

**Groton Public Schools
Curriculum Map**

INTRODUCTION

**GOVERNMENT 11/12
Special Education Specialized Course (Grade 11/12)**

Course Purpose:

The purpose of the course is to study the United States Government from its creation, structure, role of citizens, and the governments' implementation in present times. This will be accomplished using a variety of lenses, including the examination of historical events, civics, economics, and geography. The relevant examination of factual, historical, and current events will provide students with opportunities to apply focused inquiry and research to broaden their understanding and knowledge relating to the United States Government and its citizens.

Major Learning Goals and Understandings:

Student Learning Expectation(s):

- Students will establish a fundamental base of knowledge in United States Government and Civics.
- Students will analyze a variety of viewpoints and perspectives on topics studied in the course.
- Students will engage in activities that promote the development of research, reading, writing, speaking and listening skills

21st Century Learning Expectation(s):

Identify Main Ideas and Details; Support Ideas with Evidence; Analyze Cause and Effect; Compare and Contrast; Compare Viewpoints; Distinguish between Fact and Opinion; Read Charts, Graphs, and Tables; Participate in a Discussion or Debate; Being an informed Citizen; Develop Cultural Awareness; Give an Effective Presentation; and Analyze primary and secondary sources.

Units/Theme/Concept and # of Weeks	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
1. Becoming an American Citizen and the Role of Citizenship <i>a. Unit One - Year One</i>	2. Understanding Foundational Government Documents <i>a. Unit Two - Year One</i>
3. Three Branches of American Government <i>a. Unit Three - Year One</i>	4. America's Role in a Global Economy <i>a. Unit Four - Year One</i>
5. Government Year Two (Units 5-8): T.B.D.	6. T.B.D.
7. T.B.D.	8. T.B.D.

Mappers/Authors:

Date Approved:

Unit One: Becoming an American Citizen and the Role of Citizenship			
Grade: 11	Subject: Specialized Government	Course: Government 11/12	Length of Unit: 6 Weeks

Common Core State Standards
CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources
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.11-12.4 Determine the meaning of words and phrases as they are used in a text
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.11-12.7

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.11-12.9

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

CCSS.ELA-LITERACY.RH.11-12.10

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

Supporting Standards

Connecticut State Standards

Part 2 – Standards

Key (GLE) Content Knowledge and Concepts/Skills
Becoming an American Citizen and the Role of Citizenship

Bloom’s Taxonomy Levels

The students will know:

1. Paths to Citizenship
2. Rights, Duties, and Responsibilities of Citizens

The students will be able to:

- Demonstrate an understanding of key terms:** citizen / citizenship, naturalize / naturalization, immigrant, alien, rights, responsibilities, and duties
- American Citizenship:**
- Describe how a person becomes a citizen of the US
 - Identify the Rights, Duties, and Responsibilities of Citizen
 - Understand the democratic value of patriotism

Analyzing, Applying, Understanding and Remembering

	Responsible Citizenship:	
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| | <ul style="list-style-type: none">● Understand and convey the importance of voting● Identify how citizens are expected to obey laws and rules● Describe how a citizen is expected to defend the Nation● Understand the importance of how citizens participate in their communities and stay informed on public issues | |
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Big Idea and Essential Questions		
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<ul style="list-style-type: none">● Big Ideas		
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| <ul style="list-style-type: none">○ What it means to be an American○ Ways a person becomes an American Citizen○ Rights, Duties, and Responsibilities of Citizens | | |
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<ul style="list-style-type: none">● Essential Questions		
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|---|--|--|
| <ul style="list-style-type: none">○ What does it mean to be an American?○ What is birthright citizenship?○ What is naturalization?○ What is the process for becoming an American Citizen?○ What are the rights of citizens?○ What responsibilities and duties do American Citizens owe to their country? | | |
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Part 3 – Common Unit Assessments		
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<p>Inquiry Based Project: Students will create a project that demonstrates the steps necessary for an immigrant to the United States to become a legal citizen.</p>		
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<p>Ongoing formative assessments: Students will demonstrate the application of gained knowledge through various formats including researched based activities that showcase student understanding of course themes and content.</p>		
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Part 4 – Common/Assured Learning Experiences

- Close reading and analyzing text of text to connect with essential unit ideas, questions, and understandings
- Use of visuals and other media to support instruction

Unit Two: Understanding Foundational Government Documents

Grade:	Subject:	Course:	Length of Unit:
11/12	Declaration of Independence Articles of Confederation Constitution Bill of Rights	Government 11/12	2 Weeks 2 Weeks 3 Weeks 3 Weeks

Common Core State Standards

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources

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.11-12.4

Determine the meaning of words and phrases as they are used in a text

CCSS.ELA-LITERACY.RH.11-12.5

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

CCSS.ELA-LITERACY.RH.11-12.10

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

Supporting Standards

Connecticut State Standards

Part 2 – Standards

Key (GLE) Content Knowledge and Concepts/Skills

Bloom’s Taxonomy Levels

Understanding Foundational Government Documents

<p>The students will know:</p> <ol style="list-style-type: none"> The Declaration of Independence stated the freedom of our nation from England The Articles of Confederation was 	<p>The students will be able to:</p> <p>Declaration of Independence</p> <ul style="list-style-type: none"> Explain why the American Colonies were seeking Independence from England Summarize the Colonists frustrations with the King of England <p>Articles of Confederation</p>	<p>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering</p>
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<p>America's first form of Government</p> <p>3. The Constitution explains the form and function of the three branches of Government</p> <p>4. The Bill of Rights details the personal freedoms and protections of American Citizens</p>	<ul style="list-style-type: none"> ● Identify that the Articles of Confederation was the first form of written government for the newly formed country ● Explain the weaknesses of the Articles of Confederation ● Highlight the problems the newly formed country was facing that resulted in the need for a new constitution <p>United States Constitution</p> <ul style="list-style-type: none"> ● Restate the content of the Preamble ● Outline the functions of the three different branches of government ● Identify and describe the two houses of Congress ● Detail the requirements to be elected as a member of both houses ● Explain the process of how a bill becomes a law ● Understand the Role of the President and the Presidential Cabinet ● Detail the President's role in the legislative and judicial branches ● Highlight the importance of the Supreme Court and what it does ● Explain the role of supreme court justices <p>Bill of Rights</p> <ul style="list-style-type: none"> ● Define what an Amendment is ● Identify that the Bill of Rights is the first 10 amendments to the US Constitution ● Explain the importance of the Bill of Rights to the freedoms of American citizens <p>Demonstrate an understanding of key terms:</p> <ul style="list-style-type: none"> ● Bicameral, Legislature, Representative, Bill, Law, Checks and Balances, Separation of Powers, President, Justice, Jury, Amendment 	
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Big Idea and Essential Questions

- **Big Ideas**

- Birth of a Nation
- Three Branches of Government
- Protections for Citizens against Government violations

- **Essential Questions**

- Why did the American colonists desire freedom from England and its King?
- What problems did the early American government face?
- Why did the founding fathers write the Constitution?
- What are the three branches of government and their purpose in the process of law?
- How can the Constitution be changed?
- What personal freedoms are protected by the Bill of Rights?

Part 3 – Common Unit Assessments

Ongoing formative assessments: Students will demonstrate the application of gained knowledge through various formats including researched based activities that showcase student understanding of course themes and content.

Part 4 – Common/Assured Learning Experiences

- Close reading and analyzing text of text to connect with essential unit ideas, questions, and understandings
- Use of visuals and other media to support instruction

Unit Three: Three Branches of American Government

Grade: 11/12	Subject: Legislative Branch Executive Branch Judicial Branch	Course: Government 11/12	Length of Unit: 4 Weeks 4 Weeks 4 Weeks
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Common Core State Standards

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CCSS.ELA-LITERACY.RH.11-12.10

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Supporting Standards

Connecticut State Standards

Part 2 – Standards

Key (GLE) Content Knowledge and Concepts/Skills

Three Branches of American Government

Bloom’s Taxonomy Levels
 Creating, Evaluating,
 Analyzing, Applying,
 Understanding and
 Remembering

The students will know:

The students will be able to:

3.

Legislative Branch

- Name the two houses of Congress
- Detail the number of representatives in each chamber, the qualifications, and term limits for each
- Explain the process of how an idea (bill) becomes a law
- Examine the checks and balances Congress possesses over the President and Supreme Court

Executive Branch

- Define the role of the President and Cabinet
- Detail the qualifications and term restrictions of the Presidency
- Explain the Presidential duties and daily routines of the office
- Understand the election process and the function of the Electoral College System

Judicial Branch

- Explain the function of the Supreme Court

1.

- Detail the creation and functions of lower courts

Demonstrate an understanding of key terms:

Legislature, Law, Bill, Congress, Representative, Checks and Balances, Cabinet, Electoral College

Big Idea and Essential Questions

- **Big Ideas**
- **Essential Questions**

Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment
 Concept maps
 Formative assessments
 Portfolio / rubric
 Self-assessment
 Peer assessment

Summative assessments
 Oral presentations/rubric
 Written report/rubric
 Performance assessment/rubric
 Case study/ seminar/ mathematical thinking/ rubric

Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

Part 1 - Unit/Theme/Concept

Grade:	Subject:	Course:	Length of Unit: (# of weeks)
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Common Core State Standards

Supporting Standards

Connecticut State Standards

Part 2 – Standards

Key (GLE) Content Knowledge and Concepts/Skills		Bloom’s Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 4.	The students will be able to: 1.	1.

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Big Idea and Essential Questions

- **Big Ideas**

- **Essential Questions**

Part 3 – Common Unit Assessments

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Part 1 - Unit/Theme/Concept

Grade:	Subject:	Course:	Length of Unit: (# of weeks)
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Common Core State Standards

Supporting Standards

Connecticut State Standards

Part 2 – Standards

Key (GLE) Content Knowledge and Concepts/Skills		Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 5.	The students will be able to: 2.	1.

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Big Idea and Essential Questions

- **Big Ideas**

- **Essential Questions**

Part 3 – Common Unit Assessments

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