

The Close Up Foundation, in collaboration with teachers, correlated the *Close Up Washington High School Program* outcome objectives to your state social studies standards. If you have questions, comments, suggestions, or additions, please contact us at curriculum@closeup.org.

Close Up’s balanced, interactive, experiential curricula motivate students to become actively involved in their community and government, strengthen their knowledge of the political process, and increase their awareness of national and international issues. The program is designed to promote civic engagement and understanding of the U.S. Federal Government. These goals are achieved during experiential learning activities throughout the program, including primary resource seminars; study visits to government institutions and monuments; current issue debates; government simulations, and small group workshops-all led by college educated and professionally trained instructors. The Close Up Program fosters essential citizenship skills such as acquiring and using information, assessing involvement, making decisions, making judgments, communicating, cooperating, promoting interests, and develops critical thinking skills.

The following are corresponding objectives of the *Close Up Washington High School Program* to your state’s social studies standards:

HISTORY AND CIVICS

Standard	Explanation of Standard	Close Up Program’s Correlation to Standard
9.1.1.1.1	Demonstrate skills that enable people to monitor and influence state, local and national affairs.	On Sunday night, students will assess their current and future political efficacy: willingness and ability to influence others on matters of politics and polities as well as voice themselves persuasively to decision-makers.
9.1.1.1.2	Demonstrate the skills necessary to participate in the election process, including registering to vote, identifying and evaluating candidates and issues, and casting a ballot.	Students take positions that they present and discuss with their Representatives and Senators on Capitol Hill.
9.1.1.1.3	Evaluate sources of information and various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.	Students will prepare and pose public policy questions to a self-identified liberal and self-identified conservative in a Domestic Issues Debate. Students will evaluate the speakers’ positions in order to formulate their own beliefs on controversial issues.

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9.1.1.1.4	Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem.	Students will visit different neighborhoods of Washington, DC and examine issues facing each community and compare to issues facing their home communities.
9.1.2.2.1	Analyze how constitutionalism preserves fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances & beliefs by defining & limiting government powers.	Students will compare and contrast the use of strict and loose judicial interpretation approaches and debate how each either responds to changing circumstances or protects individual freedoms and rights. Students will then apply each approach to landmark cases throughout history.
9.1.2.3.1	Define and provide examples of foundational ideas of American government (Bills of Rights, Constitution).	Students will evaluate and take a position on whether there are limits of freedom of expression that are permissible in a democratic society.
9.1.2.3.2	Analyze how the following tools of civic engagement are used to influence the American political system: civil disobedience.	During visits to the National Law Enforcement Memorial, National Archives, and Gandhi Memorial, students will assess the appropriate balance between our nation's belief in principled disobedience to unjust laws with our equally deep commitment to respect and uphold the rule of law.
9.1.2.3.3	Analyze tensions between the government's dual role of protecting individual rights and promoting general welfare.	Students will analyze and debate scenarios (<i>Kyllo</i> and <i>Katz</i> cases) where technology presents tensions with the Fourth Amendment.

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9.1.3.4.2	Explain the scope and limits of rights protected by the First Amendment and changes created by legislative action and court interpretation.	Students will examine the current tensions between freedom of expression protected by the First Amendment and security concerns of a post-9/11 world at a study visit to the White House.
9.1.3.4.3	Explain the scope and limits of rights of the accused under the Eighth Amendment and changes created by legislative action and court interpretations.	Students will debate the court interpretation of <i>Atkins v. Virginia</i> on whether the execution of a retarded person constituted "cruel and unusual punishment."
9.1.3.4.5	Explain the responsibilities and duties for all individuals in a republic.	During their visit to Capitol Hill, they will observe the process firsthand in the galleries and consider the rights and responsibilities of citizens in that process, specifically where citizens directly influence policy decisions.
9.1.4.6.1	Explain federalism and the provisions of the United States Constitution which delegate to the federal government the powers necessary to fulfill the purposes for which it was established; distinguish between those powers and the powers retained by the people and the states.	Students will define federalism, identify constitutional powers and responsibilities of each level of government and evaluate the advantages and disadvantages of national, state, and shared authority during a Monday night workshop.
9.1.4.6.2	Explain the purposes, organization, functions and processes of the legislative branch.	During a model Congress simulation, students evaluate current legislation to assess pros and cons, with the opportunity to pass bills, amend the bills or kill bills during simulated Committee Hearings.

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9.1.4.6.6	Evaluate the importance of an independent judiciary, judicial review and the rule of law.	Students will look at judicial review and analyze and evaluate the use of strict and loose interpretation applications of Supreme Court justices using landmark cases throughout history.
9.1.4.8.2	Evaluate the role of interest groups, corporations, think tanks, the media and public opinion on the political process and public policy formation.	Students will engage with speakers from various public policy organizations in Washington, DC to hear and parse information relevant to policy deliberations.
9.1.5.10.1	Explain how tribal sovereignty establishes a unique relationship between American Indian Nations and the United States.	Students will use exploration of the National Museum of the American Indian to explore the themes of Indian rights, within the context of tribal sovereignty and dual citizenship.
9.1.5.10.2	Evaluate the effectiveness of diplomacy and other foreign policy tools used by the United States government and other nations in historical and contemporary times.	Students will review the relevant historical background of the wars memorialized at the WWII Memorial, the Vietnam Veterans Memorial, the Korean War Memorial as well as the Lincoln Memorial to develop “Just War” criteria to decide whether or not to enter a war.
9.4.4.17.4	Analyze the arguments about the organization and powers of the federal government between 1783 and 1800.	Students will evaluate the long, ongoing debate over the proper size and role of government by assessing the Federalist vs. Anti-Federalist arguments at the Jefferson Memorial.
9.4.4.18.5	Analyze the strategies, goals and impact of the key movements to promote social reform.	At the African American Civil War Memorial, students review the contrasting methods of action of abolitionists and then generate their own opinions on levels of effectiveness.

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9.4.4.19.4	Describe significant individuals, groups and institutions involved in the struggle for rights for African Americans.	Students will confront the political and societal implications involved in African American soldiers fighting in the Union Army through the use of primary sources at the African American Civil War Museum.
9.4.4.20.8	Evaluate the effectiveness of political responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption.	Students will use political cartoons from the Progressive Era to examine the way that Theodore Roosevelt interacted with large trusts such as Standard Oil.
9.4.4.21.3	Analyze how the New Deal addressed the struggles of the Great Depression and transformed the role of government.	At the Franklin Delano Roosevelt Memorial, students will examine the causes of the Great Depression, major issues facing citizens, and programs created during the New Deal to combat those issues.
9.4.4.21.4	Describe the role of the U.S. as an emerging world leader & its attempts to secure peace & remain neutral, explain the facts that led the U.S. to choose a side for war (WWII)	At the World War II Memorial, students will evaluate the debates involved in U.S. entry into World War II as just or unjust.
9.4.4.22.2	Explain how the differences contributed to the development of the Cold War.	At the Korean and Vietnam Memorials, students will discuss the U.S. policy of containment as a key tenant of foreign policy during the Cold War period.
9.4.4.22.6	Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups.	Students will analyze arguments about the role of violent and non-violent resistance during the Civil Rights era while visiting the Martin Luther King, Jr. Memorial.
9.4.4.22.9	Evaluate the effectiveness of United States policies in ending the Cold War.	At the Korean and Vietnam War Memorials, students review the historical positions for U.S. involvement and debate the criteria for using military force in foreign policy decisions.