

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Advanced Placement United States
Government & Politics
Social Studies Department
2016

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AP United States Government & Politics

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Student will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION

Advanced Placement United States Government & Politics gives students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret United States government and politics and the analysis of specific examples. It also develops familiarity with the various institutions, groups, beliefs, and ideas that constitute United States government and politics. Students will become acquainted with a variety of theoretical perspectives and explanations and various behaviors and outcomes.

Students are encouraged to take the Advanced Placement United States Government and Politics Examination in May.

PHILOSOPHY

As part of the Trumbull High School political science program, Advanced Placement United States Government and Politics aspires to produce informed and engaged citizens who understand and put into practice the principles which constitute our uniquely American brand of democracy.

Civic education, valued so much by our Founding Fathers, has become only more vital in an age in which there is so much information at a citizen's disposal, and in which there are so many avenues for political participation. Students in this course will learn how to access the wealth of political information that is available, to filter out biases, and to make informed decisions regarding the important issues of the day. They will differentiate schools of political thought and recognize the philosophic differences which have shaped and continue to shape political debate in this country. Most importantly, as seniors in high school, they will be prepared not only for their first votes, but also to be active members of today's society.

Through the course, students will understand the doctrines and historic background of the United States Constitution. Through research and dialogue, students will develop an increased knowledge and appreciation of the institutions of our constitutional democracy. Students will comprehend the fundamental principles and values by which our government was founded and will develop skills needed to become effective, responsible citizens today.

Finally, students will gain an increased understanding of and willingness to use democratic processes when making decisions and managing conflict and debate.

COURSE DESCRIPTION AND SYLLABUS

Course Name

Advanced Placement United States Government and Politics

Course Credit

½ Trumbull High School Social Studies credit

Prerequisites

Completion of Global Civilizations and/or departmental approval

General Description of the Course Content

This course will provide an opportunity for students to pursue and receive credit for college-level coursework. Advanced Placement United States Government and Politics will introduce students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course will examine politically significant concepts and themes, through which students will learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students will explore general concepts used to interpret topics related to the U.S. government and will examine the various institutions, groups, beliefs, and ideas that comprise American politics. Additionally, they will develop their college-readiness skills in reading, writing, speaking, and listening. It is recommended that students take the Advanced Placement examination.

This course meets the state civics requirements. Students enrolled in this course will not be permitted to also enroll in Advanced Placement United States Government and Politics / ECE Constitutional Studies (We the People).

Texts

Magleby, David B., Paul C. Light, and Christine L. Nemacheck. *Government by the People*. New York: Pearson, 2011.

McKenna, George, and Stanley Feingold, Eds. *Taking Sides: Clashing Views on Controversial Political Issues*. 14th ed. New York: McGraw-Hill, 2004.

Wolfford, David. *United States Government and Politics: Preparing for the Advanced Placement Examination*. New York: AMSCO, 2015.

Additional Texts

Amar, Akhil Reed. *America's Constitution: A Biography*. New York: Random House, 2005. Print.

Amar, Akhil Reed. *America's Unwritten Constitution: The Precedents and Principles We Live By*. New York: Basic, 2012. Print.

Amar, Akhil Reed. *The Bill of Rights: Creation and Reconstruction*. New Haven: Yale UP, 1998. Print.

Amar, Akhil Reed, and Les Adams. *The Bill of Rights Primer: A Citizen's Guidebook to the American Bill of Rights*. New York: Skyhorse, 2013. Print.

CNN. "Understanding Public Opinion Polls."

<http://www.cnn.com/fyi/interactive/news/10/election.special/teachers/bg.5.html>. Web.

