

Wilson Area School District Planned Course Guide

Title of planned course: Civics and Government

Subject Area: Social Studies

Grade Level: 10

Course Description: Students will develop an understanding of the principles of American government and how it functions at the national, state, and local levels. Students will analyze, discuss, and begin to formulate positions on some of the great political, economic, and social issues of today. Students will learn how to be active and participating citizens of the United States.

Time/Credit for this Course: One Full Academic Year / 1.0 Credit

Curriculum Writing Committee: Eric Budge, Jason Kruk, Neal Schaffer, Ryan Poticher, Cristina Bueti

Curriculum Map

August: Principles of Government

September: Origins of American Government

October: The Constitution & Federalism

November: Political Parties and Voter Behavior

December: The Electoral Process

January: Mass Media & Public Opinion, Interest Groups

February: The Legislative Branch

Congress

-Powers of Congress

-Congress in Action

March: The Legislative Branch

Congress

-Powers of Congress

-Congress in Action

April: The Executive Branch, The Bureaucracy: Government at Work

May: The Judicial Branch and Civil Liberties

June: The Judicial Branch and Civil Liberties

Wilson Area School District Planned Course Materials

Course Title: Civics and Government

Textbook: American Government (Prentice Hall, Magruder's)

Teacher Resources:

- **General Resources**
 - <http://www.loc.gov/>
 - <http://www.archives.gov/>
 - <http://www.amnh.org/>
 - <http://www.digitalhistory.uh.edu/>
 - <http://www.ushistory.org/>
 - <http://www.smithsonianmag.com/>
 - <http://teachingamericanhistory.org/50docs/>
 - <http://www.cnn.com/studentnews>
 - <http://whitehouse.gov>
- **Principles of American Government**
 - <http://www.heritage.org/>
 - <http://www.civiced.org/home>
- **Origins of American Government**
 - <http://www.ushistory.org/gov/2.asp>
- **The Constitution & Federalism**
 - http://www.pbs.org/tpt/constitution-usa-peter-sagal/federalism/#.Vpz_A_krLIU
 - <http://www.ushistory.org/gov/3a.asp>
 - <http://constitutioncenter.org/interactive-constitution>
 - <http://constitutioncenter.org/>
 - <http://www.ourdocuments.gov/doc.php?flash=true&doc=9>
- **Political Parties & Voter Behavior**
 - http://votesmart.org/political-parties#.Vpz_6vkrLIU
 - <http://www.ushistory.org/gov/5a.asp>
 - <http://www.democrats.org/>
 - <https://www.gop.com/>
 - <http://us-political-parties.insidegov.com/>
 - <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/elections/partysys.html>
- **The Electoral Process**
 - <http://www.archives.gov/federal-register/electoral-college/about.html>
 - <http://www.history.com/topics/electoral-college>
 - <http://www.270towin.com/http://history.house.gov/Institution/Electoral-College/Electoral-College/>
- **Mass Media, Public Opinion, Interest Groups**
 - <http://votesmart.org/interest-groups#.Vp0BoPkrLIU>
 - <http://www.opensecrets.org/industries/>
 - <http://www.ushistory.org/gov/5c.asp>
 - <https://www.icivics.org/teachers/lesson-plans/interest-groups>
 - <https://aceproject.org/ace-en/topics/me/me10/default>

- **The Legislative Branch**
 - <https://www.whitehouse.gov/1600/legislative-branch>
 - <https://www.usa.gov/branches-of-government>
 - <https://www.icivics.org/curriculum/legislative-branch>
 - http://www.house.gov/content/learn/branches_of_government/
 - <http://www.senate.gov/index.htm>
- **The Executive Branch**
 - <https://www.whitehouse.gov/1600/executive-branch>
 - <http://americanhistory.si.edu/presidency/5a2c.html>
 - <http://www.ushistory.org/gov/7d.asp>
 - <http://www.history.com/topics/us-presidents>
- **The Judicial Branch and Civil Liberties**
 - <https://www.whitehouse.gov/1600/judicial-branch>
 - <http://constitutioncenter.org/interactive-constitution/articles/article-iii>
 - <http://constitutioncenter.org/interactive-constitution/articles/article-iii>
 - <http://landmarkcases.org/en/Landmark/Cases>

