

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Civics	Course Number: 3525 (B), 3524 (G), 3523 (A), 3522 (H)
Department: Social Studies	Grade(s): 10, 11 & 12
Level(s): Basic, General, Academic, Honors	Credit: ½
Course Description: Required for graduation Students will study the foundations of American democracy and the origins of American government. Emphasis is placed on the Constitution and the rights and responsibilities of citizens in a democratic society. In addition, the roles of political parties, campaigns & elections, public opinion, and the media will also be considered.	
Required Instructional Materials <ul style="list-style-type: none"> • <i>McGruder's American Government</i>, William A. McLenaghan, Prentice Hall, 1999 • <i>West's American Government</i>, Roger LeRoy Miller, West Educational Publishing, 1998 • <i>Civics</i>, David C. Saffell, Glencoe McGraw-Hill, 1998 	Completion/Revision Date Revisions Approved by Board of Education on May 21, 2007

Mission Statement of the Curriculum Management Team The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.
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Enduring Understandings for the Course <i>Students will understand that:</i>
Content
<ul style="list-style-type: none"> • People develop systems to manage conflict and create order. • European governmental structures and political philosophers strongly influenced the principles of the U.S. Constitution. • Democratic societies must balance the rights and responsibilities of individuals with the common good. • Individual rights are a driving force of American democracy. • Federalism is a driving force of American democracy. • The Constitution is a living document. • Society and the courts have driven changes to the Constitution. • The civil and criminal justice systems manage conflict, create order, and provide justice. • Decisions reached at the national, state, and local levels influence society.

<ul style="list-style-type: none"> • Knowledge of social and civic issues expands ones' understanding of society.
<ul style="list-style-type: none"> • Mass media influences the American political process.
<ul style="list-style-type: none"> • Public opinion and interest groups influence laws and policy.
<ul style="list-style-type: none"> • Political parties are an important component in American democracy.
Skills
<ul style="list-style-type: none"> • Analytical questioning creates a purpose for research.
<ul style="list-style-type: none"> • Information can be found in multiple locations.
<ul style="list-style-type: none"> • The research process requires the use of a variety of resources to ensure validity.
<ul style="list-style-type: none"> • Critical examination and evaluation of data is essential to making informed decisions.
<ul style="list-style-type: none"> • Knowledge of social and civic issues expands ones' understanding of society.
<ul style="list-style-type: none"> • Collaboration is necessary in order to be an effective learner and citizen.
<ul style="list-style-type: none"> • A diversity of viewpoints benefits all.
<ul style="list-style-type: none"> • Writers have a purpose for writing.
<ul style="list-style-type: none"> • Technology is a tool for collecting, organizing, and presenting data.

LEARNING STRAND

1.0 Critical Thinking and Communication Skills

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

- Analytical questioning creates a purpose for research.
- Information can be found in multiple locations.
- The research process requires the use of a variety of resources to ensure validity.
- Critical examination and evaluation of data is essential to making informed decisions.
- Knowledge of social and civic issues expands ones' understanding of society.
- Collaboration is necessary in order to be an effective learner and citizen.
- A diversity of viewpoints benefits all.
- Writers have a purpose for writing.
- Technology is a tool for collecting, organizing, and presenting data.

ESSENTIAL QUESTION(S)

- What are the benefits of using multiple sources to locate information?
- How does one know information is reliable, accurate, unbiased, current, and appropriate?
- How does one analyze, evaluate, & utilize various types of materials?
- How do people's actions influence the community?
- What role does collaboration play in managing conflict?
- How does the consideration of different viewpoints influence and shape ideas?
- What is the purpose for writing?
- How does audience influence writing?
- How can technology be used to collect data?

LEARNING OBJECTIVES *The student will:*

- 1.1 Evaluate information from a variety of resources.
- 1.2 Interpret information from primary and secondary source documents.
- 1.3 Evaluate the validity of information, testing its credibility, and identifying bias.
- 1.4 Analyze various points of view.
- 1.5 Develop proposals regarding solutions to significant political issues.
- 1.6 Examine the personal responsibilities of citizens in a democracy.

