

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Civics, Grade 12

| | CT Frameworks/ Standards | Content and Skill Objectives Students will be able to: | Assessments | Resources |
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| Name of Unit Weeks Foundations of Democracy 3 Weeks | <p>CSS 1.9: Understand the rights and responsibilities of citizens.</p> <ul style="list-style-type: none"> 43. Give examples of how individuals or groups ‘ have worked to expand or limit citizens rights in the United States and other nations (e.g., human rights groups, Gandhi, Nazi Holocaust). <p>CSS 2.1. – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings, and text).</p> <ul style="list-style-type: none"> 1. Find relevant and accurate information from a variety of sources to answer a history/social studies question. | <ul style="list-style-type: none"> analyze the important elements of American political culture and how one learns them. compare and contrast different ideological assumptions concerning government. assess the arguments for and against each ideology. explain the necessity of politically informed citizens participating in the democratic process | <ul style="list-style-type: none"> * 5 Concepts of Democracy assignment * Political ideology assignment * Political Parties assignment (mini-essay) * 20th/21st Century figures assignment | <ul style="list-style-type: none"> * Power points on topics * Educational internet sites on political ideologies. * Various news clips on political current events * Charts/Graphs/Polls |

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| | <p>CSS 2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).</p> <ul style="list-style-type: none"> 2. Choose valid sources and provide evidence to answer a history/social studies question. <p>CSS 3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</p> <ul style="list-style-type: none"> 7. Develop criteria to evaluate alternative viewpoints on a contemporary issue. | | | |
| <p>Name of Unit Weeks</p> <p>Political Influences</p> <p>5-6 weeks</p> | <p>CSS 1.8 - Describe the interactions between citizens and their government in the making and implementation of laws.</p> <ul style="list-style-type: none"> 41. Analyze the role of technology, media and advertising in influencing voting and lawmaking. | <ul style="list-style-type: none"> Analyze and evaluate the contemporary roles of political parties, associations, media groups and public opinions in local, state and national politics. analyze the role of interest groups in the political process. explain and reflect on the role of a citizen in a presidential campaign and election. develop proposals regarding | <ul style="list-style-type: none"> * Bias in the media assignment * Living Room Candidate assignment * Interest group assignment * Mock Campaign/Election * Minor Parties ppt. | <ul style="list-style-type: none"> * Power points on topics * Living Room Candidate website * Education internet sites on interest groups * Charts/Graphs/Polls |

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| | <p>CSS 2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings, and text).</p> <ul style="list-style-type: none"> 1. Find relevant and accurate information from a variety of sources to answer a history/social studies question. <p>CSS 2.2– Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).</p> <ul style="list-style-type: none"> 2. Choose valid sources and provide evidence to answer a history/social studies question. 3. Cite evidence from a source to determine an author’s purpose and intended audience. 4. Analyze and explain multipurpose visual materials (e.g., | <p>solutions to significant international, political, economic, demographic or environmental issues.</p> <ul style="list-style-type: none"> critically view presidential television campaign commercials by analyzing the political and stylistic techniques used. reflect on the campaign process identifying prior knowledge, information that challenged personal bias/conviction, and resulting affects. detect bias in data presented in various forms. analyze the factors that influence voting behaviors. | | |
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| | <p>graphic maps, pictographs).</p> <ul style="list-style-type: none">• 6. Detect bias in data presented in various forms. <p>CSS 2.4 – Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> <ul style="list-style-type: none">• 11. Ask relevant questions related to social studies/history to initiate, extend or debate a point of view. <p>CSS 2.5 - Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).</p> <ul style="list-style-type: none">• 13. Create multipurpose visuals (e.g., graphic maps, pictographs) to present information.• 14. Represent information in various formats. | | | |
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| | <p>CSS 3.3 – Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</p> <ul style="list-style-type: none"> • 10. Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem. | | | |
| <p>Name of Unit Weeks</p> <p>Political Institutions</p> <p>6 weeks</p> | <p>CSS 1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.</p> <ul style="list-style-type: none"> • 37. Analyze the relationship between national governments and international organizations. <p>CSS 1.8 - Describe the interactions between citizens and their government in the</p> | <ul style="list-style-type: none"> • show how the system of checks and balances operates among the three branches of government. • analyze the powers of Congress and their importance. • determine the steps necessary for a bill to become a law. • analyze the committee system in Congress and determine its importance. • assess the electoral process. • analyze the powers and duties | <ul style="list-style-type: none"> *Powers of Congress assignment *Bill creation assignment *Committee assignment * Rise in presidential power assignment *<i>Inside the Obama White House</i> assignment *Bureaucracy assignment | <ul style="list-style-type: none"> * U.S. Constitution * Bill Writing examples * Congressional Committee sites * <i>Inside the Obama White House</i> * Government bureaucracy sites * Charts/Graphs/Polls |

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| | <p>making and implementation of laws.</p> <ul style="list-style-type: none"> • 42. Assess the role of lobbying and citizen petitioning in shaping legislation. <p>CSS 2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings, and text).</p> <ul style="list-style-type: none"> • 1. Find relevant and accurate information from a variety of sources to answer a history/social studies question. <p>CSS 2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).</p> <ul style="list-style-type: none"> • 2. Choose valid sources and provide evidence to answer a history/social studies question. • 3. Cite evidence from a source to determine | <p>of the presidency.</p> <ul style="list-style-type: none"> • interpret and explain the growth of presidential power over time. • analyze the powers of the judicial system. • explain the organization of the federal court system. • develop an understanding of the federal bureaucracy • analyze the strengths and weaknesses of the federal bureaucracy. | | |
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| | <p>an author's purpose and intended audience.</p> <ul style="list-style-type: none">• 5. Interpret social/political messages of cartoons. <p>CSS 2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.</p> <ul style="list-style-type: none">• 7. Create written work (e.g., electronic medium or persuasive pieces) that analyzes a historical event, place or person using various news media sources. <p>CSS 2.4 – Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> <ul style="list-style-type: none">• 11. Ask relevant questions related to social studies/history to initiate, extend or debate a point of view. | | | |
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| <p>Name of Unit</p> <p>Weeks</p> <p>Civil Liberties/ Civil Rights</p> <p>4 weeks</p> | <p>CSS 1.9 – Understand the rights and responsibilities of citizens.</p> <ul style="list-style-type: none"> 44. Analyze the tension between the need for national security and protecting individual rights (e.g., World War I Sedition Act, Patriot Act). <p>CSS 2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings, and text).</p> <ul style="list-style-type: none"> 1. Find relevant and accurate information from a variety of sources to answer a history/social studies question. <p>CSS 2.4 – Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> | <ul style="list-style-type: none"> develop an understanding of the terms civil liberties and civil rights. identify and explain the civil liberties contained in the Bill of Rights. contrast the categories of protected and unprotected speech assess the constitutional tests applied to discriminatory laws in the United States. assess how civil liberties cases heard by the Supreme Court have been determined. explain how certain civil liberties are restricted in certain situations. compare and contrast different groups’ efforts to obtain equal protection under the law. determine the adequacy of civil rights/equal rights in American society today. analyze primary & secondary sources for contemporary incidents of government misuse of authority. | <ul style="list-style-type: none"> *Discussions regarding Supreme Court cases – civil liberties *Analysis and predictions of Supreme Court cases *Civil Liberties scenario assignment * <i>Mississippi Burning</i> assignment * Dual Proms Questions | <ul style="list-style-type: none"> * Supreme Court case summaries * Civil Liberties scenario * <i>Mississippi Burning</i> * Dual Prom reading |
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| | <ul style="list-style-type: none">• 11. Ask relevant questions related to social studies/history to initiate, extend or debate a point of view. <p>CSS 3.1 – Use evidence to identify, analyze and evaluate historical interpretations.</p> <ul style="list-style-type: none">• 2. Evaluate primary and secondary interpretations of a historical event. <p>CSS 3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</p> <ul style="list-style-type: none">• 7. Develop criteria to evaluate alternative viewpoints on a contemporary issue. <p>CSS 3.3 – Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</p> | | | |
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| | <ul style="list-style-type: none"> 10. Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem. | | | |
| Name of Unit Weeks Political Current Events 2 weeks | <p>CSS 2.2 – Interpret information from a variety of primary and secondary sources including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).</p> <ul style="list-style-type: none"> 3. Cite evidence from a source to determine an author’s purpose and intended audience. <p>CSS 2.4 – Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> <ul style="list-style-type: none"> 11. Ask relevant questions related to social studies/history to initiate, extend or debate a point of view. | <ul style="list-style-type: none"> analyze current events affecting the American political system at the current time. develop solutions to current political problems/issues. | <ul style="list-style-type: none"> * Daily current event assignments * Class discussions | <ul style="list-style-type: none"> * NY Times, Washington Post, CNN, Fox News, etc. |

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| | <p>CSS 3.3 – Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</p> <ul style="list-style-type: none">• 11. Research a current issue and predict an outcome using relevant geographic, political, economic, cultural and historical evidence. | | | |
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