Curriculum Scope & Sequence

Planned Course: Civics and Government

Unit: Principles of Government

PA State Standards: 5.1.9.A, 5.1.9.B, 5.1.9.C, 5.2.9.A, 5.3.9.J, 5.3.9.B

Time frame: 7-10 Blocks

Essential content/objectives: At end of the unit, students will be able to:

- Define government and understand the basic powers every government holds
- Analyze the purpose of governments in the United States and other countries
- Classify different types of governments according to distinguishing characteristics
- Identify different ways power can be distributed, geographically and within a state
- Describe the foundations of democracy

Core Activities: Students will complete/participate in the following:

- Analyzing primary and secondary sources
 - Declaration of Independence
 - Enlightenment Philosophers Secondary Sources
- Graphic Organizers
 - Classifying Types of Government
 - Enlightenment Philosophers Graphic Organizer
- Political Cartoon Analysis: Comparing Types of Government
- Worksheets
 - Basic Concepts of Democracy Real World Examples
 - Fundamentals of Economics
 - Roles of Citizens in a Democracy

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing
- Types of Government Analysis Project

Remediation:

- Diversified Learning Activities
- Differential Teacher Strategies
- Clear and Explicit Instructions
- Summarizing Main Ideas and Concepts
- Active Participation
- Acknowledgment of Multiple Intelligences and Learning Styles
- Adaption of the Curriculum to Learning Characteristics and Abilities
- Direct and Explicit Instruction
- Learning Environment Conducive to Various Learning Styles
- Formative and Summative Assessment
- Progress Monitoring of Learned Targeted Skills
- Coordination with Other Teachers and Professionals
- Student-Oriented Design and Organization of Teaching Materials

Instructional Methods:

- Direct Instruction
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted and Unprompted Practice
- Think-Pair-Share
- Augmented Silent Reading

Materials & Resources:

- Primary Source Analysis
- Graphic Organizer
- Lecture
- Readings
- Political Cartoon Analysis
- Worksheets

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: Civics and Government

Unit: Origins of American Government

PA State Standards: 5.1.9.C, 5.1.9.D, 5.1.9.E, 5.3.9.A, 5.3.9.B

Time frame: 7-10 Blocks

Essential content/objectives: At end of the unit, students will be able to:

- Understand the purpose of government in the United States: form a more perfect union, establish justice, insure domestic tranquility, provide for common defense, promote general welfare, and secure the blessings of liberty
- Examine and analyze the principles of government
- Examine and analyze the origins of American government: our political beginnings, the coming of independence, the critical period, creating the Constitution, and ratifying the Constitution
- Analyze the structure of the United State government and the rationale behind it

Core Activities: Students will complete/participate in the following:

- Analyze primary and secondary sources
 - Federalist 10
 - Federalist 51
 - Thomas Paine-Common Sense
 - The Articles of Confederation
- Graphic Organizer
 - Comparing Federalist and Anti Federalists
 - Constitutional Compromises Graphic Organizer

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Diversified Learning Activities
- Differential Teacher Strategies
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Instructional Methods:

- Direct Instruction
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice and Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary Source Analysis
- Graphic Organizer
- Lecture
- Readings
- Worksheet

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: Civics and Government

Unit: The Constitution and Federalism

PA State Standards: 5.1.9.D, 5.1.9.E, 5.3.9.A, 5.3.9.B, 5.3.9.C

Time frame: 7-10 Blocks

Essential content/objectives: At end of the unit, students will be able to:

- Examine and analyze the U.S. Constitution: its six basic principles: Popular Sovereignty, Limited Government, Separation of Powers, Checks and Balances, Judicial Review, and Federalism
- Analyze and examine the formal amendment process, and constitutional change by other means
- Examine and analyze the principle of federalism: the division power, the national government and the fifty states, interstate relations
- Research, examine, and analyze relevant current events topics

Core Activities: Students will complete/participate in the following:

- Analyze primary and secondary source
 - The Constitution
 - The Bill of Rights
 - Federalism during Hurricane Katrina Analysis
 - Contemporary Constitution
- Current Event Analysis: Rights of American Citizens Current Events
- Amending the Constitution Simulation
- Worksheets
 - Bill of Rights Scenarios
 - Evolution of Federalism
- Bill of Rights Case Study
- Graphic Organizer: Principles of Government Graphic Organizer

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Diversified Learning Activities
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Instructional Methods:

- Direct Instruction
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice and Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary Source Analysis
- Graphic Organizer: Comparing Types of Government
- Lecture
- Readings
- Political Cartoon Analysis
- Worksheet: Basic Concepts of Democracy Real World Examples

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: Civics and Government

Unit: Political Parties and Voter Behavior

PA State Standards: 5.2.9.D, 5.3.9.D, 5.3.9.E,

Time frame: 7-10 Blocks

Essential content/objectives: At end of the unit, students will be able to:

- Examine and analyze the purpose of political parties and the two-party system
- Examine minor parties, and party organization
- Examine and analyze the role of the voter and voter behavior (the right to vote and voter qualifications)
- Research, examine, and analyze relevant current events topics

Core Activities: Students will complete/participate in the following:

- Analyze primary and secondary sources: Political Party Platform Analysis
- Complete political party analysis project
- Graphic Organizers: Political Party Platform Graphic Organizer
- Third Party Platform/Poster Project
- Voter Turnout Analysis
- Voter Turnout Action Plan

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

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Instructional Methods:

- Direct Instruction
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted and Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary Source Analysis
- Graphic Organizer: Comparing Types of Government
- Lecture
- Readings
- Political Cartoon Analysis
- Worksheet: Basic Concepts of Democracy Real World Examples

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: Civics and Government

Unit: The Electoral Process

PA State Standards: 5.2.9.A, 5.2.9.D, 5.3.9.D, 5.3.9.E, 5.3.9.G, 5.3.9.H

Time frame: 7-10 Blocks

Essential content/objectives: At end of the unit, students will be able to:

- Examine and analyze the electoral process (nominating process and elections)
- Analyze the role of money in elections
- Students will analyze the pros and cons of the Electoral College
- Students will be able to analyze campaign tactics and advertisements
- Compare primaries and caucus

Core Activities: Students will complete/participate in the following:

- Analyze primary and secondary sources
 - Citizens United vs. United States Analysis
 - Various Presidential Announcement Speeches
 - Various National Convention Speeches
 - Various Debate Performances - President and Vice Presidential Debate
 - *Sources taken from the previous Electoral Cycle*
 - Inauguration
- Current event analysis
- Research, examine, and analyze relevant current events topics
- Campaign Finance Research Project
- Graphic Organizers
 - Campaign Finance Graphic Organizer
 - Caucus vs Primary Election Comparison

Extensions:

- Individual research and project creation.
- Topic specific creative or informational writing.

Remediation:

- Diversified Learning Activities
- Differential Teacher Strategies
- Clear and Explicit Instructions
- Summarizing Main Ideas and Concepts
- Active Participation
- Acknowledgment of Multiple Intelligences and Learning Styles
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- Direct and Explicit Instruction
- Learning Environment Conducive to Various Learning Styles
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Instructional Methods:

- Direct Instruction
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted and Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary Source Analysis
- Graphic Organizer: Comparing Types of Government
- Lecture
- Readings
- Political Cartoon Analysis
- Worksheet: Basic Concepts of Democracy Real World Examples

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: Civics and Government

Unit: Mass Media, Public Opinion, and Interest Groups

PA State Standards: 5.3.9.G, 5.3.9.H, 5.4.9.D, 5.4.9.E

Time frame: 7-10 Blocks

Essential content/objectives: At end of the unit, students will be able to:

- Examine and analyze the media, technology, and public opinion
- Identify different forms of media throughout the years
- Analyze bias in the media
- Analyze the formation of public opinion, measuring public opinion, and the role of mass media in forming public opinion.
- Analyze the role of public opinion polls
- Examine and analyze interest groups: the nature of interest groups, types of interest groups, and interest groups at work.
- Students will research, examine, and analyze relevant current events topics.

Core Activities: Students will complete/participate in the following:

- Analyze primary and secondary sources: Current Event News Clips and Articles
- Complete current event analysis
- Public Opinion Polling Project
- Public Opinion Poll Analysis
- Media Bias Analysis Essay (*Honors*)
- Graphic Organizer: Media Bias Analysis Samples (*College Prep*)
- Interest Groups Poster Project
- Worksheets
 - How the Media Impacts Politics
 - Polling Past and Present

Extensions:

- Individual research and project creation.
- Topic specific creative or informational writing.

Remediation:

- Diversified Learning Activities
- Differential Teacher Strategies
- Clear and Explicit Instructions
- Summarizing Main Ideas and Concepts
- Active Participation
- Acknowledgment of Multiple Intelligences and Learning Styles
- Adaption of the Curriculum to Learning Characteristics and Abilities
- Direct and Explicit Instruction
- Learning Environment Conducive to Various Learning Styles
- Formative and Summative Assessment
- Progress Monitoring of Learned Targeted Skills
- Coordination with Other Teachers and Professionals
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Instructional Methods:

- Direct Instruction
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted and Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary Source Analysis
- Graphic Organizer: Comparing Types of Government
- Lecture
- Readings
- Political Cartoon Analysis
- Worksheet: Basic Concepts of Democracy Real World Examples

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: Civics and Government

Unit: The Legislative Branch, Congress, Powers of Congress, Congress in Action

PA State Standards: 5.2.9.B, 5.2.9.C, 5.3.9.A, 5.3.9.B, 5.3.9.C, 5.4.9.A, 6.3.9.A, 6.3.9.B, 6.3.9.C, 6.3.9.D

Time frame: 7-10 Blocks

Essential content/objectives: At end of the unit, students will be able to:

- Examine and analyze the purpose of the United States Congress
- Analyze the role of the House of Representatives, the Senate
- Understand the roles and responsibilities of Congressional Leadership (Speaker of the House, President of the Senate, President Pro Tempore)
- Examine and analyze the powers of Congress: the scope of congressional powers, the expressed powers of money and commerce, other expressed powers, implied powers, and non-legislative powers
- Examine and analyze Congress in action: congressional organization, congressional committees
- Analyze how bills become laws in the House and the Senate
- Analyze the roles gerrymandering plays in elections

Core Activities: Students will complete/participate in the following:

- Analyze primary sources: Constitutional Section on Congressional Duties
- Analyze secondary sources: Filibuster Reading
- Current events analysis
- Worksheets
 - Powers of Congress Worksheet
 - Gerrymandering Worksheet
- Graphic Organizers
 - House of Representatives and Senate Comparisons
 - Roles of Congress
- Complete “How a Bill Becomes a Law” flow chart
- Research, examine, and analyze relevant current events topics
- Gerrymandering Simulation
- Project: There Ought To Be a Law!
- Get to Know your Representatives Project
- Congressional Committee Analysis
- Future Laws Analysis
- Current Congress Demographic Analysis

Extensions:

- Individual research and project creation.
- Topic specific creative or informational writing.

