Cross-Curricular Connections for AI and Civic Engagement Learning Plans

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Chapter 3 Learning Plans

Chapter 3: Activity 1	**Civics/Government** *Standard 6. Analyze the point of view and evaluate the claims of an editorial, editorial cartoon or op-ed commentary on a public policy issue at the local, state or national level* (8th Grade, Topic 7: Freedom of the Press and News/Media Literacy, Massachusetts History & Social Science Curriculum Framework). **English/Language Arts** *Standard 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes* (Standards for the English Language Arts, National Council of Teachers of English).
Chapter 3: Activity 2	**Civics/Government** ● *Research, analyze and report orally or in writing on one area in which Supreme Court decisions have made significant changes over time in citizens' lives*. (Grade 8, Topic 5: The Constitution, Amendments, and Supreme Court Decisions. Massachusetts History & Social Science Curriculum Framework). **English/Language Arts** ● *Standard 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.* (Standards for the English Language Arts, National Council of Teachers of English).
Chapter 3: Activity 3	**Social Studies** ● *Standard 3: People, Places and Environments* (National Council for the Social Studies). **English/Language Arts** ● *Standard 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes*. (Standards for the English Language Arts, National Council of Teachers of English).

Chapter 3: Activity 4	**English/Language Arts** ● *Standard 8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.* Standards for the English Language Arts, National Council of Teachers of English. **Civics/Government** ● *Evaluate the benefits and challenges of digital news and social media in a democratic society*. Massachusetts History & Social Science Curriculum Framework, 8.T7.4

Chapter 4 Learning Plans

Chapter 4: Activity 1:	**AP Government** ● *"Describe the rights protected in the Bill of Rights*." (AP U.S. Government and Politics, Unit 3: The Bill of Rights). **Civics/Government** ● *Standard 3, Explain the democratic political concepts developed in ancient Greece: a) the "polis" or city state; b) civic participation and voting rights, c) legislative bodies, d) constitution writing, d) rule of law.* (Grade 8, Topic 4: Rights and Responsibilities of Citizens, Massachusetts Curriculum Framework for History and Social Studies). **English/Language Arts** ● *Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities* (Standards for the English/Language Arts, National Council of Teachers of English).
Chapter 4: Activity 2	**Social Studies** ● *Standard 8: Science, Technology, and Society* (National Curriculum Standards for the Social Studies, National Council for the Social Studies). **Civics/Government** ● *Standard 8: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge* (Standards for the English Language Arts, National Council of Teachers of English).
Chapter 4: Activity 3	**AP Government** ● *Standard 5.10: Modern Campaigns* (AP Government & Politics). **Civics/Government** ● *Standard 4: Explain the process of elections in the legislative and executive branches and the process of nomination/confirmation of individuals in the judicial and executive branches*. (Grade 8, Topic 3: The Institutions

	of United States Government, Massachusetts History and Social Science Curriculum Framework). **English/Language Arts** ● Standard 4. *Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes* (Standards for the English Language Arts. National Council of Teachers of English).
Chapter 4: Activity 4	**CURRICULUM CONNECTIONS** ● *Standard 12: The Media* (Unit 5: Political Participation, AP Government & Politics). ● *Standard 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts* (Standards for the English Language Arts, National Council of Teachers of English). ● *Science Practices and Crosscutting Concepts* (Next Generation Science Standards) ● *Standards for Technological Literacy* (International Technology and Engineering Association)

Chapter 5 Learning Plans

Chapter 5: Activity 1:	*Theme 3 People, Places and Environments* (National Council for the Social Studies).
Chapter 5: Activity 2	AP Government ● *Topic 1.9: Federalism in Action* (**AP U.S. Government and Politics**). **Civics/Government** ● Standard 2: *Analyze the weaknesses of the national government under the Articles of Confederation and describe the crucial events (e.g. Shays' Rebellion) leading to the Constitutional Convention* (Topic 2: The Development of United States Government, Massachusetts Curriculum Framework for History and Social Studies). **English/Language Arts** ● *Standard 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes*. (Standards for the English Language Arts, National Council of Teachers of English).
Chapter 5: Activity 3	**Civics/Government** ● *Standard 5. Explain methods for evaluating information and opinion in print and online media* (Grade 8, Topic 7, Freedom of the Press and News/Media Literacy, Massachusetts History & Social Science Curriculum Framework). **English/Language Arts**

	• *Standard 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience* (Curriculum Standards for the English Language Arts, National Council of Teachers of English)
Chapter 5: Activity 4	**Civics/Government** • *Standard 9. Give examples of tax-supported facilities and services provided by the Massachusetts state government and by local governments* (Grade 8, Topic 6, The Structure of State and Local Government, Massachusetts Curriculum Framework for History and Social Studies). **Economics** • *4-7a. Describe examples of government-provided goods and services that are paid for with taxes* (National Standards for Teaching Personal Finance and Economics).

Chapter 6 Learning Plans

Chapter 6: Activity 1:	**AP Government** ● *Unit 5: Political Participation: 5.1 Voting Rights and Models of Voting Behavior* (AP Government & Politics). **Government/Civics** ● *Standard 5. Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties and interest groups* (8th Grade Topic 2: The Development of the United States Government, Massachusetts History & Social Science Curriculum Framework). **Science/Engineering** ● *Engineering, Technology and Applications of Science: Defining and Delimiting an Engineering Problem* (Next Generation Science Standards).
Chapter 6: Activity 2	**Social Studies** ● *Standard 3: People, Places, and Environments* (National Curriculum Standards for the Social Studies, National Council for the Social Studies). **Science/Engineering** ● *Engineering, Technology and Applications of Science: Defining and Delimiting an Engineering Problem* (Next Generation Science Standards).
Chapter 6: Activity 3	**Social Studies** ● *Theme 7: Production, Distribution and Consumption* (National Council for the Social Studies).

