

# Fairfield Public Schools Social Studies Curriculum

## Civics: Youth & the Law Grades 11-12



**FAIRFIELD**  
**PUBLIC SCHOOLS**

## Civics and Law: Description

This course is designed to explore the organization and operation of governmental institutions, with an emphasis on the political and legal systems at the national and state level. Through a series of key essential questions and case studies, students will gain an in depth understanding of concepts such as constitutional government, federalism, checks and balances, due process, civil rights, civil liberties, criminal and civil law, as well as other significant and current topics. A key focus of the course is the development of skills in leadership, collaboration, research, and communication in order to take a critical stand on important political and social issues and foster effective civic participation.

Objectives and Standards:

**Civic Understandings:** Shown as content objectives, these goals define what students should know and be able to do upon completion of each unit. These understandings are drawn from the *Connecticut Social Studies Frameworks* (2015), the *C3 Social Studies for the Next Generation National Framework* (2013), and from the *National Standards for Civics and Government* (2000) developed by the Center for Civic Education. They provide students with the knowledge and skills required to analyze the rights and responsibilities of citizens and make informed decisions about public policy.

**Critical Thinking / Inquiry Skills:** These standards center on four dimensions driven by the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and enable students to apply knowledge and ideas in real world settings so they can become active and engaged citizens. Drawn from the *Connecticut Social Studies Frameworks* (2015) and the *C3 Social Studies for the Next Generation National Framework* (2013), these standards enable students to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives.

# Civics and Law: Overview

## Central Understandings

- Evaluate how power, authority, and responsibility are distributed, shared, and limited as established by the United States Constitution and our political and judicial system.
- Assess what it means to be an engaged citizen at the state, national, and global levels.
- Understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at the state, national, and global levels.
- Analyze case studies in relation to the judicial system at the state and national level and evaluate the impact of the judicial process.
- Understand and apply the elements, processes, and procedures of criminal and civil law.
- Generate and research compelling questions on contemporary issues to apply their knowledge and understanding of civics, government, and our judicial system.
- Engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry cycle.
- Analyze and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry.
- Analyze and evaluate sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).
- Utilize research strategies, methods, and sources to obtain, organize, and interpret data.
- Compose arguments / positions, and participate in debates on different interpretations of the same events or concepts; synthesize primary and secondary sources to justify a claim.
- Develop open-ended questions that can be addressed through research and interpretation.

## Course Compelling Questions

- How does the government established by the U.S. Constitution embody the purposes, values, and principles of American democracy?
- What does it mean to be an engaged citizen at the state and national levels.
- How do the American civil and criminal justice systems operate? How can they be improved?
- Is America a just society?

## Civics and Law: Year-at-a Glance

Unit	Title	Unit Compelling Questions
1	Introduction to Government, Law, and Rights	<ul style="list-style-type: none"> <li>• What are the values and principles that are basic to American democracy? How are those values reflected in our legal system?</li> <li>• How is power and responsibility distributed, shared, and limited to meet the needs of citizens?</li> <li>• How can government balance the rights of individuals with the overall well-being of the society?</li> <li>• What are the powers and influence of the judicial system at the state and national levels?</li> <li>• How do civil and criminal proceedings and outcomes both reflect American society and influence American society?</li> </ul>
2	Criminal Law: Concepts and Cases	<ul style="list-style-type: none"> <li>• What is a crime? What are the types and classes of crimes?</li> <li>• What are the rights of the accused?</li> <li>• What is the purpose of punishment? Which options are effective?</li> <li>• Is the U.S. criminal justice system fair?</li> <li>• Cases study approach: Is the defendant guilty?</li> </ul>
3	Civil Law: Concepts and Cases	<ul style="list-style-type: none"> <li>• What is civil law? What are the types and classes of torts?</li> <li>• What are the rights associated with civil proceedings?</li> <li>• What are the elements associated with the defense of intentional torts, negligence, and strict liability?</li> <li>• Is the U.S. civil justice system fair?</li> <li>• Cases study approach: Is the defendant guilty? What should the damages be?</li> </ul>

## Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated, as well as district-wide, formative and summative assessments in the following areas:

1. Determine the central ideas or information of course content; provide an accurate summary that makes clear the relationships among the key details and ideas (CCSS.ELA-LITERACY.RH11-12.2).
2. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the content as a whole (CCSS.ELA-LITERACY.RH11-12.1).
3. Evaluate differing points of view on the same course concept or issue by assessing various claims, reasoning, and evidence (CCSS.ELA-LITERACY.RH11-12.6).
4. 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.RH11-12.7)
5. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of a concept or issue, noting discrepancies among sources (CCSS.ELA-LITERACY.RH11-12.9).
6. Produce arguments (written or presented) focused on discipline-specific content (CCSS.ELA-LITERACY.WHST.11-12.1).
7. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (CCSS.ELA-LITERACY.WHST.11-12.2).
8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (CCSS.ELA-LITERACY.WHST.11-12.7).
9. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively; avoid plagiarism and overreliance on any one source and follow a standard format for citation (CSS.ELA-LITERACY.WHST.11-12.8).

