



CIVIC LITERACY

Course Overview, Pacing Guide, Unit Maps, Instructional Strategies

COURSE OVERVIEW

Course Description

The standards and objectives in the Founding Principles of the United States of America and North Carolina: Civic Literacy course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

This course has been legislated by N.C. Session Law 2019-82, House Bill 924. Because the civics and government strand is an integral part of the vertical learning progression of each course, kindergarten through high school, students are expected to enter this course with a fundamental knowledge and understanding of the structure and function of government and civic responsibility. This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles as identified by N.C. Session Law 2019-82, House Bill 924. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own community and governance. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to the core values and founding principles of American democracy and the United States Constitution.

Civic Minded: This is a project based learning opportunity for students to reflect on what they have learned and develop a personal connection to the content. Students will investigate and respond to an authentic civic challenge of their choosing. The inquiry standards are used to provide students with a chance to gain knowledge and skills over time. With the support of the ISTE Standards for Students, students will be empowered to use their voice through a student-driven process.

Course Goals

- Students will be able to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.
- Students will be able to understand how values, beliefs, and norms influence the American system of government.
- Students will be able to understand the impact of the founding principles of the United States on federal and state government.
- Students will be able to analyze the roles of the branches of government at the federal, state, and local levels.
- Students will be able to analyze the various responsibilities of individuals living in the United States in terms of citizenship, civic participation, and the political process.
- Students will be able to analyze how the judicial, legal, and political systems of the United States and North Carolina embody the founding principles of government.
- Students will be able to understand the role of government in both federal and state economies.
- Students will be able to understand the role geography plays in civic participation, legislation, and public policy.
- Students will be able to understand how individual rights and the American system of government have evolved over time.

Course Standards

[Link to NC Standard Course of Study Document](#)

[Link to NC Unpacking Document](#)

[Link to NC Standards for Social Studies Strand Maps](#)

[Link to North Carolina Social Studies K-12 Standard Course of Study Crosswalks](#)

COURSE AT A GLANCE

Curriculum Map and Pacing Guide

Course at a Glance	UNIT 1	Think Like a Historian	UNIT 2	Foundations of American Democracy
Plan	4-6%	5 Class Periods	10-12%	10 Class Periods
<p>The Course at a Glance provides a useful visual organization of the Civic Literacy curricular components, including:</p> <p>Sequence of units, along with approximate weighting and suggested pacing. Please note: Pacing should be determined based on the length of the class period, and a semester or year-long schedule.</p> <p>Progression of topics within each unit.</p> <p>Spiraling of standards and skills across units.</p>	1.1	What is Civics?	2.1	Tension
	1.2	How the Government Protects Us	2.2	The Founding Principles
	1.3	Civic Minded 1	2.3	Civic Minded 2
	Assessments		Assessments	
		Benchmark 1		Benchmark 1
		Unit 1 Test		Unit 2 Test
		PBL: Civic Minded		PBL: Civic Minded

UNIT 6	<u>Justice for All</u>	UNIT 7	<u>Ideologies & Beliefs</u>	UNIT 8	<u>We The People</u>
10-12%	10 Class Periods	10-12%	10 Class Periods	10-12%	10 Class Periods
6.1	Justice	7.1	The Election Process	8.1	Contributions
6.2	Due Process	7.2	Two Party System	8.2	Diversity
6.3	Individual Rights	7.3	Planks	8.3	Citizenship & Naturalization
6.4	Proof	7.4	Bias	8.4	Responsibilities, Duties, and Privileges
6.5	Discrimination	7.5	The Media	8.5	Citizenship in America
6.6	Finding Equity	7.6	Geopolitics	8.6	Working Together
6.7	Changes in Law	7.7	Civic Minded 7	8.7	Civic Minded 8
6.8	Civic Minded 6				
Assessments		Assessments		Assessments	
	Benchmark 2		Benchmark 2		Benchmark 2
	Unit 6 Test		Unit 7 Test		Unit 8 Test
	PBL: Civic Minded		PBL: Civic Minded		PBL: Civic Minded

UNIT 9	<u>Civic Minded</u>	Notes
10-12%	10 Class Periods	
9.1	Civic Minded 9	
9.2	Civic Minded 10	
9.3	Final	

LEARNING-FOCUSED PLANS

Unit Guides, Instructional Activities, and Assessments

UNIT 1: THINK LIKE A HISTORIAN

Unit Overview

Thematic Focus:

This unit is designed to introduce the concept of civics and to build the necessary skills in order to successfully complete the course. Students will examine the importance of government by using inquiry as they decipher key primary and secondary sources.

Learning Objectives:

Students will be able to

- recognize that Civics is the study of citizenship and government and the necessity of government.
- analyze the roles of the branches of government at the federal, state, and local levels
- Students will be able to identify issues and problems in civics.

Essential Questions:

1. Why do we study civics?
2. What type of system of government does the United States have and why?
3. How does a government protect its citizens?
4. What purposes should the government serve?

Unit Assessments:

Teacher Made Pre and Post Assessments

Frequent Formative Assessments

Learning Artifacts

Unit Tests

Civic Minded Project

Key Terms:

Civics

Monarchy

Authoritarianism

Theocracy

Socialism

Communism

Oligarchy

Constitutional democracy

Direct democracy

Representative Democracy

Socialist democracy

Republic

Locke

Hobbes

Montesquieu

Rousseau

Social Contract

State of Nature

Unit 1: Think Like a Historian

10-17% Exam Weighting | 6 Class Periods

Standards:

- CL.C&G.2 Analyze the roles of the branches of government at the federal, state, and local levels

Topic		Learning Objectives From Standards	Instructional Resources
1.1	What is Civics?	Students will be able to recognize that Civics is the study of citizenship and government and the necessity of government.	Activity 1: Why Government Activity 2: Student Questionnaire
1.2	How Government Protects Us	CL.C&G.2.4 Compare the federal government of the United States to various types of governments around the world in terms of balancing security and the protection of rights <ul style="list-style-type: none"> Students must be able to discuss the ways in which the United States government balances national security and the protection of rights are similar or different to what is done in other types of governments around the globe. 	<p>The similarities and differences in the structure and function of various governments are determined by the government type, the founding principles, and the goals of the nation.</p> <p>The measures of how a nation balances keeping people secure while protecting their rights may differ based on the type of government and the principles by which it is governed.</p> <p>The government and citizens of a nation often have a reciprocal relationship where each has responsibilities to the other when it comes to balancing the security of the nation while protecting rights.</p> <p>A citizen's individual rights in a democratic government must often be balanced with the power and authority of those in charge and the needs of the nation.</p> <p> Activity 3: Create Social Contract Activity 4: The Thinkers World Café Activity 5: Intro to FNT via Global Governments Activity 6: Venn Diagram Activity 7: Responding to Threats at Home </p>
1.3	Civic Minded 1	I.1.1 Compelling Questions <ul style="list-style-type: none"> Identify issues and problems in social studies 	Activity 8: Brainstorm for Civic Minded

Unpacked Instructional Resources

Activity 1: Why Government?

Use brainstorming and quickwrite as strategies during a guided discussion in which you help students understand the importance of government.

Activity 2: Student Questionnaire

Gather student input and voice to create routines and traditions that support a culture of learning. If you use your students' interests to

create and deliver lessons, students will be more engaged and feel like their interests and opinions matter. This will also help students reflect in order to build the social contract. Some possible questions/stems to include:

- What is something you are proud of?
- What are you interested in?
- What kinds of music do you like?
- What was one of your favorite lessons in school? Why?
- How do you like to take notes? (This could be a multiple-choice question.)
- How do you like to learn? (This could ask students to check all that apply and offer answer choices like: watching video, searching on the internet, reading, listening to a lecture, working with others, working alone, and other: ____.)
- If you could add a rule to our classroom, what would it be?
- My favorite teacher always used to/would...
- As a student, I believe that I am responsible for...
- I don't like it when other students in my class...
- I would also like you to know that...

Activity 3: Create Social Contract

This activity will allow students to develop a set of collaboration norms regarding class interactions. By creating a collaborative social contract, students are more apt to take responsibility and hold their peers accountable, without making redirection of behavior or words personal.

Activity 4: The Thinkers World Café

Students participate in a World Café. Scaffold the menus for the groups as you see necessary. Prepare readings for each rotation on the Enlightenment Thinkers.

- John Locke (Two Treatises of Government, natural rights, social contract, view of a king property, voting)
- Thomas Hobbes (Leviathan, state of nature, social contract)
- Charles Montesquieu (The Spirit of the Laws, state of war, state of society, purpose of government)
- Jean-Jacques Rousseau (state of nature, The Social Contract, democracy, political power, religion)

Activity 5: Intro to FNT via Global Governments

In order to thrive in any class, students need to be able to take and use good notes. Introduce the focused note taking process as you cover the basics of different types of governments.

Activity 6: Venn Diagram

Students create a Venn Diagram comparing how the United States and a nation of the student's choice both approached national security and the protection of rights.

Activity 7: Responding to Threats at Home

Students create a graphic organizer comparing how the United States government responded to the attacks of 9/11/2001, how the British government responded to the attack of 7/7/2005, and how the Spanish government responded to the attack of 3/11/2004. The graphic should detail how each approached national security and the protection of rights.

Activity 8: Brainstorm for Civic Minded

This activity will be built upon in later units. This is a brainstorming activity. Students will collaboratively generate a list of topics they feel need attention from the American system of government (e.g., voting requirements or regulations, citizenship status or protections, rights of individuals, etc.). Students will take their top five issues and prioritize importance. It is advised to model a web showing how some issues may be related. Students will choose their top topic to create a one-paragraph mission statement that shares why this is an important issue. This activity will help students make the connection that civics is personally relevant.

Additional Resources

[Principles and Virtues
Forms of Government Map](#)

[60 Second Civics
iCivics](#)

[United State Government
Branches of Government](#)

[Founding Documents](#)
[Oyez](#)
[2020 Civics Test](#)
[Working With Primary Sources](#)
[DocsTeach](#)

[Civic Calendar](#)
[PBLWorks](#)
[NC Go Open](#)
[NCD CPI Social Studies](#)
[Gilder Lehrman Resources](#)

[Executive Branch](#)
[Legislative Branch](#)
[Judicial Branch](#)
[North Carolina](#)
[Dare County](#)

Assessments

Formative: teacher created pre-assessment, naturalization Civics Test, [56 Ways to Gather Evidence of Student Achievement](#)
Summative: teacher created post assessment, PBL: Civic Minded

UNIT 2: FOUNDATIONS OF AMERICAN DEMOCRACY

Unit Overview

Thematic Focus:

In this unit, students will explore why the colonies broke away from Great Britain and created the United States. To set the precedence for the course, the founding principles will be introduced through primary and secondary source documents. Students will learn about how the Bill of Rights was developed and how the government is trusted with protecting its citizens.

Learning Objectives:

Students will be able to

- understand how individual rights and the American system of government have evolved over time
- understand the impact of the founding principles of the United States on federal and state government

Essential Questions:

1. What were the causes and effects of breaking away from Great Britain?
2. Hypothesize which founding document had the greatest impact on the US Constitution.

