### **Curriculum Resources:**

### **Essentially, the key is to balance creating a lesson that is rigid enough to provide step-by-step, minute-by-minute coverage (activity name, estimated length, difficulty, materials list, improvisation options, etc.) but also flexible so that veterans can read the classroom, improvise, and still close the lesson with the same questions for discussion / key terms to ensure consistency.**

### **Our Curriculum**

The three pillars of our curriculum are: civics, American history, and government.

The curriculum is built to both motivate and challenge elementary and middle school students without assuming extensive prior knowledge of American history. There will be a preliminary assessment to gauge where the class is at in terms of history and civics knowledge, which can be used to compare with a final assessment to measure how much students learned.

It enables students to rationalize their everyday perceptions of current events, entertainment, and American culture within the context of citizenship that is both non-partisan and encouraging of diversity.

Because our volunteers are not required to teach to national standardized tests like public school teachers, it gives them the autonomy to create innovative lessons that encourage students’ curiosity. Our volunteers have the opportunity to lead lessons that emphasize their own passions and allow for their contagious enthusiasm to spread to younger students.

We want to provide lessons that are relevant, interactive, and engaging for our students. Our curriculum will be organized, easy to teach, and consistent between different classrooms. There will be separate curriculums for the elementary and middle school students, adjusted accordingly for their educational levels and maturity.

Our lessons are built on the premise that one develops critical thinking skills through participation, not passive listening. Thus, teaching in the classroom is viewed as a dialogue, not a lecture. All of our lessons are interactive and involve skits, crafts, videos, audio recordings, games, and visual aids. They will also use a limited range of traditional teaching methods, including very brief talks with key ideas and notes written on the blackboard.

Many organizations currently have a plethora of online resources to help develop an extensive curriculum. Carolina K-12 (formerly the NC Civic Education Consortium) is a program of UNC-Chapel Hill’s Carolina Public Humanities and works to extend the resources of the University to North Carolina’s K-12 educators. Its website features a variety of potential lesson plans. Another valuable resource is iCivics, an organization founded by Justice O’Connor that provides teachers with well-written, inventive, and free online resources online to enhance their practice and inspire their classrooms.

Each lesson will contain a restated activity goal / purpose, an estimated time for activity completion, materials to be prepared in advance, step-by-step instructions for completion, and variant difficulty levels.

**Elementary School Sample Lessons:**

· The history of the American Revolution

· The role of the three branches of American government

· The electoral process and the importance of voting

· The criminal justice system

· Civil rights, diversity, and women in politics

· The voting process and mock election

· The Bill of Rights and creating a classroom version

**Fifth Grade**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential Standard** | **Clarifying Objectives** | |
| 5.C&G.1 | Understand the development, structure and function of government in the United States. | 5.C&G.1.1 | Explain how **ideas** of various **governments** influenced the development of the United States **government** (Roman, Greek, Iroquois, European and British). |
| 5.C&G.1.2 | Summarize the organizational **structures** and **powers** of the United States **government** (legislative, judicial and executive branches of government). |
| 5.C&G.1.3 | Analyze historical documents that shaped the foundation of the United States **government**. |
| 5.C&G.2 | Analyze life in a democratic republic through the rights and responsibilities of citizens. | 5.C&G.2.1 | Understand the **values** and **principles** of a democratic republic. |
| 5.C&G.2.2 | Analyze the **rights** and **responsibilities** of United States citizens in relation to the concept of the "common good" according to the United States Constitution (Bill of Rights). |
| 5.C&G.2.3 | Exemplify ways in which the **rights**, **responsibilitie**s and **privileges** of **citizen**s are protected under the United States Constitution. |
| 5.C&G.2.4 | Explain why **civic participation** is important in the United States. |

