

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Civics	Social Studies	10-12	.5
Course Description:			
Civics is required for high school graduation. Students learn about the form and function of the American democratic system and the commitment and obligations of being a citizen. Having studied various political systems in earlier history courses, students analyze how the American republic has been designed to meet the evolving needs of a diverse society. As they learn about political concepts, students develop the literacy skills of political scientists and active citizens. To apply citizenship lessons, students conduct a semester-long research project to create and execute an action plan to improve a self-selected issue of concern.			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
		CIVIC LITERACY <ul style="list-style-type: none">Participate effectively in civic life through knowing how to stay informed and understanding governmental processesExercise the rights and obligations of citizenship at local, state, national, and global levels.Understand the local and global implications of civic decisions	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
<ul style="list-style-type: none">Modern American History; Grade 10 with departmental permission		<ul style="list-style-type: none">	
Unit Links			
Standard Matrix Unit 1: Foundations of Democracy Unit 2: Structure of the Federal Government Unit 3: Public Participation Unit 4: Policy Case Studies			

Standard Matrix

		Unit 1	Unit 2	Unit 3	Unit 4
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).	P			
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).	P			
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).	P	P		
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. DesMoines, Obergefell v. Hodges).		S		
CG.Civ.4.d.	Explain how federalism led to conflict between states and the federal government (e.g., healthcare, suffrage, taxation).	S			
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).	S			
CG.Civ.8.b.	Evaluate how different levels of government work to promote civic virtue and enact democratic principles (e.g., municipal, state, and federal).	P			
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).		S		
CG.Civ.14.b.	Analyze advocacy and activism in the United States related to a contemporary human rights issue using the United States Constitution and other historical			P	

	sources (e.g., youth activism, journalism, social media, whistleblowers, protestors, strikes, boycotts, petitions, resistance).				
CG.Civ.1.a.	Distinguish between the functions of local, state, tribal, and national governments in response to challenges (e.g., court decisions, executive orders, legislation, sovereignty, states' rights).	P			
CG.Civ.1.b.	Distinguish between the powers and responsibilities of local, state, and federal election officials in facilitating free and fair election processes.			P	
CG.Civ.2.a.	Analyze how the United States' structures of state and local governments represent different models of democracy (e.g., direct democracy, representative government).		P		
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).		P		
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).			P	
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).		P		
CG.Civ.5.a.	Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).		S		
CG.Civ.6.a.	Critique geopolitical relationships and their impact on governments, civil societies, and/or economic markets (e.g., North Atlantic Treaty Organization, United States–Mexico–Canada Agreement, Joint Comprehensive Plan of Action, Paris Agreement, World Health Organization).		S		P
CG.Civ.13.a.	Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g. gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).		S		P

CG.Civ.14.c.	Analyze the impact of United States policy decisions on other nations (e.g., immigration, trade, arms support, sanctions).				S
CG.Eco.7.a.	Evaluate a United States trade policy in terms of costs and benefits (e.g., sanctions, subsidies, tariffs, trade agreements, employment).				P
CG.Eco.9.a.	Describe the roles of the executive branch in developing and implementing economic policies in the United States (e.g., Department of the Treasury, Federal Reserve Board, Internal Revenue Service).		S		S
CG.His.5.b.	Analyze how historical contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).			P	
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).			P	
CG.Civ.10.a.	Determine the extent to which elected officials represent constituent interests and perspectives (e.g., personal and professional experiences, policy positions, party affiliation, voting record).			P	
CG.Civ.2.d.	Analyze trends in access to voting, voter turnout, and voter representation over time (e.g., gerrymandering, reapportionment, redistricting, voter socialization).		S		
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.5.b.	Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the-vote campaigns, conscious consumerism).				P
CG.Civ.5.c.	Evaluate the role of the media in addressing social and political problems or influencing elections (e.g., fourth estate, media bias, concentration of media ownership).			P	
CG.His.5.c.	Analyze how social contexts shape personal political beliefs and voting behavior.			S	

Unit 1: Foundations of Democracy

Overview

Relevant Standards: Bold indicates priority

- **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).**
- **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).**
- **CG.Civ.8.b. Evaluate how different levels of government work to promote civic virtue and enact democratic principles (e.g., municipal, state, and federal).**
- **CG.Civ.4.d. Explain how federalism led to conflict between states and the federal government (e.g., healthcare, suffrage, taxation)**
- **CG.Civ.1.a. Distinguish between the functions of local, state, tribal, and national governments in response to challenges (e.g., court decisions, executive orders, legislation, sovereignty, states' rights).**
- 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).
- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Overview

In this unit, students examine the ideas and structures that define the United States government. Students begin by examining primary sources written by the founding fathers to see how they were influenced by writers and thinkers that came before them. In examining these primary sources, students also learn about the divisions of power in the United States government, both between federal, state, and local governments, as well as the divisions of power between the executive, legislative, and judicial branches. Students also examine case studies to explore the tensions between these levels of government, and discuss which levels of government are best equipped to address problems and challenges that matter to them. Students apply this knowledge by launching a year long examination of a pressing issue at the local, state, or national level and considering which level or branch of government is best equipped to address the issue.

Essential Question(s):	
<ul style="list-style-type: none"> How can governments best balance individual liberty and collective welfare? <ol style="list-style-type: none"> What ideas shaped the founding of the United States government? How does the United States government divide power? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> Social contract theory, especially the writing of John Locke, influenced the Founders belief that humans possess natural rights and form governments through mutual agreements to protect those rights. This enlightenment philosophy, combined with other influences like ancient thought and British constitutional traditions, guided the Founders as they created key documents and established a new form of self-government. Influenced by Enlightenment thinkers such as Montesquieu, the Founders sought to protect liberty and freedom through two key divisions of power: federalism, which shares authority between federal and state governments, and the separation of powers, which distributes responsibilities among the executive, legislative, and judicial branches. Although these divisions of power sometimes cause conflicts between levels or branches of government, they also create a system of checks and balances meant to prevent any single person or level of government from growing too powerful and provide various opportunities for civic engagement. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> Policy Paper - Draft of Issue Background 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students will delve into the executive, legislative, and judicial branches in the following unit, learning about the structures, powers and responsibilities of each branch in greater detail. Students will continue to examine the civic issue introduced in this unit at the end of each subsequent unit, applying what they learn in each unit to develop their Policy Paper over the course of the semester.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> 6 classes, 2 flex days

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> • Locke and Declaration of Independence • Separation of Powers Infographic and Essay • Federalist #51, #70, #78 Full Texts or Short Texts • Founders, Federalism, and the Constitution • Federalism Infographic • What Level of Government Lesson Plan
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> • Students may not recognize that the Founders were deeply influenced by Enlightenment thinking, imagining that they created the US Government entirely independently.
Differentiation through Universal Design for Learning	
UDL Indicator <ul style="list-style-type: none"> • Checkpoint 3.2: Highlight and explore patterns, critical features, big ideas, and relationships 	Teacher Actions: <ul style="list-style-type: none"> • Provide annotated/color coded diagrams of the federal system that clearly distinguish between federal, state, and local powers. • Create a concept map showing the relationship between the Social Contract, Natural Rights, and the Declaration of Independence.
Supporting Multilingual/English Learners	
Related CELP standards: <ul style="list-style-type: none"> • 9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 	Learning Targets: <ul style="list-style-type: none"> • Level 1: With prompting and support, I can identify key words and phrases in a simplified foundational text. • Level 2: With prompting and support, I can identify the main topic and some key details from a section of a foundational text. • Level 3: I can identify the main idea of a foundational text and explain how that main idea is supported by specific details. • Level 4: I can summarize a foundational text, analyzing the development of two central ideas. • Level 5: I can identify two or more main ideas from one or more foundational texts and explain the complex relationships between them.