- Collier, Christopher. *Decision in Philadelphia: The Constitutional Convention of 1787*. New York: Random House, 1986. Print.
- Ellis, Joseph J. *Founding Brothers: The Revolutionary Generation*. New York: Vintage, 2002. Print.
- Genovese, Michael A., and Matthew J. Streb. *Polls and Politics: The Dilemmas of Democracy*. Albany: SUNY Press, 2004. Print.
- Hamilton, Alexander, James Madison, and John Jay. *The Federalist Papers*. Print.
- Lutz, Donald S. *The Origins of American Constitutionalism*. Benson, NC: Louisiana State UP, 1988. Print.
- Patrick, John J. *The Supreme Court of the United States: A Student Companion*. 3rd ed. Oxford: Oxford UP, 2006. Print.
- The Pew Research Center. "Regular Voters, Intermittent Voters, and Those Who Don't: Who Votes, Who Doesn't, and Why." <http://www.people-press.org/files/legacy-pdf/292.pdf>. Web.
- Pious, Richard M. *The Presidency of the United States: A Student Companion*. 2nd ed. Oxford, Oxford UP, 2001. Print.
- Project Vote Smart. <http://votesmart.org/>. Web.
- Rakove, Jack N. *Original Meanings: Politics and Ideas in the Making of the Constitution*. New York: Knopf, 1996. Print.
- Ritchie, Donald A. *The Congress of the United States: A Student Companion*. 3rd ed. Oxford: Oxford UP, 2006. Print.
- Tocqueville, Alexis de. *Democracy in America*. New York: Signet, 2001. Print.
- The United States Constitution*. Print.
- Wood, Gordon S. *The Idea of America: Reflections on the Birth of the United States*. New York: Penguin, 2011. Print.
- Wood, Gordon S. *The Radicalism of the American Revolution*. New York: Vintage, 1993. Print.
- Wood, Gordon S. *Revolutionary Characters: What Made the Founders Different*. New York: Penguin, 2006. Print.

GOALS

Upon completion of this course, students will:

- Utilize knowledge of current political issues and events to critically evaluate laws and actively participate in the political process
- Contrast historic and current boundaries between the powers of the national and state governments and explain how the Constitution provides a framework for American federalism
- Identify and explain the different influences on the legislative process, including political parties, lobbying organizations, and the media
- Trace the development of the notions of equal rights and equal protection of the law and specify the roles that Congress, the Constitution, and the courts have played in expanding the rights of American citizens
- Differentiate the roles of the three branches of our federal government and understand how a system of checks and balances helps to maintain the Constitutional principle of limited government
- Discuss the distinctions which constitute the political spectrum and gain an understanding of how their own political views would be characterized

Unit 1 – Constitutional Underpinnings of United States Government

CT Social Studies Framework Performance Standards

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students will work individually and with others to:

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students will work individually and with others to:

- CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
- CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- 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.
- 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.
- CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.
- CIV 9–12.7 Apply civic virtues and democratic principles when working with others.
- CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
- CIV 9–12.9 Use appropriate deliberative processes in multiple settings.

- 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.
- CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
- CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students will work individually and with others to:

- 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.
- INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
- 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.
- INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students will work individually and with others to:

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

- INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.
- INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Grades 6-12 Literacy in History/Social Studies

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

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.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

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.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Essential Question:

- In what ways were the Founding Fathers influenced both positively and negatively by past governments and by governments from their own time?

Focus Questions:

- What did the Founders think about constitutional government?
- What ideas about civic life informed the founding generation?
- What historic developments influenced modern ideas of individual rights?
- What were the theories of democratic government that shaped the ideas of the Founding Fathers?
- Why did American colonists want to free themselves from Great Britain?
- What basic ideas about government and rights did the state constitutions include?
- How did separation of powers, checks and balances, and federalism shape the Constitution and American government?

Scope and Sequence:

- British origins of American Constitutionalism
- The Colonial Era 1607-1776: Societal norms and culture
- Early Colonial Government: Mayflower Compact to Declaration of Independence
- Rights of Englishmen and causes of the American Revolution
- The Critical Period: Problems in post-revolutionary America
- The Constitutional Convention: The creation of American government
- Portraits of the Founding Fathers: People and personalities that shaped America
- Separation of Powers, Checks and Balances, and Federalism
- The Constitution: Analyses of Articles IV-VII
- The Federalist Era: The new government, theory put into practice

Documents*:

- Magleby, Chapters 1-3

- McKenna and Feingold, Issues 16-17, pp. 302-47
- Collier
- Hamilton, Madison, and Jay, excerpts
- Lutz pp. 1-124
- *The United States Constitution*
- Wood, *Radicalism*, excerpts
- Wood, *Revolutionary*, excerpts

* Teachers may use some or all of the documents based on the individual reading levels of the students.

Instructional Teaching Strategies:

Anticipation Guides, Brainstorming, Comprehension Questions based on class readings, Case Studies, Categorizing, Clustering, Comparing and Contrasting, Cuing Expected Behavior, Debates, Direct Instruction, Discussion Groups (small & large groups), Editing and Revising, Essays, Encouraging Students to Clarify & Expand Ideas, Graphic Organizers, Group Projects, Guided Notes, Heterogeneous & Homogenous Grouping, Narrated Reading, Needs-Based Grouping, Peer Editing, Peer Modeling, Reflections, Persuasive Writing, Question & Answer Sessions, Refocusing Students, Research using Technology, Restating & Rephrasing Key Concepts, Role-Playing Scenarios, Student Presentations, Study Groups, Study Guides, Wait Time

Technology Competency Standards:

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Assured Experiences*:

- Students will practice multiple-choice and open-ended questions from previously released Advanced Placement Exams.
- Students will take textbook and supplemental reading quizzes.
- Students will participate in in-class reading discussions.

- In groups of four, students will present news of the week using PowerPoint, Google Slides, or [www. prezi.com](http://www.prezi.com).
- Students will write a DBQ: To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution?
- The Founders' Eulogy Project: Each student will research the life of a Founding Father and present a five-minute eulogy to the class using www.prezi.com.

* Teachers may adjust activities based on the individual needs of the students.

Time Allocation: Approximately 2-3 weeks

Unit 2 – Political Beliefs and Behaviors

CT Social Studies Framework Performance Standards

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students will work individually and with others to:

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- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
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- HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

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Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Essential Question:

- How does the American mosaic define our political beliefs and shape our behaviors?

Focus Questions:

- How do Americans form opinions?
- How do these opinions influence government?
- What are some examples of public opinion polls?

- What are the methods necessary to ensure that a public opinion poll is valid?
- How do Americans participate in the political world?
- What were the major milestones in voting history?
- What are some current and historical trends with voter turnout and the voting patterns of different ethnic and minority groups?

Scope and Sequence:

- American political culture
- Political beliefs and the political spectrum
- Political participation
- Public opinion and polling
- Political typology and the complicated political landscape
- Using and interpreting polling data

Documents*:

- Magleby, Chapters 4, 5, & 8
- McKenna and Feingold, excerpts
- CNN. “Understanding Public Opinion Polls.”
- Genovese and Streb, Chapter 2
- Pew Research Center. “Regular Voters”

* Teachers may use some or all of the documents based on the individual reading levels of the students.

Instructional Teaching Strategies:

Anticipation Guides, Brainstorming, Comprehension Questions based on class readings, Case Studies, Categorizing, Clustering, Comparing and Contrasting, Cuing Expected Behavior, Debates, Direct Instruction, Discussion Groups (small & large groups), Editing and Revising, Essays, Encouraging Students to Clarify & Expand Ideas, Graphic Organizers, Group Projects, Guided Notes, Heterogeneous & Homogenous Grouping, Narrated Reading, Needs-Based Grouping, Peer Editing, Peer Modeling, Reflections, Persuasive Writing, Question & Answer Sessions, Refocusing Students, Research using Technology, Restating & Rephrasing Key Concepts, Role-Playing Scenarios, Student Presentations, Study Groups, Study Guides, Wait Time

Technology Competency Standards:

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3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Assured Experiences*:

- Students will practice multiple-choice and open-ended questions from previously released Advanced Placement Exams.
- Students will take textbook and supplemental reading quizzes.
- Students will participate in in-class reading discussions.
- In groups of four, students will present news of the week using PowerPoint, Google Slides, or www.prezi.com.
- Students will analyze polling data on current topics and present their findings to the class using PowerPoint, Google Slides, or www.prezi.com.
- Students will design and conduct a research poll of the Trumbull High School student body utilizing social media such as Twitter, and present their findings to the class using PowerPoint, Google Slides, or www.prezi.com.

* Teachers may adjust activities based on the individual needs of the students.

Time Allocation: Approximately 1-2 weeks

Unit 3 – Political Parties, Interest Groups, and Mass Media

CT Social Studies Framework Performance Standards

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students will work individually and with others to:

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students will work individually and with others to:

- CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
- CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- 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.
- 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.
- CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.
- CIV 9–12.7 Apply civic virtues and democratic principles when working with others.
- CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
- CIV 9–12.9 Use appropriate deliberative processes in multiple settings.
- 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.
- CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
- CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

- CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students will work individually and with others to:

- 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.
- INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
- 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.
- INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students will work individually and with others to:

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
- INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.
- INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Grades 6-12 Literacy in History/Social Studies

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

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.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

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.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Essential Question:

- How do political parties, interest groups, and mass media shape American government?

Focus Questions:

- What are the beliefs that citizens hold about their government and its leaders?
- What are the processes by which citizens learn about politics?
- What is the nature and what are the sources and the consequences of public opinion?

- What are the ways in which citizens vote and otherwise participate in political life?
- What are the factors that influence citizens to differ from one another in terms of political beliefs and behaviors?

Scope and Sequence:

- Citizenship: Classical and modern interpretations
- Good citizenship and self-interest: Philosophy of de Tocqueville
- Defining American political culture
- Political parties and democracy
- Types, characteristics, and powers of interest groups
- Public opinion and voting
- The influence of media on politics

Documents*:

- Magleby, Chapters 4-10
- McKenna and Feingold, Issues 1-4
- Project VoteSmart
- Tocqueville
- Civic Health Index from Connecticut Secretary of the State
- statistical data from U.S. Census and recent election results

* Teachers may use some or all of the documents based on the individual reading levels of the students.

Instructional Teaching Strategies:

Anticipation Guides, Brainstorming, Comprehension Questions based on class readings, Case Studies, Categorizing, Clustering, Comparing and Contrasting, Cuing Expected Behavior, Debates, Direct Instruction, Discussion Groups (small & large groups), Editing and Revising, Essays, Encouraging Students to Clarify & Expand Ideas, Graphic Organizers, Group Projects, Guided Notes, Heterogeneous & Homogenous Grouping, Narrated Reading, Needs-Based Grouping, Peer Editing, Peer Modeling, Reflections, Persuasive Writing, Question & Answer Sessions, Refocusing Students, Research using Technology, Restating & Rephrasing Key Concepts, Role-Playing Scenarios, Student Presentations, Study Groups, Study Guides, Wait Time

Technology Competency Standards:

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Assured Experiences*:

- Students will practice multiple-choice and open-ended questions from previously released Advanced Placement Exams.
- Students will take textbook and supplemental reading quizzes.
- Students will participate in in-class reading discussions.
- In groups of four, students will present news of the week using PowerPoint, Google Slides, or www.prezi.com.
- Students will write a DBQ: What is America’s role in spreading its democratic ideals to other nations?
- Students will research U.S. data and census predictions for the next decade using <http://www.census.gov>.
- Students will use www.toondoo.com to construct political cartoons analyzing the strengths and weaknesses of the political party system.

* Teachers may adjust activities based on the individual needs of the students.

Time Allocation: Approximately 2-3 weeks

Unit 4 – Institutions of National Government

CT Social Studies Framework Performance Standards

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students will work individually and with others to:

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students will work individually and with others to:

- CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
- CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- 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.
- 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.
- CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.
- CIV 9–12.7 Apply civic virtues and democratic principles when working with others.
- CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
- CIV 9–12.9 Use appropriate deliberative processes in multiple settings.
- 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.
- CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

- CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students will work individually and with others to:

- 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.
- INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
- 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.
- INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students will work individually and with others to:

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
- INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.
- INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Grades 6-12 Literacy in History/Social Studies

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

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.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

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.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Essential Question:

- How do the institutions of national government all work together?

Focus Questions:

- What are the major formal and informal institutional arrangements of power within our national government?
- What is the role of Congress in American constitutional democracy?
- How does Congress perform its functions in the American constitutional system?
- What is the role of the President in the American constitutional system?
- How are national laws administered in the American constitutional system?
- What is the role of the Supreme Court in the American constitutional system?
- How does American federalism work?
- What are the relationships among the four institutions of the Congress, the Presidency, the Bureaucracy, and the Federal Courts?
- What is the linkage between institutions and public opinion, interest groups, political parties, the media, and state and local governments?

Scope and Sequence:

- The Legislative Branch: Expressed, inherent, and implied powers
- The Commerce Clause and Necessary and Proper Clause in American history
- Districting and theories of representation
- Congress at work: The structure of Congress and the committee system
- The Presidency: The power and roles of the President
- The Supreme Court: Interpreting the Constitution
- Federalism: The roles of state and federal governments

Documents*:

- Magleby, Chapters 11-14
- McKenna and Feingold, Issues 6-8, 10, & 15
- Patrick, excerpts
- Pious, excerpts
- Ritchie, excerpts
- excerpts from Executive Orders, recent and current legislation, and Supreme Court cases

* Teachers may use some or all of the documents based on the individual reading levels of the students.

Instructional Teaching Strategies:

Anticipation Guides, Brainstorming, Comprehension Questions based on class readings, Case Studies, Categorizing, Clustering, Comparing and Contrasting, Cuing Expected Behavior, Debates, Direct Instruction, Discussion Groups (small & large groups), Editing and Revising, Essays, Encouraging Students to Clarify & Expand Ideas, Graphic Organizers, Group Projects, Guided Notes, Heterogeneous & Homogenous Grouping, Narrated Reading, Needs-Based Grouping, Peer Editing, Peer Modeling, Reflections, Persuasive Writing, Question & Answer Sessions, Refocusing Students, Research using Technology, Restating & Rephrasing Key Concepts, Role-Playing Scenarios, Student Presentations, Study Groups, Study Guides, Wait Time

Technology Competency Standards:

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Assured Experiences*:

- Students will practice multiple-choice and open-ended questions from previously released Advanced Placement Exams.
- Students will take textbook and supplemental reading quizzes.
- Students will participate in in-class reading discussions.
- In groups of four, students will present news of the week using PowerPoint, Google Slides, or www.prezi.com.
- Students will investigate and analyze Constitutional applications to Supreme Court cases and present their findings to the class using PowerPoint, Google Slides, or www.prezi.com.
- Students will investigate and analyze Executive decisions based on the State of the Union Address. Students will then evaluate the President on his/her job so far in office and on campaign literature for the next election using www.blogspot.com.

* Teachers may adjust activities based on the individual needs of the students.

Time Allocation: Approximately 2-3 weeks

Unit 5 – Public Policy

CT Social Studies Framework Performance Standards

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students will work individually and with others to:

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students will work individually and with others to:

- CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
- CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
- CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements n the maintenance of national and international order.
- 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.
- 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.
- CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.
- CIV 9–12.7 Apply civic virtues and democratic principles when working with others.
- CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
- CIV 9–12.9 Use appropriate deliberative processes in multiple settings.
- 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.
- CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

- CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students will work individually and with others to:

- 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.
- INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
- 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.
- INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students will work individually and with others to:

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
- INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.
- INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Grades 6-12 Literacy in History/Social Studies

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

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.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

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.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Essential Question:

- What is the role of public policy in American government?

Focus Questions:

- How does policymaking work in a federal system?
- How are policy agendas formed?
- How do institutions help enact public policy?
- What are the roles of bureaucracy and the courts in policy implementation and interpretation?
- How does public policy affect political institutions and federalism?
- What roles does public policy play with regards to political parties, interest groups, public opinion, and elections?

Scope and Sequence:

- The formation of public policy
- Fiscal and monetary policy in the United States
- Social policy and the challenges of the future with regards to health, education, and crime
- Foreign policy and defense and implications for the future

Documents*:

- Magleby, Chapters 17-20
- McKenna and Feingold, Issue 1
- Patrick, excerpts
- Pious, excerpts
- Ritchie, excerpts
- excerpts from Executive Orders, recent and current legislation, and Supreme Court cases with regards to public policy
- research and data from think tanks, NGOs, and the federal government

* Teachers may use some or all of the documents based on the individual reading levels of the students.

Instructional Teaching Strategies:

Anticipation Guides, Brainstorming, Comprehension Questions based on class readings, Case Studies, Categorizing, Clustering, Comparing and Contrasting, Cuing Expected Behavior, Debates, Direct Instruction, Discussion Groups (small & large groups), Editing and Revising, Essays, Encouraging Students to Clarify & Expand Ideas, Graphic Organizers, Group Projects, Guided Notes, Heterogeneous & Homogenous Grouping, Narrated Reading, Needs-Based Grouping, Peer Editing, Peer Modeling, Reflections, Persuasive Writing, Question & Answer Sessions, Refocusing Students, Research using Technology, Restating & Rephrasing Key

Concepts, Role-Playing Scenarios, Student Presentations, Study Groups, Study Guides, Wait Time

Technology Competency Standards:

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Assured Experiences*:

- Students will practice multiple-choice and open-ended questions from previously released Advanced Placement Exams.
- Students will take textbook and supplemental reading quizzes.
- Students will participate in in-class reading discussions.
- In groups of four, students will present news of the week using PowerPoint, Google Slides, or www.prezi.com.
- Students will write a DBQ: What are the different foreign policies of the United States to protect its interests?
- Students will investigate and analyze policy issues affecting the U.S. government and present their findings to the class using PowerPoint, Google Slides, or www.prezi.com.
- Students will research the fiscal and monetary policies of the United States and make recommendations to the President for the upcoming fiscal year. Students will present their findings using <https://meograph.wordpress.com/>.

* Teachers may adjust activities based on the individual needs of the students.

Time Allocation: Approximately 2-3 weeks

Unit 6 – Civil Rights and Civil Liberties

CT Social Studies Framework Performance Standards

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students will work individually and with others to:

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students will work individually and with others to:

- CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
- CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- 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.
- 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.
- CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.
- CIV 9–12.7 Apply civic virtues and democratic principles when working with others.
- CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
- CIV 9–12.9 Use appropriate deliberative processes in multiple settings.
- 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.
- CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
- CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

- CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students will work individually and with others to:

- 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.
- INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
- 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.
- INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students will work individually and with others to:

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
- INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.
- INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Grades 6-12 Literacy in History/Social Studies

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

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.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

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.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Essential Question:

- What rights does the Bill of Rights protect?

Focus Questions:

- What are bills of rights and what kinds of rights does the United States Bill of Rights protect?
- How does the First Amendment affect the establishment and free exercise of religion?

- How does the First Amendment protect free expression?
- How does the First Amendment protect freedoms to assemble, petition, and associate?
- What are the controversies surrounding the Second Amendment today?
- How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- How do the Fifth, Sixth, and Eighth Amendments protect rights within the judicial system?
- How do the Ninth and Tenth Amendments limit the federal government?

Scope and Sequence:

- The evolution of rights in American history
- Categories of rights: Personal, economic, and political
- Differentiation between positive and negative rights
- Rights in the body of the Constitution
- Landmark Supreme Court cases in American history
- Judicial activism vs. judicial restraint

Documents*:

- Magleby, Chapters 15-16
- McKenna and Feingold, Issues 9, 12, & 13
- Amar, *The Bill of Rights*, excerpts
- Amar, *The Bill of Rights Primer*, excerpts
- excerpts from research, recent and current legislation and Supreme Court cases

* Teachers may use some or all of the documents based on the individual reading levels of the students.

Instructional Teaching Strategies:

Anticipation Guides, Brainstorming, Comprehension Questions based on class readings, Case Studies, Categorizing, Clustering, Comparing and Contrasting, Cuing Expected Behavior, Debates, Direct Instruction, Discussion Groups (small & large groups), Editing and Revising, Essays, Encouraging Students to Clarify & Expand Ideas, Graphic Organizers, Group Projects, Guided Notes, Heterogeneous & Homogenous Grouping, Narrated Reading, Needs-Based Grouping, Peer Editing, Peer Modeling, Reflections, Persuasive Writing, Question & Answer Sessions, Refocusing Students, Research using Technology, Restating & Rephrasing Key Concepts, Role-Playing Scenarios, Student Presentations, Study Groups, Study Guides, Wait Time

Technology Competency Standards:

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Assured Experiences*:

- Students will practice multiple-choice and open-ended questions from previously released Advanced Placement Exams.
- Students will take textbook and supplemental reading quizzes.
- Students will participate in in-class reading discussions.
- In groups of four, students will present news of the week using PowerPoint, Google Slides, or www.prezi.com.
- Students will debate whether the U.S. government should limit hateful speech. Debate may be held in an online forum, such as Google Docs, created by the teacher.
- Students will trace the evolution of the Civil Rights Movement throughout history using <https://meograph.wordpress.com/>.
- Using www.edu.glogster.com, students will create a poster defending their position on current government surveillance methods.

* Teachers may adjust activities based on the individual needs of the students.

Time Allocation: Approximately 2-3 weeks

CULMINATING ACTIVITIES

Final Portfolio Project

The final exam for Advanced Placement United States Government and Politics will be the Project Citizen Capstone known as iChange: Students will investigate a problem in their local, state, or federal community and develop solutions based on their research. Students will need to interview experts and local citizenry and analyze and present data. In the end, each student will write a letter to his/her representative and create a documentary outlining the issue, his/her research, and his/her proposed solutions.

Time Allocation: Approximately 2-3 weeks

Advanced Placement Examination

All students enrolled in Advanced Placement United States Government and Politics are encouraged to take the Advanced Placement Examination, given each May. While the course focuses on issues and concepts most likely to be seen on the Advanced Placement exam, the course is not a test-prep course per se. While much of the in-class work and at-home assignments coalesce with the assessment goals of the exam, it is incumbent upon the student to also take responsibility for test preparation.

METHODS OF ASSESSMENT

Teachers of Advanced Placement United States Government and Politics will utilize a number of assessment methods in order to prepare students for high-stakes testing situations, such as the Advanced Placement Examination in May, as well as for other situations they will encounter as they continue on their education and career paths. Students will be evaluated in a variety of ways in order to address academic and critical thinking skills in addition to multiple learning styles. Assessments will include a combination of traditional and alternative forms of assessment.

Assessments should require students to:

- describe, analyze, and explain the topics taught in a unit of study
- understand and evaluate reading material
- synthesize and express their own ideas
- make connections
- answer the given questions without straying
- write developed, organized, focused, and supported written pieces
- utilize technology to support topics covered in class

Student Class Contribution; whether in a small group activity or with the whole class, the student shall demonstrate:

- ability in discussion - quality as well as quantity in participation
- critical thinking and depth of insight
- ability to develop a critical stance
- ability and willingness to work as part of a team

In-class Essays address students' ability to:

- organize arguments promptly
- convey thoughts clearly
- work on impromptu writing skills

Research Projects address students' ability to:

- locate relevant information
- process and apply the information
- use the information to construct a technically appropriate research paper with citations
- use the information to communicate with specific audiences

Examinations address students' ability to:

- analyze, synthesize, and critically evaluate material covered in the course and demonstrate a firm knowledge of key terms and concepts by responding to multiple-choice questions
- analyze, synthesize, critically examine, and respond to document-based questions
- respond in an essay format that is well-organized and supported by facts and analysis

SUPPLEMENTAL MATERIALS AND INTERNET RESOURCES

Annenberg Classroom: <http://www.annenbergclassroom.org/page/best-civics-sites-for-teachers>

Avalon Project: <http://avalon.law.yale.edu/>

Biography Channel: <http://www.biography.com>

C-SPAN: The Supreme Court: <https://www.c-span.org/series/?theSupremeCourt>

Center for Civic Education: <http://www.civiced.org/>

Civics Renewal Network: <http://civicsrenewalnetwork.org/>

Connecticut General Assembly: <http://cga.ct.gov/default.asp>

Connecticut General Assembly – Find Your Legislator: <http://cga.ct.gov/asp/menu/cgafindleg.asp>

