Puyallup School District



**Course Curriculum Outline**

1. **Course Name:**  Civics
2. **Course #:** 087340
3. **Description for Course of Study Document:**

Civics is the study of our national government, constitution, and the rights and responsibilities of citizenship. Topics include democracy and other forms of government; legislative, executive, and judicial functions; the political process; and foreign and domestic policies. It also includes a summary of Washington State History and local native sovereignty.

**Course Content:**

Course content to earn the civics credit include, but not be limited to:

* Federal, state and local government organization and procedures;
* Rights and responsibilities of citizens addressed in the Washington state and United States Constitutions;
* Current issues addressed at each level of government; and
* Electoral issues, including elections, ballot measures, initiatives, and referenda.

**Essential Standards:**

* ES 1 - Compare and contrast democracies with other forms of government, including native tribal governance – Interpret the relationship between governments and the values held by the governed. (EALRS: 1.1, 1.2, 1.3, 2,2, 2.3, 2.4, 3.3)
* ES 2 - Analyze evolving interpretations of the Constitution over time and investigate the impact of landmark changes on various groups in American society (EALRS: 3.3, 4.1, 4.2, 4.3)
  + - ES 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.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/))
* ES 4 - Understand the rights and responsibilities granted in the Constitution and explore how they have been applied and or changed over time, including application in an increasingly digital world. (EALRS: 1.1, 1.4, 2.1, 3.2, 4.1, 4.2, 4.3)
* ES 5 - Analyze strengths and weaknesses of civil and criminal justice systems. (EALRS: 1.1, 1.2, 2.1, 4.3)
* ES 6 - Understand changes in the electorate over time; critique techniques that have been used to suppress voter turnout and events/legislation used to protect voting rights. (EALRS: 2.3, 3.1, 3.2, 4.2, 4.3)
  + - ES 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.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/))
* ES 8 - Create action plan to access, engage and participate with local, county, city and/or Tribal governments including school boards and other local governing bodies including but not limited land use boards, port authorities and sewer/water districts. (EALRS: 1.4, 3.2, 4.4)
* ES 9 - 1st Semester: Collaborate to create a plan for fulfillment of at least one required Washington State Civic Observance Day. (EALRS: 1.4, 4.1, 4.2, 4.4)
* ES 9 - 2nd Semester: Collaborate to create a plan for fulfillment of a civic public service project. (EALRS: 1.4, 4.1, 4.3, 4.4)
  + - ES 10 - 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.W.11-12.7](http://www.corestandards.org/ELA-Literacy/W/11-12/7/))

**WA State Learning Standards:**

*EALR 1: CIVICS* The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

* 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.
* 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.
* 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy.
* 1.4: Understands civic involvement.

*EALR 2: ECONOMICS* The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

* 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
* 2.2: Understands how economic systems function.
* 2.3: Understands the government’s role in the economy.
* 2.4: Understands the economic issues and problems that all societies face.

*EALR 3: GEOGRAPHY* The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

* 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.
* 3.2: Understands human interaction with the environment.
* 3.3: Understands the geographic context of global issues.

*EALR 4: HISTORY* The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

* 4.1: Understands historical chronology.
* 4.2: Understands and analyzes causal factors that have shaped major events in history.
* 4.3: Understands that there are multiple perspectives and interpretations of historical events.
* 4.4: Uses history to understand the present and plan for the future.

*EALR 5: SOCIAL STUDIES SKILLS* The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

* 5.1: Uses critical reasoning skills to analyze and evaluate positions.
* 5.2: Uses inquiry-based research.
* 5.3: Deliberates public issues.
* 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

**Course Units:**

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| **Unit 1 Theme** | **Foundations of Government** |
| **Social Studies Content** | * Forms of government * Nature/Purposes of government * Ideologies of government * Comparative government * Economic systems and government |
| **Learning Targets** | 1. Understand how the world is organized politically and nations interact (civics) 2. Identify the differences in philosophy, structure, and the nature of different types of government (civics) 3. Understand the role of sovereignty in the development of different governments and within governments (civics) 4. Compare and contrast democracies with other forms of government.(civics) 5. Understand individual rights and their accompanying responsibilities including problem solving and decision making at the local, state, and international level. (civics) 6. Understand how cultural forces and factors influenced and were influenced by changes in government (Cultural Geography) 7. Identify ways that power can be distributed geographically within a state (Physical Geography) 8. Identify the different types of economic systems (Economics) 9. Understand how different government and economic systems influence one another (Economics) 10. Students will recognize and analyze the ideologies inherent in different economic systems. (Economics) |

