

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Civics

February 2020

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New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Civics

11th & 12th Grade

Faced with the challenge of diminishing participation in government by the young people of the state, the Connecticut State Legislature has decreed that as of June 2004, each graduating senior must pass a semester of civics in order to be eligible for a diploma. This course is designed to acquaint students with the legislative, judicial, and democratic processes. Using active learning strategies, students explore contemporary problems, current challenges, and historic precedents of democracy. Because of the historic nature of both American History and the Development of Western Civilization, this course fills a need for the study of democracy involving a wider spectrum of social science disciplines. Civics is offered to students in their junior and senior years with the expectation that their impending eligibility to vote will provide immediacy and relevance to their work. Students may opt for honors level credit by special arrangement with the instructor.

Pacing Guide

Unit 1: Founders' Intent (8 block classes)

Unit 2: Justice & Law (8 block classes)

Unit 3: Politics in Action (10 block classes)

Unit 4: Congress in Session (12 block classes)

Unit 5: The Executive In Action (7 block classes)

Unit 1: Founders' Intent

Stage 1: Desired Results

<p>ESTABLISHED GOALS</p>	<p><i>Transfer</i></p>			
<p>INQ 9-12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>INQ 9-12.7 Evaluate the credibility of a source by examining how experts value the sources.</p> <p>INQ 9-12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Effectively communicate ideas in a variety of formats. ● Integrate evidence from multiple and varied sources to accomplish a specific task. ● Use critical thinking and problem solving skills to evaluate historical and contemporary issues. ● Check for credibility and bias when conducting research. ● Utilizing appropriate technologies when presenting to varied audiences. ● Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment. 			
<p>CIV 9-12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities,</p>	<p><i>Meaning</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="583 1214 1255 1445"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The creation of the Constitution required compromise in several key areas.</p> </td> <td data-bbox="1255 1214 1984 1445"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How did English roots and the colonial experience impact the historical background of the United States Constitution?</p> </td> </tr> </table>		<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The creation of the Constitution required compromise in several key areas.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How did English roots and the colonial experience impact the historical background of the United States Constitution?</p>
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The creation of the Constitution required compromise in several key areas.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How did English roots and the colonial experience impact the historical background of the United States Constitution?</p>			

<p>and limits that have changed over time and that are still contested.</p>	<p>The Constitution provides for our system of limited government and divided powers.</p> <p>The Constitution lays the groundwork for our federal government.</p> <p>The federal government is based on the rule of law and that the idea that all power resides in the people.</p> <p>The first ten amendments, known as the Bill of Rights, guarantee several basic freedoms.</p> <p>Political parties and traditional English customs, never discussed in the Constitution, have become an important part of the system of government.</p>	<p>According to the founding documents, how should our government work?</p> <p>To what extent should we be faithful to the framers' intentions?</p> <p>How can an evolving government protect individual rights and still provide for the common good?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● core philosophical ideas and key historical events leading up to the writing of the Constitution ● the extent to which core philosophical ideas shaped the formation of the U.S. government ● principles of U.S. government and their modern impact ● U.S. Constitution and its status as a living document ● processes of redefining civil liberties/rights 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● consulting a variety of texts in support of their learning. ● working productively in groups. ● applying an understanding of historical and contemporary conflicts over Constitutional principles. ● analyzing, using historical and contemporary examples, the meaning and significance of the idea of equal protection for all persons. ● evaluating the importance of developing self-government so as to restrict arbitrary power. ● describing how the Constitution may limit

		government in order to protect individual rights or limit individual rights to promote the common good.
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A, T, M	assignment specific rubric	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>G - Students will generate a newspaper letter (editorial) that details their assigned founder’s opinion on whether or not the Constitution is to be ratified.</p> <p>R - Student is assigned a Federalist/Anti-Federalist founder based on their alpha range.</p> <p>A - They are writing to convince people in their home state on ratification.</p> <p>S - In the wake of the 1787 Constitutional Convention in Philadelphia, each founder is compelled to advocate for their position on ratification.</p> <p>P - The letter is to contain a claim on ratification, as well as 3 grounds for their position that are linked to specific portions of the Constitution.</p> <p>S - The letter’s claim/grounds are to be conceived accurately from research, and is to comply with grade-level standards in argumentative writing conventions.</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by completing one or more of the following...</i></p>
A, M	relevant and thoughtful discussion using question set/participation rubric	<p>Guided discussion of sources exploring English influences and weaknesses of Articles of Confederation-based government, including, but not limited to the topics below: Magna Carta English Bill of Rights Shays' Rebellion</p>
A, M	accurate completion of guided notes/t-chart (graphic organizer) completion	<p>Teacher-led discussion on Enlightenment era influences, Federalist/Anti-Federalist beliefs, major figures, and means for communicating their message</p>
A, M	relevant and thoughtful discussion using question set/participation rubric	<p>Guided discussion of Federalist/Anti-Federalist beliefs regarding Constitution, including, but not limited to: national unity specific powers of national government individual rights legislative powers power distribution between federal government and state governments</p>
A, M	accurate completion of guided notes	<p>Students explore short- and medium-term contextual factors of 1787 Constitutional Convention.</p>
A, M	accurate completion of graphic organizer	<p>Students complete a graphic organizer in order to understand critical elements of the Constitution, as well as how said elements connect with their assigned founder's beliefs and experience.</p>
A, T, M	assignment specific rubric	<p>Newspaper letter - Students will create newspaper letters advocating their respective founder's stance on ratification.</p>

A, M	accurate completion of guided notes	Students complete a graphic organizer while investigating Federalist and Anti-Federalist beliefs regarding a historical debate on federalism, including, but not limited to the national bank.
A, M	relevant and thoughtful discussion using question set/discussion rubric	Students interpret the debate over the national bank from the perspective of their assigned founder.
A, T, M	relevant and thoughtful discussion using question set/discussion rubric	Students interpret from the perspective of their assigned founder the debate over a modern issue pertaining to federalism as determined by the instructor. Students are then permitted to “drop” their role to explore their personal views on the subject as directed by the instructor. Possible modern issues include: alert warning system drug policy legalized sports gambling
A, M	passing grade on assessment	Students will complete a unit assessment consisting of objective questions, reading comprehension questions, short answers and/or essay.
A, M	relevant and thoughtful discussion using question set/discussion rubric	Students work in small groups to be determined by the teacher, and collaborate after reading a summary of key documents including, but not limited to <i>The Mayflower Compact</i> , <i>Common Sense</i> , or <i>Declaration of the Rights of Man</i> .
A, T, M	accurate completion of graphic organizer	Teacher-led discussion on the Bill of Rights and how they protect American citizens, the content of which will be used by students in a subsequent experience in which students create a poster exploring their beliefs on the most significant civil liberty protected by the Constitution.
A, M	relevant talking points from topic using question set/graphic organizer	Teacher-led discussion of key developments in recent American history which have brought about a redefinition of rights in order to better safeguard the common good, including, but not limited to the Oklahoma City bombings and 9/11 attacks.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>The pre-assessment will be in the form of a student free writing experience/class discussion regarding the unit’s essential questions, including, but not limited to:</p> <p>According to the founding documents, how should our government work?</p> <p>To what extent should we be faithful to the framers’ intentions?</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
A, M	<p>Students will participate in a discussion after analyzing teacher-determined sources exploring English influences/weaknesses of the government under the Articles of Confederation.</p>	<p>successful completion of question set/monitor student participation in discussion/student discussion rubric</p>
A, M	<p>Students will engage in teacher-led discussion of Enlightenment-era influences, Federalist/Anti-Federalist beliefs, major figures, and communication methods.</p>	<p>monitor student completion of guided notes/t-chart (graphic organizer)</p>
A, M	<p>Teacher will lead a discussion of Federalist/Anti-Federalist beliefs regarding the Constitution.</p>	<p>collect question set/participation rubric</p>
A, M	<p>Students explore the context of the 1787 Constitutional Convention.</p>	<p>monitor student completion of guided video notes</p>
A, M	<p>Students work to understand critical elements from the Constitution, as well as connections with their assigned founder.</p>	<p>monitor student completion of graphic organizer</p>

A, T, M	Assign GRASPS project for in-class/out-of-class completion.	assignment rubric
A, T	Students interpret debate over the national bank from the perspective of their assigned founder, and then participate in a student-driven discussion of the debate from an Federalist or Anti-Federalist perspective as well as their own.	successful completion of question set/monitor student participation in discussion/student discussion rubric
A, T	Students interpret debate over a teacher-determined modern issue pertaining to federalism from the perspective of their assigned founder, and then participate in a student-driven discussion of the debate from an Federalist or Anti-Federalist perspective as well as their own.	successful completion of question set/monitor student participation in discussion/student discussion rubric
A, M	Students will then discuss similarities and differences in the documents including, but not limited to <i>The Mayflower Compact</i> , <i>Common Sense</i> , or <i>Declaration of the Rights of Man</i> , and present their findings to the class.	monitor student participation discussion/student discussion rubric
A, T, M	Students create a poster declaring which of the first ten amendments they feel is most important.	assignment rubric
A, T, M	Students utilize primary and secondary news sources in writing an argumentative composition on the extent to which personal freedoms/liberties should be impacted by homeland security laws and terrorism concerns.	assignment rubric

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p>	<p><i>Transfer</i></p>	
<p>INQ 9-12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>CIV 9-12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Effectively communicate ideas in a variety of formats. ● Integrate evidence from multiple and varied sources to accomplish a specific task. ● Use critical thinking and problem solving skills to evaluate historical and contemporary issues. ● Check for credibility and bias when conducting research. ● Utilizing appropriate technologies when presenting to varied audiences. ● Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment. 	
<p>CIV 9-12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions</p> <p>CIV 9-12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p> <p>CIV 9-12.12 Analyze how people use and challenge local,</p>	<p><i>Meaning</i></p>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The judicial branch is the formal interpreter of the Constitution, applying legal precedents in the present to lay the groundwork for future decisions.</p> <p>The Fifth and Fourteenth amendments guarantee that the government cannot deprive a person of “life, liberty, or property, without due process of law.”</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How does the Supreme Court balance the rights of the individual and the needs of society?</p> <p>Is a delay in justice acceptable if a longstanding wrong is corrected?</p> <p>Under the judicial system in the United States, to what extent does a person have rights?</p> <p>Is the legal process in the United States still working?</p>

<p>state, national, and international laws to address a variety of public issues.</p>	<p>The states' reserved powers include the police power; the power to protect and promote public health, public safety, public morals, and the general welfare.</p> <p>A person accused of a crime is presumed innocent until proven guilty.</p>	
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● structure of the judicial branch and how it operates ● landmark cases and the constitutional issues associated with each respective one ● role that linkage institutions play in the operation of the court as well as the limits of their influence ● how the court attempts to balance the rights of the individual and the needs of society ● how civil liberties and civil rights have developed through judicial interpretation ● Rights of the accused ● Legal process and procedures 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● analyzing the conflict between judicial philosophies (original intent vs. living Constitution). ● using the Constitution and precedent cases as the basis for judicial decision-making. ● analyzing the role the judicial system plays in the ever-changing realm of civil liberties. ● demonstrating understanding of rights and limits of power in encounters with the law. ● analyzing the role of law enforcement within the judicial process. ● comparing and contrasting the cases referred to each level of court review. ● researching the origins of civil rights and analyzing the way rights have changed over time. ● drawing conclusions about the responsibilities of citizens involved in the judicial process.

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A, T, M	assignment specific rubric	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>G - Students will generate a legal brief on a hypothetical case for an U.S. Supreme Court justice.</p> <p>R - Student is assigned as a clerk to a single justice randomly OR as determined by the teacher.</p> <p>A - They are writing to influence the thinking of their respective Justice when it comes to a hypothetical case.</p> <p>S - The Justice has requested the clerk prepare a brief on a hypothetical case. There will be several opportunities throughout the research/writing process for the clerks to “caucus” with one another to discuss precedent cases and/or constitutional arguments.</p> <p>P - The brief is to contain a claim on an appropriate ruling in the case, as well as at least 3 grounds and 1 rebuttal that are drawn from both precedent cases</p> <p>S - The brief’s claim/grounds/counterclaims are to be conceived accurately from research, and is to comply with grade-level standards in argumentative writing conventions.</p>

A, M	accurate completion of guided notes	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by completing one or more of the following...</i></p> <p>Teacher-led discussion of judiciary, including, but not limited to: Federal/state court structure and purpose current makeup of the U.S. Supreme Court checks and balances judicial review <i>McCullough v. Maryland</i> <i>Marbury v. Madison</i> judicial activism vs. judicial restraint</p>
A, M	accurate completion of question set	<p>Students work in groups as determined by the teacher to distill critical understandings on the Founders' intentions with respect to the Supreme Court from <i>The Federalist No. 78</i>, most notably how the "third branch" of government was to be comparatively weak as compared to the other two branches due to its reliance on the Constitution and executive (presidency) when it came to enforcing its decisions. The teacher may elect to engage students in a discussion of their findings upon completion.</p>
A, M	accurate completion of graphic organizer/participation rubric	<p>Students watch <i>The Supreme Court: Home to America's High Court</i> while filling out a graphic organizer, and then engage in a teacher-led discussion focusing on the court's rationale in taking on cases, the process by which certiorari is granted, the conference process as well as the Chief Justice's role within said process, and insights on the writing of opinions.</p>
A, M	assignment specific rubric	<p>Students simulate the Supreme Court clerk application process in an abbreviated form, generating a two-part written/video essay that details their judicial know-how and philosophy.</p>

A, M	assignment specific rubric	Students get an orientation for their eventual role of Supreme Court clerk as well as the brief writing process when it comes to a hypothetical First Amendment case, which consists of researching precedent cases and drawing from said cases in drafting potential constitutional arguments.
A, T, M	assignment specific rubric	<p>Legal brief - Students will advise their assigned Supreme Court Justice on how they should rule on a hypothetical case. Hypothetical case topics include, but are not limited to:</p> <ul style="list-style-type: none"> First Amendment due process equal protection federalism
A, M	passing grade on assessment	Students will complete a unit assessment consisting of objective questions, reading comprehension questions, short answers and/or essay.
A, M	accurate completion of reading question set/discussion notes	Students complete a reading to be determined by the teacher regarding law enforcement/role of citizens in preparation for a discussion by the School Resource Officer on law enforcement and the rights of the accused.
A, M	relevant and thoughtful discussion using question set/discussion rubric	<p>Teacher-led discussion of civil rights and their evolution across time, Topics include, but are not limited to:</p> <ul style="list-style-type: none"> rights of the accused voting rights social safety net programs student rights

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>The pre-assessment will be in the form of a student free writing experience/class discussion regarding the unit's essential questions, including, but not limited to:</p> <p>How does the Supreme Court balance the rights of the individual and the needs of society?</p> <p>Hypothetical question: Can I search your locker?</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
A, M	Students will engage teacher-led discussion of Federal/state court structure and purpose.	monitor student completion of guided notes
A, M	Students work collaboratively in exploring the Founders' intentions regarding the Supreme Court.	successful completion of question set/monitor student participation in discussion/student discussion rubric
A, M	Students watch a video investigating the inner workings of the modern Supreme Court, as well as key milestones in the processing of selecting and deciding cases.	monitor student completion of graphic organizer
A, M	Students complete a modified version of a Supreme Court clerkship application.	assignment rubric
A, M	Students practice common tasks for Supreme Court clerks.	assignment rubric
A, T, M	Assign GRASPS project for in-class/out-of-class completion	assignment rubric

A, T, M	Students write a reflection paper examining what they learned about law enforcement from the School Resource Officer's address, spelling out any misconceptions they had which were clarified by the experience.	assignment rubric
A, M	Students research at least three (3) examples of how civil rights have evolved across time, and present their findings to the class.	assignment rubric
A, T, M	Students conduct research in order to take an informed stance on the constitutionality of the death penalty, and are required to include at least two (2) Supreme Court cases in composing their argumentative paper.	assignment rubric

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>CIV 9-12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</p> <p>CIV 9-12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p>CIV 9-12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Effectively communicate ideas in a variety of formats. ● Integrate evidence from multiple and varied sources to accomplish a specific task. ● Use critical thinking and problem solving skills to evaluate historical and contemporary issues. ● Check for credibility and bias when conducting research. ● Utilizing appropriate technologies when presenting to varied audiences. ● Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment. 	
	<i>Meaning</i>	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The interplay of government institutions and interest groups influence and create public policy.</p> <p>American citizens have responsibilities and obligations that extend beyond the scope of paying taxes and obeying laws.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do people influence the government through interest groups, the media, election, and the iron-triangle (linkage institutions)?</p> <p>What obligations do citizens have to the nation beyond merely paying taxes and obeying laws?</p>	

	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● the role and relationship of various institutions of government (the president, Congress, and the bureaucracy) ● the role and relationship of linkage institutions (interest groups, media, elections, and elected officials) ● how individuals can influence policy ● the impact both the political process and various institutions have on public policy outcomes. ● the meaning of civic responsibility and action 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● examining the relationships between linkage institutions and government institutions. ● identifying and explaining characteristics needed for effective participation in public life. ● influencing the formation of policy through various forms of participation. ● taking a position on a current policy issue and influencing its formation, development, and implementation. ● evaluating whether or when people's obligations as citizens require that personal desires, beliefs, and interests be subordinated to the public good.

