

Created May 12, 2025

Last Revision Feb 6, 2026

Course Title <i>Clarification: This is the name of the course as it would appear in the program of studies.</i>	Civics					
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Statement of Outcome <i>Clarification: This is a general statement of what a student would get out of taking this class. It is what would appear as the description of your course in the program of studies.</i>	Overview and statement of outcome “Civics” is defined as the study of “the rights and duties of citizens and of how government works.” The goal of this course is to become informed and active community members who feel empowered to make change! We will look closely at terms like <i>democracy, citizen, American, and justice</i> and study who in the United States has been included in and excluded from these ideas. We will study the U.S. Constitution and the structure of our government, elections and voting, and the controversial issues and questions that arise in all of these different contexts. We will challenge assumptions, consider how history has influenced our current society, reflect upon the current state of affairs, and strive to make a more just future. During the first half of the year, you will hone your writing skills and content knowledge. In the second half of the year, you will complete a college-level research paper on an American social movement from the 1960s/1970s and complete a capstone civics in action project. Students will leave this class with a strong writing sample, as well as skills you will use in college, your career, and beyond. Above all else, you will gain insight and practice into what it means to be a citizen and the effort it takes to make democracy work. Essential Questions 1. What does it mean to be a citizen? What is a democracy? How does the history of the United States help us understand the nature of democracy, what strengthens it, and what weakens it? 2. What does freedom mean in a democracy? How are our freedoms protected? 3. What are the ideals of democracy that were expressed at the time of the nation’s founding, in its laws and constitutional amendments, and by its inhabitants throughout the history of the United States? 4. How has the idea of race been used to define membership in American society? In what ways has race been used by those in power to make decisions about who is granted freedom(s)? 5. How have groups been included in or excluded from the privileges and protections of belonging to the American nation? 6. How have exclusion and oppression affected the strength of US democracy? 7. What can we learn from the past efforts of marginalized Americans to claim for themselves freedom and membership in American democracy and from the opposition they faced?					
Unit Name & Timeframe <i>Clarification: What is the name of your unit? Approximately how long will it last?</i>	Unit 1: Interrogating American Ideals	Unit 2: Constitution, Three branches, and Bill of Rights	Unit 3: Bernie Sanders State of the Union Essay (Dec-Jan)	Unit 4: Voting and Elections (January-Feb) Unit 5: State Policy Project	Unit 6: Civics in Action Project/Capstone Project	
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX and the questions you use to frame the big ideas.</i>	What are American ideals and to what extent have these ideals been upheld? How do we reckon with a history full of complexities and contradictions?	To what extent is power balanced in the U.S. Constitution? Are people’s constitutional rights effectively protected?	How can we make real the ideals of democracy and freedom?”	Does our electoral system of democracy work?	How can I make real the ideals of freedom and democracy?	

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GX Focus <i>Clarification: This is the GX's you plan to pay particular attention to.</i>	Communication	Communication	Communication	Communication Critical Thinking	Communication Critical Thinking Culture and Community	
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>	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.WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>. CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	CVR.SI.9-10.1 - Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. CVR.SI.9-10.2 - Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. CVR.IC.9-10.2 - Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. 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	CVR.IC.9-10.1 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. 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.WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>.		CVR.P.9-10.1 - Apply civic virtues and democratic principles when working with others. CVR.P.9-10.2 - Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. 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.WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>. CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences	

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		secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.			or events using effective technique, well-chosen details, and well-structured event sequences.	
Summative Assessment Clarification: <i>This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.</i>	Poem (CSO) Argumentative Essay	Unit Test Analysis of landmark SCOTUS case	Argumentative essay		Civic Action Project: Implementing your Freedom Dreaming project and reflection-	
Link to Unit <i>Clarification:</i> <i>This is the link to your unit plan.</i>	Unit 1: Interrogating American Ideals	Unit 2: Constitution, Three branches, and Bill of Rights	Unit 3: Bernie Sanders State of the Union Essay (Dec-Jan)	Unit 4: Voting and Elections (January-Feb) Unit 5: State Policy Project	Unit 6: Civics in Action Project/Capstone Project	