Fordham University Modern History Sourcebook: <http://www.fordham.edu/halsall/mod/modsbook.html>

Government Track (Legislation): <https://www.govtrack.us/congress/bills/>

History Channel: <http://www.history.com/>

Historical Text Archive: <http://historicaltextarchive.com/>

iCivics: <https://www.icivics.org/>

Infoplease: <http://www.infoplease.com/>

National Archives: <http://www.archives.gov/>

Reference Desk: www.refdesk.com

Teaching American History: <http://teachingamericanhistory.org/convention/>

United Nations: www.un.org

U.S. House of Representatives: www.house.gov

U.S. Senate: www.senate.gov

U.S. Supreme Court: <http://www.supremecourt.gov/>

White House: www.whitehouse.gov

The World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>

CURRENT EVENTS

CNN Student News: <http://www.cnn.com/studentnews/>

Fox News: <http://www.foxnews.com/>

MSNBC: <http://www.msnbc.com/>

National Public Radio (NPR): <http://www.npr.org/>

New York Times: <http://www.nytimes.com/>

New York Times Upfront: <http://upfront.scholastic.com/>

Washington Post: <http://www.washingtonpost.com/>

SCHOOL-WIDE RUBRICS

Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straightforward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some of the main ideas of text Guided interpretation of text by locating answers to given questions in text 	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates specific connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates general connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Struggles to make connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text Synthesis of text Expression of a personal opinion 	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to form a conclusion from the text Thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> Formulation of a superficial conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s) 	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> Formulation of a conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s)

Rubric 2: Write Effectively

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions 	<ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions 	<ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions 	<ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning 	<ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning

Rubric 3: Problem Solving through Critical Thinking

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	Student demonstrates clear understanding of the problem and the complexities of the task	Student demonstrates sufficient understanding of the problem and most of the complexities of the task	Student demonstrates some understanding of the problem but requires assistance to complete the task	Student demonstrates limited or no understanding of the fundamental problem after assistance with the task
Research X_____	Student gathers compelling information from multiple sources including digital, print, and interpersonal	Student gathers sufficient information from multiple sources including digital, print, and interpersonal	Student gathers some information from few sources including digital, print, and interpersonal	Student gathers limited or no information
Reasoning and Strategies X_____	Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies	Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies	Student demonstrates some critical thinking skills to develop a plan integrating some strategies	Student demonstrates limited or no critical thinking skills and no plan
Final Product and/or Presentation X_____	Solution shows deep understanding of the problem and its components. Solution shows extensive use of 21st Century Technology Skills.	Solution shows sufficient understanding of the problem and its components. Solution shows sufficient use of 21st Century Technology Skills.	Solution shows some understanding of the problem and its components. Solution shows some use of 21st Century Technology Skills.	Solution shows limited or no understanding of the problem and its components. Solution shows limited or no use of 21st Century Technology Skills.

Rubric 4: Social and Civic Expectations

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self X_____	Highly self-directed: consistently displays ethical conduct in the classroom and on campus	Self-directed: displays ethical conduct in the classroom and on campus	Occasionally self-directed: at times displays ethical conduct in the classroom and on campus	Rarely self-directed: seldom displays ethical conduct in the classroom and on campus
Respects others X_____	Sensitive and considerate to others	Considerate to others	At times considerate to others	Insensitive to others
Practices Interpersonal Skills X_____	Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner.	Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted.	At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions.	Demonstrates intolerance and lacks social interaction skills.
Cultural Understanding X_____	Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.

Rubric 5: Independent Learners And Thinkers

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 st Century Skills.

CURRENT REFERENCES

Common Core State Standards – 6 through 12 Literacy in History/Social Studies

<http://www.corestandards.org/ELA-Literacy/RH/11-12>

Connecticut State Frameworks for Social Studies

http://www.ctsocialstudies.org/wp-content/uploads/2014/10/SSFrameworks_DRAFT_1023.pdf

Technology Competency Standards

https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf