

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

AP/UCONN US Government & Constitutional Studies (We the People) Grade 12

2026

Curriculum Writing Team

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AP/UCONN US Government & Constitutional Studies

Grade 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

Advanced Placement/UCONN United States Government and Constitutional Studies gives students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret United States government and politics and the analysis of specific examples. It also develops familiarity with the various institutions, groups, beliefs, and ideas that constitute United States government and politics. Students will become acquainted with a variety of theoretical perspectives and explanations and various behaviors and outcomes. As part of this course, students will participate in the *We the People: The Citizen and the Constitution* program through the Center for Civic Education. *We the People* culminates with simulated congressional hearings where students testify before a panel of judges acting as members of Congress. Students will be required to participate in after school and evening practice sessions in preparation for the State Finals and the National Finals, if they make it to that level. Students are also encouraged to take the Advanced Placement United States Government and Politics Examination in May and to register for ECE credit through the University of Connecticut.

As part of the Trumbull High School political science program, Advanced Placement United States Government and Constitutional Studies aspires to produce informed and engaged citizens who understand and put into practice the principles which constitute our uniquely American brand of democracy. Civic education, valued so much by our Founding Fathers, has become only more vital in an age in which there is so much information at a citizen's disposal, and in which there are so many avenues for political participation. Students in this course will learn how to access the wealth of political information that is available, to filter out biases, and to make informed decisions regarding the important issues of the day. They will differentiate schools of political thought and recognize the philosophic differences which have shaped and continue to shape political debate in this country. Most importantly, as seniors in high school, they will be prepared not only for their first votes, but also to be active members of today's society.

Through the course, students will understand the doctrines and historic background of the United States Constitution. Through research and dialogue, students will develop an increased knowledge and appreciation of the institutions of our constitutional democracy. Students will comprehend the fundamental principles and values by which our government was founded and will develop skills needed to become effective, responsible citizens today.

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. 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).

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

This course is structured for the AP US Government and Politics course as well as the *We the People: The Citizen and the Constitution* program. The enduring understandings described below are intended to illustrate distinctive features and processes in U.S. government and politics as well as how political scientists study political behavior.

Enduring Understandings:

- Constitutionalism: The United States Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance of majority rule and minority rights.
- Liberty and Order: Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.
- Civic Participation in a Representative Democracy: Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.
- Competing Policy-Making Interests: Multiple actors and institutions interact to produce and implement possible policies.
- Methods of Political Analysis: Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

Students will understand...

- the philosophical foundations and documents of American democracy, including the Declaration of Independence, social contract theory, republicanism, types of democracy, and the tension between individual liberty and order/safety.
- how the Articles of Confederation failed to adequately balance individual liberty and public order/safety, and how the framers wrestled with these questions in drafting the Constitution.
- the compromises reached at the Constitutional Convention and the debate between the Federalists and Anti-Federalists during the ratification debate.
- the evolving relationship between the national and state governments, including the grant process, policy issues (ADA, Medicaid, marijuana), and the idea of devolution.
- the structure and powers of the three branches of government and how they influence public policy.
- the role that checks and balances plays within our system of government.

- how the bureaucracy operates and its place in the checks and balances system and the future of entitlement programs in the United States.
- the role of the courts, and the due process and equal protection clauses in the expansion of civil liberties and civil rights, including the idea of selective incorporation.
- the history of civil rights issues and how historically disadvantaged groups in American society have achieved greater equality and equitable treatment in society.
- the basic tenets of American political culture, the conservative and liberal political ideologies, and how these are acquired (political socialization).
- the evolution of voting rights and the current state of voter turnout.
- the media as a linkage institution, including changes in media, such as the growth of social media and partisan media sources.

COURSE ESSENTIAL QUESTIONS

- What Are the Philosophical and Historical Foundations of the American Political System?
- How Did the Framers Create the Constitution?
- How has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?
- How have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices?
- What Rights Does the Bill of Rights Protect?
- What Challenges Might Face American Constitutional Democracy in the Twenty-first Century?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - the system of checks and balances among the three branches of government and how the Constitution allocates power between federal and state governments.
 - how laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.
 - understand how the government works to balance individual rights while maintaining public order.
 - the role in which citizens must be informed, engaged and active within a system of government that prioritizes republicanism, popular sovereignty, and individualism.
 - how to analyze data, charts, and graphs to show how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

- Students will be able to . . .
 - define and describe the six principles of our government including limited government, republicanism, checks and balances, federalism, separation of powers, and popular sovereignty.
 - identify ways in which citizens can get involved in their government and stay informed with special attention to media literacy.
 - understand the voter registration process in Connecticut and ways to connect with their government officials at the local, state and federal levels.

COURSE SYLLABUS

Course Name

Advanced Placement/UCONN United States Government and Constitutional Studies

Level

AP/ECE

Prerequisites

Completion of Global Civilizations, United States History and/or departmental approval

General Description of the Course

This full-year course provides a college-level experience and is an intensive study of the formal and informal structures of government. The year-long course is designed to prepare students for the AP exam as well as obtain the knowledge for effective citizenship. This course is also aligned with the *We the People...the Citizen and the Constitution* program sponsored by the Center for Civic Education. Students who take the course will fulfill their senior social science obligation and will also participate in the state finals of the “We the People” competition. Students will have the option to take the AP exam or apply for UCONN ECE credit. Students who take the AP Exam offered in the spring and score successfully may be awarded college credit and/or placed on the next level of coursework, depending on the college or university. Placement will be based on past performance, literacy profiles, and teacher recommendation. This course meets the state civics requirement. Students will be required to complete summer reading assignments prior to the course.

Assured Assessments

Formative Assessments:

- Various projects per unit
- Congressional Hearing Simulations

Summative Assessments:

- Various tests, papers and simulations

Texts

- Abernathy, Scott and Karen Waples. *American Government: Stories of a Nation*. 2019 edition.

- o Center for Civic Education, *We the People: The Citizen & the Constitution*, 5th Edition, 2026.

Supplemental Texts

- o Amar, Akhil, *The Words That Made Us: America's Constitutional Conversation, 1760-1840*, Basic Books, 2021
- o Berkin, Carol. *A Brilliant Solution: Inventing the American Constitution*. New York: First Mariner Books, 2003.
- o Collier, Christopher. *Decision in Philadelphia: The Constitutional Convention of 1787*. New York: Random House Group, 1986
- o Lutz, Donald S. *The Origins of American Constitutionalism*. New York: Louisiana State UP, 1988.
- o Hamilton, Alexander. Madison, James. Jay, John. *The Federalist Papers*.
- o Monk, Linda, *The Bill of Rights: A User's Guide*, Grand Central Publishing, 2018
- o Monk, Linda, *The Words We Live By: Your Annotated Guide to the Constitution*, Legacy Literature, 2004.
- o Tocqueville, de Alexis. *Democracy in America*. Signet Classics, 2001
- o Wood, Gordon. *Revolutionary Characters: What Made the Founders Different*. New York: Penguin Press, 2006

UNIT 1

What Are the Philosophical and Historical Foundations of the American Political System?

Unit Goals

At the completion of this unit, students will:

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

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

TPS Vision of the Graduate Skills and Dispositions:

- **Critical Thinking & Problem Solving**
Students analyze Enlightenment philosophy, British constitutional development, and colonial political experience to evaluate how competing ideas shaped the foundations of American government.
- **Communication**
Students construct and defend interpretations of foundational documents through structured discussion, argument writing, and simulated hearings using precise constitutional vocabulary.
- **Integrity**
Students examine the ethical foundations of natural rights theory, the justification for revolution, and the moral tensions between liberty, slavery, civic virtue, and the common good.
- **Growth Mindset**
Students refine their understanding of political philosophy through debate and revision, recognizing that constitutional interpretation develops through inquiry and dialogue.

Unit Essential Questions

- What did the Founders think about constitutional government?
- What ideas about civic life informed the founding generation?
- What historical developments influenced modern ideas of individual rights?
- What were the British origins of American constitutionalism?
- What basic ideas about rights and constitutional government did colonial Americans hold?
- Why did American colonists want to free themselves from Great Britain?
- What basic ideas about government and rights did the state constitutions include?

Unit Scope and Sequence

- Describe the diverse features of the early colonies and states and their populations.
- Explain what the Founders learned about government from history and their firsthand experiences of government and how this knowledge shaped their thinking.
- Explain the meanings of the terms *constitution* and *constitutional government* and describe Aristotle's ideas about forms of government.
- Evaluate, take, and defend positions on how constitutional governments should be organized to prevent abuses of power by people in government.

- Describe how and why natural rights philosophy differs from classical republicanism and how both systems of thought influenced the founding generation in America.
- Explain the kinds of challenges that a society faces when it strives to preserve the rights to life, liberty, property, and “the pursuit of happiness” while at the same time promoting the common good and civic virtue.
- Evaluate, take and defend positions on the importance of civic virtue today and the role of political philosophy in thinking about government.
- Explain the differences between classical republicanism and Judeo-Christian ideas about the importance of the individual.
- Explain how certain historical developments influenced modern ideas about government, constitutionalism, and individual rights.
- Evaluate, take and defend positions on approaches to theories of morality, the importance of the rise of capitalism, and how the Enlightenment inspired the Founders.
- Explain how rights and representative government evolved in England and how the evolution influenced the Founders
- Identify the origins of some of Americans’ most important constitutional rights.
- Evaluate, take and defend positions on the influence of the Magna Carta on the development of rights and the importance of habeas corpus and trial by jury.
- Describe the early development of America’s traditions of constitutional government.
- Explain why the American colonists attached special importance to such constitutional principles as written guarantees of basic rights and representative government.
- Evaluate, take and defend positions on the differences between life in colonial America and in England during the same period, the relationship between natural rights theory and slavery in America, and how natural rights philosophy and history help to explain the colonists’ views of the proper role of government.
- Describe the British policies that some American colonists believed violated basic principles of constitutional governments and their rights as Englishmen.
- Explain why Americans resisted those policies and how the resistance led to the Declaration of Independence.
- Evaluate the arguments that the colonists made to justify separation from Great Britain.
- Evaluate, take and defend positions on violations of colonists’ rights before the Revolution and important questions about the meaning and implications of the Declaration of Independence.
- Explain the basic ideas about government and rights that are included in state constitutions.
- Explain how the experiences of the states in developing their constitutions and bills of rights influenced the framing of the US Constitution and Bill of Rights.
- Evaluate, take and defend positions on the theory of legislative supremacy, the importance of the Virginia Declaration of Rights, and the role of declarations in early state constitutions.

Academic Vocabulary

- | | |
|-----------------------------|----------------------|
| ● Constitution | ● Limited government |
| ● Constitutional government | ● Mixed constitution |
| ● Democracy | ● Parliament |
| ● Forms of government | ● Republic |

- Unwritten constitution
- Written constitution
- Civic virtue
- Classical republicanism
- Common good
- Consent of the governed
- Divine right
- Inalienable rights
- Natural rights
- Political legitimacy
- Popular sovereignty
- Pursuit of happiness
- Right of revolution
- Social contract
- State of nature
- Capitalism
- City-state
- Feudalism
- Judeo-Christian
- Nation-state
- Private morality
- Public morality
- Common law
- Magna Carta
- Precedent
- Redress of grievances
- Rights of Englishmen
- Rule of law
- *Stare decisis*
- Writ of habeas corpus
- Charter
- Constituent
- Covenant
- Indentured servants
- Magistrate
- Mayflower Compact
- Suffrage
- Compact
- Law of nature
- Sovereignty
- Writs of assistance
- Checks and balances
- Legislative supremacy
- veto

Unit Assured Assessments

Formative Assessments:

- Mini projects to include oral presentations and creative one-pagers.
- Founding Generation Project and Presentation
- Practice simulated congressional hearings

Summative Assessments:

- Simulated congressional hearings

Resources

- Center for Civic Education, *We the People: The Citizen & the Constitution*, 4th Edition, 2016, Unit 1, Lessons 1-7.
- The Declaration of Independence
- The Articles of Confederation
- Hamilton, Alexander. Madison, James. Jay, John. *The Federalist Papers*.
- Virginia Declaration of Rights
- Selected writings from Aristotle, Socrates and other philosophers
- The Constitution of the United States

Time Allotment

- Approximately 8 Weeks

UNIT 2

How Did the Framers Create the Constitution?

Unit Goals

At the completion of this unit, students will:

- 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.
- **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.**
- 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.
- 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.
- 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.
- 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.
- 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.
- **RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.**
- 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.
- 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.”
- 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.
- 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.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.**
- **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).**

- 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.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

TPS Vision of the Graduate Skills and Dispositions:

- **Critical Thinking & Problem Solving**
Students evaluate the strengths and weaknesses of the Articles of Confederation, compare constitutional plans, and analyze how the Framers resolved conflicts over representation, federalism, and power distribution.
- **Collaboration**
Students engage in structured deliberation and simulation, examining competing Federalist and Anti-Federalist perspectives and practicing civil discourse around constitutional compromise.
- **Integrity**
Students evaluate the ethical implications of constitutional compromises—particularly regarding slavery, representation, and majority tyranny—and assess the moral arguments advanced during ratification.
- **Self-Efficacy**
Students build confidence in navigating complex primary sources and defending constitutional positions using evidence from multiple texts.

Unit Essential Questions

- What were the Articles of Confederation and why did some Founders want to change them?
- How was the Philadelphia Convention organized?
- Why was representation a major issue at the Philadelphia Convention?
- What questions did the framers consider in designing the three branches of the national government?
- How did the delegates distribute powers between national and state governments?
- What was the Anti-Federalist position in the debate about ratification?
- What was the Federalist position in the debate about ratification?

Unit Scope and Sequence

- Describe the United States' first national constitution, the Articles of Confederation.
- Explain why some people thought the government under the Articles of Confederation was not strong enough.
- Evaluate, take, and defend positions on the strengths and weaknesses of the Articles of Confederation, the significance of the Northwest Ordinance, and Americans' mistrust of a strong national government.
- Describe the organizing phase of the Philadelphia Convention.
- Explain the significance of rules and agendas for effective civil discussion.
- Evaluate, take, and defend positions on determining what interests should be represented in a constitutional convention and the advantages and disadvantages of secrecy in governmental deliberations.
- Explain the differences between the Virginia Plan and the New Jersey Plan and the importance of the Great Compromise.
- Explain how the Framers addressed regional issues with the Three-Fifths Compromise and the provision for a periodic census of the population.
- Evaluate, take, and defend positions on why major issues debated at the Philadelphia Convention are still on the national agenda.
- Explain the role of each of the three branches and describe how the Constitution organizes them.
- Explain how and why the system of checks and balances contributes to limited government.
- Evaluate, take, and defend positions on how the president of the United States should be elected and issues relating to the appointment and service of justices of the Supreme Court.
- Describe the major powers and limits on the national government, the powers that were specifically left to the states, and the prohibitions the Constitution placed on state governments.
- Explain how the Constitution did and did not address the issue of slavery, as well as other questions left unresolved in Philadelphia.
- Evaluate, take, and defend positions on how limited government in the United States protects individual rights and promotes the common good and on issues involving slavery at the Philadelphia Convention.
- Explain why the Anti-Federalists opposed ratifying the Constitution.
- Explain the role of the Anti-Federalists in proposing a bill of rights and identify other contributions their views have made toward interpreting the Constitution.
- Evaluate, take, and defend a position on the validity and relevance of the Anti-Federalists arguments.
- Explain the key arguments of the Federalists and the process by which the Constitution was finally ratified.
- Evaluate, take, and defend positions on the continuing relevance and validity of the Federalists arguments.

Academic Vocabulary

- Articles of Confederation
- Confederation
- Shay's Rebellion
- Civil discourse
- Federal system
- National government
- Proportional representation
- Great Compromise
- Three-Fifths Compromise
- Deliberative body
- Electoral College
- Enumerated powers
- Necessary and proper clause
- Separated powers
- Shared powers
- Bill of attainder
- *Ex post facto*
- Secede
- Supremacy Clause
- Tariff
- Anti-Federalist
- Bill of rights
- Ratification
- Faction
- *The Federalist*
- Federalists
- Majority tyranny
- "New science of politics"

Unit Assured Assessments

Formative Assessments:

- Mini projects to include oral presentations and creative one-pagers.
- Federalist versus Anti-Federalist Debates
- Practice simulated congressional hearings

Summative Assessments:

- Simulated congressional hearings

Resources

- Center for Civic Education, *We the People: The Citizen & the Constitution*, 4th Edition, 2016, Unit 2, Lessons 8-14.
- Articles of the Confederation
- Hamilton, Alexander. Madison, James. Jay, John. *The Federalist Papers*.
- Virginia Declaration of Rights
- Northwest Ordinance
- James Madison: Preface to Debates in the Convention of 1787 (1787)
- James Madison's Notes of the Constitutional Convention
- The Constitution of the United States

Time Allotment

- Approximately 8 Weeks

UNIT 3

How has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?

Unit Goals

At the completion of this unit, students will:

- **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.**
- **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.**
- 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.
- 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.
- RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 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.
- 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.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.**
- **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).**
- 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.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

TPS Vision of the Graduate Skills and Dispositions:

- **Critical Thinking & Problem Solving**
Students analyze how amendments, judicial review, and landmark constitutional conflicts (Civil War; Due Process and Equal Protection) have reshaped the Constitution over time, using evidence to evaluate competing interpretations.
- **Communication**
Students construct and critique constitutional arguments by corroborating sources, evaluating claims, and explaining how legal reasoning and historical context shape constitutional change.
- **Integrity**
Students examine how constitutional change connects to core democratic ideals—liberty, equality, and voting rights—while evaluating the moral and civic implications of secession, slavery, and expanding the franchise.
- **Collaboration**
Students work with others to investigate multiple viewpoints on controversial constitutional questions (e.g., incorporation, equal protection standards, suspension of habeas corpus) and to develop and defend positions using shared evidence.

Unit Essential Questions

- How have amendments and judicial review changed the Constitution?
- What is the role of political parties in the constitutional system?
- How did the Civil War test and transform the American constitutional system?
- How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- How has the right to vote been expanded since the adoption of the Constitution?

Unit Scope and Sequence

- Describe the two ways in which the Constitution can be amended.
- Identify the major categories of constitutional amendments.
- Explain why James Madison introduced the Bill of Rights.
- Evaluate, take and defend positions on the amendment process and judicial review.
- Explain why the framers opposed the idea of political parties.
- Describe the other ideas that helped political parties to gain acceptance.
- Explain the conflicting points of view that led to the development of parties and the roles that parties have played in the American constitutional system.
- Evaluate, take and defend positions on the importance of political parties today.
- Describe several important constitutional issues raised by President Lincoln's actions, including the suspension of habeas corpus and the Emancipation Proclamation.
- Explain the similarities and differences between the United States Constitution and the constitution of the Confederate States of America.
- Explain how the Civil War led to the creation of the Thirteenth, Fourteenth and Fifteenth Amendments.

- Evaluate, take and defend positions on the conditions under which the writ of habeas corpus might be suspended and the constitutionality of secession.
- Explain the historical origins of due process and the difference between procedural due process and substantive due process.
- Explain the concept of incorporation and describe its effects on the powers of the states.
- Evaluate, take and defend positions on historical and contemporary issues involving due process.
- Define equal protection of the laws.
- Explain why neither state governments nor the national government can deprive people of equal protection of the laws.
- Explain the “separate but equal” doctrine of racial segregation and why the Supreme Court abandoned it in *Brown vs. Board of Education*.
- Describe the categories that the Supreme Court now uses to decide cases challenging governmental actions that treat some people differently from others.
- Evaluate, take and defend positions on how conflicts between or among should be resolved.
- Describe the expansion of the franchise as a result of changes in voting laws in Congress and various states, amendments to the Constitution, and decisions of the Supreme Court.
- Evaluate, take and defend positions on how extending the right to vote is related to fundamental ideas and principles of American constitutional government.

Academic Vocabulary

- | | |
|--------------------|---------------------------|
| ● Amendment | ● Inquisitorial system |
| ● Judicial review | ● Due process of law |
| ● Delegated powers | ● Procedural due process |
| ● Party system | ● Substantive due process |
| ● Patronage | ● Fundamental rights |
| ● Platform | ● Incorporation |
| ● Political party | ● Equality of condition |
| ● Sedition | ● Equality of opportunity |
| ● Ticket | ● Rational basis |
| ● Abolitionists | ● Intermediate scrutiny |
| ● Literacy test | ● Strict scrutiny |
| ● Poll tax | ● Separate but equal |
| ● Secession | ● Enfranchisement |
| ● Adversary system | ● Franchise |

Unit Assured Assessments

Formative Assessments:

- Mini projects to include oral presentations and creative one-pagers.
- Practice simulated congressional hearings
- Historical Book Reviews

Summative Assessments:

- Simulated congressional hearings

Resources

- Center for Civic Education, *We the People: The Citizen & the Constitution*, 4th Edition, 2016, Unit 3, Lessons 15-20.
- Hamilton, Alexander. Madison, James. Jay, John. *The Federalist Papers*.
- Various landmark Supreme Court cases like *Marbury vs. Madison*, *Brown vs. Board of Education*, and others.
- James Madison's Notes of the Constitutional Convention
- The Constitution of the United States

Time Allotment

- Approximately 10 Weeks

UNIT 4

How have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices?

Unit Goals

At the completion of this unit, students will:

- **RH.11-12.1–3, .6, .8 – Evaluating explanations of presidential powers, limits, and evolving authority through texts like Federalist 70, executive orders, and landmark Supreme Court rulings.**
- RH.11-12.1–3, .6, .8 – Assessing debates over administrative power, rulemaking vs. enforcement, and constitutional questions arising from administrative structures.
- **RH.11-12.1–3, .4, .6, .8, .9 – Evaluating judicial reasoning across multiple cases, analyzing key vocabulary (e.g., “judicial review,” “standing”), and integrating sources like Marbury v. Madison, Brown v. Board, and later Supreme Court decisions.**
- **RH.11-12.1–3, .6, .8, .9 – Deep analysis of federalism’s evolution via sources like McCulloch v. Maryland, Gibbons v. Ogden, and modern Supreme Court federalism jurisprudence, including evidentiary comparisons, critical evaluation, and integration of multimedia sources.**
- 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.
- 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.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.**
- **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).**
- 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.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

TPS Vision of the Graduate Skills and Dispositions:

- **Critical Thinking & Problem Solving**
Students analyze how constitutional principles such as separation of powers, federalism, and checks and balances structure Congress, the presidency, the bureaucracy, and the Supreme Court, evaluating evolving interpretations across landmark cases and institutional practice.
- **Communication**
Students construct and defend evidence-based arguments regarding congressional representation, presidential authority, administrative power, judicial interpretation, and federalism using multiple sources and precise constitutional reasoning.
- **Collaboration**
Students engage in structured deliberation and source analysis, working in teams to evaluate competing perspectives on institutional power and to assess contemporary constitutional controversies.
- **Self-Efficacy**
Students demonstrate confidence in interpreting complex legal reasoning and Supreme Court decisions, integrating textual and multimedia evidence to form informed conclusions about institutional roles.
- **Integrity**
Students evaluate the ethical responsibilities of public officials and institutions, examining how power should be exercised within constitutional limits and how democratic accountability is maintained.

Unit Essential Questions

- What is the role of Congress in American constitutional democracy?
- How does Congress perform its functions in the American constitutional system?
- What is the role of the President in American constitutional democracy?
- How are national laws administered in the American constitutional system?
- What is the role of the Supreme Court in American constitutional democracy?
- How does American federalism work?

Unit Scope and Sequence

- Explain the basic differences between Congress and British Parliament and how Congress reflects America's commitment to representative government and federalism.
- Identify several constitutional sources of congressional power and identify some of the challenges that members of Congress face in representing and serving their constituents.
- Evaluate, take, and defend positions on contemporary issues about congressional representation and organization.
- Describe the role of rules, committees, and political parties in the organization and operation of Congress.
- Describe the process through which proposed legislation becomes law.
- Identify the primary sources on which members of Congress rely for information in the lawmaking process and explain the importance of Congress's inherent power to investigate.
- Explain why compromise is required in the deliberative process.

- Evaluate, take, and defend positions on how Congress functions and whether it should streamline its procedures.
- Explain the president's constitutional responsibilities and how the office of the president has evolved.
- Identify various constitutional and political checks on the president.
- Explain fundamental differences between the office of the prime minister in a parliamentary system and the American presidency.
- Evaluate, take, and defend positions on issues involving the exercise of presidential power and the relationship between the president and the other branches of government.
- Explain why Congress creates administrative units, the circumstances that contribute to their creation, and the range of governmental functions that administrative units perform.
- Identify some of the checks on the exercise of administrative power.
- Evaluate, take, and defend positions on public administration in the United States.
- Explain the difference between the Supreme Court's original and appellate jurisdiction.
- Explain four methods of constitutional interpretation.
- Explain how America's system of checks and balances limits the power of the Supreme Court.
- Evaluate, take, and defend positions on issues relating to the role of the Supreme Court in the constitutional system.

Academic Vocabulary

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|-------------------------------------|--|
| ● Delegate theory of representation | ● Civil servant |
| ● Enforcement powers | ● Independent agencies |
| ● Federalism | ● Patronage |
| ● Gerrymandering | ● Quasi-judicial power |
| ● Implied powers | ● Quasi-legislative power |
| ● Inherent powers | ● Advisory opinion |
| ● Trustee theory of representation | ● Appeal |
| ● Bill | ● Appellate jurisdiction |
| ● Cloture | ● Jurisdiction |
| ● Filibuster | ● Landmark decision |
| ● Impeachment | ● Litigant |
| ● Lobbying | ● Methods of constitutional interpretation |
| ● Pocket veto | ● Original jurisdiction |
| ● Power to investigate | ● Writ of certiorari |
| ● Resolution | ● Initiative |
| ● Seniority | ● Local governments |
| ● Commander in chief | ● Police powers |
| ● Executive order | ● Recall |
| ● Executive power | ● Referendum |
| ● Bureaucracy | ● Reserve powers |
| ● Cabinet | |

Unit Assured Assessments

Formative Assessments:

- Mini projects to include oral presentations and creative one-pagers.
- Practice simulated congressional hearings
- Historical Book Reviews

Summative Assessments:

- Simulated congressional hearings

Resources

- Center for Civic Education, We the People: The Citizen & the Constitution, 4th Edition, 2016, Unit 4, Lessons 21-26.
- Hamilton, Alexander. Madison, James. Jay, John. The Federalist Papers.
- Various landmark laws, executive orders, and Supreme Court cases
- James Madison's Notes of the Constitutional Convention
- The Constitution of the United States

Time Allotment

- Approximately 8 Weeks

UNIT 5

What Rights Does the Bill of Rights Protect?

Unit Goals

At the completion of this unit, students will:

- 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.
- **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.**
- 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.
- **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).**
- 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.
- 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.
- 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.
- 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.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.**
- **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).**
- 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.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

TPS Vision of the Graduate Skills and Dispositions:

- **Critical Thinking & Problem Solving**
Students analyze Supreme Court interpretations of the Bill of Rights, evaluate conflicts among competing rights, and apply constitutional reasoning to contemporary issues involving speech, religion, search and seizure, and due process.
- **Communication**
Students construct and defend evidence-based arguments regarding the scope and limits of individual rights, using precise constitutional vocabulary and integrating multiple sources.
- **Integrity**
Students examine the ethical tensions between liberty and public order, majority rule and minority rights, and security and due process, evaluating how constitutional protections reflect core democratic values.
- **Emotional Intelligence**
Students engage respectfully with controversial and deeply personal issues—including religious liberty, free expression, criminal justice protections, and capital punishment—while considering diverse perspectives and lived experiences.
- **Collaboration**
Students work in structured discussions and case analyses to explore differing viewpoints on constitutional rights and to develop reasoned, balanced conclusions.

Unit Essential Questions

- What are bills of rights and what kinds of rights does the US Bill of Rights protect?
- How does the First Amendment affect the establishment and free exercise of religion?
- How does the First Amendment protect free expression?
- How does the First Amendment protect freedom to assemble, petition and associate?
- How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- How do the Fifth, Sixth, and Eighth Amendments protect rights within the judicial system?

Unit Scope and Sequence

- Explain what bills of rights are and how they have evolved.
- Examine the Constitution and its amendments and identify which of the rights they contain are (1) held by individuals, classes, or categories of individuals or institutions, (2) personal, economic or political rights, and (3) positive or negative rights.
- Identify possible conflicts among these rights.
- Describe various interpretations of the Second, Third, Ninth and Tenth Amendments.
- Evaluate, take, and defend positions on the kinds of rights protected by the US Constitution and Bill of Rights.
- Explain the importance of religious freedom in the United States and identify the primary differences between the establishment and free exercise clauses.

- Describe how the Supreme Court has interpreted the religion clauses, ongoing issues involving those clauses, and how conflicts can arise between the two clauses.
- Evaluate, take, and defend positions on issues arising from guarantees relating to the establishment and free exercise of religion clauses of the Constitution.
- Explain the importance of freedom of expression to both the individual and society and its historical significance.
- Explain considerations useful in deciding when the government should be able to place limits on freedom of speech and the press.
- Evaluate, take, and defend positions on issues involving the right to freedom of expression.
- Explain the importance of the rights to assemble, associate and petition and describe the history of these rights and when they can be limited.
- Explain the history and purpose of the Fourth Amendment and issues raised by its interpretation.
- Explain the importance of the Fifth Amendment provision against self-incrimination.
- Evaluate, take, and defend positions on contemporary issues relating to the Fourth and Fifth Amendments.
- Explain the Fifth and Sixth Amendments guarantees regarding indictments, double jeopardy, and due process of law.
- Identify the rights protected by the Sixth Amendment particularly the right to counsel.
- Describe the Eighth Amendment provisions about bail and punishment
- Evaluate, take, and defend positions on the death penalty and other issues relating to due process of law.

Academic Vocabulary

- | | |
|--|--------------------------------|
| ● Autonomy | ● Right to assemble |
| ● Classes or categories of individuals | ● Right to associate |
| ● Economic rights | ● Right to petition |
| ● Personal rights | ● Affidavit |
| ● Political rights | ● Exclusionary rule |
| ● Positive rights | ● Probable cause |
| ● Negative rights | ● Reasonableness |
| ● Rights | ● Search |
| ● Compelling state interest | ● Seizure |
| ● Established church | ● Self-incrimination |
| ● Establishment clause | ● Use immunity |
| ● Free exercise clause | ● Warrant |
| ● Separation of church and state | ● Bail |
| ● Libel | ● Capital punishment |
| ● Slander | ● Cruel and unusual punishment |
| ● Prior censorship | ● Grand jury |
| ● Seditious libel | ● Double jeopardy |
| ● Time, place, and manner restrictions | ● Indictment |
| ● Gag rule | ● Plea agreement |
| ● Public forum | ● Right to counsel |

Unit Assured Assessments

Formative Assessments:

- Mini projects to include oral presentations and creative one-pagers.
- Practice simulated congressional hearings
- Supreme Court Case deliberations

Summative Assessments:

- Simulated congressional hearings

Resources

- Center for Civic Education, We the People: The Citizen & the Constitution, 4th Edition, 2016, Unit 5, Lessons 27-32.
- Hamilton, Alexander. Madison, James. Jay, John. The Federalist Papers.
- Various landmark laws, executive orders, and Supreme Court cases
- James Madison's Notes of the Constitutional Convention
- The Constitution of the United States

Time Allotment

- Approximately 8 Weeks

UNIT 6

What Challenges Might Face American Constitutional Democracy in the Twenty-first Century?

Unit Goals

At the completion of this unit, students will:

- 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.
- **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.**
- RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence.
- 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).
- **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.**
- RH.11-12.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- **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.**
- 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.
- 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.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.**
- **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).**
- 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.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and

solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

TPS Vision of the Graduate Skills and Dispositions:

- **Critical Thinking & Problem Solving**
Students evaluate contemporary constitutional challenges—including citizenship, civic engagement, civil rights, globalization, and America’s role in world affairs—by integrating multiple sources and defending evidence-based positions.
- **Collaboration**
Students engage in civil discourse around divisive national and global issues, working with others to examine multiple perspectives on participation, diversity, and democratic reform.
- **Integrity**
Students examine the ethical responsibilities of citizenship, civil disobedience, and participation in democracy, evaluating how constitutional principles should guide responses to modern challenges.
- **Innovation**
Students generate thoughtful proposals and forward-looking arguments about constitutional adaptation, civic participation, and policy responses to emerging twenty-first-century issues.
- **Emotional Intelligence**
Students respectfully analyze issues involving identity, rights, diversity, and global engagement, demonstrating empathy and perspective-taking in discussions of controversial public policy questions.

Unit Essential Questions

- What does it mean to be a citizen?
- What is the importance of civic engagement to American constitutional democracy?
- How have Civil Rights movements resulted in fundamental political and social change in the United States?
- How have American political ideas and the American constitutional system influenced other nations?
- What key challenges does the United States face in the future?
- What are the challenges of the participation of the United States in world affairs?
- What does returning to fundamental principles mean?

Unit Scope and Sequence

- Explain the meaning of citizenship in the United States, the ways Americans become citizens, and why all American citizens are both citizens of their states and the nation.
- Identify essential rights and responsibilities of citizens and why citizenship is particularly complicated for Native Americans.
- Describe the process of naturalization, differences between citizens and resident aliens, and how citizenship can be lost.

- Evaluate, take, and defend positions on the legal and moral rights and obligations of citizens.
- Explain why Americans need to be engaged in civic affairs.
- Identify opportunities for civic engagement through voluntary associations and nongovernmental organizations and participation in local, state, and national politics.
- Evaluate, take, and defend positions on challenges associated with voting and other forms of participation in civic life in the United States.
- Explain why African Americans, women, and other groups found it necessary to concerted actions to ensure recognition of their civil rights.
- Describe some of the goals and tactics that the civil rights movements have used.
- Describe and explain the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.
- Identify some ongoing issues involving civil rights.
- Evaluate, take, and defend positions on landmark legislation involving civil rights and the role of civil disobedience in America's constitutional democracy.
- Identify which aspects of the American constitutional system have been influential elsewhere.
- Explain why some countries and international organizations have chosen to modify the American system or use other types of democratic systems.
- Explain how the Bill of Rights has influenced other countries and how some countries have adopted bills of rights that are considerably different.
- Evaluate, take, and defend positions on why some aspects of American constitutional democracy have been effective in the United States have not been used in other countries.
- Discuss the effects of diversity and technology on the lives of Americans.
- Explain the importance of civil discourse in debating divisive issues.
- Evaluate, take, and defend positions on the changing expectations of America's governments and potential constitutional amendments.
- Identify the constitutional responsibilities of the three branches of the national government in shaping the involvement of the United States in world affairs.
- Describe globalization and identify some of the challenges that globalization poses for citizenship and participation in world affairs.
- Evaluate, take, and defend positions on issues involving globalization and improving the image of the United States abroad.

Academic Vocabulary

- | | |
|---------------------------------|---|
| ● Alien | ● Voluntary associations |
| ● Citizen | ● Voter registration |
| ● Denaturalization | ● Civil disobedience |
| ● Dual national citizenship | ● Civil rights |
| ● Enlightened self-interest | ● <i>De facto</i> segregation |
| ● <i>E pluribus unum</i> | ● <i>De jure</i> segregation |
| ● <i>Jus sanguinis</i> | ● Civil disobedience |
| ● <i>Jus soli</i> | ● Human rights |
| ● Naturalization | ● Universal Declaration of Human Rights |
| ● Resident alien | ● Eminent domain |
| ● Nongovernmental organizations | |

- Immigration
- Collective security
- Globalization
- International law
- Isolationism
- Letter of marque and reprisal
- multinational corporations
- Treaty
- United Nations

Unit Assured Assessments

Formative Assessments:

- Mini projects to include oral presentations and creative one-pagers.
- Practice simulated congressional hearings

Summative Assessments:

- Simulated congressional hearings

Resources

- Center for Civic Education, We the People: The Citizen & the Constitution, 4th Edition, 2016, Unit 5, Lessons 33-38.
- Hamilton, Alexander. Madison, James. Jay, John. The Federalist Papers.
- Various landmark laws, executive orders, and Supreme Court cases
- James Madison's Notes of the Constitutional Convention
- The Constitution of the United States
- Universal Declaration of Human Rights

Time Allotment

- Approximately 8 Weeks

CREDIT

One credit in Social Studies
Civics Requirement

PREREQUISITES

Completion of Global Civilizations, United States History and/or departmental approval

CURRENT REFERENCES

- "Allsides | Balanced News Via Media Bias Ratings For An Unbiased News Perspective". *Allsides*, 2021, <https://www.allsides.com/unbiased-balanced-news>.
- Center for Civic Education "We the People" and "Project Citizen" resources <https://www.civiced.org/>
- National Constitution Center's Interactive Constitution: <https://constitutioncenter.org/the-constitution>
- National Constitution Center's Founders Library: <https://constitutioncenter.org/the-constitution/historic-document-library>
- "The Constitution Explained" video series sponsored by Center for Civic Education and iCivics: <https://www.civiced.org/constitution-explained>
- Retro Report, an independent nonprofit newsroom that creates trusted and balanced documentary videos and classroom resources: <https://retroreport.org/education/>

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Various AP US Government Rubrics found on AP Classroom
- Center for Civic Education Rubric on [Simulated Hearings](#)

OTHER RESOURCES

Trumbull High School School-Wide Reading Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: - Clearly identifying the purpose of the text - Providing initial reaction richly supported by text - Providing a perceptive interpretation	Demonstrates understanding of text by: - Identifying the fundamental purpose of the text - Providing initial reaction supported by text - Providing a clear/straight forward interpretation of the text	Demonstrates general understanding of text by: - Partially identifying the purpose of the text - Providing initial reaction somewhat supported by text - Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: - Not identifying the purpose of the text - Providing initial reaction not supported by text - Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : - Extensively reshaping, reflecting, revising, and/or deepening initial understanding - Constructing insightful and perceptive ideas about the text. - Actively raising critical questions and exploring multiple interpretations of the text	Student is able to interpret text by : - Reshaping, reflecting, revising, and/or deepening initial understanding - Summarizing main ideas of text - Actively interpreting text by raising questions and looking for answers in text	Student is able to interpret text by : - Guided reflection and/or revision of initial understanding - Summarizing some main ideas of text - Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : - Struggle to implement guided reflection and/or revision of initial understanding - Struggle to summarize any main ideas of text - Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections - text to text - text to self - text to world	Demonstrates specific connections - text to text - text to self - text to world	Demonstrates general connections - text to text - text to self - text to world	Struggles to make connections - text to text - text to self - text to world
Evaluate X_____	Insightfully evaluates the text by one or more of the following elements: - Critical analysis to create a conclusion supported by the text - Perceptive judgments about the quality of the text - Synthesis of text - Express a personal opinion.	Evaluates the text by one or more of the following elements: - critical analysis to form a conclusion from the text - thoughtful judgments about the quality of the text - Evaluation of text to express personal opinion(s)	A general evaluation of the text by one or more of the following elements: - Forms a superficial conclusion from the text - Assesses the quality of the text - Uses text to express personal opinion(s)	Struggles to evaluate the text by any of the following elements: - Forming a conclusion from the text - Assessing the quality of the text - Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	- Establishes and maintains a clear purpose - Demonstrates an insightful understanding of audience and task	- Establishes and maintains a purpose - Demonstrates an accurate awareness of audience and task	- Establishes a purpose - Demonstrates an awareness of audience and task	- Does not establish a clear purpose - Demonstrates limited/no awareness of audience and task
Organization X_____	- Reflects sophisticated organization throughout - Demonstrates logical progression of ideas - Maintains a clear focus - Utilizes effective transitions	- Reflects organization throughout - Demonstrates logical progression of ideas - Maintains a focus - Utilizes transitions	- Reflects some organization throughout - Demonstrates logical progression of ideas at times - Maintains a vague focus - May utilize some ineffective transitions	- Reflects little/no organization - Lacks logical progression of ideas - Maintains little/no focus - Utilizes ineffective or no transitions
Content X_____	- Is accurate, explicit, and vivid - Exhibits ideas that are highly developed and enhanced by specific details and examples	- Is accurate and relevant - Exhibits ideas that are developed and supported by details and examples	- May contain some inaccuracies - Exhibits ideas that are partially supported by details and examples	- Is inaccurate and unclear - Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	- Demonstrates excellent use of language - Demonstrates a highly effective use of standard writing that enhances communication - Contains few or no errors. Errors do not detract from meaning	- Demonstrates competent use of language - Demonstrates effective use of standard writing conventions - Contains few errors. Most errors do not detract from meaning	- Demonstrates use of language - Demonstrates use of standard writing conventions - Contains errors that detract from meaning	- Demonstrates limited competency in use of language - Demonstrates limited use of standard writing conventions - Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.