Create a persuasive presentation with visual evidence, clear claims, and opposing viewpoints

Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)

- Charter
- Constituents
- Districts
- General Assembly
- Governor
- Initiative
- Property tax
- Mayor/ First selectman
- Mill Rate
- Municipalities
- Ordinance
- Referendum
- Statute
- Zoning

Resources:

iCivics - <https://ed.icivics.org/>

Technology:

Web-Resources:

- CT Capitol Information & Tours
- Civic Engagement Initiatives
- CT General Assembly: Video Resources
- CT Mirror: Current Events Articles
- States Rule Webquest (requires iCivics Login)

Skill Practice:

Suggested Texts:

Non-Fiction (excerpts are recommended)::

- The Politics of the States by various editors
- State and Local Politics: Government by the People by various authors
- The Legislative Process in the States
- Cities Are Good for You by Leo Hollis
- It Starts Local: How Grassroots Activism Is Changing America by various authors

Books (excerpts are recommended):

- All the Light We Cannot See by Anthony Doerr — While set in WWII Europe, explores how local governments respond to authoritarianism (thematic)
- Parable of the Sower by Octavia Butler — Explores community breakdown and how local governance fails; shows importance of mutual aid and solidarity

Cross Cycle Tasks:*Suggestions:*

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:**Formative Assessments:****REQUIRED:**

CFA Unit 1 (Performance Matters)

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccssso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- Local news analysis: Read and critique newspaper coverage of city council, school board, or state legislature decisions
- Persuasive writing: Write letters to local officials, op-eds on community issues, or testimony for public hearings
- Public speaking: Practice presenting at mock town halls or community forums
- Journalism project: Research and report on local government decisions affecting the community
- Policy briefs: Write concise summaries of proposed local legislation
- Campaign rhetoric analysis: Examine political speeches, advertisements, and debate transcripts
- Persuasive writing: Have students craft campaign speeches or political op-eds
- Media literacy: Analyze how news outlets cover elections with different biases
- Fact-checking: Research and debunk misinformation in political messaging
- Primary source analysis: Read and annotate the Declaration of Independence, Constitution, and Federalist Papers
- Rhetoric and persuasion: Analyze speeches by founding fathers or modern politicians
- Debate and argumentation: Structure formal debates on constitutional issues
- Historical fiction: Read novels set during the Revolutionary or Constitutional periods
- Comparative Analysis Essay: Students write essays comparing themes from their assigned novel with ideas in the foundational documents, landmark case, and MLK's speech, focusing on the role of political parties in shaping rights and governance.
- Group Discussion/Debate: Organize groups by novel to discuss how political parties impact justice, rights, and freedom. Then hold a class debate on the benefits and dangers of political parties, using evidence from both the novels and historical texts.
- Reflection Journal: Throughout the unit, students maintain journals reflecting on how political parties can both protect and threaten democratic ideals, citing specific textual and historical examples.

Novels/Articles

- Study the novel and "Johnny Tremain" by Esther Forbes in conjunction with the English Department
- "Lord of the Flies" by William Golding
- **"Starship Troopers"** by Robert Heinlein: develop critical thinking about what it means to be a citizen, how governments balance rights and responsibilities, and the ongoing

struggle to realize justice and equality.

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

- Municipal budgets: Analyze city/county budget allocations and revenue sources
- Property taxes: Calculate tax rates and understand how they fund local services
- Population demographics: Use census data to understand community composition
- Voting statistics: Analyze voter turnout and election results in local races
- Infrastructure costs: Graph spending on roads, schools, utilities, and public services
- Polling and statistics: Calculate margins of error, sample sizes, and confidence intervals
- Electoral math: Understand how delegates, popular votes, and the Electoral College work
- Data visualization: Create graphs showing polling trends, voter turnout, or demographic breakdowns
- Probability: Analyze election predictions and forecasting models
- Voting systems and probability: Analyze Electoral College math and voting patterns
- Population statistics: Examine census data and how representation is apportioned
- Graphs and data: Visualize voter turnout, demographics, or historical trends

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- Environmental regulation: Explore how states enforce EPA standards and manage pollution
- Public health policy: Analyze local health departments' response to disease, nutrition, or safety
- Natural resource management: Study how states manage forests, water, and wildlife
- Climate action: Research local/state climate initiatives and sustainability efforts
- Infrastructure: Examine engineering decisions in water systems, waste management, and transportation
- Climate policy: Compare parties' positions on environmental issues and scientific evidence
- Public health: Analyze how parties differ on healthcare, vaccines, and pandemic response
- Research funding: Explore how election outcomes affect science funding and priorities
- Environmental policy: Connect to how government regulates pollution and natural resources
- Public health governance: Explore how government institutions manage health crises
- Scientific ethics: Discuss government regulation of research and technology
- Collect qualitative data from historical documents, speeches, and local government policies regarding citizenship and civic participation.
- Use spreadsheets or software to chart trends in citizenship rights over time, such as voting rights expansions or civil rights milestones.
- Construct decision trees or flowcharts simulating citizenship-related processes, such as

steps to becoming a citizen or how rights are protected or challenged legally.

- Gather quantitative data on historical voting patterns, election results, and party platform changes over time.
- Collect qualitative data from party platforms, speeches, and landmark court rulings influencing party policies.
- Use spreadsheets and visualization software to create graphs and timelines showing the rise and shifts of political parties, voting demographics, and civil rights milestones.
- Use the forecasts from Nate Silver at <https://data.fivethirtyeight.com/> to predict multiple paths to victory for candidates in Congress and the Presidency.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Arts

- Political imagery: Analyze state symbols, seals, flags, and their meanings
- Public art: Examine how cities use art in civic spaces and community identity
- Documentary creation: Produce videos about local government processes or community issues
- Graphic design: Create infographics about local services or government structure
- Community mural projects: Connect art to civic engagement and local pride
- Political symbolism: Analyze logos, colors, and imagery of different parties
- Political cartoons and satire: Create or analyze editorial cartoons about elections
- Campaign design: Study effective poster design, branding, and visual communication
- Documentary analysis: Watch and critique election-focused documentaries
- Political imagery: Analyze propaganda, political cartoons, and symbols
- Music and protest: Study songs that reflect political movements and civic engagement
- Architecture: Examine the symbolism of government buildings and monuments
- Creative Projects: Encourage students to create multimedia presentations or artistic works expressing their understanding of citizenship rights and responsibilities inspired by these texts.
- Creative Project- Students create visual presentations or infographics showing connections between their novel's themes and political party dynamics from the documents and cases studied.

Physical Education/Health

- Public recreation: Examine how local government funds parks, recreation centers, and sports programs
- Health policy: Analyze local/state policies on nutrition, fitness, and wellness
- School board decisions: Study how local government affects athletic programs and PE funding

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology

- Automotive Collision Repair and Refinishing
- Bioscience and Environmental Technology
- Biotechnology
- Building and Civil Construction
- Culinary Arts
- Criminal Justice and Protective Services
- Digital Media
- Diesel and Heavy - Duty Equipment Repair
- Electrical
- Graphic Design
- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers