

Fairfield Public Schools Social Studies Curriculum

Civics: International Relations Grades 11-12



FAIRFIELD
PUBLIC SCHOOLS

Civics and International Relations: Description

This course is designed to explore the important social, political, economic, and environmental issues of the modern world and the interconnectedness of our global community. Through a series of key compelling questions and case studies, students will gain an in-depth understanding of topics such as global terrorism, nuclear proliferation, global trade relationships, ethnic and religious conflict, human rights, international cooperation, and other significant and current topics. Students will gain a greater understanding of the government structure of the United States, and the rights and responsibilities of its citizens, by exploring and comparing key concepts to those of other countries and international organizations. A key focus of the course is the development of skills in leadership, collaboration, research, and communication in order to develop plans to take informed action on global issues.

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 key concepts surrounding the structures and powers of various political systems and make informed decisions about modern global issues.

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 International Relations: 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 economic 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 various political and governmental systems around the world and the various ways in which citizens participate in the political process.
- Analyze current challenges in international decision making based on past and present issues.
- Analyze various political approaches to international diplomacy and conflict.
- Describe the relationship of the U.S. to other nations and to world affairs.
- Generate and research compelling questions on contemporary national and global issues to apply their knowledge and understanding of civics, government, and our political, economic, and social systems.
- 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 United States government make decisions about foreign policy? What is the role of the citizen in this process?
- How do the complex relationships between nations impact deliberation and compromise in international decision making?
- How do countries with different political cultures respond to international issues?
- Evaluate the role of the United States in preventing and responding to global crises.

Civics and International Relations: Year-at-a Glance

| Unit | Title | Unit Compelling Questions |
|------|---|--|
| 1 | Introduction to International Relations and Globalization | <ul style="list-style-type: none"> • How do the complex relationships between nations impact deliberation and compromise in international decision making? • What significant international structures are in place to maintain international order (e.g. supranational organizations, laws, treaties, agreements, etc.)? • To what extent is the United Nations an effective institution for maintaining international peace and security? • How does globalization benefit and challenge both developed and developing nations? • Is world peace possible? |
| 2 | The United States: Power Structures and Citizen Participation in International Relations | <ul style="list-style-type: none"> • What are the values and principles that are basic to American democracy? How are those values reflected in our nation's foreign policy? • What priorities and interests determine U.S. foreign policy? • How is power and responsibility distributed, shared, and limited to meet the needs of citizens? • How do we define citizenship at the local, state, national, and global levels? • How can government balance the rights of individuals with the overall well-being of the society? • What is the role of the United States in the global community? |
| 3 | Country Case Studies: Power Structures and Citizen Participation in International Relations | <ul style="list-style-type: none"> • What is the balance of power in the post-Cold War world? • What role do the major powers of the world play in establishing international order and in solving global problems? • How does political culture and historical experience influence a nation's political system and foreign relations? • How is official power and authority exercised in various political and governmental systems? |
| 4 | Case Studies in Contemporary Global Issues | <ul style="list-style-type: none"> • What current political, social, economic, and/or environmental issues are most pressing to the global community? • How can the global community cooperate to address these issues? • To what extent should the United States be responsible for protecting human rights around the world? • How can we as citizens effectively respond to global issues? |

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 (INQ DIM 1-3; 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 (INQ DIM 1-4; 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 (INQ DIM 1-3; 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 (INQ DIM 3-4; 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 (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.9).
6. Produce arguments (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.1).
7. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (INQ DIM 3-4; 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 (INQ DIM 1-4; 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 (INQ DIM 1-4; CSS.ELA-LITERACY.WHST.11-12.8).

Introduction to International Relations and Globalization

Overview

This unit provides an introduction to the complex field of international relations and provides an overview of the international structures, norms, and values that determine the relationships among nations. Students will explore the promises and challenges associated with international diplomacy and cooperation and the various ways in which nations communicate and negotiate. A key aspect of this unit is an introduction to the many ways in which citizens can influence public policy and an evaluation of the value of citizen action in different parts of the world. Through an in-depth study of the United Nations and other international organizations, students will investigate the effectiveness of current structures. Furthermore, to gain an understanding of the current realities of interconnected global politics, economics, and society, students will explore the concept of globalization and evaluate its positive and negative impacts on the developed and developing nations of the world.

Unit Content Objectives

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

- Analyze current challenges in international diplomacy, cooperation, and decision making.
- Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the national and international levels.
- Analyze the purpose for and the structure of the United Nations' and evaluate the effectiveness of the system from a variety of perspectives.
- Demonstrate an understanding of globalization and evaluate the positive and negative impacts of globalization.

Unit Compelling Questions

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

- How do the complex relationships between nations impact deliberation and compromise in international decision making?
- What significant international structures are in place to maintain international order (e.g. supranational organizations, laws, treaties, agreements, etc.)?
- To what extent is the United Nations an effective institution for maintaining international peace and security?
- How does globalization benefit and challenge both developed and developing nations?
- Is world peace possible?

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*

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.

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*

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*

The United States: Power Structures and Citizen Participation in International Relations

Overview

This unit focuses on the political and social institutions, branches of government, and civil society of the United States. Students will gain an in-depth understanding of how power and authority is distributed, shared, and limited in the American political system through the lens of American foreign policy in the age of globalization. A key aspect of this unit is in evaluating the current role of the United States and its individual citizens in addressing global social, economic, and political crises.

Unit Content Objectives

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

- Describe and evaluate the values and principles that are basic to American democracy and assess how those values are reflected in U.S. foreign policy.
- Analyze how power and authority is distributed, shared, and limited in the American political system to meet the needs of the people in the area of foreign relations (e.g. Separation of Powers and Checks and Balances).
- 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 ways in which citizens can take part in civic life (e.g. voting, activism, media, public interest groups, political parties).
- Debate whether or the United States should be responsible for protecting human rights around the world and addressing global issues.

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 nation's foreign policy?
- What priorities and interests determine U.S. foreign policy?
- How is power and responsibility distributed, shared, and limited to meet the needs of citizens?
- How do we define citizenship at the local, state, national, and global levels?
- How can government balance the rights of individuals with the overall well-being of the society?
- What is the role of the United States in the global community?

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*

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.

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*

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*

Country Case Studies: Power Structures and Citizen Participation in International Relations

Overview

Through several country case-studies, which may include Russia, China, Iran, Mexico, Nigeria, or the European Union, students will explore how political culture and historical experience influences a nation's political and governmental system and the variety of ways nations react to and address international diplomacy and conflict. Students will analyze and debate the effectiveness of different types of systems in comparison to that of the United States in terms of government power and citizen participation. Key concepts to consider and explore include democratization, economic growth, political legitimacy, sovereignty, and the ways in which societal divisions such ethnicity, religion, and national identity could impact a nation's public policy.

Unit Content Objectives

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

- Identify and assess the role of the world's powers in establishing international order and in solving global problems (e.g. U.S., Russia, China, European powers, Iran, etc.)
- Analyze how the historical development and political culture of a nation influences its contemporary political system and its foreign policy.
- Analyze the various ways in which power and authority is exercised in different political and governmental systems.
- Analyze the various ways in which citizens exercise power in different political and governmental systems.
- Analyze the different paths a country may take to democratization and assess the effectiveness of different political systems in meeting the needs of citizens.

Unit Compelling Questions

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

- What is the balance of power in the post-Cold War world?
- What role do the major powers of the world play in establishing international order and in solving global problems?
- How does political culture and historical experience influence a nation's political system and foreign relations?
- How is official power and authority exercised in various political and governmental systems?

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*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

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

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

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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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*

Case Studies in Contemporary Global Issues

Overview

As a culminating unit, students will research and evaluate important case studies concerning current global political, social, economic, and/or environmental issues from various perspectives and work toward developing action plans to address these issues. Through a series of simulations and debates, students will gain an understanding of the complex world of global diplomacy and conflict.

Unit Content Objectives

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

- Define, discuss, and evaluate human rights from various perspectives using case studies of current global issues.
- Debate the extent to which the United States should be responsible for protecting human rights around the world and addressing global issues.
- Assess how the international community can cooperate to address global issues.
- Evaluate how citizens, as individuals or in groups (nationally-based interest groups, political parties, non-governmental organizations, nonprofit organizations, etc.) can respond to global issues.
- Research and evaluate important case studies concerning current global political, social, economic, and/or environmental issues and develop action plans to address these issues.

Unit Compelling Questions

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

- What current political, social, economic, and/or environmental issues are most pressing to the global community?
- How can the global community cooperate to address these issues?
- To what extent should the United States be responsible for protecting human rights around the world?
- How can we as citizens effectively respond to global issues?

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*

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.

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*

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