	English/Language Arts ● *Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes* (Standards for the English Language Arts, National Council of Teachers of English). **Science/Engineering** ● *Engineering, Technology and Applications of Science: Defining and Delimiting an Engineering Problem* (Next Generation Science Standards).
Chapter 6: Activity 4	Civics/Government ● *Explain the major components of government in Massachusetts, including the roles and functions of mayors, city councils, and school committees in cities; town managers, select boards, representative and open town meetings and school committees in towns, and courts and sheriff's departments in counties* (Grade 8, Topic 6: Structure of Massachusetts State and Local Government, Massachusetts History & Social Science Curriculum Framework). **AP Government** ● *"Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior"* (Political Participation Unit, AP U.S. Government and Politics). **Science/Engineering** ● *Engineering, Technology and Applications of Science: Defining and Delimiting an Engineering Problem* (Next Generation Science Standards).

Chapter 7 Learning Plans

Chapter 7: Activity 1:	**Civics/Government** ● *Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties and interest groups* (Massachusetts Curriculum Framework for History and Social Studies) [8.T4.5] **Mathematics** ● *Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them* (Data Analysis and Probability Standard, National Council of Teachers of Mathematics). **English/Language Arts** ● *Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge* (Standards for the English Language Arts, National Council of Teachers of English).
Chapter 7: Activity 2	**Mathematics** ● *Understand and apply basic concepts of probability* (Data Analysis and Probability Standard. National Council of Teachers of Mathematics).
Chapter 7: Activity 3	**AP Government** ● *Standard 5.12: The Media* (Unit 5: Political Participation. AP Government & Politics).
Chapter 7: Activity 4	**English/Language Arts** ● *Standard 3. Students apply a wide range of*

	strategies to comprehend, interpret, evaluate, and appreciate texts (Standards for the English/Language Arts, National Council of Teachers of English).

Chapter 8 Learning Plans

Chapter 8: Activity 1:	**Civics/Government** ● *Examine the role of political protest in a democracy.* (Massachusetts Curriculum Framework for History and Social Studies) [8.T4.12] **AP Government** ● 5.*7 Groups Influencing Policy Outcomes*. (AP Government & Politics Unit 5: Political Participation) **Music** ● *Listening to, analyzing, and describing music* (National Standards for Music Education) ● *Understanding music in relation to history and culture* (National Standards for Music Education) **English/Language Arts** ● *Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts* (National Council of Teachers of English)
Chapter 8: Activity 2	**Civics/Government** ● *Explain the major components of government in Massachusetts, including the roles and functions of mayors, city councils, and school committees in cities; town managers, select boards, representative and open town meetings and school committees in towns, and courts and sheriff's departments in counties*. (Massachusetts Curriculum Framework for History and Social Studies) [8.T6.10]. **AP Government**

	● *4.1: American Attitudes toward Government and Politics* (AP Government & Politics Unit 4 American Political Ideologies and Beliefs) **English/Language Arts** ● *Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts*. (Common Core English Language Arts Standard) ● *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.* (Common Core English Language Arts Standard) ● *Draw evidence from literary or informational texts to support analysis, reflection, and research*. (Common Core English Language Arts Standard) ● *Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.* (National Council of Teachers of English)
Chapter 8: Activity 3	**Civics/Government** ● *Define and provide examples of fundamental principles and values of American political and civic life* (Massachusetts Curriculum Framework for History and Social Studies) [8.T4.4]. **AP Government** ● *3.1 The Bill of Rights* (AP Government and Politics Unit 3 Civil Rights and Civil Liberties) **English/Language Arts**

	● *Students use spoken, written, and visual language to accomplish their own purposes* (e.g., for learning, enjoyment, persuasion, and the exchange of information) (National Council of Teachers of English) ● *Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.* (Common Core English Language Arts Standards)
Chapter 8: Activity 4	**Civics/Government** ● *Explain the different functions of news articles, editorials, editorial cartoons, and "op-ed" commentaries* (Massachusetts Curriculum Framework for History and Social Studies) [8.T7.3] **AP Government** ● *5.6 Interest Groups Influencing Policy Making* (AP Government and Politics Unit 5 Political Participation) English/Language Arts ● *Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).* (National Council of Teachers of English NCTE/IRA Standards for the English Language Arts) ● *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience* (Common Core English Language Arts Standards)

Chapter 9 Learning Plans

Chapter 9: Activity 1:	**Social Studies** ● *Standard 10: Civic Ideals and Practices*. (National Council for the Social Studies). **Civics/Government** ● *Standard 8. Explain the importance of individuals working cooperatively with their elected leaders.* (Grade 8, Topic 4: Rights and Responsibilities of Citizens. Massachusetts History & Social Science Curriculum Framework).
Chapter 9: Activity 2	**English/Language Arts** ● *Standard 10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.* (Standards for the English Language Arts, National Council of Teachers of English).
Chapter 9: Activity 3	**Social Studies** ● *Theme 9: Global Connections*, Curriculum Standards for the Social Studies, National Council for the Social Studies.
Chapter 9: Activity 4	**Social Studies** ● *Standard 10: Civic Ideals and Practices* (National Council for the Social Studies).