

Curriculum Map: Social Studies 9-10

Meadville Area Senior High School

Learning Support Department

Course Description: This course is specifically designed for the students who have an IEP and have been found to require a replacement Civics class. Civics will explore the origins of the American democratic system while looking at how the Constitution embodies the values and purposes set up by the founding fathers. The structure and function of the government will be analyzed on a national, state, and local level while showing how each level is interrelated. This will launch the class into discussing how constitutional values relate to other nations and world affairs. Throughout the course students will focus on how the people play an active role in government and the importance each citizen contributes to society.

Unit 1 Title: **A Tradition of Democracy**

Suggested time frame: 10 Weeks

Month/Dates: **September -November**

Standards:

5.1.C.A; 5.1.C.B; 5.2.C.A.; 5.2.C.B.; 5.2.C.D.

Essential Questions:

1. Why study Civics?
2. Which qualities of an American Citizen are most important?
3. How has immigration positively effected American development?
4. Does population growth have a positive or negative impact on a nation?
5. How does a nation's government affect the lives of its people?
6. Did the Declaration of Independence establish the foundation of American Government?
7. Did the Articles of Confederation provide the US with an effective government?
8. Does state or federal government have a greater impact on our lives?
9. Which branch of government has the greatest impact on American society?
10. Does the system of checks balances provide our nation with an effective system of government?
11. Would life as an American citizen be different without the Bill of Rights?
12. How have reformers had a significant impact on American society?
13. Which is of greater importance to American citizens: rights or responsibilities?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> • Students will evaluate citizenship and the role of US Citizens • Students will analyze the importance of government and the beginnings of US government • Students will analyze the goals of the Constitution and the government it creates 	<p>Content area vocabulary listed in the Standards or other resources</p> <ol style="list-style-type: none"> 1. Civics 2. Citizen 3. Government 4. Immigrants 5. Quota 6. Aliens 7. Native-born 8. Naturalization 9. Refugees 10. Census 11. Demographics 12. Birthrate 13. Death rate 14. Migration 15. Monarch 16. Dictator 17. Democracy 18. Direct democracy 19. Representative democracy 20. Republic 21. Constitution 22. Human rights 23. Confederation 24. Sovereignty 25. Parliament 26. Federalism 27. Compromise 28. Ratification 29. Federalists 30. Antifederalists 31. Popular sovereignty 32. Preamble 33. Limited government 	<ol style="list-style-type: none"> 1. Vocab activities 2. Timeline creation 3. Current events from CNN Student news and Channel One News. 4. Weekly quizzes from current events. 5. Daily writing from current events. 6. Power-point activities 7. Debate activities 8. Strategy note-taking skills 	<p>Textbook Websites</p> <ul style="list-style-type: none"> • Government Related • Youtube (TED) • Discovery Education <p>CNN Student News Channel One News Documents</p> <ul style="list-style-type: none"> • Declaration of Independence • Mayflower Compact • Magna Carta • English Bill of Rights • Articles of Confederation • Constitution • Preamble • Bill of Rights • Amendments

	<ul style="list-style-type: none">34. Majority rule35. Delegated powers36. Reserved powers37. Concurrent powers38. Separation of powers39. Legislative branch40. Executive branch41. Judicial branch42. Checks and balances43. Veto44. Judicial review45. Amendment46. Repeal47. Cabinet48. Bill of Rights49. Separation of church and state50. Self-incrimination51. Due process of law52. Eminent domain53. Bail54. Civil rights55. Suffrage56. Poll tax57. Draft58. Rationed59. Jury duty		

Unit 2 Title: The Federal Government

Suggested time frame: 12 weeks

Month/Dates: November, December, and January

Standards:

5.1.C.B; 5.1.C.C.; 5.1.C.D.; 5.2.C.D.;5.3.C.A.;5.3.C.;5.3.C.J.

Essential Questions:

1. Does the organization of Congress make for an efficient form of government?
2. How does bicameral legislature affect policy making?
3. Are the powers of Congress limited enough?
4. Is our legislative process efficient enough?
5. Are the qualifications for the presidency adequate or in need of change?
6. Which role of the president has the greatest impact on daily life in America?
7. What role does the cabinet have on the success of the president?
8. Is the federal bureaucracy a help or hindrance to the federal government?
9. In what ways is the US a nation of laws?
10. What roles do courts play in American society?
11. How does our Supreme Court function in a democratic society?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">• Students will connect with the roles, powers, and functions of the US Congress• Students analyze the executive branch of government• Students will analyze the roles, powers, functions, and components of the US judicial branch of government	<p>Content area vocabulary listed in the Standards or other resources</p> <ol style="list-style-type: none">1. Bicameral legislature2. Apportioned3. Gerrymandering4. Immunity5. Expulsion6. Censure7. Sessions	<ol style="list-style-type: none">1. APPARTS analysis of primary sources2. Political Cartoon Analysis3. Political Cartoon Creation4. Question Answer Relationships (QARS) <ul style="list-style-type: none">• Right There• Think and Search	<p>Textbook Websites</p> <ul style="list-style-type: none">• Government related (Federal)• Cnn Student News• Channel One News• Constitution• Preamble• Bill of Rights• Amendments

	<ol style="list-style-type: none"> 8. Caucuses 9. President pro tempore 10. Whip 11. Speaker of the House 12. Implied powers 13. Elastic clause 14. Impeach 15. Treason 16. Bill 17. Appropriation bill 18. Act 19. Filibuster 20. Cloture 21. Veto 22. Pocket veto 23. State of the Union Address 24. Foreign policy 25. Diplomacy 26. Treaties 27. Reprieve 28. Pardon 29. Commutation 30. Secretary 31. Attorney general 32. Ambassadors 33. Embassy 34. Consul 35. Consulate 36. Passports 37. Visas 38. Joint Chiefs of Staff 	<ul style="list-style-type: none"> • Author and You • On your own <ol style="list-style-type: none"> 5. Questions Creations <ul style="list-style-type: none"> • Blooms Taxonomy 6. SQ3R Note Taking <ul style="list-style-type: none"> • Question creation using passage titles 7. Cornell Note Taking <ul style="list-style-type: none"> • Main Ideas • Key Words • Summarizing 8. Quote analysis 9. Close reads <ul style="list-style-type: none"> • Independent Reads • Talk to the Text • Key Words • Paraphrasing • Summarizing • Roadblock Charts • Thinking about thinking (metacognitive) 10. Visual representation of words/phrases 11. Triple Venn diagrams 12. Think Pair Write Share 13. Mini debates 14. Guided questions 15. Argumentative Essay 	<ul style="list-style-type: none"> • State of the Union Address (for academic year)
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	<ul style="list-style-type: none">39. Department of Homeland Security40. Independent agencies41. Regulatory agencies42. Bureaucracy43. Crime44. Criminal law45. Civil law46. Common law47. Precedent48. Constitutional law49. Appeal50. Jurisdiction51. District courts52. Original jurisdiction53. Courts of appeals54. Appellate jurisdiction55. Justices56. Judicial review57. Remand58. Opinion59. Concurring opinion60. Dissenting opinion		
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Unit 3 Title: **State and Local Government**

Suggested time frame: **10 weeks**

Month/Dates : **February and March**

Standards:

5.1.C.D.; 5.2.C.D.; 5.2.C.C; 5.3.C.A.; 5.3.C.B.;

Essential Questions:

1. Does the state or federal government need more power in our society?
2. Do state and federal governments working together efficiently in our federal system?
3. Do state legislatures equally represent the citizens of each state?
4. Is the organization of the state or federal court system more effective?
5. How important is local government do your daily life?
6. Do towns, townships, or village governments have a role in today's society?
7. What is the most important aspect of a city government?
8. In what ways are different levels of government in competition?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">• Students will be able to compare the roles of state government in relation to the federal government• Students will analyze the relationship of local government to state/federal government	Content area vocabulary listed in the Standards or other resources <ol style="list-style-type: none">1. Delegate powers2. Reserved powers3. Concurrent powers4. Full faith and credit clause5. Extradition6. Bicameral7. Unicameral	<ol style="list-style-type: none">1. APPARTS analysis of primary sources2. Question Answer Relationships (QARS)<ul style="list-style-type: none">• Right There• Think and Search• Author and You• On Your Own3. Questions Creations4. SQ3R Note Taking5. Cornell Note Taking	Textbook Documents <ul style="list-style-type: none">• PA Constitution• Charter for local government Website <ul style="list-style-type: none">• Government (state and local)• Maps of Crawford County• Map of Meadville

	<ol style="list-style-type: none"> 8. Constituents 9. Initiative 10. Referendum 11. Recall 12. Governor 13. Patronage 14. Lieutenant governor 15. Penal code 16. Missouri Plan 17. Municipality 18. City 19. Country 20. Sheriff 21. Charter 22. Ordinances 23. Town 24. Town meeting 25. Township special district 26. Home rule 27. City council 28. Mayor 29. Commission 30. Grants-in-aid 31. Block grants 	<ol style="list-style-type: none"> 6. Quote analysis 7. Close reads <ul style="list-style-type: none"> • Independent Reads • Talk to the Text • Key Word Identification • Road Block Charts • Thinking about thinking (metacognitive) • Guided Reading • Paraphrasing • Summaries 8. Visual representation of words/phrases 9. Triple Venn diagrams 10. Think Pair Write Share 11. Mini debates 12. Guided questions 13. Map Identification of, counties local townships and municipalities 	
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Unit 4 Title: THE CITIZEN IN GOVERNMENT

Suggested time frame: 12 weeks

Month/Dates : March-April

Standards:

5.1.C.C; 5.2.C.B.; 5.2.C.C.; 5.3.C.A,B,C,D,E,G,H; 5.4.C.D.

Essential Questions:

1. What is the role of political parties in the US?
2. Does the system of campaign financing influence the ability of ordinary citizens to participate in government?
3. Why is voting the most sacred right?
4. Is the Electoral College equally representative of individual citizens in the United States?
5. How important is the majority vote to the nominating process?
6. How does the media effect public opinion?
7. To what degree should politicians factor in public opinion when making government policies?
8. Are interest groups good for American government?
9. How does voter apathy impact US government?
10. Why should Americans pay taxes?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">• Students will be able analyze political parties and the election of learners.• Students will be able to critique the political system of the American government.• Students will be able to compare/contrast the different ways citizens pay for government,	<p>Content area vocabulary listed in the Standards or other resources</p> <ol style="list-style-type: none">1. Political party2. Nominate3. Candidate4. Political spectrum5. Two-party system6. Multiparty system7. Coalition	<ol style="list-style-type: none">1. APPARTS analysis of primary sources2. Question Answer Relationships (QARS)3. Questions Creations4. SQ3R Note Taking5. Cornell Note Taking6. Quote analysis7. Close reads <ul style="list-style-type: none">• Independent Reads	<p>Textbook</p> <p>Documents</p> <ul style="list-style-type: none">• Government related• Candidate Speeches <p>Websites</p> <ul style="list-style-type: none">• Youtube (Presidential debates, town hall meetings, etc.)• Cnn Student News• Channel One News

<p>and rank in order which is most important</p>	<ol style="list-style-type: none"> 8. One-party system 9. Third parties 10. Precincts 11. Polling place 12. Independent voters 13. Primary election 14. General election 15. Closed primary 16. Open primary 17. Secret ballot 18. Popular vote 19. Elector 20. Electoral College 21. Electoral votes 22. Platform 23. Plank 24. Public Opinion 25. Mass media 26. Propaganda 27. Poll 28. Interest groups 29. Lobby 30. Lobbyist 31. Public-interest groups 32. Volunteers 33. Political action committees 34. Interest 35. National debt 36. Revenue 37. Fees 38. Fine 39. Bond 	<ul style="list-style-type: none"> • Talk to the Text • Key Words • Paraphrasing • Summarizing • Roadblock Charts • Thinking about thinking (metacognitive) • Guided Reading <ol style="list-style-type: none"> 8. Visual representation of words/phrases 9. Triple Venn diagrams 10. Think Pair Write Share 11. Mini debates 12. Guided questions 13. Supreme Case Analysis 14. Argumentative Essay 	
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	<ul style="list-style-type: none">40. Income tax41. Progressive tax42. Profit43. Regressive tax44. Property tax45. Tariff46. Balanced budget47. Surplus48. Deficit49. Audit		
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Unit 5 Title: THE CITIZEN IN SOCIETY

Suggested time frame: 12 Weeks

Month/Dates : April, May, and June

Standards:

5.1.C.B.; 5.2.C.B.; 5.2.C.D.

Essential Questions:

1. Have changes in family structure improved American Society?
2. What impact does two income/single families have on America?
3. What is an acceptable role for government in relation to laws regulating marriages?
4. Whose role is it in government to insure the protection of US children?
5. What is the most important role of the family as it relates to serving the country?
6. Why is education important to the citizens of the United States?
7. What American values can be found in education?
8. How can being prepared for school help you to be successful?
9. How do extracurricular activities prepare you for the real world?
10. How are learning and personal experience related?
11. Why should you learn to think for yourself?
12. Which type of community is most important to the success of the United States?
13. How important are communities to the development of effective citizens?
14. How can you best serve your community?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">• Students will be able to compare/contrast the relationship of families and government.• Students will be able to synthesis their academic role with the stability of government.	<ol style="list-style-type: none">1. Delayed marriage2. Remarriage3. Blended families4. Two-income families5. Single-parent families6. Family law	<ol style="list-style-type: none">1. APPARTS analysis of primary sources2. Question Answer Relationships (QARS)3. Questions Creations4. SQ3R Note Taking5. Cornell Note Taking	Textbook Documents <ul style="list-style-type: none">• Laws• Scholarly Articles• Divorce document Websites <ul style="list-style-type: none">• University Sites• Military Sites

<ul style="list-style-type: none"> • Students will be able to create a role for themselves in their communities 	<ol style="list-style-type: none"> 7. Child abuse 8. Foster home 9. Guardian 10. Adopt 11. Divorce 12. No-fault divorce 13. Budget 14. Fixed expenses 15. University 16. Mainstreaming 17. Extracurricular activities 18. Experience 19. Conditioning 20. Habit 21. Motivation 22. Insight 23. Creativity 24. Critical thinking 25. Prejudice 26. Community 27. Resources 28. Climate 29. Crossroads 30. Megalopolis 31. Communication 32. Public utility 33. Recreation 34. Compulsory 	<ol style="list-style-type: none"> 6. Quote analysis 7. Close reads <ul style="list-style-type: none"> • Key Words • Paraphrasing • Summarizing • Roadblock Charts • Thinking about thinking (metacognitive) 8. Visual representation of words/phrases 9. Triple Venn diagrams 10. Think Pair Write Share 11. Mini debates 12. Guided questions 13. Supreme Case Analysis 	<ul style="list-style-type: none"> • Tech School Sites • CNN Student news • Channel One News
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