Unit 1: Foundations of Democracy

Lesson Map

Lesson	Topic	Learning Target	Knowledge	Vocabulary
1	Locke and the Declaration	<ul style="list-style-type: none"> Assess the extent to which John Locke's ideas influenced the Declaration of Independence 	John Locke Social Contract Theory Natural Rights	Influence Derived
2	Separation of Powers	<ul style="list-style-type: none"> I can describe the separation of powers in the United States government. I can evaluate the arguments made by founding fathers in favor of the newly established government. 	Montesquieu Separation of Powers Checks and Balances Enumerated Powers Legislative Branch Executive Judicial	Encroach Allot
3	Federalism	<ul style="list-style-type: none"> I can define federalism and describe the powers of national, state, and local governments. I can evaluate and debate the level of government best equipped to solve different problems. 	Federalism	Concurrent
4	Mini Case Studies Full Case Studies	<ul style="list-style-type: none"> I can apply the concept of federalism to historical case studies. I can evaluate the effectiveness of federalism in maintaining a constitutional republic. 		
5	Project/Issue Research	<ul style="list-style-type: none"> I can select a civic issue and gather information from multiple sources to explain its context and why it is a problem. 		
6	Project/Issue Draft	<ul style="list-style-type: none"> I can draft a "Issue Background" section for my position paper introducing my chosen issue. I can draft a claim, supported by evidence, that argues which level of government (local, state, or federal) is best equipped to address my chosen issue. 		

7	Flex - Grant Simulation			
8	Flex			

Unit 2: Structure of the Federal Government

Overview

Relevant Standards: Bold indicates priority

- **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).**
- **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.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.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).
- 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).
- 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.2.d. Analyze trends in access to voting, voter turnout, and voter representation over time (e.g., gerrymandering, reapportionment, redistricting, voter socialization).
- CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).
- CG.Eco.9.a. Describe the roles of the executive branch in developing and implementing economic policies in the United States (e.g., Department of the Treasury, Federal Reserve Board, Internal Revenue Service).

Overview

In this unit, students examine the three branches of government in greater detail. For each branch of government, students first explore its fundamental structure and organization. They will then examine the specific powers vested in that branch of government, analyzing how those powers are exercised and how they impact public policy. Finally, students examine an issue or challenge associated with each branch. This structured inquiry enables students to understand the distinct functions and responsibilities of each branch, as well as their interrelationships and potential challenges. Students apply these understandings by writing the next section of their policy paper, researching and detailing past government actions related to their chosen issue.

Essential Question(s):	
<ul style="list-style-type: none"> How does the separation of powers impact the government's response to social issues? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> The separation of powers ensures that each branch of government works to address social issues through distinct, complex, and often conflicting structures. The checks, balances, and political tensions inherent to this constitutional framework ensure that policymaking is rarely straightforward. To fully understand the government's response to any issue, one must examine each branch's actions and consider how their individual efforts, conflicts, or compromises, determine the final policy outcomes. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> Policy Paper - Draft of Government Actions 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> Students will have already started to think about how and why different government entities have distinct roles, in Unit 1, which provides a philosophical background for many of the structures students encounter in this unit. In Unit 1, students initiate their policy paper by identifying a pressing issue. Unit 2 directly builds on this by guiding students to research and analyze the specific actions these federal branches have taken regarding their chosen issue. 	<ul style="list-style-type: none"> A clear understanding of each branch's powers, limitations, and policymaking processes is essential for students to grasp how individuals and groups can effectively participate in the political process, as explored in Unit 3. When students develop their own policy solutions for their final paper, they will need to consider which branch(es) would be responsible for enacting their proposal, what challenges might arise, and how the interactions between branches could affect their proposed solution.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> 13 classes, 2 flex days (to be completed in Q1/Q3)
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:

<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may see the branches as operating in neat, isolation silos without seeing the significant overlap or interplay between them. • Students may see policymaking as a simple, linear process, rather than a messy, cyclical, and interrelated process.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> • Consideration 3.3 Cultivate multiple ways of knowing and making meaning 	Teacher Actions: <ul style="list-style-type: none"> • Provide students with flowcharts that illustrate the process of how a bill becomes a law, showing key decision points and potential obstacles. • Use comparative charts to break down the structure, powers, and term lengths of the House of Representatives vs. the Senate. • Offer structured note-taking guides for each branch of government, with clear sections for "Structure," "Powers," and "Current Issues."
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> • 9-12.9 An EL can ... create clear and coherent grade-appropriate speech and text. 	Learning Targets: <ul style="list-style-type: none"> • Level 1: With prompting and support, I can create a list or write simple sentences that identify a past government action related to my issue. • Level 2: With prompting and support, I can introduce a government action related to my issue and use linking words to provide facts about what happened and what the outcome was. • Level 3: I can draft a paragraph for my "Governmental Actions" section that introduces a governmental action with facts and details, and summarizes its main outcome, using common transitional words. • Level 4: I can draft a "Governmental Actions" section that describes actions using facts and details, summarizes the main outcomes, and uses a variety of transition words to clarify relationships between the actions and their impacts. • Level 5: I can draft a coherent and detailed "Governmental Actions" section that effectively details actions taken by various branches of government to address my issue and summarizes the main outcomes of these governmental efforts in a clear and well-organized text.