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A, T, M	assignment specific rubric	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>G - Students will generate a media plan to help their client shape public opinion with respect to a public policy outcome they desire. R - Students are political advisors, working for a political interest group. A - Client (interest group). S - The client is not practiced in the ways of thinking/methods for rolling out a well-coordinated media plan. P - The plan is to contain a rationale and strategy for each of the chosen media outlets. S - The plan is to include multiple outlets with an appropriate rationale, and strategies which strike an effective balance between the goals of the client and the platform of the outlet..</p> <p>NOTE: Teacher may elect to substitute institutional/legislative or election plans for the above assignment as per their discretion.</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by completing one or more of the following...</i></p>
A	assignment specific rubric	Students work in groups tbd by the teacher in researching advisory firms and their role in political consulting, then decide upon key identifying characteristics of their firm including name, etc.
A, M	accurate completion of question set	Students work in groups as determined by the teacher to distill critical understandings on the Founders' intentions with respect to controlling factions in <i>The Federalist No. 10</i> and <i>Brutus No. 1</i> readings. The teacher may elect to engage students in a discussion of their findings upon completion.
A, M	accurate completion of question set	Teacher-led discussion of what interests groups consist of, various motivations in joining an interest group, typical functions of an interest group, and examples of influential present day interest groups to be determined teacher.
A, M	accurate completion of question set	Students work amongst their fellow advisory firm members in researching potential clients (interest groups).
A, M	assignment specific rubric	Students work collectively to produce promotional materials to be determined by teacher in presenting their case for being hired by potential clients during a gallery walk.
A, M	relevant talking points using question set/graphic organizer	Students work collaboratively in their groups in making a final decision on which client they are to represent, as well as generating some initial ideas for their media, legislative, and election plans.
A, M	accurate completion of guided notes	Teacher-led discussion of what distinguishes the "iron triangle" (relationship dynamics between interest groups, congressional committees, and bureaucratic agencies) from issue networks, and the revolving door principle.

A, M	accurate completion of question set/checklist	Students work amongst fellow advisory firm members in researching critical demographic considerations for their client, and make recommendations as to their media plan for engaging with their intended audience.
A, M	accurate completion of graphic organizer	Teacher-led discussion of the media's role in the political process in a democracy, which may include the following topics: gatekeeper scorekeeper watchdog bully pulpit polling data/interpretation thereof
A, M	accurate completion of guided notes/question set	Students work collaboratively in their groups to investigate media bias, spin, and literacy, then refine their media plan based on their findings. Teacher may elect to explore pertinent examples of the above-mentioned topics, as well as modern conceptions of the current media landscape, in an effort to help students make more informed decisions regarding their media plan.
A, M	relevant and thoughtful discussion using question set/discussion rubric	Teacher-led discussion of contemporary examples of how politicians engage with and/or leverage the media. Possible topics include, but are not limited to increased role of social media notable recent examples that are of high interest (Anger Translator skit, emerging Mean Tweets phenomenon)
A	assignment specific rubric	Students will share their media plans to date with a number of other groups in a forum to be determined by teacher to get constructive feedback.
A, T, M	assignment specific rubric	Media plan - Students will make recommendations to their client (interest group) on how to shape public opinion for a policy outcome they desire.

A, M	passing grade on assessment	Students will complete a unit assessment consisting of objective questions, reading comprehension questions, short answers and/or essay.
A, T, M	assignment specific rubric	Students work collaboratively in their advisory firms to generate institutional plans (public policy initiative). Key considerations include, but are not limited to: ways in which their firm will engage bureaucratic, legislative, and legal elements in achieving their agenda the degree to which they will engage in traditional interest group tactics, such as litigation, lobbying, grassroots campaigning, and political action committees (PACs)
A, T, M	assignment specific rubric	Students work collectively in their advisory firms to create an election plan. Key considerations include, but are not limited to: the potential effects of gerrymandering and/or other election abnormalities on their campaign various voting and electioneering strategies the degree to which/specific ways government institutions engage interest groups, linkage institutions, and elements of the Iron Triangle

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A	<p>The pre-assessment will be in the form of a student free writing experience/class discussion regarding the unit’s essential questions, including, but not limited to:</p> <p>How do people influence the government through interest groups, the media, election, and the iron-triangle (linkage institutions)?</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
A	Students research advisory firms and their role in political consulting	assignment rubric
A, M	Students distill critical understandings on Federalist/Anti-Federalist beliefs regarding factions.	monitor student completion of question set
A, M	Students work to understand interest groups in terms of composition, motivations, functions, and notable modern-day examples.	monitor student completion of question set
A, M	Students work in advisory groups in researching potential clients.	monitor student completion of question set
A, M	Students work together to promote their firm to potential clients during the gallery walk.	assignment rubric
A, M	Teacher will lead discussion on distinguishing characteristics between the “iron triangle” and issue networks, as well as the revolving door principle.	monitor student completion of guided notes

A, M	Students work in advisory groups in research client demographics and how they might impact their media plan.	monitor student completion of question set/checklist
A, M	Teacher will lead a discussion of the media's role in democracy.	monitor student completion of graphic organizer
A, M	Students work in advisory groups to investigate media spin, bias, and literacy in order to make more informed decisions about their media plan.	monitor student completion of guided notes/question set
A, M	Teacher will lead a discussion of how modern politicians engage and/or leverage the media.	monitor student completion of question set/monitor student participation in discussion/student discussion rubric
A, M	Students provide each other constructive feedback on their media plans.	assignment rubric
A, T, M	Assign GRASPS project for in-class/out-of-class completion.	assignment rubric
A, T, M	Assign institutional/legislative plan for in-class/out-of-class completion.	assignment rubric
A, T, M	Assign election plan for in-class/out-of-class completion.	assignment rubric

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p>	<p><i>Transfer</i></p>	
<p>INQ 9-12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>CIV 9-12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Effectively communicate ideas in a variety of formats. ● Integrate evidence from multiple and varied sources to accomplish a specific task. ● Use critical thinking and problem solving skills to evaluate historical and contemporary issues. ● Check for credibility and bias when conducting research. ● Utilizing appropriate technologies when presenting to varied audiences. ● Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment. 	
<p>CIV 9-12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p>CIV 9-12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p>HIST 9-12.11 Analyze multiple and complex causes and effects</p>	<p style="text-align: center;">UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Although Congress has its critics, the legislative branch continues to be the center of power in our republic, in that it creates policies that most impact the people they represent.</p> <p>Although the Cold War has long been over, the world is still a dangerous place requiring continued vigilance.</p>	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How does the government work together to balance the needs and wants of the people?</p> <p>How does the structure of the government system impact policy makers and citizens?</p> <p>How does one balance the need for public information in a time of crisis versus the government's need for covert activities?</p> <p>How can the Constitution be used as a tool to determine the foreign policy and shape diplomacy?</p>
<p><i>Meaning</i></p>		

of events in the past.		
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● federal lawmaking process ● political strategizing and public policymaking ● how the committee system in the Senate affects the passage of legislation and the role that linkage institutions play in the process ● demographic characteristics of the House and Senate and what this says about representation in the American system ● relationship between the executive, legislative, and judicial branches. ● how the legislative process is affected by the interconnectedness of linkage institutions and political institutions. ● foreign policy in action ● using the Constitution to face global issues ● how the Constitution shapes diplomacy 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● acting as a policymaker in Congress. ● evaluating the extent to which Congress is designed to make laws that reflect the will of the people. ● analyze the tension for legislators between personal decision-making, representation, and constituency and where these pressures come from. ● developing proposals regarding solutions to significant international, political, economic, or environmental issues based on Constitutional precedents. ● analyzing the respective roles of the executive and legislative branches in developing and implementing foreign policy. ● identifying and evaluating the various domestic, political, economic, and social interests, which must be considered in the development of foreign policy. ● describe the process by which foreign policy decisions are developed and executed and define the sources of power to act.

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A, T, M	assignment specific rubric	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>G - Students will work on a U.S. Senate committee considering multiple hypothetical scenarios as determined by the teacher.</p> <p>R - Students are assigned a senator by a process to be determined by the teacher, though there should be special considerations when it comes to leadership positions on each respective committee.</p> <p>A - Fellow senators and constituents.</p> <p>S - Committees and/or the Senate as a collective body are tasked with achieving various outcomes, including, but not limited to addressing constituent requests, enacting “focus bills,” passing a budget, and deciding on executive war powers in light of an international security development.</p> <p>P - The student is to make meaningful contributions throughout their work within their committee/Senate at-large.</p> <p>S - Contribution is to be characterized by effective time management, active participation, consistent preparedness, and respectful/efficient interactions.</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by completing one or more of the following...</i></p>
A, M	accurate completion of graphic organizer	Students are assigned their U.S. Senator by a process to be determined by the teacher, and then investigate the state their respective senator represents, the degree to which his/her committee assignments affect their relationship with the other branches of government, and legislative outcomes they desire.
A, M	accurate completion of guided notes	Teacher-led discussion of Congress in session/basic structure of Congress, focusing on checks and balances and separation of powers so as to better ensure students are attuned to the way government institutions work together.
A, M	relevant and thoughtful discussion using question set/participation rubric	Students are introduced to the concepts of trustee, delegate, and politico through a process to be determined by the teacher, and take a position/debate as to which of the roles is most desirable during a subsequent SAC.
A, M	accurate completion of guided notes	Teacher-led discussion of how political parties influence the work of Congress.
A, M	accurate completion of graphic organizer	Students participate in a party meeting whereby they work collaboratively to determine potential caucus candidates, intra-party conflicts, and a platform which is eventually rank-ordered based on their assigned individual beliefs. Platform planks might include, but are not limited to: immigration national debt environmental protection/regulation health care terrorism judicial appointments

