

Civics Unit 1: Democratic Ideals

Unit #:	APSDO-00042309	Duration:	3.0 Week(s)	Date(s):	
----------------	----------------	------------------	-------------	-----------------	--

Team:
Elizabeth Sanborn (Author), Cari Andross, Colin McDermott, John McLaughlin, Louis Pellegrino

Grades:
12

Subjects:
Social Studies

Unit Focus

In this unit, students will examine how the ideas of the Enlightenment and Revolutionary Era are reflected in the Declaration of Independence and influenced the formation of our government. Students will then clarify the underlying beliefs of the Declaration and how those ideals have played out over American history. Students will be assessed through the development of a position statement that argues the extent to which the ideals are being upheld today. Primary instructional materials for this course include textbook, primary, and contemporary sources.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Connecticut Goals and Standards <i>Social Studies : 12</i></p> <ul style="list-style-type: none"> • Analyze historical, contemporary and emerging means of changing societies, promoting the common good, and protecting rights. <i>CIV.9-12.17</i> • 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. <i>CIV.9-12.12</i> • Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while 	T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U101) Governments use of power benefits or harms its citizens in varying degrees.</p> <p>U2 (U800) It is through the actions of people that human rights are preserved or restored.</p> <p>U3 (U802) Human rights involves the recognition of human dignity and the promotion of freedom, justice and peace for all humanity.</p>	<p>Q1 (Q101) Are rules there to limit or protect rights?</p> <p>Q2</p> <p>To what extent have we lived up to the democratic ideals that influenced the formation of our government?</p>

	Acquisition of Knowledge and Skill	
	Knowledge	Skills
<p>acknowledging counterclaims and evidentiary weaknesses. <i>INQ.9-12.10</i></p> <ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources. <i>INQ.9-12.5</i> Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times and places. <i>CIV.9-12.13</i> Evaluate social and political systems in different contexts, times and places that promote civic virtues and enact democratic principles. <i>CIV.9-12.10</i> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context and corroborative value of the sources to guide the selection. <i>INQ.9-12.6</i> Refine claims and counterclaims attending to precision, significance and knowledge conveyed through the claim while pointing out the strengths and limitations of both. <i>INQ.9-12.9</i> 	<p>K1 Key ideas of the Enlightenment included individual rights, limited government, equality, popular sovereignty, and government with the consent of the government</p> <p>K2 Patriots drew upon inspiration from the Enlightenment to oppose British oppression</p> <p>K3 The experiences of the Founders during the Revolutionary Era shaped the Declaration of Independence</p> <p>K4 The ideas of the Declaration of Independence still shape American society today</p>	<p>S1 Analyze the Declaration of Independence to determine historical context and main ideas</p> <p>S2 Support an argument with historical and contemporary evidence</p> <p>S3 Connect historical events to contemporary circumstances</p>