# Introduction to Government, Law, and Rights

## Overview

In order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. That requires a widespread knowledge of law, politics, and government. This unit will provide students with an in-depth overview of the U.S. Constitution and the Bill of Rights, and the branches of government. In addition to the institutions, this unit also explores the principles – such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers – that are meant to guide official institutions such as legislatures, courts, and government agencies. Students will explore the purpose of government to define laws and jurisprudence and explore the constitutional structure of government at the local, state, and national levels with a specific focus on the judicial branch.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze the philosophical basis for democratic government and evaluate the values and principles that are basic to American democracy.
- Analyze how power and authority is distributed, shared, and limited in the American political system to meet the needs of the people (e.g. Federalism, Separation of Powers, Checks and Balances at the local, state and national levels).
- Demonstrate an understanding of 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.
- Demonstrate an understanding of the rights guaranteed and protected by the Bill of Rights and how those rights have evolved over time.
- Demonstrate an understanding of the structure, function, and influence of the judicial system at the state and national levels and an understanding of the types of laws that exist at each level.
- Demonstrate an understanding of the ways in which citizens can take part in civic life (e.g. voting, selective service, activism, media, public interest groups, political parties).

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the values and principles that are basic to American democracy? How are those values reflected in our legal system?
- How is power and responsibility distributed, shared, and limited to meet the needs of citizens?
- How can government balance the rights of individuals with the overall well-being of the society?
- What are the powers and influence of the judicial system at the state and national levels?
- How do civil and criminal proceedings and outcomes both reflect American society and influence American society?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school Civics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** 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

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school Civics will individually and with others:

#### Civic and Political Institutions

**CIV 9-12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9-12.2** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present

**CIV 9-12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9-12.4** 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.

**CIV 9-12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9-12.6** Critique relationships among governments, civil societies, and economic markets.

#### Participation and Deliberation

**CIV 9-12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9-12.8** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

**CIV 9-12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9-12.10** 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.

#### Processes, Rules, and Laws

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9-12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9-12.13.** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9-12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

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### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school Civics will individually and with others:

**INQ 9–12.6** 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.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school Civics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.



**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Criminal Law: Concepts and Cases

## Overview

This unit provides students with an in-depth overview of criminal law, and provides opportunities for students to apply their knowledge and develop skills related to leadership, collaboration, public speaking, debate, and argumentation. Through a case-study approach, students will explore all aspects of criminal law and the criminal justice system including the types and classes of crimes and the various phases of the criminal justice process. Students will also analyze numerous contemporary and historic cases to apply their knowledge and skills to real-world situations.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Define and apply the elements of criminal law, including differentiating between state and federal crimes, classes of crimes, and parties to crimes.
- Demonstrate an understanding of the definition and processes in prosecuting crimes against persons and crimes against property.
- Demonstrate an understanding of and apply the concepts associated with the criminal justice process, including the investigation phase, proceedings before trial, the trial phase, and sentences and corrections.
- Analyze significant current and historical cases in criminal law and demonstrate an understanding of the process and outcomes of each case.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What is a crime? What are the types and classes of crimes?
- What are the rights of the accused?
- What is the purpose of punishment? Which options are effective?
- Is the U.S. criminal justice system fair?
- Cases study approach: Is the defendant guilty?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school Civics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas

associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** 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

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**Key academic vocabulary: *questioning, argument, explanation, point of view***

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## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school Civics will individually and with others:

### Civic and Political Institutions

**CIV 9-12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9-12.2** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present

**CIV 9-12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9-12.4** 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.

**CIV 9-12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9-12.6** Critique relationships among governments, civil societies, and economic markets.

### Participation and Deliberation

**CIV 9-12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9-12.8** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

**CIV 9-12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9-12.10** 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.

### Processes, Rules, and Laws

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9-12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9-12.13.** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9-12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school Civics will individually and with others:

**INQ 9–12.6** 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.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school Civics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

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**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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# Civil Law: Concepts and Cases

## Overview

This unit provides students with an in-depth overview of civil law, and provides opportunities for students to apply their knowledge and develop skills related to leadership, collaboration, public speaking, debate, and argumentation. Through a case-study approach, students will explore all aspects of civil law and the civil justice system including the types and classes of torts and the various phases of the civil proceeding process. Students will also analyze numerous contemporary and historic cases to apply their knowledge and skills to real-world situations.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Define and apply the elements of civil law, including differentiating between liability and torts, classes of torts, and parties to torts.
- Demonstrate an understanding of the definitions and processes in conducting proceedings on civil matters, including intentional torts, negligence, and strict liability.
- Demonstrate an understanding of and apply the concepts associated with the civil justice process, including the impact of torts on public policy.
- Analyze significant current and historical cases in civil law and demonstrate an understanding of the process and outcomes of each case.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What is civil law? What are the types and classes of torts?
- What are the rights associated with civil proceedings?
- What are the elements associated with the defense of intentional torts, negligence, and strict liability?
- Is the U.S. civil justice system fair?
- Cases study approach: Is the defendant guilty? What should the damages be?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school Civics will individually and with others:

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**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** 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

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## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

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**CIV 9-12.4** 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.

**CIV 9-12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9-12.6** Critique relationships among governments, civil societies, and economic markets.

### Participation and Deliberation

**CIV 9-12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9-12.8** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

**CIV 9-12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9-12.10** 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.

### Processes, Rules, and Laws

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9-12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9-12.13.** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9-12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

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It is expected that students in high school Civics will individually and with others:

**INQ 9–12.6** 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.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school Civics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

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