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| **Unit 2 Theme** | **United States Government** |
| **Social Studies Content** | * Foundation of US Government * Constitution/Bill of Rights * Branches of Government/Bureaucracy * Functions/workings of US Government * Taxes and Financing |
| **Learning Targets** | 1. Understand the foundational and early documents that laid the foundation for modern American government and politics (civics, history, cultural geography) 2. Understand the events and pressures that lead to the colonization, independence, and changes in American government function/structure (civics, history, cultural geography) 3. Understand the development and structure of the United States Constitution as well as its development, including the evolution of native sovereign rights. (history, civics, cultural geography) 4. Understand how the Constitution can and has changed over time through formal amendments and informal procedures. (history, civics) 5. Understand the rights and freedoms granted in the Constitution and how they have been applied and or changed over time (history, civics) 6. Understand the basic principles of American Government including federalism, division of powers, and checks and balances. (history, civics) 7. Understand the roles/functions of the different branches of government and their beaucracies (history, civics) 8. Understand the financial processes of creating and maintaining a national budget as well as the various factors that influence this. (history, civics, economics) 9. Understand the different methods of taxation used by the national and local governments (history, civics, economics) 10. Understand the way taxes are used different in different jurisdictions including required obligations and beliefs. (history, civics, economics) |

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| **Unit 3 Theme** | **Civil Rights and Liberties** |
| **Social Studies Content** | * Freedom of Expression * Personal Freedoms * Student Rights * Criminal Proceedings * Due Process |
| **Learning Targets** | 1. Understand the guarantees made by the Bill of Rights, including first Amendment rights. (history, civics) 2. Understand the rights and responsibilities of US citizens as well as other residents. (history, civics) 3. Understand the role and function of rights in society. (history, civics) 4. Understand the impact of historic legal cases, including landmark Supreme Court cases, on individual rights, equality, and freedoms. (history, civics) 5. Recognize landmark court decisions and legislation that affected and continue to affect tribal sovereignty. (history, civics) 6. Students will understand the function and role of criminal laws/codes in society, including the rights of the accused. (history, civics) 7. Understand the key differences between criminal and civil cases. (civics) 8. Students will understand key events and their relationship to the creation of Federal Civil Rights legislation including a discussion of protected and non-protected classes. (history, civics, cultural geography) 9. Students will understand the concept of diversity and the effect of discrimination in society. (history, civics, cultural geography) |

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| **Unit 4 Theme** | **Voting and Voter Behavior** |
| **Social Studies Content** | * Elections and Voting   + Voting Requirements   + Voter Turnout   + Voter Behavior   + Changes in the Electorate * Participatory Citizenship   + Political Parties and Organization   + Activate Engagement |
| **Learning Targets** | 1. Understand voting processes and procedures such as the Electoral College, redistricting, campaign finance, and nomination processes.(civics, history) 2. Understand universal voting requirements as well as variations by state. (civics) 3. Understand factors related to voter turnout including turnout trends and historical barriers. (history, civics) 4. Understand voter behavior including political socialization, the American political spectrum, and economic influences. (civics, history) 5. Understand changes in the electorate over time as well as techniques that have been used to suppress voter turnout and key events and legislation used to protect voting. (history, civics) 6. Understand the function and influence of political parties (major and minor) on US politics. (civics) 7. Understand the creation and function of interest groups, including the various types and the ways in which they influence public policy. (civics) 8. Understand the role of the media in analyzing, reporting and influence public opinion, including how this has evolved over time. (civics) 9. Understand how to access, interact and participate with the government and their elected officials in various ways (voting, public meetings, contacting government officials, Constitution Day on September 17th, Disability History Month in October, Veteran’s Day on November 11th, Temperance and Good Citizenship Day on January 16th, Martin Luther King, Jr. day on January 18th) |

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| **Unit 5:** | **Washington State and Local Government** |
| **Social Studies Content** | * Washington State Constitution * Washington State Legislature * Washington State Administration * Washington State Court Systems * Local, City, District, and County Governments |
| **Learning Targets** | 1. Understand Washington State government revenue, spending and taxes. (Economics) 2. Understand the structure and form of the Washington State Constitution. (Civics) 3. Understand how the Washington State Constitution can and has changed over time. (Civics/History) 4. Understand the how physical geography impacts the economy, culture and politics of specific regions and how it has changed over time. 5. Recognize landmark court decisions and legislation that affected and continue to affect tribal sovereignty. (History/Civics) 6. Understand that tribal sovereignty works toward protecting tribes' way of life and toward development of their nation. (Cultural Geography) 7. Understand that tribal, state and federal agencies often work together toward the same goal. (Physical/Cultural Geography) 8. Explain the governmental structure of at least one tribe in their community. (Civics) 9. Distinguish between federally and non-federally recognized tribes. (Civics) 10. Students will explore, engage and participate with local, county and city governments including school boards and other local governing bodies including but not limited to land use boards, port authorities and sewer/water districts. (civics, physical geography) |

**Primary Instructional Resources:**

Puyallup School District Civics OER