

Conceptual Curriculum Map (CCM)

Content Area: Social Studies

Course: Global Issues and Civics

Grade Level: 10-12

Unit 1	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Understand the patterns of history and use this to inform future decisions. Analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems. (CT1) 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe: Media Literacy and Structure/Function of Government (13 Classes)	<p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. (General Political Systems)</p> <p>CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. (General about Constitution, laws, etc)</p> <p>CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.</p> <p>CIV 9–12.7 Apply civic virtues and democratic principles when working with others.</p> <p>CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</p>	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> - Acquisition of power, authority and sovereignty - Structures and dynamics of government(s) - Concepts of a democracy - The roles and responsibilities within a government - Foundations of the US Government - Advantages and disadvantages of different governmental systems - Impact of government on people - How governments need to be flexible and adapt to new circumstances - How different government systems can 	<p><i>We chose this set of conceptual ideas because...</i></p> <p>This unit will establish the framework for the skills and fundamental understandings that students will be building upon for the rest of the semester.</p> <p>Developing strong media literacy skills is the cornerstone to finding, interpreting, and understanding information in order to be an engaged and informed citizen. The initial mini-unit on media literacy will set the expectations for the ethical and responsible use of information and research throughout the rest of the course.</p> <p>Furthermore, students need to learn about the formation and structure of various governments and what they mean for a country's citizens. This will allow students to</p>

	<p>AASL A.I.1. Formulating questions about a personal interest or a curricular topic.</p> <p>AASL A.IV.1. Determining the need to gather information.</p> <p>AASL B.IV.3. Systematically questioning and assessing the validity and accuracy of information.</p> <p>AASL D.IV.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</p> <p>AASL A.II.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>AASL A.VI.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</p> <p>AASL C.III.2. Involving diverse perspectives in their own inquiry processes.</p> <p>AASL C.IV.1. Accessing and evaluating collaboratively constructed information sites.</p> <p>AASL A.VI.1. Responsibly applying information, technology, and media to learning.</p> <p>AASL D.VI.1. Personalizing their use of information and</p>	<p>impact society nationally and internationally</p> <ul style="list-style-type: none"> - Constitutions may limit government in order to protect individual rights and promote the common good -Civic Participation empowers people to make changes in their government. -Active listening, respectful disagreement, and evidence-based argumentation are essential traits of constructive civil discourse -Developing media literacy skills is a vital part of being an engaged citizen 	<p>compare the advantages and disadvantages of different government systems.</p>
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	information technologies. AASL D.VI.2. Reflecting on the process of ethical generation of knowledge.		
Unit 2	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Develop and refine a claim based on the synthesis of multiple sources. • Examine a claim for meaning and analyze the source's context, audience, purpose, and perspective. • Reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking. (CT2) 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe: American Government Processes (11 classes)	<p>CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. (Specific to US Constitution)</p> <p>CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</p> <p>CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</p>	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> - How rights are structured based on the Constitution -Checks and balances and separation of powers are embedded within the Constitution to balance the power between the branches of government - The Constitution is a "living document" that is able to adapt to societal changes over time - The process by which the Legislative branch makes laws, how the Executive Branch carries out those laws, and how the Judicial branch reviews and interprets laws - To evaluate the effectiveness and efficiency of the US government system -How to independently 	<p><i>We chose this set of conceptual ideas because...</i></p> <p>This unit outlines the concepts of a democracy, with a focus on the United States, the functions of the three branches and the system of checks and balances that governs them. Studying the foundations of the American Government, including the founding documents (their functionality and adaptability), will allow students to better grasp the concepts embedded within the rest of the course - especially those concepts related to civic engagement and participation.</p> <p>Specifically, this unit delves into the role of the branches in creating laws. Understanding this process is essential to understanding our democracy.</p>

	<p>ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist.</p> <p>AASL A.I.1. Formulating questions about a personal interest or a curricular topic.</p> <p>AASL B.IV.3. Systematically questioning and assessing the validity and accuracy of information.</p> <p>AASL D.IV.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</p> <p>AASL A.II.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>AASL A.VI.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</p> <p>AASL A.VI.1. Responsibly applying information, technology, and media to learning.</p> <p>AASL D.VI.1. Personalizing their use of information and information technologies.</p>	<p>evaluate the trustworthiness of sources and practicing lateral reading/fact checking</p>	<p>This unit more closely examines the structure and purpose of The Constitution so students can better understand how it impacts their lives, the legal system, and the American government as a whole.</p>
Unit 3	<p>Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Engage in respectful discourse with others when faced with different perspectives. 		

	<ul style="list-style-type: none"> • Demonstrate the characteristics of a responsible citizen in society. • Respectfully engage with others in constructive and critical dialogue, and take initiative needed to accomplish a shared goal. (C) 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe: Civic Engagement (4 classes)	<p>CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present. (Specific to US)</p> <p>CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. (general citizens/institutions)</p> <ul style="list-style-type: none"> • Compare and contrast strategies and tactics used by individuals/ institutions/organiza tions • Explain why citizens have a responsibility to affect positive change in their communities <p>CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p>GEO 9–12.1 Evaluate the impact of economic activities and political</p>	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> - Roles and responsibilities of citizens - In a democracy, power is derived from the consent of the governed - Participation empowers people to make changes in their government - Challenges to the democratic process and civic engagement - How a democracy is able to listen to the majority while also protecting the rights of the minority - Why participation is important, and what potential obstacles might arise - The different levels of civic participation valued in different government types - Why citizens have a responsibility to affect positive change in their communities - Why conflict arises when beliefs, desires, and interests do not reflect those of the federal, 	<p><i>We chose this set of conceptual ideas because...</i></p> <p>In this unit, students will now delve deeper into their own role in our government including the importance of becoming engaged through voting, protest, and other forms of informed action.</p> <p>To encourage civil discourse, it’s essential to understand the political parties and the differences in political perspectives. This understanding will build on the foundational understandings of the US Government and Constitution developed in units one and two and help students better understand how different groups/parties attempt to shape the country through the democratic system.</p>

	<p>decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>AASL B.IV.3. Systematically questioning and assessing the validity and accuracy of information.</p> <p>AASL D.IV.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</p> <p>AASL A.II.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>AASL A.VI.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</p> <p>AASL C.III.2. Involving diverse perspectives in their own inquiry processes.</p> <p>AASL A.VI.1. Responsibly applying information, technology, and media to learning.</p> <p>AASL D.VI.1. Personalizing their use of information and information technologies.</p>	<p>state, and local government (e.g. indigenous groups, civil rights, etc)</p> <ul style="list-style-type: none"> - How the distribution of funds from both state and national sources impacts citizens in various regions - The purposes and impacts of different fiscal and monetary policy tools and their impacts -The role of political parties in the democratic process --How to engage respectful civil discourse 	
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Unit 4	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Understand the patterns of history and use this to inform future decisions. Analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems. 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe: Global Issues/International Relations (12 classes)	<p>CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p>CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p> <p>CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</p> <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>AASL A.I.1. Formulating questions about a personal interest or a curricular topic.</p> <p>AASL A.IV.1. Determining the need to gather information.</p> <p>AASL B.IV.3. Systematically questioning and assessing the validity and accuracy of</p>	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> - How countries cooperate or compete with one another on a global scale - Social, political, and economic challenges faced by humans around the world - Under what circumstances, if any, countries have a duty to intervene in the affairs of other countries - The impact of treaties and international agreements - The role of NGOs and cooperative multinational organization in addressing international issues and human rights concern - Perception of global issues can be shaped and impacted by cultural, social, political, economic factors 	<p><i>We chose this set of conceptual ideas because...</i></p> <p>In this unit, students will analyze how different value systems impact domestic and foreign policy decisions.</p> <p>Given the interdependence of the modern world, students will build on their understanding of the United States government to better understand how the United States interacts with other countries on a global stage through cooperation, competition, intervention and diplomacy.</p> <p>Additionally, students will use a more global lens to evaluate challenges faced by other countries to evaluate if and when foreign intervention and/or humanitarian aid is necessary.</p> <p>Finally, this unit will require students to apply their understanding of global issues, civic engagement, media</p>

	<p>information.</p> <p>AASL D.IV.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</p> <p>AASL A.II.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>AASL A.VI.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</p> <p>AASL C.III.2. Involving diverse perspectives in their own inquiry processes.</p> <p>AASL C.IV.1. Accessing and evaluating collaboratively constructed information sites.</p> <p>AASL A.VI.1. Responsibly applying information, technology, and media to learning.</p> <p>AASL D.VI.1. Personalizing their use of information and information technologies.</p> <p>AASL D.VI.2. Reflecting on the process of ethical generation of knowledge.</p>		<p>literacy, and the role of the U.S. in global politics to propose and defend a solution to a real world issue.</p>
Units 1-4	<p>Long-Term Outcomes/Transfer Goals:</p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Examine a claim for meaning and analyze the source's context, audience, purpose, and perspective. 		

	<ul style="list-style-type: none"> • Demonstrate the characteristics of a responsible citizen in society. • Exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community. (C&I) 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe: Media Literacy, Current Events & Informed Action (Throughout the semester embedded in each unit totalling approximately 15 classes)	<p>CIV 9–12.7 Apply civic virtues and democratic principles when working with others.</p> <p>CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles</p> <p>CIV 9–12.9 Use appropriate deliberative processes in multiple settings.</p> <p>CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p>CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p> <p>HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.</p> <p>AASL A.I.1. Formulating questions about a personal interest or a curricular topic.</p> <p>AASL A.IV.1. Determining the need to gather information.</p>	<p><i>Students will understand...</i></p> <p>-Developing media literacy skills is a vital part of being an engaged citizen</p> <p>- How to identify reliable, credible and trustworthy resources for the purpose of conducting research.</p> <p>-How to independently evaluate the trustworthiness of sources and practicing lateral reading/fact checking</p> <p>-The ethical vs. unethical uses of AI technology.</p> <p>- How to analyze a resource for content accuracy as well as biases that may be present.</p> <p>- The importance of respecting the opinions and views of others in order to foster respectful discourse.</p> <p>-Active listening, respectful disagreement, and evidence-based argumentation are essential traits of constructive civil discourse</p>	<p><i>We chose this set of conceptual ideas because...</i></p> <p>Media literacy skills are arguably the most important skills for a modern student to understand. These skills will be introduced in Unit 1 and built upon throughout the course of all four units, students will be able to continually practice and receive feedback. Media literacy skills will allow them to think critically about the media they consume daily (fact checking, determining bias, finding credible sources) and engage in respectful conversations with others.</p> <p>Students will apply their media literacy skills to research and take informed action within their community. Through research and discussion, students will determine how to best share their viewpoints with stakeholders in the community, state, and/or nation. This experience will demonstrate the importance of civic engagement.</p>

	<p>AASL B.IV.3. Systematically questioning and assessing the validity and accuracy of information.</p> <p>AASL D.IV.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</p> <p>AASL A.II.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>AASL A.VI.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</p> <p>AASL C.III.2. Involving diverse perspectives in their own inquiry processes.</p> <p>AASL C.IV.1. Accessing and evaluating collaboratively constructed information sites.</p> <p>AASL A.VI.1. Responsibly applying information, technology, and media to learning.</p> <p>AASL D.VI.1. Personalizing their use of information and information technologies.</p> <p>AASL D.VI.2. Reflecting on the process of ethical generation of knowledge.</p>	-	
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