# Pequea Valley School District
# Social Studies

**Unit 1:Branches of Government** **Course: Modern Civics** **Grade: 10**

## Planning the Focus Based on the Desired Result

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

**What is the organization and job of the two chambers of Congress?**

**What are the powers of Congress?**

**How do bills become laws?**

**What are the roles and responsibilities of the President?**

**How does the structure of the federal court system allow it to administer justice efficiently?**

**Keystone Eligible Content/PA Core Standard**

**Civics:**
5.1.9. B, C, F, L
5.2.9 A, B, C, E, F, G
5.3.9.A, B, C, D, E

**Pacing: Approximate number of class sessions per unit**

**30**

**Tier 3 Vocabulary (Content specific vocabulary)**

bicameral, term, reapportion, off-year election, gerrymander, incumbent, continuous body, constituency, delegates, trustee, partisan, politico, bill, floor consideration, commerce powers, tax, public debt, deficit financing, bankruptcy, legal tender, copyright, patent, territory, naturalization, Necessary and Proper Clause, impeach, acquit, perjury, Speaker of the House, President of the Senate, President pro tempore, committee chairman, standing committee, select committee, joint committee, conference committee, bill, resolution, rider, filibuster, cloture, veto, pocket veto, chief of state, chief executive, chief administrator, chief diplomat, commander in chief, chief legislator, chief of party, chief citizen, presidential succession, balance the ticket, Presidential Succession Act of 1947, executive order, ordinance power, executive privilege, treaty, executive agreement, recognition, pocket veto, reprieve, pardon, clemency, commutation, amnesty, inferior courts, jurisdiction, precedent, plaintiff, defendant, original jurisdiction, appellate jurisdiction, criminal case, civil case, docket, record, writ of certiorari, certificate, brief, majority opinion, concurring opinion, dissenting opinion, court-martial, civilian tribunal, redress

**Know -** What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

**SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE**

**Understand -** What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

***Learners will be able to understand:***

- ***How the House of Representatives and the Senate differ***
- ***How a bill becomes a law***
- ***Qualifications of the House and Senate***
- ***The roles and jobs of Congress***
- ***The powers of Congress***
- ***The roles of the president***
- ***The president's powers***
- ***Qualifications to run for president***
- ***How the federal courts are organized***
- ***The Supreme Court and how it works***

**Learning Outcome -** What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

***Learners will be able to:***

- ***Examine the current Congress and PA Representatives***
- ***Understand the basics of how a bill becomes a law***
- ***Understand the role of the president***
- **Learners will be able to demonstrate their comprehension of these concepts and terms through the completion of the projects and tasks in this unit.**

Software/Resources:

- Schoology
- UpFront Magazine
- iCivics

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner

which empowers and positions learners for a life-time of learning.

# Pequea Valley School District
# Social Studies

**Unit 2: Political Parties & Interest Groups** **Course: Modern Civics** **Grade: 10**

## Planning the Focus Based on the Desired Result

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

**What are political parties and interest groups, and how do citizens participate?**

**Keystone Eligible Content/PA Core Standard**

**Civics:**
5.1.9 C, F
5.2.9 A, B, C, E, F, G
5.3.9. A, B, C, D, E, F, J

**Pacing: Approximate number of class sessions per unit**

**30**

**Tier 3 Vocabulary (Content specific vocabulary)**

political party, political spectrum, major party, minor party, partisanship, plurality, bipartisan, consensus, coalition, ideological parties, single-issue parties, economic protest parties, splinter parties,

**Know -** What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

**SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE**

**Understand -** What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

**Learners will be able to understand:**

- **The roles of political parties**
- **The two major political parties**
- **The role of minor parties**

**Learning Outcome -** What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

**Learners will be able to:**

- **Understand major and minor parties**
- **Examine various perspectives on major issues of the day**
- **Learners will be able to demonstrate their comprehension of these concepts and terms through the completion of the projects and tasks in this unit.**

Software/Resources:

- Schoology
- iCivics
- UpFront Magazine
- Websites for Political Parties
- Sample voter registration
- Gallup Organization
- Next Gen Personal Finance

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# Pequea Valley School District
# Social Studies

**Unit 3: Election Process and Voting** **Course: Modern Civics** **Grade: 10**

## Planning the Focus Based on the Desired Result

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

**How does the election process work?**

**How do I register to vote?**

**Keystone Eligible Content/PA Core Standard**

**Civics:**
5.1.9.C, F, J
5.2.9 A, B, C, E, F, G
5.3.9.G

**Pacing: Approximate number of class sessions per unit**

**30**

**Tier 3 Vocabulary (Content specific vocabulary)**

nomination, general election, caucus, closed primary, open primary, ballot, absentee voting, coattail effect, precinct, polling place, political action committee (PAC), subsidy, soft money, hard money, swing voter, battleground state, district plan, proportional plan, direct popular election, national

popular vote plan, suffrage/ franchise, electorate, disenfranchised, alien, transient, registration, poll books, off year election, ballot fatigue, political efficacy, political socialization, gender gap, party identification, straight ticket voting, split ticket voting, independent

**Know -** What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

**Understand -** What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- **The voting process and how to register to vote**
- **How voting rights have changed over time (Constitutional Amendments)**

**Learning Outcome -** What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- **Learner will be able to demonstrate the various ways to register and vote in PA.**
- **Examine various perspectives on major issues of the day**
- **Learners will be able to demonstrate their comprehension of these concepts and terms through the completion of the projects and tasks in this unit.**

Software/Resources:

- Schoology
- iCivics
- UpFront Magazine
- Websites for Political Parties
- Sample voter registration
- Gallup Organization
- Next Gen Personal Finance

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# Pequea Valley School District
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**Unit: 4 Measuring Economic Performance** **Course: Modern Civics** **Grade: 10**

## Planning the Focus Based on the Desired Result

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

How do we measure the economy?
How do we determine the economic and social well-being of the US?
What are the causes and consequences of instability in the economy?

**Keystone Eligible Content/PA Core Standard:**

**PA Economic Standards:**
6.1.9 - C, D
6.2.9 - K
6.5.9 - E

**Pacing: Approximate number of class sessions per unit**

**25**

**Tier 3 Vocabulary (Content specific vocabulary)**

Gross domestic product, intermediate products, nonmarket transactions, underground economy, base year, real GDP, current (nominal) GDP, real GDP per capita, net exports of goods and services, census, baby boom, poverty threshold, welfare, food stamps (EBT), Medicare, Medicaid, Earned income tax credit, business cycle, recession, peak, trough, expansion, depression, inflation, deflation, price index, consumer price index (CPI), market basket, base year, hyperinflation, stagflation, Producer Price Index (PPI), civilian labor force, unemployed, unemployment rate, frictional unemployment, structural unemployment, outsourcing, seasonal unemployment, cyclical unemployment

**Know -** What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

Learners will know:

- That fluctuations in a nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.
- Methods used to measure overall economic activity, including GDP and CPI.
- The stages of the business cycle and the characteristics of each.
- In the long run, inflation results from increases in a nation's money supply that exceed increases in its output of goods and services.
- The consequences of unemployment, such as the uncertainty, political instability, and social problems.

**Equations:**

GDP = C + I + G + (net exports)

# of people in labor force = employed + unemployed

$$\text{Unemployment rate} = \frac{\#\text{ of people unemployed}}{\#\text{ of people in labor force}} \times 100$$

$$\text{labor force participation rate} = \frac{\#\text{ of people in labor force}}{\text{US civilian pop. over 16}} \times 100$$

$$\text{Inflation} = \frac{\text{CPI current year A} - \text{CPI previous year B}}{\text{CPI previous year B}} \times 100$$

$$\text{CPI (Consumer Price Index)} = \frac{\text{Price of Market Basket}}{\text{Price of Market Basket in Base Year}} \times 100$$

**Understand -** What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

Learners will be able to discuss what the GDP and other economic indicators tell us about the economy.
Learners will be able to discuss the distribution of income in the US.
Learners will be able to explain why ups and downs in the business cycle are considered normal.
Learners will be able to discuss inflation and the unemployment rate and understand information they provide.

**Learning Outcome -** What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Learners will calculate real and nominal GDP, inflation rate, unemployment rate, CPI, labor force, labor force participation rate.
Learners will complete various in class activities and assessments related to GDP, inflation, poverty, unemployment, and income inequality.

Software/Resources: Schoology, Edpuzzle, Actively Learn, Next Gen Personal Finance

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner

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# Pequea Valley School District
# Social Studies

**Unit: 5 Money, Banking & Finance** **Course: Modern Civics** **Grade: 10**

## Planning the Focus Based on the Desired Result

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

How has money evolved to meet the needs of people everywhere?
How did the creation of the Federal Reserve improve our banking system?
How does the government promote the economic goals price stability, full employment, and economic growth?
How has technology affected the way we use money today?
What is the role of savings in the financial system?
What options are available for investing your money?

**Keystone Eligible Content/PA Core Standard:**

PA Economic Standards
6.2.9 - C
6.5.9 - G, H

**Pacing: Approximate number of class sessions per unit:**

**20**

**Tier 3 Vocabulary (Content specific vocabulary)**

Representative money, Commodity money, Fiat money, Medium of Exchange, Store of value, Unit of account (measure of value), Liquidity, M1, checkable (demand) deposits, traveler's checks, M2, savings deposits, time deposits, certificates of deposits, money market funds, stocks, securities, Federal Reserve System, Monetary Policy, Federal Open Market Committee, Board of Governors, discount rate, reserve requirements, open market

operations, member banks, tight monetary policy, loose monetary policy, quantitative easing, Federalists, Antifederalists, Gold Standard, Credit Card, Mortgage, Interest rate, FDIC, Automatic Clearing Houses, hare, stock, equity, security, Stockholder, Shareholder, Stockbroker, Stock Exchange, OTC Market, NASDAQ, Bear Market, Bull Market, Capital Gain, Capital Loss, Put Option, Call Option, Futures, S & P 500, Dow Jones Industrial Average, Russell 3000 Index

**Know -** What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

**See vocabulary and essential questions.**

**Understand -** What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding***

Learners will understand the different types, functions and characteristics of money.
Learners will understand the Federal Reserve's role in the U.S. economy.
Learners will understand how the banking system works.
Learners will understand the role of the stock market in the U.S. economy.

**Learning Outcome -** What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Learners will analyze specific stock and complete a stock market activity and presentation.
Learners will be able to define basic investment terms.

Software/Resources: Schoology, Edpuzzle, Actively Learn, Next Gen Personal Finance

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# Pequea Valley School District
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**Unit: 6 Financial Literacy** **Course: Modern Civics** **Grade: 10**

## Planning the Focus Based on the Desired Result

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

How does the government collect revenue, and on what is that revenue spent?
What taxes are citizens responsible for?
What types of banking accounts do most citizens have?
What types of credit are available and how do we manage them?
What options are available for investing your money?
What types of insurance do citizens need?
How do I budget?

**Keystone Eligible Content/PA Core Standard:**

**PA Economic Standards:**
6.2.9 - G, J
6.3.9 - D
6.5.9 - G, H

**Pacing: Approximate number of class sessions per unit:**

**45**

**Tier 3 Vocabulary (Content specific vocabulary)**

Sin tax, distribution of income, individual income tax, IRS, sales tax, tax return, progressive tax, marginal tax rate, flat tax, capital gains, fiscal year, budget deficit, budget surplus, payroll tax, FICA, excise tax, estate tax, gift tax, entitlements, property tax, corporate income tax, insurance, out-of-pocket expenses, risk, loss, deductible, coverage, budgeting, expenses, long term and short term financial goals, fixed and variable expenses, gross/net taxable income, needs and wants, 50/20/30 rule, salary based budget

**Know -** What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

Learners will know:

- The types of taxes at the local, state, and national levels.
- The types of banking and credit and investment choices that can be made.
- The various types of insurances available and needed.
- The factors involved in making budgeting decisions.

**Understand -** What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

Learners will be able to:

- Understand the types of payroll taxes they are responsible for.
- Understand various choices with banking, credit, and investment institutions.
- Understand insurance choices that can be made.
- Organize and create a budget.

**Learning Outcome -** What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Learners will:

- Analyze a pay stub
- Next Gen Personal Finance Unit

Software/Resources: Schoology, Edpuzzle, Actively Learn, Next Gen Personal Finance

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