INSTRUCTIONAL SUPPORT MATERIALS

- See other learning strands

SUGGESTED INSTRUCTIONAL STRATEGIES

- Case studies
- Reflective journal writings
- Primary source readings
- Web-based research
- Editorial cartoon analysis
- Debates
- Mock trials
- Guest speakers
- Research using electronic and print media sources (*i.e.*, newspaper/magazine articles, editorials, letters to the editor, and forum pieces)
- Role-plays and simulations
- Current events
- Projects

SUGGESTED ASSESSMENT METHODS

- Student presentations

	<ul style="list-style-type: none">• Projects• Creative and persuasive writing• Debates• Authentic assessments• Simulation activities• Portfolios• Self-evaluation & peer review• Multimedia presentations• Formal assessments
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LEARNING STRAND

2.0 Origins and Principles of American Democracy

ENDURING UNDERSTANDING(S)

Students will understand that:

- People develop systems to manage conflict and create order.
- European governmental structures and political philosophers strongly influenced the principles of the U.S. Constitution.

ESSENTIAL QUESTION(S)

- How are governments created, structured, and changed?
- How do governments acquire, use, and justify power?
- How did the structure of early governments influence American government?

LEARNING OBJECTIVES *The student will:*

- 2.1 Analyze the principles and origins of American democracy.
- 2.2 Differentiate between a direct and an indirect democracy.
- 2.3 Evaluate different forms of government.

INSTRUCTIONAL SUPPORT MATERIALS

- *Two Treatises of Government*, John Locke, 1689
- *The Social Contract*, Jean Jacques Rousseau, 1762
- *The Sheehan/Lyman Hall Handbook*
- *Government on File*, Fact on File, Inc
- *The Spirit of the Laws*, Charles de Secondat, Baron of Montesquieu, 1748
- *Leviathan*, Hobbes, 1651
- *History Alive! The Constitution and a New Nation*, Teacher’s Curriculum Institute
- www.cclce.org – CT Consortium for Law & Citizenship Education, INC.
- *We the People: The Citizen & The Constitution*, free text from the Center for Civic Education

SUGGESTED INSTRUCTIONAL STRATEGIES

- Analytical reflection based on the writings of the *philosophes*
- Write a letter to the editor in support of one of the *philosophes*
- Create a political cartoon analyzing *Leviathan*
- Role-play political philosophers and hold a panel discussion on the ideal form of government
- Research current political events to identify strengths and weaknesses of American democracy and present findings

SUGGESTED ASSESSMENT METHODS

- Student presentations
- Written assessments
- Persuasive writing
- Political cartoon analysis

- Debate
- Role-plays/simulations

LEARNING STRAND

3.0 Development and Ratification of the Constitution

ENDURING UNDERSTANDING(S)

Students will understand that:

- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- People develop systems to manage conflict and create order.
- Individual rights are a driving force of American democracy
- Federalism is a driving force of American democracy.

ESSENTIAL QUESTION(S)

- How did the framers of the Constitution attempt to balance individual liberty, the common good, and the government’s authority to maintain order?
- What role did experience play in the formation of a new democratic nation?
- How effective were the framers of the Constitution in resolving conflict among competing political interests?
- What role did federalism play in the formation of the Constitution?

LEARNING OBJECTIVES *The student will:*

- 3.1 Analyze strengths and weaknesses of the Articles of Confederation.
- 3.2 Examine the issues and controversies surrounding the Constitutional Convention.
- 3.3 Analyze the significance of compromise in developing the U.S. Constitution.
- 3.4 Assess the importance of compromise in the resolution of conflicts.

INSTRUCTIONAL SUPPORT MATERIALS

- *Government on File*, Fact on File, Inc
- English Constitution
 - *Petition of Right*
 - *Magna Carta*
 - *Bill of Rights*
- *Mayflower Compact*
- *The Fundamental Orders of Connecticut*
- *The Maryland Toleration Act*
- *The Declaration of Independence*
- *The Articles of Confederation*
- *Commonsense*, Thomas Paine
- *Give Me Liberty or Give Me Death* (speech by Patrick Henry)
- *The Declaration of Independence: A Living Blueprint for Democracy*, Scholastic, VHS
- www.earlyamerica.com
- *History Alive! The Constitution in a New Nation*, Teacher’s Curriculum Institute
- *School House Rock! America Rocks*, DVD
- www.cclce.org – CT Consortium for Law & Citizenship Education, INC.
- *We the People: The Citizen & The Constitution*, free text from the Center for Civic Education

SUGGESTED INSTRUCTIONAL STRATEGIES

- Debate the Articles of Confederation
- Hold a mock Constitutional Convention
- Write a news article for the *Hartford Courant* informing Connecticut residents about the important events taking place in Philadelphia

- Role-play Federalists and Antifederalists
- Put Alexander Hamilton on trial

SUGGESTED ASSESSMENT METHODS

- Creative and persuasive writing
- Debates
- Simulations
- Role-play
- Formal assessments

LEARNING STRAND

4.0 The Constitution

ENDURING UNDERSTANDING(S)

Students will understand that:

- The Constitution is a living document.
- Society and the courts have driven changes to the Constitution.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Individual rights are a driving force in American democracy.

ESSENTIAL QUESTION(S)

- Why were the Articles of Confederation ineffective?
- Why is the Constitution so difficult to amend?
- How does the Constitution guarantee individual liberties?

LEARNING OBJECTIVES *The student will:*

- 4.1 Analyze the following Constitutional principles:
 - Federalism
 - Popular Sovereignty
 - Limited Government
 - Judicial Review
 - Checks and Balances
 - Separation of Powers
- 4.2 Examine the goals of the Constitution.
- 4.3 Evaluate the liberties and protections contained within the Constitution.
- 4.4 Compare and contrast methods of amending the Constitution.

INSTRUCTIONAL SUPPORT MATERIALS

- *Government on File*, Fact on File, Inc
- *The United States Constitution*
- *The Bill of Rights*
- *Federalist Papers 10, 51, 78*
- *Anti-Federalist Papers*
 - *Richard Henry Lee*
 - *Luther Martin*
 - *William Findley, Robert Whitehill, John Smilie*
- State constitution & town/city charters
- *Immigration Law*, Ambrose Publishing Company, VHS
- The United Nation's - *Universal Declaration of Human Rights*
- *History Alive! The Constitution in a New Nation*, Teacher's Curriculum Institute
- www.cclce.org – CT Consortium for Law & Citizenship Education, INC.
- *We the People: The Citizen & The Constitution*, free text from the Center for Civic Education

SUGGESTED INSTRUCTIONAL STRATEGIES

- Read the Federalist Papers to evaluate the ideas underlying the principles of the Constitution
- Research current issues that illustrate the principles of the Constitution
- Trace the Supreme Court's interpretation of equal protection under the law
- Rank order the rights in the Bill of Rights and explain your reasoning

- Write a student bill of rights
- Compare the Bill of Rights to the United Nation's Universal Declaration of Human Rights
- Create a PowerPoint presentation in favor of a new amendment to the Constitution
- Debate the practicality and probability of amending the Constitution
- Investigate the fate of the Equal Rights Amendment and write an editorial to explain your position
- Hold a mock Special Convention to debate a proposed amendment to the Constitution

SUGGESTED ASSESSMENT METHODS

- Student presentations
- Debates
- Performance assessments
- Simulation activities
- Multimedia presentations
- Formal assessments
- Written assessments
- Graphic organizers

LEARNING STRAND	
5.0 Civil and Criminal Justice	
ENDURING UNDERSTANDING(S) <i>Students will understand that:</i>	ESSENTIAL QUESTION(S)
<ul style="list-style-type: none"> The civil and criminal justice systems manage conflict, create order, and provide justice. Individual rights are a driving force of American democracy. 	<ul style="list-style-type: none"> What is a justice system? Why would society value equal protection under the law? Why is due process important? What is justice? How do the courts reflect and shape society?
LEARNING OBJECTIVES <i>The student will:</i>	INSTRUCTIONAL SUPPORT MATERIALS
<p>5.1 Analyze the importance of due process and the rights of the accused.</p> <p>5.2 Compare and contrast the legal standards of the civil justice system to the criminal justice system.</p> <p>5.3 Investigate the types of punishment imposed on convicted criminals.</p>	<ul style="list-style-type: none"> <i>Government on File</i>, Fact on File, Inc <i>Miranda v. Arizona</i> <i>Gideon v. Wainright</i> <i>History Alive! The Constitution in a New Nation</i>, Teachers' Curriculum Institute www.cclu.com, CT Civil Liberties www.ojp.usdoj.gov/bjs, Bureau of Justice Statistics <i>A Civil Action</i>, Buena Vista Pictures, 1998 <i>Real Justice</i>, PBS www.cclce.org – CT Consortium for Law & Citizenship Education, INC. <i>We the People: The Citizen & The Constitution</i>, free text from the Center for Civic Education
	SUGGESTED INSTRUCTIONAL STRATEGIES
	<ul style="list-style-type: none"> Mock trial Survey to gauge public opinion on the Constitutional protections of the accused Create a flowchart illustrating the due process rights of the accused Create a board game to illustrate the criminal justice system Guest speakers (<i>e.g.</i>, youth officer, Wallingford Police Dept. or an attorney) Field trip to the New Haven Federal Courthouse (visitor's program), State Court House, or a prison Reenact a juvenile court case Write a legal brief recommending sentencing for a convicted criminal
	SUGGESTED ASSESSMENT METHODS
	<ul style="list-style-type: none"> Student presentations

- Persuasive writing
- Simulations
- Performance assessments
- Formal assessments
- Projects

LEARNING STRAND

6.0 Three Branches and Three Levels of Government

ENDURING UNDERSTANDING(S)

Students will understand that:

- People develop systems to manage conflict and create order.
- Democratic societies must balance the rights and responsibility of individuals with the common good.
- Decisions reached at the national, state, and local levels influence society.
- Federalism is a driving force of American democracy.
- The Constitution is a living document.

ESSENTIAL QUESTION(S)

- How does the separation of powers impact the governmental process?
- How does society balance the needs of the nation, the community, and the individual?
- How does the government reflect and shape society?
- Does the system of checks and balances work effectively?
- Should the majority rule? Explain

LEARNING OBJECTIVES *The student will:*

- 6.1 Assess the powers of each branch and level of government.
- 6.2 Examine how federal policies affect state and local governments.
- 6.3 Identify the role Federalism plays in setting government policy and law at the state and national levels.
- 6.4 Evaluate how the Constitutional principles restrain and empower each branch of government.
- 6.5 Trace the process of how a bill becomes a law.
- 6.6 Determine how the interpretation of the *necessary and proper clause* has affected the United States government.
- 6.7 Compare and contrast the roles of state and federal courts.
- 6.8 Analyze the importance of judicial review.
- 6.9 Examine the criteria necessary for a case to reach the Supreme Court.
- 6.10 Evaluate the powers and roles of the president.
- 6.11 Investigate the operations of the executive branch.

INSTRUCTIONAL SUPPORT MATERIALS

- *Government on File*, Fact on File, Inc
- *U.S. Constitution*
- Newspaper and magazine articles, editorials, and editorial cartoons
- Court cases
 - *Marbury v. Madison*
 - *McCulloch v. Maryland*
 - *Plessy v. Ferguson*
 - *Brown v. Board of Education of Topeka Kansas*
 - *Regents of the Univ. CA v. Bakke*
 - *Phillips v. Martin Marietta Corp*
 - *Grutter v. Bollinger*
 - *Gratz v. Bollinger*
 - *Dred Scott v. Sandford*
 - *Gibbons v. Ogden*
 - *Griswold v. Connecticut*
 - *Roe v. Wade*
 - *US v. Nixon*
- www.loc.gov, Library of Congress
- thomas.loc.gov, legislation information from the Library of Congress
- www.whitehouse.gov
- www.supremecourtus.gov
- www.ct.gov
- *The Electoral College: Is This Any Way to Pick a President?*, Knowledge Limited, VHS, 2000
- *Electing a President*, Knowledge Limited, VHS, 2004

- *Great American Monuments: The White House*, A&E, VHS
- *The Congressional Directory*, Congressional Joint Committee on Printing
- *School House Rock! America Rock!*, Disney DVD
- www.cclce.org – CT Consortium for Law & Citizenship Education, INC.
- *We the People: The Citizen & The Constitution*, free text from the Center for Civic Education

SUGGESTED INSTRUCTIONAL STRATEGIES

- Venn diagram comparing the powers of the national, state, and local governments
- Attend a local Board of Education and/or Town Council meeting and compare how the major issues relate at the state and federal levels.
- Investigate current issues involving federalism (e.g., *No Child Left Behind*, drilling in Alaska, environmental issues, energy supply, etc.)
- Create a portfolio of current news articles that illustrate the principles of the Constitution in action
- Research cases in which the *elastic clause* has expanded the power of the government (e.g., *War Powers Act*, *McCulloch v. Maryland*, etc.)
- Debate a Constitutional amendment to eliminate the *necessary and proper clause*.
- Compare and contrast decisions in Supreme Court cases involving *equal protection under the law*
- Create a board game that illustrates how a bill becomes a law
- Create a multimedia presentation on the powers of Congress
- Mock Senate
- Create a chart that matches the roles of the president with the powers listed in the Constitution
- Create a flow chart of the path of *Roe v. Wade* (or other significant Supreme Court case)
- Hold a mock Cabinet meeting to discuss current issues
- Debate the president's budget or an economic issue

- Hold a mock National Security Council meeting with the president

SUGGESTED ASSESSMENT METHODS

- Student presentations
- Projects
- Debates
- Simulation activities
- Portfolios
- Multimedia presentations
- Formal assessments
- Charts
- Graphic organizers

LEARNING STRAND

7.0 The Influence of Public Opinion, Lobbying, and Interest Groups

ENDURING UNDERSTANDING(S)

Students will understand that:

- People develop systems to create order and manage conflict.
- Knowledge of social and civic issues expands ones' understanding of society.
- Mass media influences the American political process.
- Public opinion and interest groups influence laws and policy.
- Political parties are an important component in American democracy.

ESSENTIAL QUESTION(S)

- How are citizens informed and influenced?
- How does the government balance competing interests?
- What responsibility does the media have in the democratic process?
- What influences legislation and public policy?
- What purpose do interests groups serve in the democratic process?
- How does public opinion influence government?
- Why are political parties important in the democratic process?

LEARNING OBJECTIVES *The student will:*

- 7.1 Analyze the steps in the election process.
- 7.2 Identify the strengths and weaknesses of the election process.
- 7.3 Evaluate the function of political parties in American government.
- 7.4 Investigate the role of third parties in campaigns.
- 7.5 Evaluate campaign financing.
- 7.6 Assess the importance of public opinion in shaping a candidate's platform.
- 7.7 Evaluate the Electoral College.
- 7.8 Evaluate the factors that affect public opinion.
- 7.9 Assess the influence of public opinion on campaigns, elections, and public policy.
- 7.10 Evaluate the effects of lobbyists and special interest groups on election campaigns and legislation.
- 7.11 Determine the demographic factors that affect public opinion.

INSTRUCTIONAL SUPPORT MATERIALS

- *Government on File*, Fact on File, Inc
- Newspaper and magazine news articles, editorials, and cartoons
- *First Vote*, People for the American Way, VHS
- *You Can Vote Smarter*, League of Women Voters, Rochester, NY; VHS
- Guest speakers – Political candidates
- www.cclce.org – CT Consortium for Law & Citizenship Education, INC.
- *We the People: The Citizen & The Constitution*, free text from the Center for Civic Education

SUGGESTED INSTRUCTIONAL STRATEGIES

- Debate the Electoral College
- Guest speaker: Quinnipiac University Polling Institute or UNCONN-Courant Poll; Town Committee Chairs, elected officials, or lobbyists
- Trace the history of a third party (e.g., Reform, Green, A Connecticut Party, etc.)
- Assume the role of an interest group, identify strategies to shape public policy, and create a plan to carry out those strategies
- Editorial cartoon analysis
- Create a mock campaign and mock election
- Analysis of a public opinion poll
- Research and debate recent or proposed legislation on campaign financing

- Create a portfolio of news articles to analyze a current campaign
- Research political parties and determine your political affiliation
- Write a letter to the editor on a campaign issue
- Promote a public interest group through a PowerPoint presentation

SUGGESTED ASSESSMENT METHODS

- Student presentations
- Projects
- Creative and persuasive writing
- Debates
- Simulation activities
- Portfolios
- Multimedia presentations (including PowerPoint)
- Interviews
- Tests & quizzes