<p>A, T, M</p>	<p>relevant and thoughtful discussion using question set/discussion rubric</p>	<p>Students receive their first constituent request so as to demonstrate how congressional members must balance their work with the needs of the people they represent. As this is a critical juncture, it is important students “drop their role” and engage in a teacher-guided discussion of the many challenges facing a senator in determining a legislative agenda while at the same time attending to the wide-ranging needs of their constituency.</p> <p>NOTE: From this point on, 4-5 randomly selected students will be handed constituent requests upon entering class each day, and will work with the teacher independently in developing a plan to address the needs of a hypothetical voter they represent. The teacher is permitted to discontinue/resume this practice at their discretion, and may at times choose to limit constituent requests to avoid disruptions in momentum.</p>
<p>A, M</p>	<p>accurate completion of guided notes</p>	<p>Teacher-led discussion of the powers of Congress and congressional committees including, but not limited to: enumerated powers of Congress relating to the legislative process House vs. Senate leadership differences, especially as it pertains to budgeting concerns in order to set up a potential future lesson.</p>
<p>A, M</p>	<p>accurate completion of graphic organizer</p>	<p>Students participate in a gallery walk to gather information on the purview of various committees including, but not limited to:</p> <ul style="list-style-type: none"> Agriculture, Nutrition, and Forestry Foreign Relations Health, Education, Labor, and Pensions Commerce, Science, and Transportation Judiciary
<p>A, M</p>	<p>accurate completion of guided notes/graphic organizer</p>	<p>Students are named Committee Chair by a process to be determined by the teacher, and meet to discuss the legislative process as it pertains to committees.</p>

A, M	accurate completion of graphic organizer	Students convene in party meetings to identify other senators/House members they would caucus with based on their experience thus far.
A, T, M	assignment specific rubric	Students work in committees in developing “focus” bills, potentially bringing them to Senate floor for debate by a process to be determined by the teacher including, but not limited to: riders and amendments.
A, M	accurate completion of question set	Students work in groups as determined by the teacher to distill critical understandings on the Founders’ intentions with respect to the executive branch as a check on an unruly legislature and checks and balances in <i>The Federalist No. 70</i> and <i>No. 51</i> readings. The teacher may elect to engage students in a discussion of their findings upon completion.
A, T, M	assignment specific rubric	Students resume their roles as senators in various other simulations to be determined by the teacher including, but not limited to: passing a budget hypothetical international security crisis/War Powers Act adjustments oversight committee investigating a local/regional/national crisis

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A	<p>The pre-assessment will be in the form of a student free writing experience/class discussion regarding the unit's essential questions, including, but not limited to:</p> <p>How does the government work together to balance the needs and wants of the people?</p> <p>How does the structure of the government system impact policy makers and citizens?</p>	
A, M	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Students receive their assigned U.S. Senator, and research their respective state and the degree to which their committee membership affects their relationship with the executive/judiciary and desired legislative outcomes</p>	<p>Progress Monitoring</p> <p>monitor accurate completion of graphic organizer</p>
A, M	<p>Teacher will lead a discussion of Congress in session/Congress' basic structure.</p>	<p>monitor accurate completion of guided notes</p>
A, M	<p>Students take a position/debate whether it is best to be a trustee, delegate, or politico.</p>	<p>collect question set/participation rubric</p>
A, M	<p>Teacher will lead a discussion of how political parties impact Congress' work.</p>	<p>monitor accurate completion of guided notes</p>
A, M	<p>Students work alongside their fellow party members in mapping out likely caucus members, points of contention, and platform planks.</p>	<p>monitor accurate completion of graphic organizer</p>

A, T, M	Students determine the best course of action regarding a constituent request, then discuss the never-ending challenge Congress faces in accomplishing their desired legislative outcomes while managing the unpredictability that comes with keeping voters in their state happy.	collect discussion rubric
A, M	Teacher will lead a discussion of the powers of both Congress and congressional committees.	monitor accurate completion of guided notes
A, M	Students circulate the classroom and familiarize themselves with the areas of specialization for selected committees. Teacher will meet with committee chairs to discuss their respective duties in the upcoming legislative process.	monitor accurate completion of graphic organizer
A, M	Students use another party meeting as an opportunity to further explore any additional caucus candidates in either the Senate or House.	monitor accurate completion of graphic organizer
A, T, M	Students create “focus” bills in preparation for a potential debate on the Senate floor.	assignment rubric
A, M	Students pull out key Federalist talking points on how the executive might check the legislature and significant checks and balances from <i>The Federalist No. 70</i> and <i>No. 51</i> .	monitor accurate completion of question set
A, T, M	Students experienced other legislative-themed simulations to be determined by the teacher.	assignment rubric

