

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

**United States Political Systems  
College Prep  
Advanced College Prep  
Honors  
Grades 11-12**

**2024**

**(Last revision date: 2015)**

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# United States Political Systems

## Grades 11-12

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

## CORE VALUES AND BELIEFS

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

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

According to Section 10-221a of the Connecticut General Statutes “no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed...at least a one-half credit course on civics and American government.” In high school Civics and Government courses, students study the United States government as they investigate the rights and responsibilities of citizens in a democracy. Students will explore foundational documents, structure and function of government, political participation, and civic engagement. Studying the United States government is important because it equips citizens with the knowledge and understanding necessary to effectively participate in and influence the democratic processes that shape their society.

United States Political Systems and United States History are deeply interconnected, as the principles, structures, and functions of American government have been shaped by historical events and decisions. Understanding the historical context in which key policies were developed, constitutional amendments were made, and landmark Supreme Court decisions were issued provides essential insights into the evolution of the country's political system. This integrated approach illuminates how past events and societal changes have influenced the current workings of the U.S. government, enabling a more comprehensive understanding of its complexities and guiding principles.

## COURSE GOALS

*The following course goals are derived from the Connecticut Social Studies Standards for Civics and Government (2023)*

### **Inquiry Standards**

#### **Dimension 1: Develop Questions and Plan Inquiries**

CG. Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.

CG. Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

CG. Inq.1.c. Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.

### Dimension 2: Apply Disciplinary Concepts and Tools

CG. Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.

### Dimension 3: Evaluate Sources and Use Evidence

CG. Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

CG. Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

CG. Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

### Dimension 4: Communicate Conclusions and Take Informed Action

CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).

CG.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about political issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

CG.Inq.4.e. Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens.

CG.Inq.4.f. Evaluate and implement strategies for individual and collective action to address local, regional, and global problems in classrooms, schools, and out-of school civic contexts.

## **Civics and Government Content Standards**

### **Foundations of American Democracy**

CG.His.5.a. Analyze how interpretations of the social contract theory of government influenced the founding of the United States government (e.g., Thomas Hobbes, Jean-Jacques Rousseau, John Locke).

CG.Civ.4.a. Explain how the Declaration of Independence and United States Constitution contributed to the establishment of a federal democratic republic (e.g., popular sovereignty, federalism).

CG.Civ.4.b. Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government (e.g., separation of powers, checks and balances, necessary and proper clause, supremacy clause, 10th Amendment).

CG.Civ.4.c. Explain how the United States Constitution has been adapted and interpreted in response to societal changes in both historical and contemporary contexts (e.g., amendments, Marbury v. Madison, Brown v. Board of Education, Tinker v. DesMoines, Obergefell v. Hodges).

CG.Civ.4.d. Explain how federalism led to conflict between states and the federal government (e.g., healthcare, suffrage, taxation).

CG.Civ.8.a. Identify how the structure of state and local governments promote democratic principles and public participation (e.g., boards of education, Connecticut General Assembly, municipal government).

CG.Civ.8.b. Evaluate how different levels of government work to promote civic virtue and enact democratic principles (e.g., municipal, state, and federal).

CG.Civ.14.a. Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States (e.g., law-making, federal court system, Constitutional amendments, Supreme Court decisions, exercising Constitutional rights).

CG.Civ.14.b. Analyze advocacy and activism in the United States related to a contemporary human rights issue using the United States Constitution and other historical sources (e.g., youth activism, journalism, social media, whistleblowers, protestors, strikes, boycotts, petitions, resistance).

## Structure and Function of Government

CG.Civ.1.a. Distinguish between the functions of local, state, tribal, and national governments in response to challenges (e.g., court decisions, executive orders, legislation, sovereignty, states rights).

CG.Civ.1.b. Distinguish between the powers and responsibilities of local, state, and federal election officials in facilitating free and fair election processes.

CG.Civ.2.a. Analyze how the structures of the United States state and local governments represent different models of democracy (e.g., direct democracy, representative government).

CG.Civ.2.b. Analyze the role and effectiveness of the legislative branch in addressing constituent and societal needs (e.g., Article I, Section 8 of the United States Constitution, elections, political polling, representation, constituent services).

CG.Civ.3.a. Analyze how elections and the electoral process are executed and maintained by constitutions and laws in the United States (e.g., voter registration, transfer of power, Electoral College, federalism).

CG.Civ.3.b. Analyze how federal and state court systems are articulated and maintained by constitutions and laws in the United States (e.g., District Courts, Circuit Courts, Appellate Court, Supreme Court).

CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).

CG.Civ.6.a. Critique geopolitical relationships and their impact on governments, civil societies, and/or economic markets (e.g., North Atlantic Treaty Organization, United States–Mexico–Canada Agreement, Joint Comprehensive Plan of Action, Paris Agreement, World Health Organization).

CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O’Neill, Voting Rights Act of 1965, Rehabilitation Act).

CG.Civ.14.c. Analyze the impact of United States policy decisions on other nations (e.g., immigration, trade, arms support, sanctions).

CG.His.5.b. Analyze how historical contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).

## Political Participation and Engagement

CG.Civ.2.c. Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States (e.g., interest groups, media bias, political parties).

CG.Civ.10.a. Determine the extent to which elected officials represent constituent interests and perspectives (e.g., personal and professional experiences, policy positions, party affiliation, voting record).

CG.Civ.2.d. Analyze trends in access to voting, voter turnout, and voter representation over time (e.g., gerrymandering, reapportionment, redistricting, voter socialization).

CG.Civ.2.e. Analyze the rights and responsibilities of individuals in the United States (e.g., 4th Amendment, trial by jury, jury service, interacting with law enforcement, voting).

CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the vote campaigns, conscious consumerism).

CG.Civ.5.c. Evaluate the role of the media in addressing social and political problems or influencing elections (e.g., fourth estate, media bias, concentration of media ownership).

CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior.

## **The following course goals are derived from the Common Core Grades 6-12 Literacy in History/Social Studies.**

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**The following course goals are derived from the ISTE Technology Standards.**

ISTE 1.2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE 1.3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE 1.3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE 1.3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE 1.4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open ended problems.

ISTE 1.6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE 1.6d: Students publish or present content that customizes the message and medium for their intended audiences.

ISTE 1.7a: Students use digital tools to connect with learners from a variety of cultures, engaging with them in ways that broaden mutual understanding and learning.

ISTE 1.7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

ISTE 1.7c: Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

ISTE 1.7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.



## **COURSE ENDURING UNDERSTANDINGS**

### **Themes**

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding.

- Democratic Principles
- Civic and Political Institutions
- Processes, Rules and Laws
- Participation and Deliberation
- Rights and Responsibilities of Citizens

### **Students will understand...**

- what it means to be a citizen.
- how power and responsibility are distributed, shared, and limited in a government to meet the needs of its people.
- how a government works to balance the rights of the individual with the overall wellbeing of the society.
- the obligations and responsibilities of citizens in a democracy.
- the ways in which the American political system provides for choice and opportunities for participation.
- the role of political parties and factions in the U.S. political system.
- how the media and public interest groups both shape and reflect political and social interests.
- the role of new technologies in broadening the influence of public interest groups and in influencing elections and voting behavior.

## **COURSE ESSENTIAL QUESTIONS**

- What are the structures and functions of the United States government?
- How is the political system in the United States dependent upon the participation and civic engagement of its citizens?

## **COURSE KNOWLEDGE & SKILLS**

### **Students will know...**

- what it means to be a citizen
- how the role of the citizen has changed over time.
- the rights and responsibilities of citizens.
- how citizens influence solutions to both social and political problems.
- the different ways citizens can interact with their government and its institutions.
- how the American political system provides for choice and opportunities for participation.
- how power and responsibility are distributed, shared, and limited in a government to meet the needs of its people.
- how a government works to balance the rights of the individual with the overall wellbeing of the society.
- the role of political parties and factions in the American political system.

### **Students will be able to...**

- define democracy and its principles.
- identify the three branches of the federal government and their functions.
- understand the voter registration process in the State of Connecticut.
- craft thoughtful responses to questions on social and political issues using evidence to support ideas and arguments.
- utilize a number of ways to interact with their community.

## COURSE SYLLABUS

### **Course Name**

United States Political Systems

### **Level**

Honors

### **Prerequisites**

Required by the State of Connecticut  
Completion of 9th/10th grade Social Studies

### **General Description of the Course**

According to Section 10-221a of the Connecticut General Statutes “no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed...at least a one-half credit course on civics and American government.” In high school Civics and Government courses, students study the United States government as they investigate the rights and responsibilities of citizens in a democracy. Students will explore foundational documents, structure and function of government, political participation, and civic engagement. Studying the United States government is important because it equips citizens with the knowledge and understanding necessary to effectively participate in and influence the democratic processes that shape their society.

United States Political Systems and United States History are deeply interconnected, as the principles, structures, and functions of American government have been shaped by historical events and decisions. Understanding the historical context in which key policies were developed, constitutional amendments were made, and landmark Supreme Court decisions were issued provides essential insights into the evolution of the country's political system. This integrated approach illuminates how past events and societal changes have influenced the current workings of the U.S. government, enabling a more comprehensive understanding of its complexities and guiding principles.

### **Assured Assessments**

Throughout the course, students will have the opportunity to complete several assured assessments that will focus on improving literacy, writing, technology and critical thinking skills. These will vary based upon the current political landscape. There will also be a final exam that will measure student competency and understanding of the course content, concepts and skills.

### **Supplemental Texts**

McClenaghan, William A. Magruder’s American Government. Prentice Hall, 2013.  
The United States Constitution

## COURSE SYLLABUS

### **Course Name**

United States Political Systems

### **Level**

Advanced College Prep

### **Prerequisites**

Required by the State of Connecticut  
Completion of 9th/10th grade Social Studies

### **General Description of the Course**

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### **Assured Assessments**

Throughout the course, students will have the opportunity to complete several assured assessments that will focus on improving literacy, writing, technology and critical thinking skills. These will vary based upon the current political landscape. There will also be a final exam that will measure student competency and understanding of the course content, concepts and skills.

### **Supplemental Texts**

Remy, Richard C., et al. *United States Government: Our Democracy*. McGraw Hill Education, 2016.

The United States Constitution

## COURSE SYLLABUS

### **Course Name**

United States Political Systems

### **Level**

College Prep

### **Prerequisites**

Required by the State of Connecticut  
Completion of 9th/10th grade Social Studies

### **General Description of the Course**

According to Section 10-221a of the Connecticut General Statutes “no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed...at least a one-half credit course on civics and American government.” In high school Civics and Government courses, students study the United States government as they investigate the rights and responsibilities of citizens in a democracy. Students will explore foundational documents, structure and function of government, political participation, and civic engagement. Studying the United States government is important because it equips citizens with the knowledge and understanding necessary to effectively participate in and influence the democratic processes that shape their society.

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### **Supplemental Texts**

Remy, Richard C., John J. Patrick, et al. *Building Citizenship: Civics and Economics* .  
McGraw-Hill Education, 2014.  
The United States Constitution

## UNIT 1 Foundations of American Democracy

### **Unit Goals**

*Throughout the course of this unit students will:*

CG.His.5.a. Analyze how interpretations of the social contract theory of government influenced the founding of the United States government (e.g., Thomas Hobbes, Jean-Jacques Rousseau, John Locke).

**CG.Civ.4.a. Explain how the Declaration of Independence and United States Constitution contributed to the establishment of a federal democratic republic (e.g., popular sovereignty, federalism).**

**CG.Civ.4.b. Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government (e.g., separation of powers, checks and balances, necessary and proper clause, supremacy clause, 10th Amendment).**

**CG.Civ.4.c. Explain how the United States Constitution has been adapted and interpreted in response to societal changes in both historical and contemporary contexts (e.g., amendments, *Marbury v. Madison*, *Brown v. Board of Education*, *Tinker v. Des Moines*, *Obergefell v. Hodges*).**

CG.Civ.4.d. Explain how federalism led to conflict between states and the federal government (e.g., healthcare, suffrage, taxation).

CG.Civ.8.a. Identify how the structure of state and local governments promote democratic principles and public participation (e.g., boards of education, Connecticut General Assembly, municipal government).

CG.Civ.8.b. Evaluate how different levels of government work to promote civic virtue and enact democratic principles (e.g., municipal, state, and federal).

**CG.Civ.14.a. Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States (e.g., law-making, federal court system, Constitutional amendments, Supreme Court decisions, exercising Constitutional rights).**

**CG.Civ.14.b. Analyze advocacy and activism in the United States related to a contemporary human rights issue using the United States Constitution and other historical sources (e.g., youth activism, journalism, social media, whistleblowers, protestors, strikes, boycotts, petitions, resistance).**

## **Unit Identifications**

- article
- amendment
- authoritarian
- bicameral
- confederacy
- consent of the governed
- constitution
- democracy
- dictatorship
- divine right
- federalism
- federal system
- government
- judicial review
- limited government
- monarchy
- natural rights
- oligarchy
- representative democracy
- republic
- social contract
- sovereignty
- state of nature
- supremacy clause
- unicameral
- unitary system

## **Unit Essential Questions**

- What are the purposes of government?
- What principles guide different types of governments?
- What influence did English tradition and Enlightenment philosophers have on the development of the United States and its government?
- How did the structure and function of colonial governments contribute to the evolving notion of American democracy and eventually lead to revolution against the British?
- What principles found in the Declaration of Independence will be integral to the creation of the American government?
- Why was America's first government, the Articles of Confederation, eventually replaced with the Constitution?
- How did the Constitutional Convention reflect compromises between the states' competing interests?

- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- How does the U.S. Constitution structure the government and divide power between the national and state governments in order to promote democracy and civic participation?
- How does the amendments process in the United States Constitution make it a “living document”?

### **Unit Scope and Sequence**

- Foundations of Government
- Types of Government
- Principles of Government
- Origins of American Government
- The Declaration of Independence
- The Articles of Confederation
- The Constitutional Convention
- The United States Constitution
- The Amendment Process
- The Bill of Rights
- Federalism
- Roles and Responsibilities of Citizenship
- Modern Applications of the Constitution

### **Unit Assured Assessments**

Unit assured assessments will include one or more of the following strategies:

Document Analysis, Comprehension Questions, Case Studies, Debates, Discussion Groups , Peer Editing and Revising, Essays, Group Projects, Reflections, Persuasive Writing, Question & Answer Sessions, Research using Technology, Role Playing Scenarios, Student Presentations, Study Groups

### **Examples of Possible Activities**

- Students will create a multimedia presentation on the influences of Enlightenment thinkers on the creation of the United States Constitution.
- Students will work in groups and are assigned the role of either “federalist” or “antifederalist”. Each individual/group will work to prepare for a class debate where they will be asked to defend their position on various constitutional topics.
- Students will construct a political cartoon about the weaknesses of the Articles of Confederation and the need for a new government.



## Resources

### Core

- The Declaration of Independence
- The Articles of Confederation
- The United States Constitution
- The Bill of Rights
- Textbook

### Supplemental

- Excerpts from the Magna Carta
- Excerpts from the English Bill of Rights
- Excerpts from the English Petition of Rights
- Excerpts from John Locke's Two Treatises on Government
- Excerpts from Thomas Hobbes' Leviathan
- Excerpts from Rousseau's Social Contract
- Excerpts from the Thomas Paine's Common Sense
- Excerpts from American colonial constitutions
- Excerpts from The Federalist Papers
- Excerpts from Constitutional delegates
- KHAN Academy

## Time Allotment

~7 weeks

## UNIT 2 Structure and Function of Government

### Unit Goals

*Throughout the course of this unit students will:*

CG.Civ.1.a. Distinguish between the functions of local, state, tribal, and national governments in response to challenges (e.g., court decisions, executive orders, legislation, sovereignty, states rights).

**CG.Civ.1.b. Distinguish between the powers and responsibilities of local, state, and federal election officials in facilitating free and fair election processes.**

CG.Civ.2.a. Analyze how the structures of the United States state and local governments represent different models of democracy (e.g., direct democracy, representative government).

**CG.Civ.2.b. Analyze the role and effectiveness of the legislative branch in addressing constituent and societal needs (e.g., Article I, Section 8 of the United States Constitution, elections, political polling, representation, constituent services).**

**CG.Civ.3.a. Analyze how elections and the electoral process are executed and maintained by constitutions and laws in the United States (e.g., voter registration, transfer of power, Electoral College, federalism).**

**CG.Civ.3.b. Analyze how federal and state court systems are articulated and maintained by constitutions and laws in the United States (e.g., District Courts, Circuit Courts, Appellate Court, Supreme Court).**

**CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).**

**CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).**

**CG.Civ.14.c. Analyze the impact of United States policy decisions on other nations (e.g., immigration, trade, arms support, sanctions).**

**CG.His.5.b. Analyze how historical contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).**

### **Unit Identifications**

- appeal
- at large
- bicameral legislature
- bill
- brief
- bureaucrat
- cabinet
- caucus
- censure
- census
- cloture
- committee
- concurrent powers
- constituent
- convention
- delegated powers
- elector

- electoral college
- executive agreement
- executive order
- executive privilege
- expressed powers
- federalism
- filibuster
- gerrymandering
- impeachment
- implied powers
- incumbent
- inherent powers
- judicial activism
- judicial restraint
- judicial review
- necessary and proper
- pardon
- patronage
- president pro tempore
- primary
- reapportionment
- redistrict
- reserved powers
- speaker of the house
- succession
- unconstitutional
- veto

### **Unit Essential Questions**

- How does the U.S. Constitution structure the government and divide power between the national and state governments in order to promote democracy and civic participation?
- What is the structure and function of each of the three branches of the federal government?
- What are the powers, roles and responsibilities of the Legislative Branch and how have they evolved?
- What are the powers, roles and responsibilities of the Executive Branch and how have they evolved?
- Why and how has the process for nominating and electing presidents changed over time?
- What are the powers, roles and responsibilities of the Judicial Branch and how have they evolved?

- How do the three branches of government share, check and balance power?
- Why are the freedoms in the Bill of Rights and later amendments essential to our democracy and limited government?
- How can a regulation or law create or eliminate systemic inequalities involving race, gender, sexuality, ability, socio-economic status, belief systems and/or access to resources?
- How does the two party system influence American democracy?

### **Unit Scope and Sequence**

- Federalism
- Division of National Power
- The Legislative Branch (Structure, Function, Powers)
- The Executive Branch (Structure, Function, Powers)
- The Electoral Process
- Impeachment Process
- Judicial Branch (Structure, Function, Powers)
- Supreme Court
- Constitutional Freedoms
- The Amendment Process
- The Amendments
- Political Parties
- Modern Applications of the Constitution

### **Unit Assured Assessments**

Unit assured assessments will include one or more of the following strategies:

Document Analysis, Comprehension Questions, Case Studies, Debates, Discussion Groups , Peer Editing and Revising, Essays, Group Projects, Reflections, Persuasive Writing, Question & Answer Sessions, Research using Technology, Role Playing Scenarios, Student Presentations, Study Groups

### **Examples of Possible Activities**

- “ Day in the Life of a Senator:” Students will select a U.S. Senator and create a multimedia presentation in which the student researches the chosen senator's background, committee work, bill sponsorship, and stand on current issues.
- Students will research a current bill dealing with a social issue of their choice and track it through the legislative process, updating the class regularly on its progress.
- “What Makes a Good President?”: Students will be assigned a president and create a multimedia presentation detailing the president's background, accomplishments/failures and life post presidency. Students will then give their president a letter grade (A, B, C, D, F), rating their presidency along with a reflection on their reasoning for their grade.

- Students will create a SCOTUS movie poster depicting the key players, background and decision of a landmark case heard by the Supreme Court of the United States.

## **Resources**

### Core

- The United States Constitution
- The Bill of Rights
- Textbook

### Supplemental

- The Federalist Papers
- Excerpts from Washington’s Farewell Address
- *Marbury v. Madison*
- Other Landmark Supreme Court Cases
- Democratic Party website
- Republican Party website
- KHAN Academy

## **Time Allotment**

~10 weeks

## **UNIT 3 Political Participation and Engagement**

### **Unit Goals**

*Throughout the course of the unit students will:*

**CG.Civ.2.c. Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States (e.g., interest groups, media bias, political parties).**

CG.Civ.10.a. Determine the extent to which elected officials represent constituent interests and perspectives (e.g., personal and professional experiences, policy positions, party affiliation, voting record).

**CG.Civ.2.d. Analyze trends in access to voting, voter turnout, and voter representation over time (e.g., gerrymandering, reapportionment, redistricting, voter socialization).**

**CG.Civ.2.e. Analyze the rights and responsibilities of individuals in the United States (e.g., 4th Amendment, trial by jury, jury service, interacting with law enforcement, voting).**

CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the vote campaigns, conscious consumerism).

CG.Civ.5.c. Evaluate the role of the media in addressing social and political problems or influencing elections (e.g., fourth estate, media bias, concentration of media ownership).

CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior.