Remediation:

- Diversified Learning Activities
- Differential Teacher Strategies
- Clear and Explicit Instructions
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Instructional Methods:

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- Modeling
- Scaffolding
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- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary Source Analysis
- Graphic Organizer: Comparing Types of Government
- Lecture
- Readings
- Political Cartoon Analysis
- Worksheet: Basic Concepts of Democracy Real World Examples

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
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 - Unit assessment
 - Content-based project
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Curriculum Scope & Sequence

Planned Course: Civics and Government

Unit: The Executive Branch, The Bureaucracy: Government at Work

PA State Standards: 5.3.9.A, 5.3.9.B, 5.3.9.C, 5.4.9.A, 5.4.9.B, 6.3.9.A, 6.3.9.B, 6.3.9.C, 6.3.9.D

Time frame: 7-10 Blocks

Essential content/objectives: At end of the unit, students will be able to:

- Examine and analyze the presidency: the president's duties, presidential succession and the vice presidency
- Examine and analyze the presidential powers: the growth of presidential power, the executive, diplomatic, military, legislative, and judicial powers of the president
- Examine and analyze government at work: federal bureaucracy, the executive office and departments, independent agencies, and the civil service
- Analyze the function of the Presidential Cabinet
- Examine and analyze foreign policy and national defense: foreign affairs and national security, and an overview of American foreign policy

Core Activities: Students will complete/participate in the following:

- Primary Sources
 - 22nd Amendment Analysis
 - 25th Amendment Analysis
- Secondary Sources
 - Executive Order Reading
 - Executive Privilege Article
 - The Impeachment Process Reading
- Current event analysis
- Worksheets
 - Presidential Powers Scenarios
 - Impeachment Case Study
 - Executive Order Analysis
- Student created projects on current foreign policy
 - Analyzing the Role of U.S. and Foreign Diplomatic Relations
- Research, examine, and analyze relevant current events topics
- Presidential Cabinet Research Project and Presentation (Open the Cabinet Project)
- Executive Agencies Analysis

Extensions:

- Individual research and project creation.
- Topic specific creative or informational writing.

Remediation:

- Diversified Learning Activities
- Differential Teacher Strategies
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Instructional Methods:

- Direct Instruction
- Debate
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- Modeling
- Scaffolding
- Prompted and Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary Source Analysis
- Graphic Organizer: Comparing Types of Government
- Lecture
- Readings
- Political Cartoon Analysis
- Worksheet: Basic Concepts of Democracy Real World Examples

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: Civics and Government

Unit: The Judicial Branch, Civil Liberties

PA State Standards: 5.1.9.C, 5.1.9.F, 5.2.9.B, 5.3.9.A, 5.3.9.B, 5.3.9.C, 5.3.9.F

Time frame: 7-10 Blocks

Essential content/objectives: At end of the unit, students will be able to:

- Examine and analyze the federal court system: the national judiciary, the inferior courts, the Supreme Court, and special courts
- Examine and analyze civil liberties and First Amendment Freedoms: unalienable rights, freedoms of religion, speech, press, assembly, and petition
- Examine and analyze civil liberties and the protection of individual rights: due process of law, freedom and security of individuals, the rights of the accused, and punishment
- Examine and analyze civil rights and equal justice under the law: diversity and discrimination in American society, equality before the law, federal civil rights laws, and American citizenship

Core Activities: Students will complete/participate in the following:

- Primary Sources
 - Miranda Rights Analysis
 - Marbury vs. Madison Analysis
- Secondary Sources: Access to the Court Reading
- Current Event Analysis
 - Restructuring the Supreme Court
 - Cyberbullying and the First Amendment
- Graphic Organizer
 - Supreme Court Justices Graphic Organizer
 - Comparing the Federal and State Court System
 - Types of Jurisdiction
- Research, examine, and analyze relevant current events topics
- Worksheets
 - Judicial Activism vs. Judicial Restraint
 - Scenarios: Will the Court Hear This Case?
- Supreme Court Justice Research
- Landmark Supreme Court Case Study and Presentation

Extensions:

- Individual research and project creation.
- Topic specific creative or informational writing.