Unit 2: Structure of the Federal Government

Lesson Map

Lesson	Topic	Learning Target	Knowledge	Vocabulary
1	Legislative - Structure	<ul style="list-style-type: none"> I can describe the bicameral structure of the U.S. Congress and the selection process for its members. I can explain how the selection process and various roles within the U.S. Congress reflect the principles of representative democracy. 	Direct Democracy Rep. Democracy Representatives Senators Bicameral Speaker of the House President ProTempore Constituent Districts	
2	Legislative - Powers	<ul style="list-style-type: none"> I can identify the enumerated and implied powers of the legislative branch as outlined in the U.S. Constitution. I can analyze how Congress utilizes its diverse powers to address national issues and serve constituents. 	Enumerated powers Implied powers Override Approval power Impeachment Taxation Declarations of war Borrowing money Lawmaking	Oversight Implied
3	Legislative - Issue	<ul style="list-style-type: none"> I can explain how issues such as gerrymandering and campaign finance can affect representation and equity within the legislative branch. I can evaluate proposed solutions to challenges like gerrymandering and campaign finance inequities. 	Gerrymandering Campaign Finance Baker v. Carr (1962) Shaw v. Reno (1993) Advocacy groups Constituents	
4	Executive - Structures	<ul style="list-style-type: none"> I can describe the structure of the executive branch, and the selection process for the President, including qualifications and the Electoral College. 	Electoral College Commander-in-Chief Chief Diplomat	

		<ul style="list-style-type: none"> I can analyze how the executive branch's structure and the President's selection process connect to constitutional principles 	Chief Executive Chief Legislator	
5	Executive- Powers	<ul style="list-style-type: none"> I can identify the constitutional and implied powers of the executive branch, particularly those of the President. I can evaluate the use and expansion of executive powers and their impact on the balance of power with other branches. 	Executive orders Executive privilege Veto Appointments	
6	Executive - Issue	<ul style="list-style-type: none"> I can explain the role of various agencies in implementing policy and administering government programs. I can analyze common criticisms and defenses of the federal bureaucracy, considering aspects like efficiency, accountability, and influence. 	Bureaucracy	Efficiency Accountability
7	Judicial - Structure	<ul style="list-style-type: none"> I can describe the structure of the federal judiciary, including the different levels of courts, and the selection process for federal judges I can analyze how the federal judiciary's structure and selection process connect to constitutional principles 	Appointment Senate confirmation Judicial review Supreme Court District Courts Circuit courts Appellate courts Checks and balances Lifetime appointment	
8	Judicial - Powers	<ul style="list-style-type: none"> I can explain the concept of judicial review and describe other powers of the federal judiciary I can analyze how landmark Supreme Court cases have shaped the interpretation of the Constitution and impacted American society. 	Major court decisions Judicial Review	
	Judicial - Issue	<ul style="list-style-type: none"> I can identify factors that can challenge judicial impartiality and explain different philosophies of judicial interpretation. 	Activism Restraint Impartiality	Impartial Restrained

		<ul style="list-style-type: none"> I can evaluate how well the judicial branch works in practice, considering questions of impartiality, impact, and its role in interpreting the Constitution over time. 	Public Opinion	
9	Project/Issue Research	<ul style="list-style-type: none"> I can research the ways that various branches of government have addressed my issue in the past. 		
10	Project/Issue Draft	<ul style="list-style-type: none"> I can draft a “Government Actions” section for my position paper explaining how the government has/could impact my chosen issue. 		
11	Flex			
12	Flex			

Unit 3: Public Participation

Overview

Relevant Standards: Bold indicates priority

- **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.
- CG.His.5.b: Analyze how historical contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).
- **CG.Civ.10.a: Determine the extent to which elected officials represent constituent interests and perspectives (e.g., personal and professional experiences, policy positions, party affiliation, voting record).**
- CG.His.5.c: Analyze how social contexts shape personal political beliefs and voting behavior.
- **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).**
- **CG.Civ.5.b: Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the-vote campaigns, conscious consumerism).**
- CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Overview

This unit explores how citizens actively participate in American democracy and exert influence on government and policy. Students will first examine foundational avenues of civic participation, such as the electoral process and the role of political parties. The unit then investigates how the public exerts influence through the media, the activities of interest groups, diverse forms of activism, and the contributions of local organizations. Students apply these understandings by writing the next section of their policy paper, researching various actions taken by the public to address the issue and conducting local outreach to practice participating themselves.

Essential Question(s):	
<ul style="list-style-type: none"> How do private citizens impact the government's response to social issues? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> Private citizens impact government responses to social issues through both participating in elections and activism, and by exerting influence via organized groups, media, and financial contributions. These diverse avenues provide many opportunities for civic participation, but taken together form a complex landscape of competing interests, raising critical questions about their overall effects on the democratic process. Therefore, to fully understand citizens' impact, one must examine these methods not only for their effectiveness in shaping policy but also for their broader implications for democratic fairness and representation. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> Policy Paper - Draft of Public Actions 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> Unit 1 establishes the core democratic principles upon which the U.S. government is built, such as popular sovereignty and the rights of citizens. Unit 3 directly explores how these foundational principles are put into action through various forms of citizen participation. In their policy papers, students previously analyzed how the government has taken action to address their chosen issue. Unit 3 builds directly on this analysis by prompting them to investigate how private citizens have tried to address this issue, either by direct action or by exerting influence on government policy. 	<ul style="list-style-type: none"> When students propose their own solutions in their summative paper in Unit 4, their knowledge from Unit 3 will inform their understanding of how public opinion might be mobilized, what kind of opposition or support different groups might offer, and how public participation could be leveraged to advance their proposed solutions.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> 9 classes, 2 flex days
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:

<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may believe that voting is the only form of participation, without recognizing the many different ways private citizens impact government policies. • Students may enter the class with incomplete or one sided views of public participation, thinking that all voices have equal opportunities to influence government, or dismissing the system as providing any opportunity for meaning citizen impact. • Students may see the competition as a zero sum game to be won at all costs, without having considered whether some lobbying efforts disproportionately benefit narrow special interests or come do harm to the democratic process or public trust
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> • Consideration 7.1 Optimize choice and autonomy 	Teacher Actions: <ul style="list-style-type: none"> • For the outreach component of their policy paper, provide a menu of options for how to engage with stakeholders, such as write an email, conduct a short interview, survey peers, or find a relevant public meeting. • Allow students to choose the media format they will analyze for bias, such as a TV news segment, a newspaper article, or a political podcast.
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> • 9-12.2 - Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses. 	Learning Targets: <ul style="list-style-type: none"> • Level 1: I can participate in a short, scripted exchange (like an email template or prepared script) to ask a stakeholder a simple, prepared question about my issue. • Level 2: I can participate in a short exchange to ask a stakeholder a few prepared wh- questions (e.g., "Who does your group help? What does your group do?") to gather basic information about their work on my issue. • Level 3: I can participate in a short discussion with a stakeholder by expressing my own ideas about the issue, asking relevant follow-up questions, and adding information from my research. • Level 4: I can participate in a discussion with a stakeholder or classmate by clearly expressing my understanding of the issue,

	<p>supporting my points with specific evidence from my research, and asking questions to clarify the stakeholder's perspective or actions.</p> <ul style="list-style-type: none">• Level 5: I can participate in an extended discussion with a stakeholder or classmate by clearly and persuasively expressing my ideas, referring to specific evidence from my research to support my points, and asking questions that probe the reasoning behind their organization's actions or policy positions.
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Unit 3: Public Participation

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Electoral Process	<ul style="list-style-type: none"> I can explain how local, state, and federal officials execute and maintain various stages of the electoral process. I can analyze the extent to which electoral outcomes reflect broader public sentiment by comparing election results with measures of public opinion 	Voter Registration Primary Elections General Elections Electoral College Popular Vote Polling	Sentiment
2	Political Parties	<ul style="list-style-type: none"> I can identify major political parties in the United States and describe their core ideologies and key platform positions. I can determine the extent to which major political parties represent my personal views and those of the broader public by comparing their platforms with my views and relevant public opinion polling data. 	Liberal Conservative Democrat Republican Independent	Ideology
3	Media	<ul style="list-style-type: none"> I can identify the various roles media plays in American politics and potential forms of media bias I can determine the extent to which news stories demonstrate potential bias and develop strategies to verify information reported on the news. 	Watchdog Gatekeeper Agenda Setter Framing Source Selection Ownership	Bias Verify
4	Lobbies and Finance	<ul style="list-style-type: none"> I can explain how interest groups lobby government officials and the common ways political campaigns are financed. I can determine the extent to which lobbying and campaign finance practices affect equitable civic participation and policy outcomes. 	Lobbying Lobbyist Interest Group Campaign Finance PAC/Super PAC FEC Citizens United v. FEC	Influence Access

5	Activism	<ul style="list-style-type: none"> • I can identify and describe various forms of civic activism historically and currently used in the United States. • I can analyze specific instances of activism in the United States, explaining the strategies they employed and evaluating their impact 	Protests Boycotts Petitions Social Media Campaign	
6	Local Organizations	<ul style="list-style-type: none"> • I can identify various types of local organizations that promote civic participation or address local issues. • I can analyze the impact of specific local organizations in addressing community problems. 		
7	Project/Issue Research	<ul style="list-style-type: none"> • I can research the ways that private citizens have addressed my issue in the past. 		
8	Project/Issue Outreach	<ul style="list-style-type: none"> • I can contact public or private stakeholders who could have a meaningful impact on my issue to either better understand how private citizens are addressing my issue today, or to attempt to influence policy directly. 		
9	Project/Issue Draft	<ul style="list-style-type: none"> • I can draft a “Public Participation” section for my position paper explaining how the public has/could impact my issue. 		
10	Flex			
11	Flex			

Unit 4: Policy Case Studies

Overview

Relevant Standards: Bold indicates priority

- **CG.Inq.4.f. Evaluate and implement strategies for individual and collective action to address local, regional, and global problems in classrooms, schools, and out-of school civic contexts.**
- **CG.Eco.7.a. Evaluate a United States trade policy in terms of costs and benefits (e.g., sanctions, subsidies, tariffs, trade agreements, employment).**
- **CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).**
- CG.Civ.14.c. Analyze the impact of United States policy decisions on other nations (e.g., immigration, trade, arms support, sanctions).
- CG.Eco.9.a. Describe the roles of the executive branch in developing and implementing economic policies in the United States (e.g., Department of the Treasury, Federal Reserve Board, Internal Revenue Service).
- CG.Inq.4.e. Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens.
- CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Overview

Students end the course by deeply analyzing the complexities of public policy through detailed case studies. Students will examine three distinct policies: one centered on economic issues, one addressing domestic concerns, and a third selected from current events. For each case study, they will investigate the necessary historical context and relevant terminology to provide sufficient background on the issue, scrutinize the policy's specific provisions, analyze data related to its outcomes, and evaluate diverse perspectives. This methodical approach is designed to foster a nuanced understanding of how policies are formed, implemented, and impact society. Applying these skills, students will then research existing policies connected to their chosen societal issue and propose their own well-reasoned policy solution for their summative paper.

Essential Question(s):	
<ul style="list-style-type: none"> What makes a policy successful? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> Defining and measuring a public policy's "success" is inherently challenging. Policies often have significant impacts beyond their stated goals, frequently produce unintended consequences, and can affect various communities or people in very different ways. As a result, judging a policy's success requires a critical analysis of diverse evidence and multiple perspectives in order to fully appreciate any outcomes and their varied human impacts. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> Policy Paper - Final Draft With Proposed Solution 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> Students' prior work on their policy paper, from researching an issue, to government actions, to the work of private citizens, has equipped them to consider how to address the issue in their final proposal. Unit 2 helped develop an understanding that the process of policy making is rarely straightforward. This unit develops that understanding by turning students attention to outcomes - which can be equally complex. 	<ul style="list-style-type: none">
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> 9 classes, 2 flex days
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Tariffs: A Case Study Weekly Economic Commentary The Effects of “Redlining” on the Hartford Metropolitan Region What Redlining Did to Connecticut's Impoverished Neighborhoods
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:

<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may initially judge policies against their stated or intended goal, without realizing how policies may have unintended or secondary consequences.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> • Consideration 8.3 Foster collaboration, interdependence, and collective learning. 	Teacher Actions: <ul style="list-style-type: none"> • For the case studies on tariffs and redlining, consider using jigsaw activities where small "expert" groups first investigate one aspect (e.g., historical context, economic impact, social consequences) and then share their findings with their home groups. • For current events case studies, consider structuring academic controversies where students must articulate and understand multiple perspectives on whether a policy was successful or not. • Facilitate peer review sessions for the "Proposed Solutions" section of the policy paper, using a protocol where students give constructive feedback on the feasibility and potential impact of their peers' ideas.
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> • CELP 9-12.5 - Conduct research and evaluate and communicate findings to answer questions or solve problems. 	Learning Targets: <ul style="list-style-type: none"> • Level 1: I can gather and label basic information about one existing policy related to my issue from a few provided sources. • Level 2: I can gather and record key facts about an existing policy from provided sources and write a short summary of it for my research. • Level 3: I can gather information from multiple provided sources about existing policies and paraphrase key information to propose a policy solution in a short paragraph • Level 4: I can use search terms to find multiple sources, evaluate their credibility, and synthesize information from multiple sources into a policy/action proposal. • Level 5: I can use advanced search terms to find multiple, diverse sources, evaluate their reliability and potential bias, and analyze and integrate the information into a clearly organized "Proposed Solutions" section of my final paper.

Unit 4: Policy Case Studies

Lesson Map

Lesson	Topic	Learning Target	Knowledge	Vocabulary
1	Tariff - Background	<ul style="list-style-type: none"> I can describe the historical context of a U.S. tariff policy and how it attempted to achieve its economic objectives. I can predict potential impacts of this tariff policy on various groups and individuals. 	Tariff Protectionism Free Trade Supply and Demand Consumers Producers	Consume Impose
2	Tariff - Impact	<ul style="list-style-type: none"> I can evaluate the overall effectiveness of the tariff policy based on its stated goals, benefits for different groups, and impact on the broader economy. 	Trade War Supply Chain Consumer Price Index GDP	
3	Redlining - Background	<ul style="list-style-type: none"> I can explain why federal agencies like the FHA were created and how they attempted to promote home ownership in the 1930's. I can predict the potential short-term and long-term impacts of redlining policies on development, wealth accumulation, and racial segregation. 	Great Depression National Housing Act FHA (1934) HOLC (1933) Mortgage Interest Mortgage Insurance Risk Assessment Redlining	Promote
4	Redlining - Impact	<ul style="list-style-type: none"> I can describe the actual long-term social, economic, and geographic outcomes of redlining policies on affected communities, using historical data, maps, and personal accounts. 	Property Values Gentrification Segregation Fair Housing Act (1968)	Disparity Legacy
5	Current Event - Background	<ul style="list-style-type: none"> I can describe the context of a recent government policy and how it attempted to achieve its goals. 		

		<ul style="list-style-type: none"> I can predict potential impacts of a recent policy on various groups and individuals. 		
6	Current Event - Impact	<ul style="list-style-type: none"> I can evaluate the overall effectiveness of a recent policy based on its stated goals, benefits for different groups, and broader impact on society. 		
7	Project/Issue Research	<ul style="list-style-type: none"> Can research existing policies or regulations related to my issue. 		
8	Project/Issue Draft	<ul style="list-style-type: none"> I can draft a “Proposed Solutions” section for my position paper. 		
9	Final Draft	<ul style="list-style-type: none"> I can edit and revise my complete policy paper to ensure clarity, coherence, and completion. 		
10	Flex			
11	Flex			