### **Unit Identifications**

- absentee ballot
- ballot
- censorship
- civil liberty
- closed primary
- conservative
- Democrat
- direct primary
- due process
- equal protection clause
- establishment clause
- exit polls
- free exercise clause
- Freedom of Information Act (FOIA)
- gerrymandering
- incorporation doctrine
- independent
- interest groups
- libel
- liberal
- lobbyists
- mass media
- midterm election
- moderate
- open primary
- party platform
- political action committee (PAC)
- political party
- precinct
- press
- prior restraint
- public opinion
- reapportionment
- referendum
- Republican

- responsibilities
- rights
- self incrimination
- slander
- speech
- suffrage

### **Unit Essential Questions**

- How do American citizens influence government policies and contribute to solutions to domestic and foreign issues?
- What role does the mass media, internet and social media play in the U.S. political system?
- What factors influence voters, voter turnout and voter representation and how have these changed over time?
- What are the roles, rights and responsibilities of American citizens and how have they changed over time?

### **Unit Scope and Sequence**

- Federalism
- Political Parties
- Voters and Voter Behavior
- Mass Media and Public Opinion
- Constitutional Freedoms
- Civil Rights
- Roles and Responsibilities of Citizenship
- Social and Political Movements
- Modern Day Application of the Constitution

### **Unit Assured Assessments**

Unit assured assessments will include one or more of the following strategies:

Document Analysis, Comprehension Questions, Case Studies, Debates, Discussion Groups , Peer Editing and Revising, Essays, Group Projects, Reflections, Persuasive Writing, Question & Answer Sessions, Research using Technology, Role Playing Scenarios, Student Presentations, Study Group

### **Examples of Possible Activities**

- Students will act as a lobbyist and write a persuasive speech that advocates their stance on a political/social issue of their choice.

- Students will design an effective video advertisement targeting one group that historically has had low voter participation encouraging them to vote in the upcoming election.
- Students will trace the evolution of civil rights for various marginalized groups throughout United States history and will create a historic timeline depicting the achievements and setbacks in policy and goals of each movement.
- Students will design a social media page creating an original political party. The page will include a party name, political platform and reflection, as well as a connection to the two major political parties in the United States.

### **Resources**

#### Core

- The United States Constitution
- Textbook
- Pew Research Center

#### Supplemental

- Democratic/Republican Party sites/pages
- BBC
- CNN
- FOX
- MSNBC

### **Time Allotment**

~3 weeks

### **CREDIT**

One-half credit in Social Studies

### **PREREQUISITES**

Required by the State of Connecticut  
Completion of 9th/10th grade Social Studies



## CURRENT REFERENCES

*Bill of Rights Institute*, [billofrightsinstitute.org/](http://billofrightsinstitute.org/). Accessed 17 July 2024.

“Constitution 101 .” *National Constitution Center – Constitutioncenter.Org*, [constitutioncenter.org/the-constitution/constitution-101-course](http://constitutioncenter.org/the-constitution/constitution-101-course). Accessed 17 July 2024.

McClenaghan, William A. *Magruder’s American Government*. Prentice Hall, 2013.

Remy, Richard C., et al. *United States Government: Our Democracy*. McGraw Hill Education, 2016.

## ASSURED STUDENT PERFORMANCE RUBRICS

- THS Vision of the Graduate Communication Rubric
- THS Vision of the Graduate Collaboration Rubric
- THS Vision of the Graduate Critical Thinking/Problem Solving Rubric
- THS Vision of the Graduate Self Efficacy Reflection
- THS Vision of the Graduate Growth Mindset Reflection
- THS Vision of the Graduate Innovation Reflection
- THS Vision of the Graduate Emotional Intelligence Reflection
- THS Vision of the Graduate Integrity Reflection
- TPS Equity and Reflection Rubric for Instructional Planning

## OTHER RESOURCES

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

Avalon Project [www.yale.edu/lawweb/avalon/avalon.htm](http://www.yale.edu/lawweb/avalon/avalon.htm)

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

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

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

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

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

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

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

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

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

Info Please: <http://www.infoplease.com/>

Justices In Their Own Words: <http://supremecourt.c-span.org/Video/JusticeOwnWords.aspx>

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

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

United Nations: [www.un.org](http://www.un.org)

USCIS: <https://www.uscis.gov/citizenship/learn-about-citizenship/citizenship-and-naturalization>

U.S. House of Representatives [www.house.gov](http://www.house.gov)

U.S. Senate: [www.senate.gov](http://www.senate.gov)

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

White House: [www.whitehouse.gov](http://www.whitehouse.gov)

### Current Events

BBC: <https://www.bbc.com/>

CNN: <https://www.cnn.com/cnn10>

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

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

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

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

Pew Research Center: <https://www.pewresearch.org/>

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

## Trumbull Public Schools Vision of the Graduate Rubrics

TPS Vision of the Graduate Rubric				
Skill Rubric: <b>Communication Gr 9-12</b> (rev. 2024)				(Note: VOG Rubrics may revised by the district committee as needed)
Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
<b>PURPOSE</b> Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated.  Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear.  Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced.  Clearly expresses ideas in alignment with the intended purpose.  Makes connections beyond the intended purpose.	
<b>AUDIENCE</b> Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience.  Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience.  Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner.  Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
<b>ORGANIZATION</b> Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose.  The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose.  The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose.  Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
<b>LISTENING</b> Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others.  Unable to ask relevant questions.  Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others.  Asks relevant questions.  Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others.  Asks relevant questions that indicate an interest to learn more and understand further.  Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	
<b>SCORING</b>	Beginning: 4 - 6	Meets: 7 - 9 <b>GOAL</b>	Exceeds: 10 - 12	___ / 12

**TPS Vision of the Graduate Rubric**

**Skill Rubric: Collaboration Gr 9-12 (rev. 2024)**

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
<b>PLANNING</b> Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member.  Does not define group roles.	Assigns roles and defines contributions of those in the group.  Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group.  Plans the approach to the task and anticipates challenges and resolutions.	
<b>COMMUNICATION</b> Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group.  Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task.  Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task.  Provides feedback that improves the quality of the task.	
<b>CONTRIBUTION</b> Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
<b>REFLECTION</b> Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product.  Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	
<b>SCORING</b>	Beginning: 4 - 6	Meets: 7 - 9 <b>GOAL</b>	Exceeds: 10 - 12	__ / 12

**TPS Vision of the Graduate Rubric**

**Skill Rubric: Critical Thinking/Problem Solving Gr 9-12 (rev. 2024)**

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
<b>UNDERSTANDING</b> Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
<b>PLANNING</b> Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
<b>QUESTIONING</b> Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence.  Describes why different approaches to a problem or situation could yield the same or similar results.	
<b>REFLECTION</b> Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based.  Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	
<b>SCORING</b>	Beginning: 4 - 6	Meets: 7 - 9 <b>GOAL</b>	Exceeds: 10 - 12	__ / 12

## Trumbull Public Schools Vision of the Graduate Reflections

TPS Self-Efficacy Grades 9-12 (rev 2024) (Note: VOG Feedback Forms may revised as the district committee as needed)

### VISION OF A GRADUATE - GRADES 9-12

*Definition: Self-Efficacy is the belief that you are capable of successfully performing a task or managing a situation.*

<b>Reflective Opportunities</b>	<p><b>A secondary student may demonstrate self-efficacy by:</b></p> <ul style="list-style-type: none"> <li>• Asking for extra help to clarify a concept in math class so he/she can complete the homework with success.</li> <li>• Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test.</li> <li>• Participating in class discourse despite being unsure of the answer</li> <li>• Tackling new challenges with a positive attitude</li> <li>• Using positive self talk while playing sports even when losing</li> <li>• Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past.</li> <li>• Setting personal goals and celebrating successes</li> <li>• Confidently participating in class discussions</li> <li>• Willingly accepting feedback from students and peers</li> <li>• Standing up for yourself or a peer after observing name calling</li> </ul>	<b>Areas of Growth</b>
	<b>Feedback to Students</b>	
	<b>Goals (growth areas) for Future Learning</b>	

TPS Growth Mindset Grades 9-12 (rev 2024) (Note: VOG Feedback Forms may revised as the district committee as needed)

