

Civics - PPSD - 2024-2025 School Year

In this course, students learn about the historical, cultural, and philosophical foundations of the United States government, grapple with the ideals and realities of civic participation, and debate the meanings of citizenship. Students also learn about local, state, and tribal governments, understand political parties, and how dissent and protest work in political systems and in the history of the United States. Students end the course looking beyond the United States to global human rights. In this course document, you will find District Scope and Sequence details, starting with suggested pacing guide (below) and is followed by a description of the new PPSD social studies framework, instructional strategies. This document contains embedded links with model lessons that align to the new framework and most recent district initiatives.

Guiding Principles:

- It is important that this curriculum be taught using a culturally responsive lens. Our Providence schools are diverse learning communities. Approximately 68% of our students are Latinx, 15% Black. In addition, 6.5% are White, 4% Asian, 5.5% Multi-racial and 1% Native American.

Culturally responsive teaching is..

“Teaching and learning that comprises cultural awareness, information processing, learning partnerships with students, and supportive learning environments.” (Zaretta Hammond, author of Culturally Responsive Teaching and the Brain).

- This curriculum will provide necessary support for MLLs throughout grade level coursework in order to ensure that MLLs can have adequate access to the content that is being taught. According to the National Center for Education Statistics, “students who aren’t fluent in English may not fully understand class material. In addition, they might be

afraid to ask questions and share ideas because they don't have the English language skills they need to express abstract concepts.”

- This curriculum will purposefully explore and provide opportunities to empower our students to be more civically engaged.

Included Elements:

- Pacing calendar
- Lesson resources will be provided

Curriculum: McGraw Hill

Topic 1 - Government and the Concept of Citizenship

Compelling Question: What does it mean to be a citizen?

Suggested Pacing

Full Year: 19 days - September 11th - October 6th

Semesterised S1: 9 days - September 11th - September 21st

Semesterised S2: 9 days - February 1st - February 13th

Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
<p>1.1 Earliest forms of government Analyze the history and philosophy of different forms of government</p>	<p>Chapter 1 Lesson 1 Generation Citizen GC Unit 1 Slides First day of Class Complete GC Lesson 1: Do Now only (10 min) Strongly Recommended: As part of your first day agenda, take time to introduce the GC program. Explain</p>	<p style="text-align: center;">Important words to select from:</p> <p>Authoritarian Totalitarian Dictatorship Autocracy Oligarchy Monarchy</p>

	that all students will participate in Action Civics as part of the course, and complete a whole-class project before the end of the semester/year.	Democracy
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
1.2 Governmental power and role Analyze the functions of government and ways that governments provide services and benefits to the population they serve	Chapter 3 Lesson 2	Important words to select from: Ratified Enumerated powers Elastic clause Judicial review Checks and balances
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
1.3 Citizenship and obligations of citizens Argue how different definitions of citizenship and how to act as a citizen have impacted different people over time	Generation Citizen GC Unit 1 Slides <ul style="list-style-type: none"> • Complete GC Lesson 1: During Class and Wrapping Up activities (45 min) <ul style="list-style-type: none"> ○ Students will examine their rights and responsibilities as citizens. ○ Students will collaboratively create a Class Constitution. • Complete GC Lesson 2: Do Now and During Class Peer Interviews only (20 min) <ul style="list-style-type: none"> ○ Students will reflect on their community's assets and issues based on their own, personal perspective. ○ Students will practice conducting community interviews with a peer 	Citizenship Rights and Responsibilities

Topic 2 -Origins and Role of American Government

Compelling Question: Did the Constitution fulfill the ideals of the Declaration of Independence?

Suggested Pacing

Full Year: 19 days - October 10th -November 3rd

Semesterised S1: 9 days - September 22nd - October 5th

Semesterised S2: 8 days -February 14th - March 1st

Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
<p>2.1 Ideological influences on the American Revolution Argue the impact of 18th century philosophical ideas about power and government on the American Revolution</p>	<p>Chapter 2 Lesson 2</p>	<p>Second Continental Congress Consent Boycott Embargo</p>
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
<p>2.2 Ideas expressed in Common Sense and the Declaration of Independence Argue how the ideas in Common Sense and the Declaration of Independence led to a redefinition of the political relationships between the American colonies and Britain</p>	<p>Chapter 2 Lesson 1 Generation Citizen GC Unit 1 Slides Complete GC Lesson 2: Community Interviews (cont'd), Advocacy Hourglass and Community Advocacy Stories (40 min) Students will continue conducting community interviews, this time with community experts. Strongly Recommended: Assign Community Interviews as "homework" or provide dedicated time in class for students to interview community members. - Students will further explore the Action Civics process and models of community change projects utilizing the Advocacy Hourglass framework for action.</p>	<p align="center">Important words to select from:</p> <p>limited government representative government Charter Vital Levy</p>
Standard	McGraw Hill Chapter, Lesson & Generation	Vocabulary

	Citizen	
<p>2.3 Structure, provisions, and limitations of the Articles of Confederation Argue the impacts of the issues and challenges to the Articles of Confederation</p>	<p>Chapter 2 Lesson 3</p> <p>Generation Citizen GC Unit 1 Slides</p> <ul style="list-style-type: none"> ● Complete GC Lesson 3 (50 min) <ul style="list-style-type: none"> ○ Students will reflect on their Community Interviews, creating a prioritized list of community assets and issues for potential Focus Issues and advocacy opportunities. ○ Students will engage in conversation about the strengths and drawbacks of focusing on the various community issues. 	<p style="text-align: center;">Important Vocabulary to select from:</p> <p>unicameral Treaty Tariff Currencies Creditors Discontented Ratified</p>
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
<p>2.4 Creating the government of the new United States Argue the impacts of the challenges the founders faced to the creation of a new government under the Constitution of the United States</p>	<p>Chapter 4 Lesson 1</p>	<p style="text-align: center;">Important words to select from:</p> <p>Federalism Authority Retroactive Contradict Pandemic Alter Allocated Mandates Restraint</p>
<p>Topic 3 - The Constitution of the United States and Bill of Rights Compelling Question: Did the Bill of Rights “fix” the Constitution?</p>		
<p>Suggested Pacing</p> <p>Full Year: 21 days - November 6th - December 11th Semesterised S1: 11 days - October 6th - October 23rd Semesterised S2: 10 days - March 4th - March 15th</p>		

Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
<p>3.1 Influences on the Constitution of the United States Argue the impact of the structure of government and law established by the Constitution of the United States and Bill of Rights</p>	Chapter 3 Lesson 1	<p>Important words to select from:</p> <ul style="list-style-type: none"> Articles Amendments Governing Philosophy Dynamic Pluralism Elitism
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
<p>3.2 The Constitution as a product of compromise Argue the impacts of the compromises that went into the passage of the Constitution of the United States, including the addition of the Bill of Rights</p>	Chapter 3 Lesson 3	<ul style="list-style-type: none"> Convention Desecrating Assurances Militias Probable cause Impeach
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
<p>3.3 The Constitution and slavery Argue the impacts of how the authors of the Constitution of the United States handled the system of slavery</p>	<p>Chapter 2 Lesson 1 & 4</p> <p>Generation Citizen GC Unit 1 Slides</p> <ul style="list-style-type: none"> • Briefly review prioritized list of community issues from GC Lesson 3 (15 min) 	<ul style="list-style-type: none"> Bicameral Interstate Commerce Extralegal Populous
<p>3.4 Civil rights and civil liberties Argue the impacts of interpreting and using the Constitution of the United States to expand freedom and opportunity</p>	<p>Chapter 15 Lesson 5</p> <p>Generation Citizen GC Unit 1 Slides</p> <ul style="list-style-type: none"> • Complete GC Lesson 4 (50 min) <ul style="list-style-type: none"> ○ Students will reach consensus on a class focus 	<ul style="list-style-type: none"> Discrimination Civil rights movement Sit-ins Picketed Diverse Affirmative action

- issue using the opinion continuum consensus-building process
- **Recommended:** Complete this lesson *after* completing sub-unit 3.4. This way, students will have already practiced sustaining engagement and discussion around the *Guiding Questions for Instruction*, and can apply these skills in their consensus-building process.

Topic 4 - The Separation of Powers and the Three Branches of Government
Compelling Question: Does the system of checks and balances always work?

Suggested Pacing

Full Year: 25 days - December 12th - January 25th
Semesterised S1: 15 days - October 24th - November 15th
Semesterised S2: 14 days - March 18th - April 5th

Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
<p>4.1 The concept and practice of checks and balances Argue the ways the Enlightenment idea of checks and balances as a deterrent to tyranny influenced the Constitution of the United States</p>	<p>Chapter 14 Lesson 4</p> <p>Generation Citizen GC Unit 2 Slides</p> <ul style="list-style-type: none"> ● Complete GC Lesson 5: Do Now, Individual Versus Systemic Root Causes activities only (15 min) <ul style="list-style-type: none"> ○ Students will learn about and distinguish between individual and systemic root causes of public problems, analyzing their own Focus Issues through this lens. 	<p>Judicial Restraint Judicial Activism Originalists “Living” constitution</p>
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
<p>4.2 Role and powers of the legislative branch Analyze the structure and role of the legislative</p>	<p>Chapter 6 Lesson 1</p> <p>Generation Citizen</p>	<p>Important words to select from: Expressed Powers</p>

branch of the national government	GC Unit 2 Slides <ul style="list-style-type: none"> • Complete GC Lesson 5: How Government Works activity (20 min) <ul style="list-style-type: none"> ○ Students will learn the basic structures and functions of the legislative and executive branches of local government, and how people can affect government decisions (Policy Goals). ○ Note: This section is optional if students have already demonstrated a proficient understanding of how government works. You may, however, decide to use this section as a CFU or as a way to briefly review what your curriculum has already addressed. 	Implied Powers Necessary and Proper Clause Revenue bills Appropriation bills Interstate Commerce Impeachment Legislative Branch
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
4.3 Role and powers of the executive branch Analyze the structure and role of the executive branch of the national government	Chapter 9 Lesson 1	Important words to select from: Inherent powers Contemporary Executive Privilege Mandate Impeach Investigation Insurrection Unilateral
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
4.4 Role and powers of the judicial branch Analyze the structure and role of the judicial branch of the national government	Chapter 13 Lesson 1	Law Interpretation Rule of Law Entity Judicial Review Unconstitutional Impartially
Standard	McGraw Hill Chapter, Lesson & Generation	Vocabulary

	Citizen	
4.5 State, local, and tribal governments Analyze other governmental systems of the United States, including state, local, and tribal governments, and their interactions with each other and the federal government	Chapter 8 Lesson 2	Counties Zoning Codes Municipality Ordinances Townships Maintenance

Topic 5 - Political Parties, Interest Groups, and Politics
 Compelling Question: Is partisanship inevitable?

Suggested Pacing

Full Year: 25 days - January 26th - March 7th
Semesterised S1: 15 days - November 16th - December 11th
Semesterised S2: 14 days - April 8th - May 6th

Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
5.1 The emergence of political parties in the United States Argue the impacts of the ways that Americans have fought for greater control of the political system throughout history	Chapter 17 Lesson 1	Political Party Patronage One Party Systems Two-Party Systems Coalition Government Third Party
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
5.2 The role of political parties Argue the impacts of party platforms and partisanship on the United States political party system	Chapter 17 Lesson 2	Ideology Liberal Conservative Moderate Democratic Party Republican Party

		Platform
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
5.3 The role of political interest groups Argue the ways that political interest groups influence policy and have gained power over time	Chapter 19 Lesson 3	Interest Groups Civil Society Commodity
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
5.4 Participation of citizens Argue the impacts people can have on the American political system by becoming involved with political parties, interest groups, and politics	Topic 18 Generation Citizen GC Unit 2 Slides <ul style="list-style-type: none"> • Complete GC Lesson 5: Wrapping Up activity (15 min) <ul style="list-style-type: none"> ○ Students will analyze past GC project stories to identify Policy Goals they might use to affect the decisions of their local or state government 	Disenfranchise Suffrage Grandfather Clause Poll Tax
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
5.5 Tactics to influence politics Argue the impacts people can have when they use political processes outside of the governmental system to effect change	Chapter 18 Lesson 3	Campaign Manager Strategy Propaganda Campaign Finance

Topic 6 - Elections and the Politics of Voting

Compelling Question: Is the majority always right?

Suggested Pacing

Full Year: 22 days - March 8th - April 9th
Semesterised S1: 11 days - December 12th - January 4th
Semesterised S2: 10 days - May 7th - May 20th

Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
<p>6.1 Voting systems and their role in government Analyze the different types of voting systems and how people vote</p>	<p>Chapter 18 Lesson 4</p> <p>Generation Citizen GC Unit 2 Slides Complete GC Lessons 6-7: Participatory Action Research (PAR) (Multiple class sessions, up to 50 minutes each)</p> <p>Students will conduct research on how their Focus Issue manifests in their community, what is already being done to address the issue, what other strategies they can adopt and/or adapt from other communities, and the people they should speak with to make change happen. Specifically, during PAR, students will:</p> <ul style="list-style-type: none"> - find local and state news about advocacy efforts related to their issue - conduct phone interviews of local and state policymakers - conduct phone interviews of community experts - reach out to potential guest speakers - survey folks impacted by their issue <p>Note: GC emphasizes research rooted in the local community, not the federal level. However, if more extensive research is required to meet learning objectives, students could do both.</p> <p>Note: Outreach to secure (a) guest speaker(s) for GC Lesson 8 could begin now, or earlier. Host as many guest speakers as time permits, as they often may recommend a Policy Goal for students to consider.</p>	<p>Registered Margin Compulsory voting Recall Polling places Precinct Early voting Absentee ballot</p>

	<p>Complete GC Lesson 8 (50+ min)</p> <ul style="list-style-type: none"> - Students will hear from community experts who can help guide them in developing policy goals and taking action. <p>Complete GC Lesson 9 (50 min)</p> <ul style="list-style-type: none"> - Students will work together to compile their research, determine a systemic root cause of their focus issue, and agree on a policy goal they'd like to take action on. 	
Standard	McGraw Hill McGraw Hill Chapter, Lesson & Generation Citizen Lesson	Vocabulary
<p>6.2 Primary and general elections Explain the functions of primary and general elections in the United States</p>	Chapter 17 Lesson 3	Canvassing Petition Caucuses Direct Primary Closed Primary Open Primary
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
<p>6.3 History of voting rights in the United States Argue the impact of the political marginalization of different groups in American history.</p>	Chapter 18 Lesson 1	Election Voting Suffrage Suffragists Disenfranchise Grandfather clause Literacy test Poll tax
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
<p>6.4 Contemporary controversies surrounding elections and voting Argue the short- and long- term</p>	Chapter 18 Lesson 2	Midterm Elections Legislative Referendum Popular Referendum

implications of voter turnout and participation on the outcomes of the political process.		Cross-pressured voters Straight Party ticket Terms Limits Ballot Issues
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Topic 7 - Dissent and Protest in Political Systems
Compelling Question: Is Protest Patriotic?

Suggested Pacing

Full Year: 20 days - April 11th - May 16th
Semesterised S1: 9 days - January 5th - January 18th
Semesterised S2: 9 days - May 21st - June 3rd

Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
7.1 Legal basis of dissent and protest Argue the justifications for protest movements in the United States	Chapter 15 Lessons 1,2,4 Generation Citizen GC Unit 3 Slides <ul style="list-style-type: none"> • Complete GC Lesson 10 (50 min) <ul style="list-style-type: none"> ○ Students will clarify the difference between decision-makers and influencers. ○ Students will identify the individuals and groups (targets) they need to persuade in order to achieve their goal. 	Lesson 1 Pure speech Symbolic speech Seditious speech Lesson 2 Censorship Prior restraint Petition Lesson 4 Jim Crow Laws Substantive Due Process Incorporation Doctrine

Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
7.2 Historical examples of different forms of dissent and protest Argue the impacts of Americans who have acted to address social inequalities in the past	Generation Citizen GC Unit 3 Slides GC Unit 4 Slides <ul style="list-style-type: none"> • Complete GC Lesson 11 (50 min) <ul style="list-style-type: none"> ○ Students will identify the civic action strategies 	Mixed economy Subsidies Tariffs Trust Monopoly

	<p>(tactics) that would be most effective for them to reach their targets and achieve their systemic policy goal.</p> <ul style="list-style-type: none"> ○ Recommended: Extend to two class sessions, if necessary. Develop more tactic ideas than you think you'd have time for. This way, if students find themselves waiting to hear back from people they've reached out to or complete work quickly, they'll have another tactic ready to implement. 	
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Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
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<p>7.3 Contemporary issues of disagreement with laws and policies Explain the ways Americans have tried to assert control over the political system</p>	<p>GC Unit 4 Slides</p> <p>GC Unit 5 Slides</p>	<p>Disinformation Adversarial Panacea Pandering Misinformation</p>
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Topic 8 - Human Rights and Global Citizenship
Compelling Question: Do we have an obligation to other peoples and other nations?

Suggested Pacing		
<p>Full Year: 20 days - May 17th - June 14th Semesterised S1: 9 days - January 19th - January 31st Semesterised S2: 9 days - June 4th - June 14th</p>		

Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
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<p>8.1 Meaning of "human rights" Argue the impact of international agreements to support global human rights</p>	<p>Chapter 24 Lesson 2</p> <p>Generation Citizen</p>	<p>United Nations Undertake intergovernmental organizations Nongovernmental organizations</p>
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	<p>GC Unit 4 Slides GC Unit 5 Slides</p> <ul style="list-style-type: none"> ● Complete GC Lesson 12 (50+ min) <ul style="list-style-type: none"> ○ In small groups, students will carry out their action plan! <ul style="list-style-type: none"> ○ Recommended: Be prepared to dedicate consistent time over multiple class sessions for students to take action. ● Complete GC Lesson 13 (50+ min) <ul style="list-style-type: none"> ○ Students will identify class representatives to attend Civics Days, and prepare a tri-fold board presentation of the work they have completed on their Action Civics project. <ul style="list-style-type: none"> ○ Recommended: Complete Lessons 12 and 13 simultaneously. <p>STUDENT PROJECTS SHOWCASES</p> <ul style="list-style-type: none"> ● PROVIDENCE CIVICS DAY: Date TBD ● RI STATE CIVICS DAY: Date TBD <ul style="list-style-type: none"> ● Complete GC Lesson 14 (50 min) <ul style="list-style-type: none"> ○ Students will reflect on their Action Civics experience and decide on their next steps to continue their civic engagement. 	<p>Terrorism Declaration of Human Rights</p>
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary
<p>8.2 The role the United States plays in securing human rights Argue the impacts of the role the United States has taken in influencing and intervening in the affairs of other nations in the name of human rights</p>	<p>Chapter 23 Lesson 1</p>	<p>National Security Fundamental Isolationism Internationalism Containment Terrorism</p>
Standard	McGraw Hill Chapter, Lesson & Generation Citizen	Vocabulary

8.3 The concept of “global citizenship”
Argue the impacts of becoming increasingly connected to the people of other nations

Chapter 23 Lesson 2

Nuclear
Sanctions
Alliances
Regional security pacts
Collective security