Unit Assessments:

Teacher Made Pre and Post Assessments
Frequent Formative Assessments
Learning Artifacts
Unit Tests
Civic Minded Project

Key Terms:

Founding Principles
The Creator-endowed
inalienable rights of the
people
Structure of government
separation of powers
checks and balances
representative government
Rule of law
Equal justice under the law
Private property rights
Federalism
Due process

Bill of Rights
Magna Carta
Iroquois Confederacy
Mayflower Compact
Articles of Confederation
Declaration of Independence
United States Constitution
Bill of Rights
North Carolina Constitutions
Supreme Court Decisions
Individual rights
Individual responsibility

Constitutional limitations on
government power to tax and
spend, and prompt payment of
public debt

Strong defense and
supremacy of civil authority
over military

Peace, commerce, and honest
friendship with all nations,
entangling alliances with none

Unit Assessments:

Teacher Made Pre and Post Assessments
Frequent Formative Assessments
Learning Artifacts
Unit Tests
Civic Minded Project

Unit 2: Foundations of American Democracy

10-17% Exam Weighting | 10 Class Periods

Standards:

- CL.H.1 Understand how individual rights and the American system of government have evolved over time
- CL.C&G.1 Understand the impact of the founding principles of the United States on federal and state government

Topic		Learning Objectives From Standards	Instructional Resources
2.1	Tension	<p>CL.H.1.1 Explain how the tensions over power and authority led the founding fathers to develop a democratic republic.</p> <ul style="list-style-type: none"> • Students must be able to discuss the tensions that were experienced between the American colonists and the British government. • Students must be able to demonstrate their knowledge and understanding of how the tensions between the American colonists and the British government became causes for the development of the new American nation. 	<p>Innovative ideas about government and the responsibility it has to the people may spark conflict and political revolution that may lead to the creation of a new government and political system.</p> <p>Revolution is often caused by new ideas and can lead to the creation of systems.</p> <p>Political revolution can be caused by development and spread of new ideas about power and authority</p> <p>Activity 1: Create-and-Effect Chart Activity 2: Battle of Hayes Pond Activity 3: Declaration of Independence Jigsaw</p>
2.2	The Founding Principles	<p>CL.C&G.1.1 Explain the influence of the founding principles on state and federal decisions using primary and secondary source documents</p> <ul style="list-style-type: none"> • The focus is the effects of the founding principles on decisions. • Students must be able to demonstrate they understand how the founding principles of government influenced or impacted decisions made at both the state and federal levels of government. • Students must be able to use primary and secondary source documents as they work to master this objective. 	<p>The founding principles of a nation can influence decisions at all levels of government.</p> <p>The influence of a nation's founding principles on the decisions of government are often expressed in its historical and contemporary documents.</p> <p>The written documents of a democratic nation and its states can reflect the fundamental principles that may include life, liberty, and the pursuit of happiness and can provide guidance for making decisions that uphold those principles.</p> <p>Activity 4: Founding Principles Flipbook Activity 5: Cornerstone of the Constitution Activity 6: AoC One Pager Activity 7: QAR to Today</p>
2.3	Civic Minded 2	<p>I.1.1 Compelling Questions</p> <ul style="list-style-type: none"> • Formulate questions based upon disciplinary concepts 	<p>Activity 8: Quote It</p>

Unpacked Instructional Resources

Activity 1: Cause-and-Effect Chart

Students create a cause-and-effect chart presenting events which reflect the tensions between the colonists and their mother country Great Britain, from 1763 to 1776. The chart should include:

1. Explanations for why each event caused tensions between the colonists and Great Britain.
2. Explanations for how each event listed helped lead to the creation of the United States as a democratic republic.

Students should include at least 10 of the following in their chart:

- Proclamation of 1763
- Townshend Acts
- Coercive Acts/Intolerable Acts
- Salutary Neglect
- Stamp Act
- Sugar Act
- Navigation Acts
- Sons of Liberty
- Boston Tea Party
- Taxation without Representation
- Admiralty Courts
- Royal Governors v. Colonial Interests
- Boston Massacre
- Declaration of Independence

Activity 2: Battle of Hayes Pond

Students read two narratives with differing perspectives about the Battle of Hayes Pond and its historical significance in the struggle against unlawful acts against groups living in North Carolina. Students complete a Venn Diagram comparing the two different perspectives of the battle, what led up to it, and its aftermath.

Activity 3: Declaration of Independence Jigsaw

Students read the Declaration of Independence. Students highlight 5-6 grievances that influenced tensions concerning ideas of power and authority. Students write a brief paragraph explaining how the tensions over power and authority led to the Declaration of Independence and influenced the creation of a democratic republic. Students use a Jigsaw activity to review events that created or promoted tensions between the colonists and the British authority in charge. Each Jigsaw group creates a graphic organizer listing 4-5 causes or incidents that helped lead to the creation of a democratic republic. The graphic must be sure to include explanations for each cause or incident listed.

Activity 4: Founding Principles Flipbook

Students create a flipbook-style visual (paper or electronic) illustrating how three of the founding principles influenced decisions made at the state and federal levels. Students must use primary or secondary sources and cite or reference the title and author of each source.

Activity 5: Cornerstone of the Constitution

See the description of this [three part lesson](#) on the National Endowment For the Humanities website.

Guiding Questions:

- In what respects did the Magna Carta provide justification for American independence from Great Britain?
- To what extent were the principles and provisions of the Great Charter incorporated into the U.S. Constitution?

Activity 6: AoC One Pager

Students will express, comprehend, react to, and connect with the Articles of Confederation. Suggested format for the one-pager:

- Use unlined white paper/slide.
- Select an appropriate title that reflects the Articles of Confederation.
- Use colored pens, pencils, or markers. The more visually appealing that it is, the more that your peers will learn.
- Write your name on the front or back, as directed by your instructor.
- Fill the entire page.
- Put a symbolic colored border around the edges of the page.
- Be purposeful about the arrangement of your one-pager. For example, have a focused reason for using a certain color or for placing an object in a certain place.
- Write two quotations from the reading or activity, using the proper grammatical format.
- Use three visual images, either drawn or cut out from magazines, to create a central focus to your page.

- Place five essential Terms, words or phrases around the images. These words or phrases should express the main ideas and your impressions, feelings, or thoughts about what you have seen or read.
- Write the main idea of the Aoc.
- Answer the following questions:
 - What were the Articles of Confederation?
 - Why did they fail?
 - What was the resolution?

Activity 7: QAR to Today

This strategy assists students with the process of finding and supporting answers to all levels of questions. QAR can improve students' reading comprehension, teach students how to ask questions about their reading and where to find the answers to them, and helps students to think about the text they are reading and beyond it, too. It also inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills. There are four question-answer relationships.

1. Right There
 - a. The literal answer can be found in the text.
 - i. Rank the Bill of Rights in order of personal importance.
 - ii. Put the top five in your own words.
2. Think and Search
 - a. The literal answer is scattered in the text and can be gathered by the reader.
 - i. How do the amendments protect the rights of citizens?
 - ii. Make sure to quote what is worded in the Bill of Rights.
 - iii. Other primary sources may be used.
3. Author and You
 - a. The answer is not in the text but can be determined by combining prior knowledge with the text.
 - i. What are the origins of the Bill of Rights, the first ten amendments?
 - ii. Reference what you have previously studied in Units 1 and 2.
4. On My Own
 - a. The answer is based on the reader's prior knowledge and personal beliefs; the text is not needed to answer the question.
 - i. Justify why you ranked your amendments the way that you did.
 - ii. Highlight any modern issues that you find important.

Activity 8: Quote It

This activity will be built upon in later units. Using their Civic Minded 1 activity, students will formulate compelling questions between their chosen issue and the Founding Principles and documents. Have students build on their paragraph with quotes from primary and secondary sources that back up their why.

Additional Resources

Founding Principles

- The Creator-endowed inalienable rights of the people
- Structure of government, separation of powers with checks and balances
- Frequent and free elections in a representative government
- Rule of law
- Equal justice under the law
- Private property rights
- Federalism
- Due process
- Individual rights as set forth in the Bill of Rights
- Individual responsibility
- Constitutional limitations on government power to tax and spend, and prompt payment of public debt
- Strong defense and supremacy of civil authority over military
- Peace, commerce, and honest friendship with all nations, entangling alliances with none

[Document Analysis Worksheet](#)
[Would you have been a Federalist or Anti-Federalist?](#)
[Principles and Virtues](#)
[Forms of Government Map](#)
[Founding Documents](#)
[Oyez](#)
[2020 Civics Test](#)
[Working With Primary Sources](#)
[DocsTeach](#)

[The Colonial Origins of American Republicanism](#)
[Sign the Declaration of Independence or Constitution](#)
[60 Second Civics](#)
[iCivics](#)
[Civic Calendar](#)
[PBLWorks](#)
[NC Go Open](#)
[NCD CPI Social Studies](#)
[Gilder Lehrman Resources](#)

[The Path to Independence](#)
[United State Government](#)
[Branches of Government](#)
[Executive Branch](#)
[Legislative Branch](#)
[Judicial Branch](#)
[North Carolina](#)
[Dare County](#)

Assessments

Formative: teacher created pre-assessment, [56 Ways to Gather Evidence of Student Achievement](#)
Summative: teacher created post assessment, PBL: Civic Minded

UNIT 3: FEDERALISM

Unit Overview

Thematic Focus:

In this unit, students will learn how the founding principles influenced the creation of a system of shared governance. Students will discover how the government is structured at the federal, state, and local levels. Students will see how decisions made at any level impact the local, state, federal, and global economies.

Learning Objectives:

Students will be able to

- understand the impact of the founding principles of the United States on federal and state government
- analyze the roles of the branches of government at the federal, state, and local levels
- understand how values, beliefs, and norms influence the American system of government
- understand the role of government in both federal and state economies

Essential Questions:

1. How are federal and state powers and responsibilities distributed, shared, and limited by the United States Constitution?
2. How does legislation impact the global economy?

Unit Assessments:

Teacher Made Pre and Post Assessments

Frequent Formative Assessments

Learning Artifacts

Unit Tests

Civic Minded Project

Key Terms:

Delegated/enumerated powers

- Collect taxes
- Borrow money
- Regulate foreign and domestic commerce
- Make money
- Declare war
- Raise and support an army and navy
- Establish lower federal courts

Reserved powers

- Establish local governments
- Issue licenses (driver, hunting, marriage, etc.)
- Regulate intrastate commerce
- Conduct elections
- Ratify amendments to the United States Constitution
- Provide for public health and safety

Powers that are neither delegated to the national government or prohibited from the states by the United States Constitution

- setting legal drinking
- smoking ages

Shared/concurrent powers

- Creating and collecting taxes
- Building highways
- Borrowing money
- Making and enforcing laws
- Chartering banks and corporations
- Spending money for the betterment of the general welfare
- Government acquisition of private property for public use with fair compensation

9th & 10th Amendments

Agencies responsible for economic policy

- Federal Reserve
- Department of Labor
- Congress
- Bureau of Labor Statistics
- Bureau of Economic Analysis
- Office of Budget and Management

Types of economic policies

- Fiscal
- Monetary
- Supply-side
- Trade/tariff
- Labor market
- Taxes
- Subsidies & stimulus

Examples of application of economic policies

- Consumption
- Investment
- Regulation of monopolies
- Expansionary and contractionary
- Changes in government spending
- Changes in taxes
- Changes in the money supply
- Changes in the interest rate
- Changes in tariffs and trade relations

Impact of economic policies

- Inflation/deflation
- High/Low Interest Rates
- National debt
- Increase/decrease in import prices
- Increase/decrease in net exports (the measure of total national trade)

Roles in the world economy

- Imports
- Exports
- Trade negotiations
- Economic stabilization
- Economic growth
- World Trade Organization
- International Monetary Fund

Unit 3: Federalism

10-17% Exam Weighting | 17 Class Periods

Standards:

- CL.C&G.1 Understand the impact of the founding principles of the United States on federal and state government
- CL.C&G.2 Analyze the roles of the branches of government at the federal, state, and local levels
- CL.B.1 Understand how values, beliefs, and norms influence the American system of government
- CL.E.1 Understand the role of government in both federal and state economies

Topic		Learning Objectives From Standards	Instructional Resources
3.1	What is Federalism?	<p>CL.C&G.1.1 Explain the influence of the founding principles on state and federal decisions using primary and secondary source documents</p> <ul style="list-style-type: none"> ● The focus is the effects of the founding principles on decisions. ● Students must be able to demonstrate they understand how the founding principles of government influenced or impacted decisions made at both the state and federal levels of government. ● Students must be able to use primary and secondary source documents as they work to master this objective. 	<p>The founding principles of a nation can influence decisions at all levels of government.</p> <p>The influence of a nation’s founding principles on the decisions of government are often expressed in its historical and contemporary documents.</p> <p>The written documents of a democratic nation and its states can reflect the fundamental principles that may include life, liberty, and the pursuit of happiness and can provide guidance.</p> <p>Activity 1: The “Federal” in Federalism Activity 2: T-Chart</p>
3.2	The Branches	<p>CL.C&G.2.2 Explain how the principle of federalism impacts the actions of state and local government</p> <ul style="list-style-type: none"> ● Students must be able to demonstrate their knowledge of federalism and their understanding of how it impacts what can be done by both state and local government. 	<p>The sharing of powers can contribute to the cooperation between branches of government and may help ensure that power is dispersed based on the responsibilities of each branch.</p> <p>Democratic systems may be structured to maintain a balance of power between branches of government and the divisions of authority responsible for ensuring that the basic needs of citizens are met.</p> <p>In political systems based on democratic rules and principles, the power to govern is shared between national and state/provincial governments and the ultimate power often lies with the people.</p> <p>Activity 3: Popular Sovereignty and Consent of the Governed Activity 4: Separation of Powers Activity 5: Jigsaw Activity 6: KWLA Activity 7: Article Comparison</p>

			Activity 8: Mind Map Activity 9: Crisis Collaboration
3.3	How a Bill Becomes a Law	<p>CL.B.1.1 Explain how values and beliefs influence the creation and implementation of public policy and laws</p> <ul style="list-style-type: none"> Students must be able to demonstrate they understand how values and beliefs cause the creation of policy and laws and how values and beliefs affect the ways laws and policy are implemented. 	<p>The values and beliefs of individuals and groups may influence the creation of public policy and legislation.</p> <p>The values and beliefs of individuals and groups may have influence on the passing of laws.</p> <p>The values and beliefs of individuals and groups may influence how laws and policies are implemented and carried out.</p> <p>Activity 10: Bill Becomes a Law?</p>
3.4	Impact of Decisions	<p>CL.E.1.1 Explain how the role federal and state governments play in economic decision-making impacts economic mobility, status, and quality of life of individuals living in America</p> <ul style="list-style-type: none"> Students must be able to demonstrate knowledge and understanding of how the decisions made by state and federal governments impact economic mobility, quality of life, and status. 	<p>Government decisions on regulations can play a critical role in the quality of life individuals and groups experience.</p> <p>The monetary and fiscal policy decisions of a government may have positive or negative consequences that alter the status or quality of life for individuals and groups.</p> <p>Activity 11: Policy Decisions Activity 12: Flow Chart</p>
3.5	Global Influence	<p>CL.E.1.2 Summarize the role of the United States and North Carolina in the world economy</p> <ul style="list-style-type: none"> Students must be able to demonstrate the ability to create a summary or abstract of what is presented in any oral, written, or graphic stimulus about the roles of both the United States and North Carolina in the global economy. 	<p>Economic interdependence between global, national, state, and local governments can lead to both cooperation and conflict within the global economy.</p> <p>The economic activity of a place or region can be encouraged or hindered by national and state laws and regulations.</p> <p>The economic role of a nation or state may be determined by its natural resources, the marketplace, and the laws and regulations of both foreign and domestic governments.</p> <p>Activity 13: NC Tweets Activity 14: Imports and Exports</p>
3.6	Local Government	<p>CL.C&G.2.3 Differentiate between the types of local governments in order to understand the role, powers, and functions each plays within an intergovernmental system</p> <ul style="list-style-type: none"> Students must be able to make a distinction between the various 	<p>The role, powers, and functions of a local government are determined by its municipal structure, resources available, and needs of the community.</p> <p>The ways in which local governments cooperate and compete to carry out their responsibilities</p>

		<p>types of local governments.</p> <ul style="list-style-type: none"> The core of this objective is for the student to demonstrate knowledge and understanding of the roles, powers, and functions that exist and that are carried out between both local governments and state and local governments (Intergovernmental). 	<p>can encourage effective coordination of their different priorities and prevent disputes and conflicts.</p> <p>Intergovernmental systems promote cooperative decision-making that helps ensure execution of policies through the effective flow of communication</p> <p>Activity 15: Interconnected Activity 16: Local Scenario Activity 17: NC Issues</p>
3.7	Civic Minded 3	<p>I.1.2 Supporting Questions</p> <ul style="list-style-type: none"> Identify related issues and problems related to the compelling question Formulate supporting questions 	<p>Activity 18: Think-Pair-Share</p>

Unpacked Instructional Resources

Activity 1: The “Federal” in Federalism

Using the iCivics lesson, students learn where the federal government gets its power and that government power in the United States is split between states and the federal government. They learn about express and implied powers, distinguish between federal powers and those reserved to the states (as well as shared powers), and contrast the federalist system of government with other choices the Founders might have made.

Activity 2: T-Chart

Students are given a chart with 4-5 scenarios listed that describe actions of state and local government in real world or hypothetical situations. Students complete the chart by writing brief explanations of how the principle of federalism impacts each of the actions described in the scenarios. In a pair-share, students share their written responses and then debrief as a whole class.

Activity 3: Popular Sovereignty and Consent of the Governed

Have students read the excerpts from Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. Scaffold how to Mark Up The Text. After reading, students should compare and contrast ideas relating to consent of the governed.

Activity 4: Separation of Powers

Provide students with first-hand experience about how the three branches of the United States government work together through separation of powers and a system of checks and balances. Students begin by learning about the composition of the legislative, executive and judicial branches of government. They work together in groups to read Articles I, II and III of the U.S. Constitution and identify the powers that each branch of government possesses.

Activity 5: Jigsaw

Have students complete a Jigsaw through the Legislative Branch. Use poster board for pieces if doing it in the classroom. Create a guided note sheet for students to use as a study guide.

- House of Representatives
- Senate
- Congress
- Key Questions to Answer:
 - Which party controlled the Senate before the elections? How many seats did each party have?
 - How many seats does each party currently have in the Senate?
 - How did the elections change the balance of power in the Senate? Which party now selects the Senate Majority Leader and all the Senate committee chairs?

- Which party controlled the House before the 2020 election? How many seats did this party have? How many seats are needed to control the House?
- Which party has a majority in the House after the 2020 election? Did they gain or lose seats in this election?
- What is the significance of one party controlling both houses of Congress and the White House?
- Students will want to note the current names and roles of Speaker of the House, House Majority Leader, House Majority Whip, House Minority Leader, House Minority Whip, Senate Majority Leader, Senate Majority Whip, Senate Minority Leader, Role: Senate Minority Whip

Activity 6: KWLA

Students will complete a KWLA chart to record the exploration of ideas and learning. This instructional practice is meant to be revisited often throughout the unit, to build in repeated review of notes and add the checks and balances of and on the executive branch. With the addition of the “A” to the traditional KWL chart, students are asked to develop critical thinking skills about the application of what they learn.

Students will:

- Access their existing or prior knowledge about the executive branch and the roles of the president.
- Strengthen their inquiry skills as they determine what they want to know about the executive branch and the roles of the president.
- Identify what they learn about the executive branch.
- Practice metacognition as they capture the relevance of what they learned and how it applies to what they already know or need to learn more about in order to be an informed citizen.

Activity 7: Article Comparison

Students compare Article III of the United States Constitution and Article IV of the North Carolina Constitution. In each Article, students circle the similarities and differences between the structures of both the national and state judicial systems. Based on the information circled, students create a 2-3 slide presentation differentiating the judicial system of the United States and North Carolina.

Activity 8: Mind Map

Have students create a mind map explaining the checks and balances. For a collaborative reflection, intentionally group students in order to fill in gaps. Have students discuss the branches and decide which branch is more powerful.

Activity 9: Bill Becomes a Law?

Students examine legislation from a current policy or bill before the state’s general assembly or local government (e.g., city, town, county, or Board of Education) to explain what value or belief may influence the state or local official’s decision on whether to support or oppose the bill. Students should determine what they would decide and why. Students should be able to explain how a state law differs from a federal law.

Activity 10: Crisis Collaboration

Explore the actions and relationships between different levels of government as they figure out what to do in response to COVID-19.

Activity 11: Policy Decisions

Students are assigned a state or federal economic policy decision. Students take on the hypothetical role of an investigative journalist and write a newspaper article summarizing the policy decision, the factors and events that caused the policy decision to be created, the impact of the policy decision on the economic status, the impact of the policy decision on the ability to improve their economic status (usually measured in income), and the overall quality of life for at least two identified groups (of the student’s choice) living in the United States.

Activity 12: Flow Chart

Students are given the choice of two decisions from which to create a flow chart: 1) the government’s decision to lower interest rates and 2) a state’s decision to increase sales taxes. The students’ flowcharts should provide a logical flow depicting impacts on the quality of life for citizens, any change in economic status of citizens, and the impact on economic mobility of citizens.

Activity 13: NC Tweet

Students read about a prominent industry within North Carolina. Students chart its product, history, technological evolution, and impact on the North Carolina and United states economies. Students summarize the role North Carolina plays in the world economy with a 250-character tweet.

Activity 14: Imports and Exports

Students review data on the largest foreign imports and exports from North Carolina. Students write a headline summarizing the role North Carolina plays in the world economy.

Activity 15: Interconnected

Students are provided scenarios related to different local governmental roles and powers. Students point out the ways local governments work together to address issues described in the scenarios by listing those things from each scenario.

Activity 16: Local Scenario

Students are assigned to 4-5 groups. Each group is assigned a local event or scenario of a public concern that crossed city-county boundary lines. Students decide which government would be responsible for the different portions of resolving the issue. On chart paper, groups create a graphic organizer illustrating the differentiation.

Activity 17: NC Issues

Students are divided into groups. Each group is given a past local or state event occurring in North Carolina. It is suggested to make connections to the ongoing Civic Minded activity. Each group discusses the event and prepares a pretend statement that the governor, mayor, or other local official would give to explain how the actions of the state or local government had to work within the bounds of federalism.

Activity 18: Think-Pair-Share

Students will use their compelling questions and support from the Founding Principles and documents to identify related issues and problems and formulate supporting questions. To practice making connections to Federalism, have students use think-pair-share to come up with similarities, differences, and relevance to a historical situation.

Additional Resources

[National Archives Congress Lessons Principles and Virtues](#)
[Forms of Government Map](#)
[Founding Documents](#)
[Oyez](#)
[2020 Civics Test](#)
[Working With Primary Sources](#)
[DocsTeach](#)

[CSPAN Legislative Branch](#)
[60 Second Civics](#)
[iCivics](#)
[Civic Calendar](#)
[PBLWorks](#)
[NC Go Open](#)
[NCD CPI Social Studies](#)
[Gilder Lehrman Resources](#)

[How a Bill Becomes a Law](#)
[United State Government](#)
[Branches of Government](#)
[Executive Branch](#)
[Legislative Branch](#)
[Judicial Branch](#)
[North Carolina](#)
[Dare County](#)

Assessments

Formative: teacher created pre-assessment, [56 Ways to Gather Evidence of Student Achievement](#)
Summative: teacher created post assessment, PBL: Civic Minded

UNIT 4: CIVIL LIBERTIES & CIVIL RIGHTS

Unit Overview

Thematic Focus:

The goal of this unit is why the rule of law is important and how the founding principles have impacted changes in the Constitution in order to ensure civil liberties and rights of American citizens.

Learning Objectives:

- Students will be able to
 - understand how values, beliefs, and norms influence the American system of government
 - understand the impact of the founding principles of the United States on federal and state government
 - analyze the roles of the branches of government at the federal, state, and local levels

Essential Questions:

1. What values and principles are basic to American constitutional democracy?
2. How have the founding principles created a balance between freedom and safety?
3. Explain how the Constitution is a living document.

Unit Assessments:

Teacher Made Pre and Post Assessments
Frequent Formative Assessments
Learning Artifacts
Unit Tests
Civic Minded Project

Key Terms:

Values/beliefs

- Community
- Cooperation
- Democracy
- Diversity
- Equality
- Freedom
- Liberty
- Justice
- Pacifism
- Patriotism
- Security
- Self-government
- Self-reliance
- Stability

Elements of due process

- Equality
- Fairness
- Equity
- Evidence

Freedom of speech

Freedom of religion

Freedom of the press

Right to assemble

Right to petition

Right to bear arms

Right to a fair trial

Right to counsel

Right to speedy trial

Rights against illegal search and seizure

Rights against excessive bail and fines

Rights against cruel and unusual punishment

18th and 21st Amendments

24th Amendment

26th Amendment

“Don’t Ask, Don’t Tell” policy

Immigration laws and policies

Patriot Act

Health Insurance Portability and Accountability Act

Family Educational Rights and Privacy Act

Religious Freedom

Restoration Act

Education Act

House Un-American Activities Committee

Affordable Care Act

Plessy v. Ferguson

Brown v. Board

Civil Rights Act 1964

Civil Rights Act of 1968

Citizens United v. Federal

Elections Commission

Obergefell v. Hodges

Elk v. Wilkins

Gideon v. Wainwright

Roper v. Simmons

Terry v. Ohio

Voting Rights Act of 1965

Fair Housing Act of 1968

3/5 Compromise

Separate but Equal

Emancipation Proclamation

American with Disabilities Act

Affirmative action

Grandfather Clause

Poll taxes

Literacy tests

Slave codes

Black codes

Sundown towns

Jim Crow law

Marriage laws

Chinese Exclusion Act

Redlining

Executive Order 9066

Plessy v. Ferguson

Dred Scott v. Sanford

Gerrymandering

18th Amendment

American Indian reservations

Bill of Rights

13th, 14th, 15th Amendments

19th Amendment

Indian Civil Rights Act

Title VII of Civil Rights Act

Title IX

Older Americans Act 1965

FDR Executive Order 8802

Truman Executive Order 9981

Kennedy Executive Order

11118

LBJ Executive Order 11141

Religious Freedom Act of

1978

Unit 4: Civil Liberties & Civil Rights

10-17% Exam Weighting | 17 Class Periods

Standards:

- CL.B.1 Understand how values, beliefs, and norms influence the American system of government
- CL.C&G.1 Understand the impact of the founding principles of the United States on federal and state government
- CL.C&G.2 Analyze the roles of the branches of government at the federal, state, and local levels

Topic		Learning Objectives From Standards	Instructional Resources
4.1	Rule of Law	<p>CL.B.1.1 Explain how values and beliefs influence the creation and implementation of public policy and laws</p> <ul style="list-style-type: none"> • Students must be able to demonstrate they understand how values and beliefs cause the creation of policy and laws and how values and beliefs affect the ways laws and policy are implemented. 	<p>The values and beliefs of individuals and groups may influence the creation of public policy and legislation.</p> <p>The values and beliefs of individuals and groups may have influence on the passing of law.</p> <p>The values and beliefs of individuals and groups may influence how laws and policies are implemented and carried out.</p> <p>Activity 1: The Value of Values Activity 2: Personalize The Rule of Law</p>
4.2	Founding Principles Influence	<p>CL.C&G.1.1 Explain the influence of the founding principles on state and federal decisions using primary and secondary source documents</p> <ul style="list-style-type: none"> • The focus is the effects of the founding principles on decisions. • Students must be able to demonstrate they understand how the founding principles of government influenced or impacted decisions made at both the state and federal levels of government. • Students must be able to use primary and secondary source documents as they work to master this objective. 	<p>The founding principles of a nation can influence decisions at all levels of government.</p> <p>The influence of a nation’s founding principles on the decisions of government are often expressed in its historical and contemporary documents.</p> <p>The written documents of a democratic nation and its states can reflect the fundamental principles that may include life, liberty, and the pursuit of happiness and can provide guidance for making decisions that uphold those principles.</p> <p>Activity 3: Matching the Founding Principle With State and Federal Decisions</p>
4.3	The Amendments	<p>CL.B.1.2 Explain how legislation, policy, and judicial rulings reflect changing norms and values in the United States</p> <ul style="list-style-type: none"> • Students must be able to demonstrate they understand how the norms and values of American society influence legislation, policy, and judicial decisions. 	<p>Legislative and judicial decisions may not always correlate to a society’s evolving norms and values.</p> <p>A change in a nation’s norms and values can lead to a transformation in laws, policies, and judicial decisions.</p> <p>Activity 4: Changing Norms. Changing Constitution</p>

			Activity 8: Immigration Activity 9: Amending the Constitution
4.4	Balancing Freedom & Safety	<p>CL.C&G.2.1 Compare how national, state, and local governments maintain order, security, and protect individual rights</p> <ul style="list-style-type: none"> Students must be able to demonstrate they have an understanding of the similarities and differences of how all levels of government maintain order and safety, as well as protect the rights of individuals. 	<p>Governments may use a variety of law enforcement practices to ensure order and justice.</p> <p>The functions of each branch of government can involve complex relationships between multiple levels of government in efforts to maintain order and security and protect the rights and welfare of citizens.</p> <p>State and local governments may have to request national resources to help address issues and problems they cannot fix on their own.</p> <p>Activity 5: Federalism Keeping Us Safe Activity 6: Rights Protected Activity 7: Numbered Heads Together</p>
4.5	Civic Minded 4	I.1.3 Gathering and Evaluating Sources	Activity 10: Liberty or Right? 30 Second Speech

Unpacked Instructional Resources

Activity 1: The Value of Values

The teacher provides students with cards that list the following values: community, cooperation, democracy, diversity, equality, freedom, liberty, justice, pacifism, patriotism, security, self-government, self-reliance, and stability. The teacher asks students to choose from the values and put them in order according to their own personal values.

Activity 2: Personalize the Rule of Law

On Jamboard, students will detail how they get to school each day using text and images. As a class watch [Court Shorts: Rule of Law](#). In groups, have students chart ways that the rule of law has an impact on daily life. Give each group a different topic (education, transportation, economy, trade, social media, etc). [Novel Ideas Only](#) share out. Conclude with a [Quick Write](#): How does the rule of law uphold the founding principles?

Activity 3: Matching the Founding Principle With State and Federal Decisions

Students are given two strips of paper: one listing a founding principle and one with an explanation of the founding principle's influence on a state or federal decision. The students read various primary source documents of state and federal decisions that are posted around the room and place their strips on the correct primary source. Once completed, each primary source should have the founding principle(s) that aligns to the decision and the statement(s) explaining the influence of the founding principle(s).

Activity 4: Changing Norms, Changing Constitution

Amendments often reflect the values and norms of society at the time when they were created and approved. Students select an amendment and explain the changing norms and values in American society that led to the amendment.

Activity 5: Federalism Keeping Us Safe

Students are given several documents to read, each describing government maintenance of order and security. Students create a triple Venn Diagram showing the similarities and differences in how federal, state, and local governments each maintain order and security.

Activity 6: Rights Protected

Students examine a law or judicial decision (e.g., Civil Rights Act 1964, Brown v. Board of Education, Tinker v. Des Moines, etc.). The students create a chart or graphic organizer comparing the ways in which individual rights have been protected on the national, state, and local levels of government in that law or judicial decision.

Activity 7: Numbered Heads Together

The Numbered Heads Together activity provides students with opportunities to collaborate in a variety of ways. Use Numbered Heads Together as a format to have a quick, collaborative discussion and to promote individual accountability. The focus here is to determine how the branches of government each individually provide a structure to maintain order and security while balancing the rights of citizens.

1. Divide students into groups of three.
2. Ask students in each group number off from one to three.
3. Ask students to discuss the branches of government using their notes from the previous unit.
4. Ensure that groups understand that each member of the group must be able to discuss the topic, answer the question(s), or recap the learning from the task if called upon.
5. Select a random number (from 1 to 3) corresponding to a number of a group member.
6. Assuming the random number selected is 3, select one or two of the students who numbered off as “3” to discuss/recap the learning. Additional “3” students can also contribute by adding new information to the previous response(s).

Activity 8: Immigration

Many Americans feel strongly about issues involving the rights of immigrants and will cite their beliefs or values in support or opposition to immigration rights. Students explain how norms have changed and influenced legislation, even if individual beliefs or values have not changed.

Activity 9: Amending the Constitution

Ask students to read and analyze legislation and write down any clarification and discussion questions that come to mind while reading. Form groups around similar questions and ask students to research answers from a source, such as a news article. Have groups present their findings and lead a discussion about changing norms and values and transformation in laws, policies, and judicial decisions.

Activity 10: Liberty or Right? 30 Second Speech

For the Civic Minded project, students have now chosen an important issue, found support for it using primary resources, and made a local connection to it (NC at minimum). Students will now decide if it is a liberty or a right as they find specifically what needs to be addressed and how. Students should now be able to decide whether this issue is in violation of what is stated in the Bill of Rights, impacts individual safety for citizens, etc. Students should complete a 30 Second Speech on their issue. A 30 second speech is just like a verbal quickwrite. Students must fill the entire 30 seconds talking about their topic. As a scaffold, let students use their notes, or let them talk to a shoulder partner first, then a small group, then whole. Let students write and reflect on the experience.

Additional Resources

[Principles and Virtues](#)
[Forms of Government Map](#)
[Founding Documents](#)
[Oyez](#)
[2020 Civics Test](#)
[Working With Primary Sources](#)
[DocsTeach](#)

[60 Second Civics](#)
[iCivics](#)
[Civic Calendar](#)
[PBLWorks](#)
[NC Go Open](#)
[NCD CPI Social Studies](#)
[Gilder Lehrman Resources](#)

[United State Government](#)
[Branches of Government](#)
[Executive Branch](#)
[Legislative Branch](#)
[Judicial Branch](#)
[North Carolina](#)
[Dare County](#)

Assessments

Formative: teacher created pre-assessment, [56 Ways to Gather Evidence of Student Achievement](#)
Summative: teacher created post assessment, Civic Minded Project

UNIT 5: THE COURTS

Unit Overview

Thematic Focus:

The goal of this unit is to introduce the structure of the federal and state judicial system.

Learning Objectives:

- Students will be able to
 - understand how values, beliefs, and norms influence the American system of government
 - analyze how the judicial, legal, and political systems of the United States and North Carolina embody the founding principles of government

Essential Questions:

1. How do changing norms and beliefs impact the judicial system?
2. How does the judicial system provide equal protection for all?
3. Analyze how the Constitution supports judicial decisions.

Unit Assessments:

Teacher Made Pre and Post Assessments

Frequent Formative Assessments

Learning Artifacts

Unit Tests

Civic Minded Project

Key Terms:

Article III of the US Constitution
Article IV of the NC Constitution
Judiciary Act of 1789
Equal Protection Clause of the 14th Amendment
Types of jurisdiction

- Original
- Appellate
- Exclusive

District (trial) courts
Circuit courts
Supreme Court

- State Supreme Court
- The Appellate Courts
- Superior Court
- District Courts

Trial jurisdiction
Appellate jurisdiction

United States Constitution
North Carolina Constitutions
Judicial review
Judicial restraint
Judicial activism
Founder's intent
Strict constructionism
Loose constructionism
Jurisprudence
Statutory interpretation
Civil cases
Criminal cases
Jury
Grand jury
Plaintiff
Prosecution
Defense
Jury trial
Bench trial
Judge
Mediation/ arbitration
Rules of evidence
Magistrates
Witnesses

Scopes Trial
Plessy v. Ferguson
Brown v. Board of Education
Tinker v. Des Moines
Citizens United v. Federal Elections Commission
Obergefell v. Hodges
Ledbetter v. Goodyear
Lilly Ledbetter Fair Pay Act
United States v. Nixon
National Federation of Independent Business v. Sebelius
Goss v. Lopez
Grutter v. Bollinger
Texas v. Johnson
Swann v. Charlotte
Mecklenburg
Loving v. Virginia

Unit 5: The Courts

10-17% Exam Weighting | 17 Class Periods

Standards:

- CL.B.1 Understand how values, beliefs, and norms influence the American system of government
- CL.C&G.4 Analyze how the judicial, legal, and political systems of the United States and North Carolina embody the founding principles of government

Topic		Learning Objectives From Standards	Instructional Resources
5.1	Judicial Rulings	<p>CL.B.1.2 Explain how legislation, policy, and judicial rulings reflect changing norms and values in the United States</p> <ul style="list-style-type: none"> • Students must be able to demonstrate they understand how the norms and values of American society influence legislation, policy, and judicial decisions. 	<p>Legislative and judicial decisions may not always correlate to a society’s evolving norms and values.</p> <p>A change in a nation’s norms and values can lead to a transformation in laws, policies, and judicial decisions.</p> <p>Activity 1: Influencing Change Activity 2: Newspaper Editorial</p>
5.2	Federal vs State Law	<p>CL.C&G.4.1 Differentiate the judicial systems of the United States and North Carolina in terms of structure, jurisdiction, and how each provides for equal protection</p> <ul style="list-style-type: none"> • Students must be able to determine how the structures of both the national and state judicial systems facilitate equal protection under the law. • Students must be able to determine how the power, right, or authority to interpret and apply the law (jurisdiction) facilitates equal protection under the law. 	<p>The different levels of the judiciary have varying jurisdictions and at times are at odds with each other over interpretations of equal protection.</p> <p>Jurisdiction limits the power of a court to hear certain cases and prevents confusing and contradictory orders and decisions.</p> <p>The laws and constitutions of both federal and state governments have rules about the power and limits of courts to hear cases.</p> <p>Although each has different jurisdiction, equal protection forces federal and state judicial systems to make fair and impartial decisions, rulings, and orders.</p> <p>Activity 3: Four Corners Activity 4: Comparing Constitutions Activity 5: Judicial Decisions Activity 6: Real or Hypothetical? Activity 7: Court of Appeals</p>
5.3	Adversarial Nature	<p>CL.C&G.4.2 Differentiate the structure and function of state and federal courts in order to understand the adversarial nature of each</p> <ul style="list-style-type: none"> • Students must be able to determine the distinctions between the structure of state courts and federal courts. • Students must be able to 	<p>A nation’s judicial system can include adversarial groups which must find ways to resolve conflict and balance competing interests</p> <p>The adversarial system of the courts can be slow and cumbersome, but maximizes the chances that all relevant facts and arguments will be placed before a judge or jury and works to ensure equal protection of individual rights</p>

		<p>determine the distinctions between the function of state courts and federal courts.</p> <ul style="list-style-type: none"> Students must be able to demonstrate knowledge and understanding of what is meant by the phrase “adversarial nature of the courts.” 	<p>Activity 8: Case Role Play Activity 9: The Courtroom</p>
5.4	Living Constitutions	<p>CL.C&G.4.3 Exemplify how the constitutions of the United States and North Carolina have been interpreted and applied since ratification</p> <ul style="list-style-type: none"> Students must be able to use material presented to them to come up with new examples of interpretations of both the United States and North Carolina Constitutions. 	<p>The distribution of both federal and state power, according to the constitutions of each, has been interpreted differently over time</p> <p>The interpretation of laws may or may not align to the tenets outlined in a constitution and may contradict the constitutional principles upon which a nation or state was founded</p> <p>Activity 10: NC Case Study Activity 11: Brown v. Board</p>
5.5	Civic Minded 5	I.1.3 Gathering and Evaluating Sources	Activity 12: Research

Unpacked Instructional Resources

Activity 1: Influencing Change

Students create a cause-and-effect graphic organizer showing how the Supreme Court cases of Plessy v. Ferguson and Brown v. The Board of Education of Topeka, Kansas. The graphic organizer should: 1) Reflect the values of the time period they were decided; 2) Reflect the changing norms of the time period they were decided; and 3) Explain how those changing norms influenced the Brown decision.

Activity 2: Newspaper Editorial

Students are assigned one of the founding principles and asked to respond to the prompt in the form of a newspaper editorial: How consistent has the Supreme Court been in upholding the Founding Principles? In their response, students must evaluate one Supreme Court decision and explain the extent to which it upheld the assigned founding principle.

Activity 3: Four Corners

The teacher identifies four places in the room and labels them to form a human likert scale: 1) Strongly consistent; 2) Consistent; 3) Slightly consistent; 4) Not consistent at all. The corners represent the level of consistency the statements have with the founding principles. The teacher reads statements or descriptions of a variety of policies and decisions that were made by the Federal government, North Carolina government, other state governments, and the Supreme Court. Students listen and then decide which corner in which they want to stand. Once in their corners, students should be given time to discuss (with those in that corner) why they chose the characteristic of that corner. The teacher has each group share some reasons they agreed upon.

Activity 4: Comparing Constitutions

Students compare Article III of the United States Constitution and Article IV of the North Carolina Constitution. In each Article, students circle the similarities and differences between the structures of both the national and state judicial systems. Based on the information circled, students create a 2-3 slide presentation differentiating the judicial system of the United States and North Carolina.

Activity 5: Judicial Decisions

Students are given decisions from both the United States Supreme Court and North Carolina Supreme Court to read. Students write two paragraphs in which they differentiate which of the decisions best provided equal protection and use evidence from the judicial decision to support their argument.

Activity 6: Real or Hypothetical?

Students are given a chart listing 5-10 brief descriptions of real or hypothetical court cases. Make sure the list includes both federal and state cases. Students will read each case and determine the jurisdiction each case would come under and explain which court should hear the case and why.

Activity 7: Court of Appeals

Students look at organizational charts of the United States Court of Appeals and the North Carolina Appellate Courts. Students determine which structures within the two systems are designed to bring about equal protection. Students share their thoughts with a shoulder partner. After sharing, the shoulder partners create an infographic illustrating their thoughts.

Activity 8: Case Role Play

Students are assigned to a group and asked to role play either a criminal or civil court case. In their role play, students identify the purpose and/or goal of the two sides. After each group has presented their skit, each student writes a Broadway review for one skit. The Broadway review should reflect on the adversarial nature presented in the role play of the skit and include evidence from the skit supporting the important points they choose to include in their review.

Activity 9: The Courtroom

Students study a diagram of a state/federal courtroom involved in a civil or criminal case. The diagram should include different people, the roles they play, and how they affect the outcome of the court case. Students circle those items that represent the adversarial nature of the court, identify each item they circle, and explain their responses in a brief paragraph.

Activity 10: NC Case Study

The teacher gives students a historical or contemporary case presented in North Carolina courts. Students review the case and come up with their own example of how they think the court might have interpreted the case based on both the United States and North Carolina Constitutions using criteria appropriate for their example interpretation selected from the following: judicial restraint, judicial activism, founder's intent, strict constructionism, loose constructionism, jurisprudence, and statutory interpretation.

Activity 11: Brown v. Board

Based on their understanding of the Brown v. Board of Education Supreme Court decision, students craft their own pretend decision based on the "Founder's Intent" interpretation of the U.S. Constitution.

Activity 12: Research

For the Civic Minded project, students will now locate a credible variety of primary and secondary sources in order to support their compelling and supporting questions. They should be able to summarize the central ideas and meaning of the sources.

Additional Resources

[Principles and Virtues](#)
[Forms of Government Map](#)
[Founding Documents](#)
[Oyez](#)
[2020 Civics Test](#)
[Working With Primary Sources](#)
[DocsTeach](#)

[60 Second Civics](#)
[iCivics](#)
[Civic Calendar](#)
[PBLWorks](#)
[NC Go Open](#)
[NCD CPI Social Studies](#)
[Gilder Lehrman Resources](#)

[United State Government](#)
[Branches of Government](#)
[Executive Branch](#)
[Legislative Branch](#)
[Judicial Branch](#)
[North Carolina](#)
[Dare County](#)

Assessments

Formative: teacher created pre-assessment, [56 Ways to Gather Evidence of Student Achievement](#)

Summative: teacher created post assessment, Civic Minded Project

UNIT 6: JUSTICE FOR ALL

Unit Overview

Thematic Focus:

The goal of this unit is for students to learn how the American legal system functions in order to ensure freedom, equality, and justice for all.

Learning Objectives:

- Students will be able to
 - understand how values, beliefs, and norms influence the American system of government
 - analyze the various responsibilities of individuals living in the United States in terms of citizenship, civic participation, and the political process
 - analyze how the judicial, legal, and political systems of the United States and North Carolina embody the founding principles of government
 - understand the role geography plays in civic participation, legislation, and public policy
 - understand how individual rights and the American system of government have evolved over time

Essential Questions:

1. How does the American legal system ensure equity for all citizens?
2. Analyze the role geography plays in securing the founding principles of the American legal system.

Unit Assessments:

Teacher Made Pre and Post Assessments

Frequent Formative Assessments

Learning Artifacts

Unit Tests

Civic Minded Project

Key Terms:

Justice	Brown v. Board of Education	Individual rights
Freedom	Plessy v. Ferguson	<ul style="list-style-type: none">• Freedom of speech
Civil Rights Act of 1964	Mapp v. Ohio	<ul style="list-style-type: none">• Freedom of religion
Civil Rights Act of 1968	Gideon v. Wainwright	<ul style="list-style-type: none">• Freedom of the press
Voting Rights Act of 1965	Obergefell v. Hodges	<ul style="list-style-type: none">• Right to assemble
Fair Housing Act of 1968	Loving v. Virginia	<ul style="list-style-type: none">• Right to petition
3/5 Compromise	Tinker v. Des Moines	<ul style="list-style-type: none">• Right to bear arms
Separate but Equal	Dred Scott v. Sandford	<ul style="list-style-type: none">• Right to a fair trial
Emancipation Proclamation	Griggs v. Duke Power Co.	<ul style="list-style-type: none">• Right to counsel
American with Disabilities Act	Swann v. Mecklenburg	<ul style="list-style-type: none">• Right to speedy trial
Affirmative action	Walkouts (East L.A. Walkouts & Sal Castro, Adkin High School Walkouts in Kinston, North Carolina, etc.)	<ul style="list-style-type: none">• Rights against illegal search and seizure
14th Amendment	Montgomery Bus Boycott	<ul style="list-style-type: none">• Rights against excessive bail and fines
Voting	Greensboro Sit-ins	<ul style="list-style-type: none">• Rights against cruel and unusual punishment
DeJure	ERA Marches	
Segregation	Protest: Red Summer	Homestead Act
Relocation	Stonewall Uprising	Border Security for America Act of 2017
Immigration	Organized protest for environmental justice movement	Latinx Migration
Elements of due process	Takeover of Bureau of Indian Affairs	Indian Reservation System
<ul style="list-style-type: none">• Equality	American Indian Movement	Immigration and Customs Enforcement
<ul style="list-style-type: none">• Fairness	Occupation of Alcatraz	Chinese Exclusion Act
<ul style="list-style-type: none">• Equity	Responses to 9/11 attacks	Immigration and Nationality Act
<ul style="list-style-type: none">• Evidence	Japanese American responses to Executive Order 9066	Water crisis in Flint, MI
Redlining	American Indian responses to Battle of Hayes Pond	Toxic Substances Control Act
Assimilation	Responses to natural disasters	Residential Lead-Based Paint Hazard Reduction Act of 1992
Acculturation	Surviving the Great Depression	Clean Water Act
Wage inequalities	American Indian ability to maintain identity and culture despite efforts of assimilation	Safe Drinking Water Act
A. Phillip Randolph	Holocaust survivors	“Not in my backyard” (NIMBY)
Rosa Parks	African American response to Tulsa Race Massacre	
James Meredith		
Adam Clayton Powell, Jr.		
Martin Luther King, Jr.		
Greensboro Four		
John Lewis		
Elizabeth Cady Stanton		
Susan B. Anthony		
Dolores Huerta		
Cesar Chavez		
Frederick Douglass		
Lucretia Mott		
Harvey Milk		
Jennifer Keelan-Chaffins		

Unit 6: Justice for All

10-17% Exam Weighting | 17 Class Periods

Standards:

- CL.B.1 Understand how values, beliefs, and norms influence the American system of government
- CL.C&G.3 Analyze the various responsibilities of individuals living in the United States in terms of citizenship, civic participation, and the political process
- CL.C&G.4 Analyze how the judicial, legal, and political systems of the United States and North Carolina embody the founding principles of government
- CL.G.1 Understand the role geography plays in civic participation, legislation, and public policy
- CL.H.1 Understand how individual rights and the American system of government have evolved over time

Topic		Learning Objectives From Standards	Instructional Resources
6.1	Justice	<p>CL.C&G.4.4 Assess how effective the American system of government has been in ensuring freedom, equality, and justice for all</p> <ul style="list-style-type: none"> ● Students must be able to demonstrate the ability to make criteria based judgements about how effectively freedom, equality, and justice have been provided in the American system of government. 	<p>Some individuals and groups of a nation may not experience the same access to freedom, equality, and justice as others.</p> <p>National ideals on freedom, equality, and justice may not be attainable or equitable for everyone when the laws, policies, and the actions of government do not align with its founding principles.</p> <p>Activity 1: JFK Quote Assessment Activity 2: Letter to My Representative</p>
6.2	Due Process	<p>CL.C&G.4.5 Summarize the importance of both the right to due process of law and the individual rights established in the Bill of Rights in the American legal system</p> <ul style="list-style-type: none"> ● Students must be able to demonstrate the ability to create a summary or abstract of the importance of the right to due process within the American legal system. ● Students must be able to demonstrate the ability to create a summary or abstract of the importance of individual rights established in the Bill of Rights within the American legal system. 	<p>The historical events in a nation's government can lead to the development of constitutional principles that protect the rights of all people.</p> <p>Unequal application of the law can be a violation of the right to due process of law and individual rights guaranteed to both citizens and non-citizens under the American system of government.</p> <p>Citizen protections, under the law in democratic systems, are designed to prevent unreasonable, unfair, or arbitrary treatment by the government.</p> <p>Activity 3: Due Process Flip Card Activity 4: Individual Rights Flipgrid</p>

6.3	Individual Rights	<p>CL.H.1.3 Interpret historical and current perspectives on the evolution of individual rights in America over time, including women, tribal, racial, religious, identity, and ability</p> <ul style="list-style-type: none"> • Students must be able to paraphrase historical and current perspectives on how the principle of individual rights has evolved in the United States, from colonial self-government to present-day, paying specific attention to women, tribal, racial, religious, identity, and ability groups. • Students must be able to study and address examples across time, in various geographic regions of the United States and at various levels of government. • Students must be able to examine multiple perspectives presented in historical and current competing narratives as they work to master this objective. 	<p>People may view or interpret the facts of history subjectively which can create differing opinions.</p> <p>People interpret history and contemporary events differently based on their lived experiences, culture, and political lens.</p> <p>Interpretations of the evolution of the rights of marginalized groups can lead to multiple and competing narratives of their treatment</p> <p>Activity 5: Visualizing Voting Rights</p>
6.4	Proof	<p>CL.C&G.4.6 Critique the extent to which women, indigenous, religious, racial, ability, and identity groups have had access to justice as established in the founding principles of government</p> <ul style="list-style-type: none"> • Students must be able to make a judgement of how much or how little access to justice, as outlined in the founding principles of the nation, that various groups in the United States have had, paying specific attention to women, indigenous, religious, racial, ability, and identity groups. 	<p>National ideals on justice may not always be attainable or equitable for everyone.</p> <p>Both de facto rules and practices and de jure recognition of segregation may hinder access to justice.</p> <p>Separate and unequal standards of justice for different racial, religious, ability, and identity groups can lead to conflict.</p> <p>When the rights of people are protected through effective justice systems, pathways are created for inclusion, equity, and equal opportunity.</p> <p>Access to democratic rights and freedoms may be denied or granted to a group based on access to fair and equal treatment</p> <p>Activity 6: Access to Justice Activity 7: Case Critique</p>

6.5	Discrimination	<p>CL.B.1.4 Explain how individual values and societal norms contribute to institutional discrimination and the marginalization of minority groups living under the American system of government</p> <ul style="list-style-type: none"> • Students must be able to demonstrate an understanding of how both individual values and norms of society contribute to discrimination of various groups within society. • Students must be able to demonstrate an understanding of how both individual values and norms of society contribute to the marginalization of minority groups within society. <p>CL.H.1.6 Exemplify ways individuals have demonstrated resistance and resilience to inequities, injustice, and discrimination within the American system of government over time</p> <ul style="list-style-type: none"> • Students must be able to use material presented to them to come up with appropriate examples of how people have been able to resist and endure inequities, injustice, and discrimination within the American system of government. 	<p>Values and beliefs of some groups may influence political actions and policies that affect the lived experiences of others.</p> <p>Policies created to benefit particular groups in society can lead to discrimination and marginalization of other groups and individuals.</p> <p>Government policies and practices that are not designed to represent all people can lead to discriminatory behavior and practices which deny some individuals and groups rights that should be enjoyed by all.</p> <p>The various behaviors and tools people use as strategies of resistance and resilience to oppressive circumstances can alter discriminatory practices that may exist within a nation's systems of government.</p> <p>The ability to recognize and resist discriminatory behaviors and practices and positively adapt within the context of adversity can equip individuals to overcome the negative impact of the inequities and injustices that may exist in a society.</p> <p>As individuals learn to successfully deal with challenges that result from inequities, injustices, and discrimination they may be able to overcome the negative consequences of the political, economic, and social disparities of marginalization and oppression.</p> <p>Activity 8: Chart It Out Activity 9: Effective Resistance Activity 10: NC Resistance</p>
6.6	Finding Equity	<p>CL.C&G.3.2 Compare strategies used by individuals to address discrimination, segregation, disenfranchisement, reconcentration, and other discriminatory practices that have existed in the United States</p> <ul style="list-style-type: none"> • Students must be able to discuss the similarities and differences 	<p>Strategies used to fight against practices that limit individual rights and freedoms may take many different forms in a democratic society.</p> <p>Challenges to laws and policies that discriminate against and limit the right to vote may be addressed in the courts</p>

		<p>among the strategies used to bring awareness to and fight against the different forms of discriminatory practices that have been used throughout the United States over time, paying specific attention to segregation, discrimination, disenfranchisement, and reconcentration.</p> <p>CL.H.1.4 Explain the impact of social movements and reform efforts on governmental change, both current and in the past</p> <ul style="list-style-type: none"> Students must be able to demonstrate their understanding of how changes enacted at various levels of government have resulted from the actions and demands of social movements and reform efforts that have occurred at various times in American history. 	<p>or through acts of civil disobedience.</p> <p>In a representative government, people often protest acts of disenfranchisement because it not only limits the right to vote but violates the principle of free elections.</p> <p>Civil disobedience may result when citizens believe that the government has not honored the responsibility to protect the rights of individuals within the society.</p> <p>Individuals and groups may question and demand change from a government that becomes oppressive and fails to protect the people’s rights and freedoms.</p> <p>A country’s founding principles and past experiences may influence the direction it takes when responding to demands for political and social reform.</p> <p>Activity 11: Addressing Discrimination Activity 12: Protesting Activity 13: Impact of ADA Activity 14: Affordable Health Care Act PSA</p>
6.7	Changes in Law	<p>CL.G.1.1 Explain how views on freedom and equality influence legislation and public policy on issues of immigration, migration, and the environment</p> <ul style="list-style-type: none"> Students must be able to demonstrate their knowledge and understanding of how the views people have about equality and freedom can be causes for the creation of laws and policies regarding immigration, migration, and environmental issues. <p>CL.H.1.5 Explain how the experiences and achievements of minorities and marginalized peoples have contributed to the protection of individual rights and “equality and justice for all” over time</p> <ul style="list-style-type: none"> Students must be able to demonstrate knowledge and 	<p>The people of a nation may agree on the philosophical principles of immigration, but disagree on the practical application of those principles.</p> <p>Views on freedom and equality can influence laws and policies on migration and immigration.</p> <p>Laws designed to expand or restrict the settlement or use of land may also restrict freedom and limit political, economic, and social equality.</p> <p>Activity 15: Border Security Activity 16: Chinese Exclusion Act Activity 17: Historical Marker Activity 18: Children’s Book</p>

		understanding of how the lived experiences and achievements of minority groups and marginalized people have influenced the protection of individual rights, equality, and justice, at various times throughout American history.	
6.8	Civic Minded 6	I.1.3 Gathering and Evaluating Sources	Activity 19: Continued Research

Unpacked Instructional Resources

Activity 1: JFK Quote Assessment

The teacher posts the following John F. Kennedy quote: “This nation, for all its hopes and all its boasts, will not be fully free until all its citizens are free.” Students pick an amendment, Supreme Court Case, law, piece of legislation, or government action related to freedom, equality, or justice from a provided list. Students evaluate their choice by assessing how effectively freedom, equality, and justice were preserved according to Kennedy’s quote. Students do this in an outline or essay format.

Activity 2: Letter to My Representative

Students are provided a summary of a recent government action related to freedom, equality, and justice. The students determine how effective the government was in ensuring freedom, equality, and justice for all. Students write a letter to their congressional representative concerning their viewpoint supported with evidence.

Activity 3: Due Process Flip Card

Given an article or document with information about a Supreme Court case based on due process of the law, students create a “flip card.” The front of the “flip card” should include a description of the case and a question beneath the summary that asks, “How did Due Process of the Law impact the decision?” The back of the flip card should include a summary of how the case supported the importance of due process and individual rights. In a pair-share, students share flip cards with classmates by having them read the front and try to discuss the answer that is on the back.

Activity 4: Individual Rights Flipgrid

Students are assigned to read the 5th, 6th, and 7th amendments to the United States Constitution. After reading each amendment, students create a 60-second Flipgrid-style video summarizing the importance of due process and individual rights in regard to each amendment.

Activity 5: Visualizing Voting Rights

Teachers give students documents with information to read about the evolution of voting rights for women in the United States. Based on the information in the documents, students create a visual representing their interpretation of what they read. The visual representation can be a drawing, painting, or graphic design. The visual may not include any writing-- only pictures, images, and symbols.

Activity 6: Access to Justice

Pairs of students work to complete a worksheet with information detailing judicial cases, laws, and decisions impacting a list of 5-8 marginalized groups. Each pair of students critique the group’s access to justice. The students assign a (+) to every piece of evidence that indicates the group had access to justice and a (-) to every piece of evidence that indicates they have not had access to justice. Students write a summary paragraph taking all the evidence into account critiquing the overall access to justice as established in the founding principles for the group.

Activity 7: Case Critique

Students choose a Supreme Court case and write one paragraph that critiques the extent to which women, indigenous, religious, racial, ability, and identity groups had access to justice as established in the founding principles.

Activity 8: Discrimination Speech

Students are given an issue concerning discrimination in the United States. The students create a 1-2 paragraph speech that could be presented at a congressional hearing regarding the issue. The speech should provide explanation on how societal norms and cultural or religious values have contributed to the discrimination or marginalization of a minority group affected by the issue.

Activity 9: Chart It Out

Given a chart listing 10-15 United States government laws, policies, or practices, students complete a chart based on the following categories: 1) The Law/policy/practice; 2) Values and beliefs that led to the law/policy/practice; 3) The groups the law/policy/practice discriminated against; and 4) The impact on American society.

Activity 10: Effective Resistance

The teacher gives students three hypothetical scenarios describing a situation involving an inequity, an injustice, and some type of discrimination. Based on the information in each scenario, students come up with their own examples of resistance for each situation. Students explain why their examples of resistance would be effective.

Activity 11: NC Resistance

Students are given a chart with the following historical events that occurred in North Carolina: 1) Durham resident Doris Lyon refuses to move to a seat in the back of a city bus 1943; 2) Adkin High School Walkout 1951; 3) Holy Week Fast, March 1964; and 4) UNC Cafeteria Workers Strike 1969. Students propose new examples of resistance different from those described about each event.

Activity 12: Addressing Discrimination

Students compare three movements that sought to address discrimination: 1) Movement #1 - focus on fighting segregation; 2) Movement #2 - focus on fighting disenfranchisement; and 3) Movement #3 - focus on fighting reconcentration. Students compare the strategies used in each movement using a triple Venn Diagram.

Activity 13: Protesting

The teacher gives students examples of various types of protest. The students use a Venn Diagram to compare the strategies used by each and the impact it had.

Activity 14: Impact of ADA

Students create a poster explaining the impact of the Americans with Disabilities Act (ADA) reform efforts for people with disabilities in the United States. The poster must identify the following: 1) A problem/(s) prior to the passing of the ADA; 2) Any information important to the reform efforts used to inform and address the problem/(s); 3) What the ADA legally requires; and 4) A clear depiction of the impact the reform efforts have had on governmental change as a result of the ADA.

Activity 15: Affordable Health Care Act PSA

Students create a Public Service Announcement (PSA) highlighting the factors that led to the creation of the Affordable Health Care Act. The PSA should be sure to share how the Affordable Health Care Act impacted governmental change.

Activity 16: Border Security

Students read primary source documents about the passing of the Border Security for America Act 2017. Students explain, in one paragraph, how views on freedom and equality influenced legislation on the Border Security for America Act 2017.

Activity 17: Chinese Exclusion Act

Students read primary source documents prior to the passing of the Chinese Exclusion Act. Students explain with a

flipgrid-like presentation how views on freedom and equality influenced legislation on the Chinese Exclusion Act.

Activity 18: Historical Marker

After learning about various women who contributed to voting rights, students create a historical marker that highlights the experiences of women who have demanded voting rights for all women. The historical marker should explain the impact these women had on equality for women over time. Finally, students write a short statement detailing where their historical marker will be placed and why that location is significant to the contributions detailed on the marker.

Activity 19: Children’s Book

After learning about various achievements of minorities, students choose the achievements of a minority or person from a marginalized group and create a 5-15 page children's book about the experiences and achievements they had and the impact they have left on equality and justice over time in the United States. The class may choose to give the book to classes in local elementary schools.

Activity 20: Continued Research

To continue their research, students will be able to determine the origin, context, and bias of their primary and secondary sources. Students will differentiate between facts and interpretation of sources and be able to evaluate competing historical narratives and debates among historians. Students will need to highlight how their primary sources support the argument for justice for all in regards to their compelling and supporting questions.

Additional Resources

- | | | |
|--|--|---|
| Principles and Virtues | 60 Second Civics | United State Government |
| Forms of Government Map | iCivics | Branches of Government |
| Founding Documents | Civic Calendar | Executive Branch |
| Oyez | PBLWorks | Legislative Branch |
| 2020 Civics Test | NC Go Open | Judicial Branch |
| Working With Primary Sources | NCD CPI Social Studies | North Carolina |
| DocsTeach | Gilder Lehrman Resources | Dare County |

Assessments

Formative: teacher created pre-assessment, [56 Ways to Gather Evidence of Student Achievement](#)
Summative: teacher created post assessment, Civic Minded Project

UNIT 7: IDEOLOGIES & BELIEFS

Unit Overview

Thematic Focus:

The goal of this unit is to teach students as the values and beliefs of society change and those changes are often reflected in legislative, executive, and judicial decisions. It is important to note that minorities and marginalized groups often challenge leaders to live up to the values and principles of a nation.

Learning Objectives:

- Students will be able to
 - understand how values, beliefs, and norms influence the American system of government
 - understand the role geography plays in civic participation, legislation, and public policy
 - analyze the various responsibilities of individuals living in the United States in terms of citizenship, civic participation, and the political process
 - understand how individual rights and the American system of government have evolved over time

Essential Questions:

1. What are the fundamental values and principles expressed in primary and secondary?
2. What is American political culture?
3. Explain the importance of adhering to constitutional values and principles in managing conflicts over diversity.

Unit Assessments:

Teacher Made Pre and Post Assessments
Frequent Formative Assessments
Learning Artifacts
Unit Tests
Civic Minded Project

Key Terms:

Caucuses
Primaries
Electoral College Party conventions
State Board of Elections
Local Board of Elections
Midterm elections
General elections
Presidential elections
Runoff elections
Special elections
Local/state/federal races
Ballot construction
Referendum
Recall
Peter Zenger Case
Watchdog
Investigation

Secret ballot
Voting machines
Volunteers
Poll workers
Early voting
Same day voting
Absentee voting
Straight ticket voting
North Carolina Election
Security Rules
North Carolina post-election procedures and audits
Democrat-Republican Party
Federalist Party
Whig Party
Democrat Party
Republican Party
Freedom of speech
Freedom of press

Voter disenfranchisement
Gerrymandering
Redistricting
United States Census
Population density
Disease/pandemics/epidemics
Location of polling stations
Natural disasters
Voter I.D. laws
Federal Communications Commission
Federal Trade Commission
Freedom of Information Act
The Privacy Act of 1974/Code of Fair Information Practice
Federal Communications Commission Regulations
Equal Time Rule

Unit 7: Ideologies & Beliefs

10-17% Exam Weighting | 17 Class Periods

Standards:

- CL.B.1 Understand how values, beliefs, and norms influence the American system of government
- CL.G.1 Understand the role geography plays in civic participation, legislation, and public policy
- CL.C&G.3 Analyze the various responsibilities of individuals living in the United States in terms of citizenship, civic participation, and the political process
- CL.H.1 Understand how individual rights and the American system of government have evolved over time

Topic		Learning Objectives From Standards	Instructional Resources
7.1	The Election Process	<p>CL.C&G.3.7 Assess the effectiveness of the election process at the national, state, and local levels</p> <ul style="list-style-type: none"> • Students must be able to demonstrate the ability to make criteria based judgements about the effectiveness of the processes in place for national, state, and local elections for instituting the will of the people. 	<p>Elected leaders are expected to represent the interests of the electorate.</p> <p>Elections allow citizens to determine who makes decisions at different levels of government and can contribute to greater civic participation and effective advocacy.</p> <p>Elections at all levels may allow citizens to guide the direction of public policy and limit the power of government.</p> <p>The processes and procedures of democratic elections are often established to ensure the integrity of the electoral system and the participation of qualified citizens.</p> <p>Activity 1: Who Won? Activity 2: NC Election Practices Activity 3: Think-Pair-Share</p>
7.2	Two-Party System	<p>CL.C&G.3.5 Explain how the two-party system has shaped the political landscape of the United States</p> <ul style="list-style-type: none"> • Students must be able to demonstrate understanding of how the two-party system has influenced American politics, campaigns, elections, and balance of power in government. 	<p>Competing political parties can play an important role in sparking debates that can lead to the creation of laws and government programs that benefit the people.</p> <p>The amount of influence of a political party or its platform may change over time.</p> <p>In a two-party system, the two dominant political parties control voting in most elections, at every level of government, and often win the majority of the elected offices.</p> <p>Activity 4: Charting the Shifts Activity 5: Two-Parties and the Electoral College Activity 6: History of the Two-Party System</p>

7.3	Planks	<p>CL.B.1.1 Explain how values and beliefs influence the creation and implementation of public policy and laws</p> <ul style="list-style-type: none"> Students must be able to demonstrate they understand how values and beliefs cause the creation of policy and laws and how values and beliefs affect the ways laws and policy are implemented. 	<p>The values and beliefs of individuals and groups may influence the creation of public policy and legislation.</p> <p>The values and beliefs of individuals and groups may have influence on the passing of laws.</p> <p>The values and beliefs of individuals and groups may influence how laws and policies are implemented and carried out.</p> <p>Activity 7: Cause-and-Effect Activity 8: Older Americans</p>
7.4	The Media	<p>CL.C&G.3.6 Distinguish the relationship between the media and government in terms of the responsibility to inform the American public</p> <ul style="list-style-type: none"> Students must be able to make a distinction between the responsibilities that are essential to the United States government and those essential to the media when it comes to informing the public. 	<p>A nation’s government may use information from the media to encourage public support.</p> <p>The relationship between media and government has a profound impact on the information to which the public has access.</p> <p>An unbiased and responsible media may help a nation live up to its democratic ideals.</p> <p>The news media acts as a watchdog to create public awareness and protect public interest against corruption, and has the power to influence the ways in which government operates and political leaders communicate.</p> <p>Activity 9: Becoming Aware of Bias Activity 10: Case Study-Responsibility of the Media Activity 11: Political Cartoons Activity 12: Bubble Map</p>
7.5	Geopolitics	<p>CL.G.1.2 Explain geopolitical and environmental factors which affect civic participation and voting in various regions of the United States</p> <ul style="list-style-type: none"> Students must be able to make judgments about the extent to which policies and judicial decisions have been consistent in adhering to the intentions of the founding principles, throughout the course of American government. 	<p>The values and beliefs of a nation change over time and can impact the decisions handed down by the courts.</p> <p>Citizens depend on the courts to interpret laws and policies that threaten individual rights and may challenge decisions that fall short of ensuring those protections for all people.</p> <p>Individuals and groups may demand change and reform when government policies do not align to the founding principles of government.</p> <p>Competing ideas about freedom, equality, and justice can lead to policies or decisions that do not align to the principles upon which a nation was founded.</p>

			Activity 13: Gerrymandering Activity 14: Polling Sites Activity 15: Geopolitics and Perspectives
7.6	Civic Minded 7	I.1.4 Developing Claims and Using Evidence	Activity 16: Developing Claims

Unpacked Instructional Resources

Activity 1: Who Won?
 Students examine a presidential election where the popular vote and the electoral vote differed. Students then respond to the prompt: To what extent was the election process effective? Students list several reasons to defend their position using specific examples from legislation as criteria for their argument.

Activity 2: NC Election Practices
 After having received instruction on North Carolina’s state election processes, students complete a chart assessing the effectiveness of the state election process by determining if a list of election practices and laws, listed by the teacher, are consistent with federal election laws. The chart should have a column for “Consistent”, a column for “Inconsistent”, and a column for “Unclear”. Students write a final statement justifying their assessment making sure to include examples to support their written assessment.

Activity 3: Think-Pair-Share
 Students evaluate an infographic showing the process flow of the caucus versus the process flow of the primary in a presidential election. Students work in pair-share groups to write a paragraph with the group’s assessment of the effectiveness of each process. Students write a final statement justifying one process over the other.

Activity 4: Charting the Shifts
 The teacher provides instruction on the shifting platforms of both the Democratic and Republican parties. The teacher gives students a timeline depicting pertinent events charting the shifts in both the Republican and Democratic parties. Using the timeline, students create a graphic organizer explaining how changing values and beliefs of both parties impacted freedom, equality, and justice and helped to transform the American government over time.

Activity 5: Two-Parties and the Electoral College
 Students create a graphic organizer to show the impact that the two-party system has had on the Electoral College.

Activity 6: History of the Two-Party System
 Students create a 60-second TikTok-style or Flipgrid-style video explaining how the historical development of the two-party system shaped the political landscape of the United States.

Activity 7: Cause-and-Effect
 While studying political platforms of the major political parties, students complete a cause-and-effect chart that identifies the values that are expressed by each plank and how the plank leads to law or policy. The chart should have the following column headings: 1) Column 1 - Lists the names of political parties; 2) Column 2 - Lists the values of each plank; 3) Column 3 - Explains how each plank became a cause leading to the creation of a law or policy.

Activity 8: Older Americans
 Students are assigned a speech that a state or national elected official has given about the rights of older Americans. After reading the speech, students take on the role of a person who is asked to give a rebuttal to the speech. In a 2-3 paragraph rebuttal the students will paraphrase the speech. The rebuttal must include the official’s perspective on the evolution of the rights of older Americans.

Activity 9: Becoming Aware of Bias

Using All Sites, discuss the most recent media bias chart. Then analyze a news headline for bias.

Activity 10: Case Study-Responsibility of the Media

The teacher finds and provides students with two examples (written or video) of a historical or contemporary/current issue involving the government and the American people. Students read or watch the information presented and make an outline of the things they find to be important about the media's role to inform the American people about the topic and what the media's responsibility is or should be, in relation to the government. Students then incorporate their thoughts in their outline into a short letter to the editor discussing the media's responsibility to inform the American people.

Activity 11: Political Cartoons

Given a packet of 3-4 teacher-selected political cartoons editorializing the relationship between the media and government, students choose one of the cartoons to analyze. In analyzing their chosen cartoon, students point out the aspects of the cartoon that are important in the media's responsibility to keep the American public informed.

Activity 12: Bubble Map

Students read a news article about the relationship between media and government. Students distinguish the important information from the article regarding the media's relationship with government and its responsibility to keep the American public informed by filling out a bubble map with relevant information in as many bubbles the student deems important.

Activity 13: Gerrymandering

Students craft a Public Service Announcement (PSA) explaining the reasons for and the effects of gerrymandering within the United States. Students share their ideas on ways to assure that eligible voters are not disenfranchised.

Activity 14: Polling Sites

The teacher gives students scenarios describing the locations of polling sites and election results in various communities. Students explain, in one paragraph, how the location of polling sites may have impacted how the voter cast their vote and the results of the election.

Activity 15: Geopolitics and Perspectives

Students read three perspectives on the evolution of individual rights for either racial or tribal groups in the United States. One document should present a perspective prior to 1860, one should present a perspective between 1860-1945, and one should present a perspective between 1945-1975. Students give their interpretation of what they read in each document by putting the words they read into their creation of a 2-3 minute commercial.

Activity 16: Developing Claims

Students will use their questions and sources to develop claims about how their topic is rooted in the ideologies and beliefs of the American government and its people. Students should chart their findings in a graphic organizer or mind map in order to examine change and continuity over time.

Additional Resources

[Principles and Virtues](#)
[Forms of Government Map](#)
[Founding Documents](#)
[Oyez](#)
[2020 Civics Test](#)
[Working With Primary Sources](#)
[DocsTeach](#)

[60 Second Civics](#)
[iCivics](#)
[Civic Calendar](#)
[PBLWorks](#)
[NC Go Open](#)
[NCD CPI Social Studies](#)
[Gilder Lehrman Resources](#)

[United State Government](#)
[Branches of Government](#)
[Executive Branch](#)
[Legislative Branch](#)
[Judicial Branch](#)
[North Carolina](#)
[Dare County](#)

Assessments

Formative: teacher created pre-assessment, Learning Artifacts

Summative: teacher created post assessment, midterm, Civic Minded Project

UNIT 8: WE THE PEOPLE

Unit Overview

Thematic Focus:

The goal of this unit is to bring the course to a finish by discussing what unites the American people.

Learning Objectives:

- Students will be able to
 - understand how values, beliefs, and norms influence the American system of government
 - analyze the various responsibilities of individuals living in the United States in terms of citizenship, civic participation, and the political process
 - understand the role geography plays in civic participation, legislation, and public policy
 - understand how individual rights and the American system of government have evolved over time

Essential Questions:

1. What makes an individual an American?
2. Explain the significance of civic participation.
3. Elaborate on how working together unites a nation.

Unit Assessments:

Teacher Made Pre and Post Assessments
Frequent Formative Assessments
Learning Artifacts
Unit Tests
Civic Minded Project

Key Terms:

Values/beliefs

- Community
- Cooperation
- Democracy
- Diversity
- Equality
- Freedom
- Liberty
- Justice
- Pacifism
- Patriotism
- Security
- Self-government
- Self-reliance
- Stability

Characteristics of Citizenship

- Natural born citizens
- Various types of visas
- Process of naturalization
- Responsibilities of citizens
- Duties of citizens
- Privileges of citizens
- Green Card

Laws/policies

- 13th, 14th, and 15th Amendments
- 18th and 21st Amendments
- 19th Amendment
- 24th Amendment
- 26th Amendment
- Separate but Equal
- Title IX
- Redlining
- Fair Housing Act

Judicial decisions

- Plessy v. Ferguson
- Brown v. Board
- Civil Rights Act 1964
- Citizens United v. Federal Elections Commission
- Obergefell v. Hodges
- Elk v. Wilkins
- Gideon v. Wainwright
- Roper v. Simmons
- Terry v. Ohio

Citizenship requirements

Naturalization process

Types of governments

- Oligarchy
- Constitutional democracy
- Direct democracy
- Representative democracy
- Monarchy
- Authoritarianism
- Theocracy
- Republicanism
- Socialism
- Socialist democracy
- Communism

Water pollution & sea levels

Scarcity

Global warming

Acid rain pollution

Ozone depletion

Land desertification

Decrease of forest coverage

Waste disposal

Natural disasters

Unit 8: We the People

10-17% Exam Weighting | 17 Class Periods

Standards:

- CL.B.1 Understand how values, beliefs, and norms influence the American system of government
- CL.C&G.3 Analyze the various responsibilities of individuals living in the United States in terms of citizenship, civic participation, and the political process
- CL.G.1 Understand the role geography plays in civic participation, legislation, and public policy
- CL.H.1 Understand how individual rights and the American system of government have evolved over time

Topic		Learning Objectives From Standards	Instructional Resources
8.1	Contributions	<p>CL.H.1.2 Compare competing narratives of the historical development of the United States and North Carolina in terms of how each depicts race, women, tribes, identity, ability, and religious groups</p> <ul style="list-style-type: none"> • Students must be able to discuss similarities and differences between written, visual, and oral narratives, from contrasting sources, and the picture these narratives portray of the development of both the United States and North Carolina • These contrasting sources need to include the voices of women, racial, tribal, religious, identity, and ability groups. 	<p>Informational and historical documents can present competing ideas about the contributions that various groups bring to the development of a nation or state.</p> <p>Competing narratives concerning the contributions of various individuals and groups to the development of a nation or state are often constructed around a linear series of events.</p> <p>Activity 1: Comparing Contributions Activity 2: Perspectives of Reconstruction</p>
	Diversity	<p>CL.B.1.3 Explain how the values and beliefs regarding freedom, equality, and justice have helped transform the American system of government</p> <ul style="list-style-type: none"> • Students must be able to demonstrate they understand how diverse American beliefs and values concerning freedom, equality, and justice change government policies and practices. 	<p>Laws, policies, and practices often reflect a society's values and can determine the manner in which individuals experience freedom, equality, and justice.</p> <p>As a society evolves, diverse or changing beliefs and values can lead to demands for change in laws, policies, and practices.</p> <p>When the written values and beliefs of a government do not align with the treatment of its citizens, individuals and groups may protest and demand the passing of laws that grant equal and just treatment, which can lead to reforms that can transform society.</p> <p>Activity 3: Mission Statement</p>
8.2	Citizenship and Naturalization	<p>CL.C&G.3.3 Summarize the changes in process, perception, and the interpretation of United States citizenship and naturalization</p>	<p>Requirements for citizenship often reflect the changing values and desires of a nation.</p> <p>The perception and interpretation of who should</p>

		<ul style="list-style-type: none"> Students must be able to demonstrate the ability to create a summary or abstract of changes in the process, perception, and interpretation of United States citizenship and naturalization. 	<p>be a citizen may change based on the groups in power and the values and desires of civic factions.</p> <p>Activity 4: Janus Activity 5: Create a Political Cartoon Activity 6: Change in Perception</p>
8.3	Responsibilities, Duties, and Privileges	<p>CL.C&G.3.1 Differentiate citizenship and civic participation in terms of responsibilities, duties, and privileges of citizens</p> <ul style="list-style-type: none"> Students must be able to determine what is and is not applicable to the responsibilities, duties, and privileges of United States citizenship. Students must be able to determine the responsibilities, duties, and privileges that are significant to civic participation in the United States. 	<p>Citizens have the responsibility to be aware of their rights and the limits on those rights when it comes to fair and equal treatment under the law.</p> <p>A representative government may not work effectively without the participation of informed citizens who know their duties and responsibilities and abide by both.</p> <p>While responsibilities are things people do to be good citizens, their civic duties ensure that the democratic values written into a nation's constitution are upheld.</p> <p>Citizens enjoy privileges that may increase when used responsibly, but can decrease when they are not.</p> <p>Stable governments need a citizenry that understands and abides by their duties and responsibilities.</p> <p>Activity 7: Scenario Matching Activity 8: Duty, Responsibility, or Privilege?</p>
8.5	Citizenship in America	<p>CL.C&G.3.4 Compare citizenship in the American constitutional democracy to membership in other types of governments</p> <ul style="list-style-type: none"> Students must be able to describe and discuss the similarities and differences of being a citizen of American Democracy to being a citizen of another form of government. 	<p>Citizenship can look different depending on the type of government system or founding principles of a nation.</p> <p>The rights and responsibilities of citizenship vary based on the government type or founding principles of a nation.</p> <p>Constitutional and legal criteria which define citizenship in a nation may change with the change of laws and leadership.</p> <p>The political, religious, and economic freedoms provided to citizens of a democratic nation are often accompanied by the responsibility of active civic participation at the individual, community, state, and national levels.</p> <p>Activity 9: Naturalization Comparison Activity 10: Citizenship Postcard</p>

			Activity 11: Evolution of Individual Rights of People with Disabilities
8.6	Working Together	<p>CL.G.1.3 Exemplify how the United States interacts with international governments to navigate global environmental issues</p> <ul style="list-style-type: none"> Students must be able to use material presented to them to come up with new examples representing the various ways the United States works with foreign governments to address issues pertaining to the environment. 	<p>When nations collaborate to protect the environment, they can encourage collective actions for common solutions and help leverage resources to manage emerging environmental issues.</p> <p>A nation's policy and funding decisions may affect environmental issues around the world.</p> <p>A nation's commitment to work multilaterally with other nations to improve environmental issues across the globe is often supported by its foreign policy and funding decisions.</p> <p>Activity 11: Treaty Time Activity 12: Environmental Agreements</p>
8.7	Civic Minded 8	I.1.4 Developing Claims and Using Evidence	Activity 13: Using Evidence

Unpacked Instructional Resources

Activity 1: Comparing Narratives

Students read several competing narratives about the involvement and contributions of groups or people during the American Revolutionary War. Students then use the information from the narratives to complete a chart comparing how the following four groups were depicted in the narratives: women, American Indians, African Americans, and Quakers. The chart should have the following column headings: 1) Column 1 - Four rows listing one of the four groups on each row; 2) Column 2 - Narrative A Information; 3) Column 3 - Narrative B Information; 4) Column 4 - Narrative C Information (Optional if Using 3 Narratives); and 5) Column 5 - Student's comparison of what the narratives say about at least two of the four groups listed.

Activity 2: Perspectives of Reconstruction

Students read two narratives representing two different perspectives of Reconstruction within North Carolina in regards to freedmen. Students complete a Janus figure representing the two different perspectives of the historical narratives.

Activity 3: Mission Statement

From a list of topics generated by the teacher, students choose a topic identifying a change in the American system of government (e.g., voting requirements or regulations, citizenship status or protections, rights of individuals, etc.). The students use the topic to create a one-paragraph mission statement that shares how values and beliefs regarding freedom, equality, and justice contributed to changing or completely transforming the American system of government.

Activity 4: Janus

The teacher has students read both historical and current articles (e.g., newspaper, magazine, pamphlets, etc.) about citizenship processes in the United States). Students create a Janus figure summarizing the changing processes for citizenship. One half of the Janus figure summarizes the historical articles and the other half summarizes the current articles. Once completed, students write a final statement summarizing the evolution of the changes.

Activity 5: Create a Political Cartoon

Students read about the changes in the citizenship process over time. Students create a political cartoon with a 1-2 sentence

summary that summarizes how the process changed over time.

Activity 6: Change in Perception

Students read two political cartoons about naturalization in the United States from two different eras of history. Students write a headline summarizing the change (if any) in perception of naturalization of immigrants over time.

Activity 7: Scenario Matching

Students are given a set of scenarios. Each scenario asks the students to identify, match, or point out what represents responsibilities, duties, and privileges of citizens of the United States.

Activity 8: Duty, Responsibility, or Privilege?

The teacher draws or tapes a straight line somewhere in the class, the hallway, or somewhere outside. The students line up on the line and listen to the teacher read a statement based on a definition, description, or scenario of a duty, responsibility, or privilege. The teacher instructs students to move to the right or left of the line based on if they think what was read was a privilege or a duty, a responsibility or a privilege, or a responsibility or a duty. A statement might be: "Mary has just turned 18 and is eager to vote. If you think this is Mary's responsibility, step to the left. If you think it is her duty, step to the right." The students would then move to the side of the line they think is correct.

Activity 9: Naturalization Comparison

Students compare another country's process for becoming a citizen. Students complete a graphic organizer comparing the United States' naturalization process to that other country's process for becoming a citizen.

Activity 10: Citizenship Postcard

Students write a journal entry as a visitor to the United States from a foreign country (or vice versa) in which the student describes how being a citizen is similar and different in the two places.

Activity 11: Evolution of Individual Rights of People with Disabilities

Students are assigned a text to read that highlights the evolution of individual rights of people with disabilities. After reading the text, students create a news report paraphrasing the information they read.

Activity 11: Treaty Time

In small groups, students review a current environmental treaty of which the United States is included. Students create an example of a new treaty regarding environmental issues and decide what 5-8 items would need to be included to have other countries sign onto their treaty.

Activity 12: Environmental Agreements

Students look at a list of international environmental agreements of the last century. After reviewing the agreements and the stance of the United States on each one of the agreements, students create an example of a new international agreement the United States would take part in.

Activity 13: Using Evidence

Students will analyze causes, effects, and correlations of their findings on the American people. Students should be able to consider diverse backgrounds as they chart historical, modern day, and future impacts.

Additional Resources

[Principles and Virtues](#)
[Forms of Government Map](#)
[Founding Documents](#)
[Oyez](#)
[2020 Civics Test](#)

[60 Second Civics](#)
[iCivics](#)
[Civic Calendar](#)
[PBLWorks](#)
[NC Go Open](#)

[United State Government](#)
[Branches of Government](#)
[Executive Branch](#)
[Legislative Branch](#)
[Judicial Branch](#)

Assessments

Formative: teacher created pre-assessment, Learning Artifacts
Summative: teacher created post assessment, midterm, Civic Minded Project

UNIT 9: CIVIC MINDED

Unit Overview

Thematic Focus:

The goal of this unit is to finalize the project based learning opportunities in this course. Throughout the course, students have used inquiry and problem solving to make personal connections with a chosen issue. This unit will have students communicate their findings and take action. Students must address the Inquiry Standards while reviewing the Civic Literacy standards. The ISTE standards have been incorporated in order to develop student voice and choice through this student-driven learning experience.

For example: A student may be passionate about taking care of our beaches and decide to propose a bill to eliminate straws. In order to successfully tackle this issue, this student would need to know current legislation in regards to littering and waste at federal, state, and local levels, have a grasp on local culture and environmental trends, and be able to predict an economical impact of eliminating straws. This student would also need to be able to relate how the founding principles would influence or hinder the passing of this legislation and how individual rights might be impacted.

Learning Objectives:

Students will be able to

- ask compelling questions
- identify supporting questions
- gather and evaluate sources
- develop claims and use evidence
- communicate ideas
- take informed action

Students will be able to

- analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.
- understand how values, beliefs, and norms influence the American system of government.
- understand the impact of the founding principles of the United States on federal and state government.

- analyze the roles of the branches of government at the federal, state, and local levels.
- analyze the various responsibilities of individuals living in the United States in terms of citizenship, civic participation, and the political process.
- analyze how the judicial, legal, and political systems of the United States and North Carolina embody the founding principles of government.
- understand the role of government in both federal and state economies.
- understand the role geography plays in civic participation, legislation, and public policy.
- understand how individual rights and the American system of government have evolved over time.

Students will be able to

- leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Essential Questions:

1. How can I make change in my community?
2. What is my role in civics?

Unit Assessments:

PBL: Civic Minded
 Teacher Made Civics Exam
 Naturalization Civics Exam

Key Terms:

Varies based on students' choice.

Unit 9: Civic Minded

10-17% Exam Weighting | 17 Class Periods

Standards:

- Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions

Topic		Learning Objectives From Standards	Instructional Resources
9.1	Civic Minded 9	<p>I.1.5 Communicating Ideas</p> <ul style="list-style-type: none"> • Construct written, oral, and multimedia arguments • Support arguments with evidence and reasoning while considering counterclaims • Use proper formatting in citing sources for arguments • Develop new understandings of complex historical and current issues through rigorous academic discussions • Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues 	Activity 1: Communicate Ideas
9.2	Civic Minded 10	<p>I.1.6 Taking Informed Action</p> <ul style="list-style-type: none"> • Generate ideas through which the inquiry facilitates change • Devise a plan to enact change based on the results of the inquiry • Organize and take individual or collaborative action in order to affect change and inform others 	Activity 2: Take Action
9.3	Final	Students will be able to communicate what they have learned throughout the semester.	Activity 3: Final

Unpacked Instructional Resources

Activity 1: Communicate Ideas

Students will create a multimedia presentation in order to express their ideas, findings, and proposals.

Activity 2: Take Action

Students at minimum will create a plan on how to address the issue they researched.

Activity 3: Final

The final should be offered as a choice board which will allow students to showcase what they have learned using their strengths. Provide students with a rubric at the beginning of the semester and provide coaching through the process.

Additional Resources

[ISTE Standards for Students Principles and Virtues](#)
[Forms of Government Map](#)
[Founding Documents](#)
[Oyez](#)
[2020 Civics Test](#)
[Working With Primary Sources](#)
[DocsTeach](#)

[10 ideas for digital end-of-semester final projects](#)
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[Canva](#)
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[Executive Branch](#)
[Legislative Branch](#)
[Judicial Branch](#)
[North Carolina](#)
[Dare County](#)

Assessments

Formative: teacher created pre-assessment, [56 Ways to Gather Evidence of Student Achievement](#)
Summative: teacher created post assessment, Civic Minded Project