### VISION OF A GRADUATE - GRADES 9-12

*Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.*

<b>Reflective Opportunities</b>	<p><b>A secondary school student may demonstrate a growth mindset by...</b></p> <ul style="list-style-type: none"> <li>• Analyzing errors on assessments with the intent to expand their learning</li> <li>• Exhibiting grit in task completion regardless of obstacles</li> <li>• Setting, adapting, and completing short term and long term goals</li> <li>• Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies</li> <li>• Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task</li> <li>• Taking breaks when needed in order accomplish small components towards the larger goal</li> <li>• Identify the leverage aspects of a task that will move completion forward</li> <li>• Exhibiting flexibility and adaptability while going through the process of goal setting</li> <li>• Develop a path to succeed by evaluating one's own abilities</li> <li>• Shows drive and motivation with an end goal in mind.</li> <li>• Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.</li> </ul>	<b>Areas of Growth</b>
	<b>Feedback to Students</b>	
	<b>Goals (growth areas) for Future Learning</b>	

**VISION OF A GRADUATE  
- GRADES 9-12**

*Definition: Innovation is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative*

<b>Reflective Opportunities</b>	<p><b>Behavioral Examples:</b> A secondary school student may demonstrate innovation/creativity/curiosity by...</p> <ul style="list-style-type: none"> <li>• Giving a presentation that has a high degree of creativity.</li> <li>• Trying a unique, different method to solve a problem instead of the one shown by the teacher</li> <li>• Incorporating new technology, such as creating a podcast, to enhance their final project in class.</li> <li>• Independently researching a topic from class that was of particular interest</li> <li>• Expressing excitement about the opportunity to do/try something new</li> <li>• Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response</li> <li>• Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry</li> <li>• Asking questions to intellectually challenge teachers and peers</li> <li>• Designing or improving new processes or approaches</li> <li>• Generating ideas for how to approach the group project</li> </ul>	<b>Areas of Growth</b>
	<b>Feedback to Students</b>	
	<b>Goals (growth areas) for Future Learning</b>	

**VISION OF A GRADUATE  
- GRADES 9-12**

*Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.*

<b>Reflective Opportunities</b>	<p><b>A secondary school student may demonstrate emotional intelligence by...</b></p> <ul style="list-style-type: none"> <li>• Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level.</li> <li>• Working with classmates cooperatively despite differences.</li> <li>• Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad.</li> <li>• Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own)</li> <li>• Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance)</li> <li>• Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions</li> <li>• Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions).</li> <li>• Building relationships despite differences (has friends with different abilities and backgrounds)</li> <li>• Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively)</li> <li>• Accepting responsibility for actions after making a mistake</li> <li>• Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions.</li> <li>• Handling setbacks and adapting when things don't go according to plan.</li> <li>• Following through with commitments showing reliability and trustworthiness with peers and adults.</li> <li>• Demonstrates confidence by volunteering to present materials to a large crowd for the first time.</li> </ul>	<b>Areas of Growth</b>
	<b>Feedback to Students</b>	
	<b>Goals (growth areas) for Future Learning</b>	

## VISION OF A GRADUATE GRADES 9-12

*Definition: Integrity is doing the right thing even when it's hard or when no one is looking.*

<b>Reflective Opportunities</b>	<p><b>A secondary school student may demonstrate integrity by...</b></p> <ul style="list-style-type: none"> <li>• Showing up on time to class and doing homework in a timely manner</li> <li>• Noticing when another student drops her/his books in the hallway, and helps to pick them up</li> <li>• Returning a wallet that is found in the parking lot with the content intact</li> <li>• Helping an individual who is struggling with learning - offers to help with Algebra homework by solving similar problems (peer to peer learning)</li> <li>• Volunteering to help with a service project with the Trumbull Food Bank-creates flyers and collects canned food items with permission from the principal.</li> <li>• Respecting her peer who is wearing a sari</li> <li>• Speaking up when student overhears a peer being teased and/or by privately letting the teacher know what happened/Name calling is hurtful, think before you speak</li> <li>• Advocating for a peer after observing another student calling someone names</li> <li>• Volunteering to help at practice for the Unified basketball team.</li> <li>• Taking pride in their work and behaviors</li> <li>• Using school resources such as WeVideo appropriately; when asked to use it for school assignments and not personal video making, the students only created the science video to document learning.</li> <li>• Dressing and accessorizing in their own style and confidently walking into school regardless of the reactions of others. Be yourself in the face of adversity</li> <li>• Modeling appropriate behavior and ignoring negative/bad? behavior when provoked by others</li> </ul>	<b>Areas of Growth</b>
	<b>Feedback to Students</b>	
	<b>Goals (growth areas) for Future Learning</b>	