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p>	<p><i>Transfer</i></p>	
<p>INQ 9-12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>CIV 9-12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> ● Effectively communicate ideas in a variety of formats. ● Integrate evidence from multiple and varied sources to accomplish a specific task. ● Use critical thinking and problem solving skills to evaluate historical and contemporary issues. ● Check for credibility and bias when conducting research. ● Utilizing appropriate technologies when presenting to varied audiences. ● Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment. 	
<p>CIV 9-2.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p>HIST 9-12.11 Analyze multiple and complex causes and effects of events in the past.</p>	<p><i>Meaning</i></p>	
<p>INQ 9-12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The framers limited the power of the President in a number of ways.</p> <p>The Constitution outlines the powers and qualifications of the President.</p> <p>The Constitution provides for an orderly transition of power.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Does the electoral college serve its intended purpose?</p> <p>Are the powers given to the president sufficient to meet the demands of the job?</p> <p>Do the qualifications for the presidency unreasonably limit those who might be suitable for the job?</p>
	<p><i>Acquisition</i></p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● the major roles played by the President 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● reading closely for information and key ideas

<p>strengths and limitations of both.</p> <p>HIST 9-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>CIV 9-12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p>	<ul style="list-style-type: none"> ● how the nominating process and the electoral college works ● how federalism and checks and balances limit the power of the President ● how historical events have increased the power of the Presidency ● how political polarization has impacted the Presidency 	<ul style="list-style-type: none"> ● demonstrating chronological reasoning ● analyzing texts and other sources for bias ● describing cause and effect ● describing continuity and change over time ● writing a claim and warrant, and using evidence for support. ● integrating and evaluating sources of information from a variety of media ● communicating ideas effectively in a variety of formats ● utilizing appropriate technology for a variety of purposes
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A, T, M	assignment specific rubric	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS G - Students write a letter to the editor regarding a proposal to eliminate the electoral college R - You are a concerned American citizen A - The American public S - Congress is debating the merits of the electoral college P - An argumentative (Toulmin style) letter to the editor S - It will be evaluated based on the Social Studies writing rubric</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by completing one or more of the following...</i></p>
A, M	accurate completion of graphic organizer	Students will research the electoral college and create a T chart of it's strengths and weaknesses
A, M	accurate completion of guided notes	Students will create a "help-wanted" advertisement that includes the actual qualifications required for the office of president.
A, M	relevant and thoughtful discussion using question set/participation rubric	Students will research presidential rankings and present their conclusions to the class.
A, M	assignment specific rubric	<p>Students will explore attempts to limit the power of the President. These may include:</p> <ul style="list-style-type: none"> The integration of Central High School The impeachment of Nixon The War Powers Act The 22nd Amendment
A, T, M	assignment specific rubric	<p>Students will choose an executive order to research. They should be able to provide its historical context and the results of it. Students should then work with partners to write and present an executive order of their own. It should be designed to address a contemporary issue.</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A	<p>The pre-assessment will be in the form of a student free writing experience/class discussion regarding the unit's essential questions, including, but not limited to:</p> <p>Who is America's greatest president? Why do you think that?</p>	
A, M	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>collaborate to create a T chart on the strengths and weaknesses of the electoral college</p>	<p>Progress Monitoring</p> <p>monitor accurate completion of the T chart on the electoral college</p>
A, M	<p>Use the T chart to write a rough draft of the GRASPS letter to the editor</p>	<p>collect and comment on rough draft of the letter to the editor</p>
A, M	<p>break students into groups to research presidential rankings using: https://en.wikipedia.org/wiki/Historical_rankings_of_presidents_of_the_United_States Ask students to share results with the class.</p>	<p>monitor for understanding of how the rankings were developed and how they have changed over time.</p>
A, M	<p>Choose a limited number of case studies on attempts to limit the power of the President and share them with the class in preparation for a class discussion</p>	<p>monitor notes on the case studies and student participation in the discussion</p>
A, T, M	<p>Assign a specific executive order to each student for background research. Allow students to work in groups to create and present their own executive order</p>	<p>monitor research for accuracy and groups for participation and cooperation.</p>

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