Remediation:

- Diversified Learning Activities
- Differential Teacher Strategies
- Clear and Explicit Instructions
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Instructional Methods:

- Direct Instruction
- Debate
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- Modeling
- Scaffolding
- Prompted and Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary Source Analysis
- Graphic Organizer: Comparing Types of Government
- Lectures
- Readings
- Political Cartoon Analysis
- Worksheet: Basic Concepts of Democracy Real World Examples

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
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PA Core Standard: Reading for History and Social Studies

CC.8.5: *Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.*

Anchors:

CC.8.5.9-10.A

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CC.8.5.9-10.B

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CC.8.5.9-10.C

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CC.8.5.9-10.D

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.8.5.9-10.E

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CC.8.5.9-10.F

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CC.8.5.9-10.G

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CC.8.5.9-10.H

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CC.8.5.9-10.I

Compare and contrast treatments of the same topic in several primary and secondary sources.

CC.8.5.9-10.J

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

PA Core Standards: Writing for History and Social Studies

CC.8.6: Writing: *Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.*

Anchors:

CC.8.6.9-10.A

Write arguments focused on discipline-specific content.

CC.8.6.9-10.C

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.9-10.D

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.8.6.9-10.E

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.8.6.9-10.F

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.

CC.8.6.9-10.G

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.8.6.9-10.H

Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.9-10.I

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PA Academic Standards: Civics and Government**5.1: Principles and Documents of Government****Anchors:**

5.1.9.A

Apply examples of the rule of law as related to individual rights and the common good.

5.1.9.B

Analyze the major arguments advanced for different systems of government.

5.1.9.C

Analyze the principles and ideals that shape United States government.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.9.D

Compare and contrast the basic principles and ideals found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

5.1.9.E

Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.

5.1.9.F

Analyze the role political symbols play in civil disobedience and patriotic activities.

5.2: Rights and Responsibilities of Citizenship

Anchors:

5.2.9.A

Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.

5.2.9.B

Analyze strategies used to resolve conflicts in society and government.

5.2.9.C

Examine political leadership and public service in a republican form of government.

5.2.9.D

Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.

5.3: How Government Works

Anchors:

5.3.9.A

Examine the process of checks and balances among the three branches of government, including the creation of law.

5.3.9.B

Analyze the roles of local, state, and national governments in policy-making.

5.3.9.C

Explain how government agencies create, amend and enforce policies in local, state, and national governments.

5.3.9.D

Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.

5.3.9.E

Compare and contrast the different election processes for local, state, and national offices.

5.3.9.F

Explain the Supreme Court's role in interpreting the U.S. Constitution.

- Individual rights
- States' rights
- Civil rights

5.3.9.G

Analyze the influence of interest groups in the political process

5.3.9.H

Evaluate the importance of freedom of the press and the political influence of mass media.

5.3.9.I

Explain various types of taxes and their purposes.

5.3.9.J

Compare and contrast various systems of government.

5.4: *How International Relationships Function*

Anchors:

5.4.9.A -

Explain how United States foreign policy is developed.

5.4.9.B

Explain why and how different foreign policy tools are used to advance a nation's self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).

5.4.9.C

Identify the role of international organizations.

5.4.9.D

Analyze the various mass media outlets and their influence on global issues.

5.4.9.E

Identify the politics of interest groups (e.g. business and labor organizations, ethnic and religious organizations) on foreign policy.

PA Academic Standards: Economics

6.3: *Functions of Government*

Anchors:

6.3.9.A

Analyze the process through which government provides public goods and services.

6.3.9.B

Examine how and why the government acts to regulate and stabilize the state and national economy.

6.3.9.C

Compare and contrast the taxation policies of the local, state, and national governments.

6.3.9.D

Explain why governments limit or promote international trade.