



Civic Literacy Instructional Blueprint and Supporting Documents

- **Instructional Blueprint**
- **9-12 Strand Alignment and Inquiry Strand**
 - **Unit Guides**

Civic Literacy Instructional Blueprint

Founding Principles of the United States of America and North Carolina: Civic Literacy gives students the opportunity to understand the political and government systems of North Carolina and the United States. Students will gain more understanding of the U.S. Constitution and its impact throughout history and today. Students will also review the structures that were created in the U.S. Constitution and how those structures impact its citizens. Please refer to the [Civic Literacy Unpacking Document](#) for more support.

Unit	Foundations – 13 Days	Federalism – 14 Days	Politics – 14 Days	Citizenship – 17 Days
Aligned Priority Objectives	Inquiry Strand B.1.3 C&G.1.1 C&G.2.1 C&G.3.5 C&G.4.3 C&G.4.4 C&G.4.5 C&G.4.6 H.1.1	Inquiry Strand B.1.3 C&G.1.1 C&G.1.2 C&G.2.1 C&G.2.2 C&G.2.3 C&G.2.4 C&G.4.1 C&G.4.2 E.1.1 G.1.3	Inquiry Strand B.1.3 C&G.1.1 C&G.1.2 C&G.2.1 C&G.2.2 C&G.2.3 C&G.4.1 C&G.4.2 H.1.1	Inquiry Strand B.1.1 B.1.2 B.1.3 B.1.4 C&G.1.1 C&G.1.2 C&G.3.1 C&G.3.2 C&G.3.6 C&G.4.3 C&G.4.4 C&G.4.5 C&G.4.6 G.1.1 G.1.2 H.1.3 H.1.4 H.1.5 H.1.6

This document was created by Onslow County Civic Literacy teachers with guidance from the NCDPI Civic Literacy Framework. Click below for the framework clusters. This document shows the basic instructional days lessons to be mastered by the students. Individual teachers should plan assessments/projects and other activities.

[Cluster One](#)

[Cluster Two](#)

[Cluster Three](#)

9-12 Strand Alignment – Use the [Social Studies Strand Maps](#) to see full document.

History	Geography	Economics	Civics and Government	Behavioral Science
<p>Grades 9-12</p> <p>Concepts</p> <ul style="list-style-type: none"> ● Cause/Causation ● Economic Factors ● Social Factors ● Geographic Factors ● Turning Point ● Marginalized Group ● Minorities <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> ● Power ● Policy/Law ● Group <p>Understandings – Civic Literacy</p> <ul style="list-style-type: none"> ● When individuals and groups identify with the larger dominant group, those identifications can play a significant role in determining how a society develops. ● Cooperation and compromise may help establish individual and civil rights over time. 	<p>Grades 9-12</p> <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> ● Movement ● Migration ● People ● Government ● Environment <p>Understandings – Civic Literacy</p> <ul style="list-style-type: none"> ● Policy and legislation may impact movement. 	<p>Grades 9-12</p> <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> ● Economic Policy ● Economic Decisions ● Power ● System <p>Understandings – Civic Literacy</p> <ul style="list-style-type: none"> ● Economic policy decisions of state and federal governments can lead to changes in lifestyle and may have positive or negative consequences. 	<p>Grades 9-12</p> <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> ● Freedom ● Equality ● Government Systems/Levels <p>Understandings – Civic Literacy</p> <ul style="list-style-type: none"> ● The founding principles have influenced policies, laws, and decisions. ● Citizenship and civic participation can impact the structure and function of local, state, and national government. ● Minorities and marginalized groups often challenge leaders and governments to make societies more equitable. ● Minorities and marginalized groups often challenge the founding principles of a nation. 	<p>Grades 9-12</p> <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> ● Values ● Beliefs ● Individual ● Group <p>Understandings – Civic Literacy</p> <ul style="list-style-type: none"> ● As the values and beliefs of society change those changes are often reflected in legislative, executive, and judicial decisions. ● Minorities and marginalized groups often challenge leaders to live up to the values and principles of a nation.

Inquiry Strand – from the [Civic Literacy Unpacking Document](#)

Inquiry 9-12

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of all high school courses students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Category	Indicator
Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.	I.1.1 Compelling Questions <ul style="list-style-type: none"> ●Identify issues and problems in social studies. ●Formulate questions based upon disciplinary concepts.
	I.1.2 Supporting Questions <ul style="list-style-type: none"> ●Identify related issues and problems related to the compelling question. ●Formulate supporting questions.
	I.1.3 Gathering and Evaluating Sources <ul style="list-style-type: none"> ●Locate credible primary and secondary sources. ●Identify a variety of primary and secondary sources in support of compelling and supporting questions. ●Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies. ●Determine the origin, context, and bias of primary and secondary sources. ●Differentiate between facts and interpretation of sources. ●Evaluate competing historical narratives and debates among historians.
	I.1.4 Developing Claims and Using Evidence <ul style="list-style-type: none"> ●Analyze data from charts, graphs, timelines, and maps. ●Analyze visual, literary, and musical sources. ●Examine change and continuity over time. ●Analyze causes, effects, and correlations. ●Determine the relevance of a source in relation to the compelling and supporting question
	I.1.5 Communicating Ideas <ul style="list-style-type: none"> ●Construct written, oral, and multimedia arguments. ●Support arguments with evidence and reasoning while considering counterclaims. ●Use proper formatting in citing sources for arguments. ●Develop new understandings of complex historical and current issues through rigorous academic discussions. ●Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims, and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.
	I.1.6 Taking Informed Action <ul style="list-style-type: none"> ●Generate ideas through which the inquiry facilitates change. ●Devise a plan to enact change based on the results of the inquiry. ●Organize and take individual or collaborative action in order to effect change and inform others.

Units	Lessons	Length	Sample Learning Targets	Key Terms	Resources and Sample Assessment Questions
Unit 1 – Foundation (13 Days) B.1.3 C&G.1.1 C&G.2.1 C&G.3.5 C&G.4.3 C&G.4.4 C&G.4.5 C&G.4.6 H.1.1	1.1 How Governments Work	3 days	<ul style="list-style-type: none"> Define the purpose of government Explain the source of Government Power Compare and contrast the different types of government 	Terms Democracy Republic Limited Monarchy Absolute Monarchy Theocracy Dictatorship Oligarchy Social Contract Natural Rights State of Nature Consent of the Governed Parliament VA House of Burgess Salutary Neglect Separation of Powers Checks and Balances Popular Sovereignty Federalism Bicameral Legislative Executive Judicial Ratification Confederation New Jersey Plan Virginia Plan Great Compromise Electoral College 3/5 Compromise Ratification Debate Events Founding of Colonies French and Indian War Stamp Act Congress	https://drive.google.com/file/d/12l-M0murcinlegK26dghkU_BLfSHaRfL/view Primary Source Readings The Mayflower Compact United States Bill of Rights The People Debate Ratifying The Constitution Compare Three Declarations of Rights: British, American, French Preamble and the First Amendment to the United States Constitution United States Constitution (1789) Federalist No. 51 (1788) Federalist No. 10 (1787) Secondary Source Readings Federalists Antifederalists Overview: the Bill of Rights Sample Assessment Questions 1. Describe the Virginia and New Jersey Plans. How were these plans reconciled (brought together) into the Connecticut Plan or Great Compromise? 2. Analyze the positions of the Anti-Federalists and the Federalists. How did their disagreement impact the ratification of the Constitution?
	1.2 Early History	2 days	<ul style="list-style-type: none"> Summarize the impact of English traditions on the US system of government Describe the influence of the Mayflower Compact, House of Burgesses, and the Fundamental Orders of Connecticut on self-government Explain how the Thirteen colonies developed 		
	1.3 Inspirations for Independence	2 days	<ul style="list-style-type: none"> Summarize the impact of English traditions on the US system of government. Explain how Enlightenment ideas are reflected in the Declaration of Independence. Identify and summarize the actions of the British Government that angered the colonists. 		
	1.4 Constitutional Convention	1 day	<ul style="list-style-type: none"> Identify and explain the reasons the Articles of Confederation failed. 		
	1.5 The Constitution	5 days	<ul style="list-style-type: none"> Identify and apply the principles in the 		

			<p>Constitution to real life scenarios.</p> <ul style="list-style-type: none"> Analyze each article of the Constitution of the United States Explain the debate between Federalists and Anti-Federalists over the ratification of the US Constitution 	<p>Colonial Discontent First Continental Congress Second Continental Congress Shay's Rebellion Northwest Ordinance Constitutional Convention</p> <p>People John Locke Thomas Hobbes Charles Montesquieu Jean Jacques Rousseau Thomas Jefferson John Adams Thomas Paine Benjamin Franklin John Adams James Madison Alexander Hamilton George Washington John Jay Federalists Anti-Federalists</p> <p>Documents Magna Carta English Bill of Rights Mayflower Compact Fundamental Orders of Ct Common Sense Declaration of Independence Treaty of Paris Articles of Confederation Constitution Federalist Papers</p>	
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				Federalist #10 Federalist #51 Bill for Rights	
Unit 2 – Federalism (14 days) B.1.3 C&G.1.1 C&G.1.2 C&G.2.1 C&G.2.2 C&G.2.3 C&G.2.4 C&G.4.1 C&G.4.2 E.1.1 G.1.3 H.1.1	2.1 Federalism in the US	2 days	<ul style="list-style-type: none"> Define Federalism. Explain the expressed, implied, inherent and denied powers of the federal government. Explain the denied powers given to the states. Describe the evolution of federalism throughout American History. 	Legislative Branch Article 1 Enumerated/ Delegated Powers Implied Powers Commerce Clause Elastic Clause Bill of Attainder Ex Post Facto Bicameral Congress House of Representatives Senate Census 17 th Amendment Speaker of the House Vice President Impeachment War Powers Act	https://drive.google.com/file/d/12l-MomurcjnlegK26dghkU_BLfSHaRfL/view https://drive.google.com/file/d/1oJPE45g66kFffy5CO3ppTs2VuNfcs3iU/view Sample Assessment Questions Distinguish between the structures of the branches of government and the levels of government in the United States. In your response indicate three differences between them. Compare and contrast two roles of North Carolina state and local government in the lives of citizens.
	2.2 The Legislative Branch	3 days	<ul style="list-style-type: none"> Outline the structure and summarize the powers of the Legislative Branch. Explain the lawmaking process. 	Executive Branch Article 2 President Roles of President 25 th Amendment Cabinet Bureaucracy 22 nd Amendment Emergency powers	
	2.3 The Executive Branch	3 days	<ul style="list-style-type: none"> Identify the purpose of the federal bureaucracy. Describe how the executive branch of government carries out its duties. Identify and explain the foreign policy goals of the United States and the tools available to the President. 	Judicial Branch Article 3 Supreme Court Chief Justice Appointment Process Marbury v. Madison Judicial Restraint	

		<ul style="list-style-type: none">Analyze the role of the United States within the international community.	<u>Judicial Activism</u> <u>Judicial Review</u> <u>Policy/ Law Making</u> Bill Appropriation Bills <u>Committee System</u> Filibuster <u>Veto</u> / veto override Executive Order Goals of Economic Policy Fiscal Policy Budget Process 16 th Amendment Goals of Foreign Policy United Nations <u>Tariffs</u> Embargo/ Sanctions
2.4 The Judicial Branch	3 days	<ul style="list-style-type: none">Identify the structure, duties and responsibilities of the Supreme Court.Analyze landmark Supreme court case and explain its importance in establishing justice.Compare and contrast judicial activism and judicial restraint.	
2.5 NC State Government	2 days	<ul style="list-style-type: none">Outline the structure and responsibilities of the NC State Government.Compare and contrast the federal and state governments.	<u>State Government</u> 10 th <u>Amendment</u> Reserve Powers Concurrent Powers Delegated / Enumerated Powers <u>Governor</u> State Cabinet <u>General Assembly</u> Election of Judges Apportionment Gerrymander <u>Leandro v NC</u> Amendment Process <u>Declaration of Rights</u>
2.6 Local Government	1 day	<ul style="list-style-type: none">Identify the roles, duties and functions of your Local Government	<u>Local Government</u> <u>County</u>

				Municipality Mayor Commissioners Sheriff District Attorney County Services User Fees Property Taxes Zoning Laws Eminent Domain	
Unit 3 – Politics (14 days) B.1.3 C&G.1.1 C&G.1.2 C&G.2.1 C&G.2.2 C&G.2.3 C&G.4.1 C&G.4.2 H.1.1	3.1 Political Parties	6 days	<ul style="list-style-type: none"> Define what a Political Party is Identify the different Political Parties in the United States Explain the Platform of the two major political parties in the US. The Republican Party and the Democratic Party Explain the evolution of political parties throughout our history Describe the purpose of political parties Explain the influence of third parties on American politics and the obstacles they face Identify the biggest third parties in the United States 	Legislation/ Court Cases Amendments – 12, 14, 15, 19, 23, 26 Voting Rights Act Selective Service Act Terms Interest Groups Public Opinion Polls Bias News Media Social Media Watch Dog Hard News vs Opinion News PAC Lobbying / Lobbyist Suffrage Absentee Ballot Secret Ballot Voter Registration Disenfranchise Precinct Voting Fraud Political Ideology Political Parties Democrat Republicans Minority or Third Parties Independent National/State Conventions Plank/Platform Patronage	https://drive.google.com/file/d/1oJPE45g66kFffy5CO3ppTs2VuNfcs3iU/view Sample Assessment Questions 1. Define a political party. a. Summarize goals and purposes of a political party? b. What is a platform? c. Compare and Contrast the basic ideologies of the Democrat and Republican Parties. 2. Evaluate the role of the media on elections and government? a. Summarize the media's impact on public opinion? b. Is the media an effective watch dog on the government? Why or Why not? c. Speculate – What kind of role does the media play in a totalitarian form of government? 3. Evaluate the impact of money on elections and legislation. a. Explain the impact of interest groups. b. Explain the impact of money on political campaigns. c. How do interest groups impact legislation?
	3.2 Voting, Elections, and	4 days	<ul style="list-style-type: none"> Know the voting requirements at 		

	the Electoral College		<p>the state and local level</p> <ul style="list-style-type: none"> • Identify the different types of Elections conducted in the US. • Describe the function and purpose of the Electoral College • Critique the Electoral College • Describe the basic voter profile • Explain the nomination process and the purpose of national conventions • Differentiating between primary and general elections 	<p>Campaign Canvassing</p> <p>Endorsement</p> <p>Libel</p> <p>Opposition</p> <p>Research</p>	
	3.3 Public Opinion	4 days	<ul style="list-style-type: none"> • Identify the sources of public opinion and how outside factors attempt to and do influence it • Describe the role of the media and interest groups in shaping public opinion • Identify and apply the propaganda techniques used by the government, media, and interest groups 		

			to shape public opinion		
Unit 4 – Citizenship (17 days) B.1.1 B.1.2 B.1.3 B.1.4 C&G.1.1 C&G.1.2 C&G.3.1 C&G.3.2 C&G.3.6 C&G.4.3 C&G.4.4 C&G.4.5 C&G.4.6 G.1.1 G.1.2 H.1.3 H.1.4 H.1.5 H.1.6	4.1 Citizenship	4 days	<ul style="list-style-type: none"> Define Citizen Describe the various paths to US Citizenship Describe immigration patterns throughout US history Explain the naturalization process 	<u>Constitutional Amendments</u> 1 st 2 nd 3 rd 4 th 5 th 6 th 7 th 8 th 9 th 13 th 14 th 15 th 19 th 24 th <u>Court Cases</u> Marbury v. Madison Texas v Johnson Schenck v US Tinker v Des Moines Bethel School District V. Frasier Hazelwood Schools v. Kuhlmeier Engel v. Vitale Wallace v Jaffree Keller v DC Griswold v CT Roe v Wade Dred Scot Case Plessy v Ferguson Sweatt v Painter Brown v BOE Heart of Atl Motel v US Loving v Virginia Bakke v Regents of University of California US v Windsor Obergefell v. Hodges	https://drive.google.com/file/d/15civ9C7QeJQQigmdzXSeHcG9GX1jL622/view <u>Sample Assessment Questions</u> 1. Explain the difference between a civic duty and civic responsibility. 2. Several of the Founding Fathers said that to have a functional republic America needs a virtuous citizenry. What is the importance of civic virtue to citizens and leaders? 3. Explain the difference between Original Jurisdiction, Appellate Jurisdiction, and Exclusive Jurisdiction.
	4.2 Duties, Responsibilities, and Rights	4 days	<ul style="list-style-type: none"> Explain the difference between the duties and responsibilities of a citizen Explain the rights of the accused Describe the protections under the First Amendment Describe the protections under the Fifth Amendment 		
	4.3 Criminal Justice System	3 days	<ul style="list-style-type: none"> Identify the characteristics and sources of good laws Describe the objectives, components, and key players of the criminal justice system 		
	4.4 Civil and Criminal Law	6 days	<ul style="list-style-type: none"> Describe the difference between Civil and Criminal Law Explain the civil case process 		

			<ul style="list-style-type: none"> • Explain the criminal case process • Identify the sentencing options available to judges • Differentiate between a 'preponderance of evidence' and 'beyond a reasonable doubt' • Explain how juveniles are treated differently in the criminal justice system 	<p><u>Laws/ Statutes</u> Emancipation Proclamation Civil Rights Act of 1964 Voting Rights Act of 1965 Equal Pay Act Title IX Americans with Disabilities Act Defense of Marriage Act National Firearms act Brady Act</p> <p><u>Terms</u> Naturalization Process Immigration Duties Responsibilities Positive Rights Negative Rights Freedoms/ Liberties Entitlement Establishment Clause Free Exercise Clause RAPPS Equal protection clause De jure segregation De facto segregation Civil disobedience Integration Equal Rights Amendment</p> <p><u>People</u> Martin Luther King Booker T Washington WEB Dubois Malcolm X Betty Friedman Phyllis Schlafly</p>	
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				Events Seneca Falls Convention Niagara Movement Civil War Civil Rights Movement Stonewall Riot Criminal Justice System Jurisdiction Original Jurisdiction Appellate Jurisdiction Exclusive Jurisdiction State Court System Federal Court System Police Agency Jurisdictions Prosecutor Defendant Grand Jury Petite Jury Hung Jury Double Jeopardy Rehabilitation vs Retaliation Misdemeanor Felony Assumption of Innocence Reasonable Doubt Preponderance of Evidence Class Action Lawsuit Plaintiff Tort Settlement Arbitration	
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Resources for Units 1 and 2: https://drive.google.com/file/d/12l-M0murcinlegK26dghkU_BLfSHaRfL/view

Resources for Units 2 and 3: <https://drive.google.com/file/d/1oJPE45g66kFffy5CO3ppTs2VuNfcs3jU/view>

Resources for Unit 4: <https://drive.google.com/file/d/15civ9C7QeJQQjgmdzXSeHcG9GX1jL622/view>

Other Resources That Can Be Used In All Units:

Principles and Virtues Forms of Government Map Founding Documents Oyez 2020 Civics Test Working With Primary Sources DocsTeach	60 Second Civics Civic Calendar NC Go Open NCD CPI Social Studies Gilder Lehrman Resources	United State Government Branches of Government Executive Branch Legislative Branch Judicial Branch North Carolina Onslow County
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