1. UNC Carolina K-12 Consortium
   1. <http://k12database.unc.edu/lesson/?s=&lesson-topic=civic-engagement>
   2. <http://database.civics.unc.edu/files/2012/08/LegislativeBranch1.pdf>
      1. They are giving us physical copies of all of these posters:
      2. <http://k12database.unc.edu/?s=poster>
2. <https://www.economist.com/blogs/democracyinamerica/2017/07/civics-lessons>
3. How to Fight Fake News
   1. <http://www.npr.org/sections/ed/2017/02/16/514364210/5-ways-teachers-are-fighting-fake-news?utm_source=facebook.com&utm_medium=social&utm_campaign=npr&utm_term=nprnews&utm_content=20170216>
   2. News Literacy Project: <http://www.thenewsliteracyproject.org/sites/default/files/GO-TenQuestionsForFakeNewsFINAL.pdf>
   3. Possible activity: two truths and a lie, news edition
   4. <https://ed.stanford.edu/news/stanford-researchers-find-students-have-trouble-judging-credibility-information-online>
4. Schoolhouse Rock Movie
   1. “I’m just a bill,” etc
5. NC DPI
   1. This is what principals and teachers are going to want to see.
   2. <http://k12sscms.weebly.com/fifth-grade.html> -- 5th grade specific lessons
   3. I’ve attached a Civics and Governments Strand Map our team created that lays just the civics and government standards from K-12. This might be helpful to look at alignment with the topics to the standards in the specific grade levels.
   4. There are other [9-12 Inquiries](http://www.c3teachers.org/inquiries/?s=&wcf_taxonomy%5B55d24896d1197%5D=&wcf_taxonomy%5B55d243b1bd454%5D=&wcf_taxonomy%5B55d623faaafcc%5D=civics&form_id=708&post_types=inquiries&posts_per_page=300) on the site that could possibly be used for middle school, but here are also some K-8 inquiries that might be helpful for the content:
      1. [Civic Ideals](http://www.c3teachers.org/inquiries/civic-ideals/)
      2. [Civic Ideals and Practices](http://www.c3teachers.org/inquiries/civicideals-and-practices/)
      3. [Declaration of Independence](http://www.c3teachers.org/inquiries/declaration-of-independence/)
      4. [Global Citizen](http://www.c3teachers.org/inquiries/globalcitizen/)
      5. [Government and Citizens](http://www.c3teachers.org/inquiries/government-and-citizens/)
      6. [Internet’s Role in Understand the Democratic Process](http://www.c3teachers.org/inquiries/internet/)
      7. [Rules](http://www.c3teachers.org/inquiries/rules/)
      8. [Symbols](http://www.c3teachers.org/inquiries/symbols/)
      9. [The President](http://www.c3teachers.org/inquiries/the-president/)
   5. I also might suggest taking a look at some of the lessons on [Charlotte Meck’s website](http://k12sscms.weebly.com/). I’ve attached one for you to look at but you can see multiple grades on their site. It does a great job of showing the alignment to our standards and all the work is done for you. This is what principals and teachers are going to want to see. To view all of them just click on “Curriculum” and select the grade you want.
   6. Abstract United States citizens not only have individual rights as citizens but also responsibilities. It is important for children to learn how local governments balance these individual rights with the common good to solve local community problems. With these skills, students will be able to get along better in their classroom, neighborhood and community if they do their duty as good citizens.
6. <http://www.wnyc.org/story/civics-video-game-shows-what-it-takes-play-president/>
   1. Example of iCivics game
7. Disheartenrted after election
   1. <http://k12database.unc.edu/files/2012/05/LumbeeFightforJustice1.pdf>
8. Updated every week--
   1. <https://www.teachercreatedmaterials.com/administrators/thoughtful-thursdays/?utm_source=WeAreTeachers&utm_medium=Article_Civics&utm_campaign=TCM_Article_One&utm_content=ThoughtfulThursdays>
9. “Best resources from ‘Teacher Created Materials’”: <https://www.weareteachers.com/teaching-civics/?utm_source=WeAreTeachers&utm_medium=FB&utm_campaign=TeacherCreatedMat_1702_Art1>
   1. Specific to 4th/5th grades:
   2. <https://www.teachercreatedmaterials.com/media/uploads/tcm/images/thoughtful-thursdays/10538e_9781433392030_camping_constitution.pdf?utm_source=WeAreTeachers&utm_medium=Article_Civics&utm_campaign=TCM_Article_One&utm_content=ReadersTheater>
      1. Camping Constitution activity
   3. <https://www.teachercreatedmaterials.com/media/uploads/tcm/images/thoughtful-thursdays/51467_rhymes_for_the_times.pdf?utm_source=WeAreTeachers&utm_medium=Article_Civics&utm_campaign=TCM_Article_One&utm_content=WordLadder>
10. Charlotte-Mecklenburg Resources
    1. <http://k12sscms.weebly.com/fourth-grade.html>
    2. <http://k12sscms.weebly.com/fifth-grade.html>
11. Center for Civic Education
    1. <http://www.civiced.org/resources/curriculum/lesson-plans>
12. <https://www.teacherspayteachers.com/Product/Constitution-Detectives-59268>
13. <https://www.teacherspayteachers.com/Product/Candy-Bar-Elections-243847>
14. <http://www.lauracandler.com/filecabinet/socialstudies/CurrentEventReport.pdf>
15. <https://www.pinterest.com/michelle_white/teaching-ss/>

SPECIFIC TO CHCCS DISTRICT:

**Transfer Goals**

*Understanding by Design is a process that CHCCS teachers use to design curriculum.* An important element of UbD is Transfer Goals. Transfer Goals are a way to think about how students convey skills and knowledge across content areas. These goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.

**A Transfer Goal:**

* states the long-term accomplishments that students should be able to do with knowledge and skill, on their own.
* frames Standards as long-term performance accomplishments.
* answers the questions “Why?” and “What can you do with this?” https://k12database.unc.edu/files/2017/07/SeperationofPowersChecksBalances5PDF-1.pdf

Teachers across the school district also emphasize Accountable Talk, another research-based strategy developed by the IFL.

**Benefits of Accountable Talk Include:**

* Talk makes thinking visible.
* Talk boosts memory.
* Talk supports language development.
* Talk helps students develop their ability to reason well, using evidence.
* Academic talk apprentices students to talk in the disciplines.