

Grade 9: Local, State, and National Civics

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze the impact of individuals, laws, institutions, and social mechanisms in order to evaluate the effectiveness and impact of social and political systems. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. - Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. - Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. - Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. - Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. - Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. - Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. - Civ.7.9-12. Apply civic virtues and democratic principles when working with others. - Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic	Transfer	
	<i>Students will be able to independently use their learning to act responsibly and make informed decisions based upon their understanding of local, state, and national government.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - people demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.	ESSENTIAL QUESTIONS - How much state control should there be on local government? - Are we meeting the expectations of our Founding Fathers? - What difference can one vote make?
	Acquisition	
	<i>Students will know...</i> - the organization of NH State government. - the similarities and differences between the federal and state government. - the ways in which NH government is unique (first in primary election, ratio of representation in the general court, bifurcated executive branch, governor line of succession). - the similarities and differences between the Federal Constitution and the NH State Constituion. - the organization and responsibilities of the local town governments.	<i>Students will be skilled at...</i> - comparing and contrasting powers and responsibilities. - analyzing changing roles of citizens over time. - analyzing factors that impact national affairs. - evaluating the effectiveness of decisions and decision making. - critiquing relationships within systems. - applying civic virtues and democratic principles and using appropriate deliberative processes. - evaluating social and political systems in different contexts, times, and places.

principles. • Civ.9.9-12. Use appropriate deliberative processes in multiple settings. • Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. • Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. • Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. • Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. • Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	• the organization and responsibility of the SAU to the local schools and towns and how they are influenced by citizen participation. • governmental factors that may impact decisions made at the local and state levels. • the different methods that a citizen can use to challenge and affect change at their local and state levels • effects of decisions made at both local and state level and their intended and/or unintended consequences • the effects of zoning and geographic factors on local and state governmental policy and individual choices • what constitutes a county, town, city, village, & township (ie: Dixville Notch). • the relationship between federal government and state government with respect to citizens' rights, distribution of taxes, national defense, ensuring states' rights, and government sponsored programs. • the powers and limitations amongst the three branches of the government. • the powers and privileges held by the House of Representatives and the Senate. • the change over time in government power (supreme court cases, elections, changes in political parties). • current examples in which Americans have contested the U.S. Constitution (marriage equality, freedom of speech, right to bear arms). • the benefits and drawbacks of a republic (representatives vs. direct, loss of voice or uncertainties of an election). • the role of the electoral college. • the role and impact lobbyists play in election results and the bill process. • the difference between expectations of civic responsibility and civic duty. • the role race, gender, socioeconomic status, social media, political parties, campaigns, and occupation play in civic participation and how these roles have changed over time. • how political ideology affects the popularity of a political party (ie: how political movements, like the	• analyzing the impact of personal interests and perspectives. • evaluating decision making procedures. • analyzing how laws are used or challenged to address public issues. • evaluating the causes and effects of public policies. • explaining and analyzing the impact of societal change over time. • taking informed action.
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	Tea Party, have impacted the GOP). • the impact of governmental actions on citizens (ie: Affordable Care Act, immigration policy, trade or treaties). • how current issues influence national and international government actions (such as school shootings and gun control, 9/11 on national security and international involvement). • that compromise is an essential factor in the government's ability to function. • the approaches Americans take to address social and political problems (ie: protests, engaging with representatives, petitions, voting). • the difference between socialism and communism. • the role committees and Congress play in the bill process. • the structure of the executive branch and the limitations on presidential power. • the executive powers of the presidency. • the structure of the federal court system and the functions at each level. • the unique role of the Supreme Court in interpreting the Constitution. • the relationship between state and federal courts in the appeals process <u><i>vocabulary:</i></u> bifurcated, governor, executive council, general court, Board of Aldermen, Board of Selectmen, town meeting, referendum (binding and non-binding), SAU, county, township, magistrate, municipal, general court, superior court, probate court, civil court, gerrymandering, political ideology, checks and balances, separation of powers, citizens, non-citizens, alien (illegal and legal), immigration, emigration, Democrat, Republican, GOP, Third Party, petition, protest, compromise, radical, liberal, moderate, conservative reactionary, democracy, republic, representative democracy, direct democracy, socialism, communism, sovereignty, federalism, ratification, amendment, Constitution, limited government, delegated powers, reserved powers, concurrent powers, executive order, bicameral legislature, immunity, expulsion, censure, caucus, president pro	
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	tempore, Whip, Speaker of the House, implied powers, elastic clause, Electoral College, impeach, treason, bill, congressional committee, joint committee, conference committee, standing committee, special committee, appropriations, Act, lobbyist, filibuster, pocket veto, foreign policy, diplomacy, treaty, ambassador, embassy, consulate, Joint Chiefs of Staff, Cabinet, bureaucracy, criminal law, civil law, common law, Constitutional law, appeal, jurisdiction, district court, Court of Appeals, justices, judicial review, remand, Supreme Court opinion, precedent, House of Representatives, Senate, referenda, jury duty	
Content Area Literacy Standards		21st Century Skills
• RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • RH.9-10.2 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. • RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • RH.9-10.4 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. • RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • RH.9-10.6 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. • RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. • RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. • WHST.9-10.1 Write arguments focused on discipline-specific content. • WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.9-10.6 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. • WHST.9-10.7 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. • WHST.9-10.8 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. • WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>reason effectively</i> • <i>use systems thinking</i> • <i>make judgments and decisions</i> • <i>solve problems</i> • <i>collaborate with others</i> • <i>communicate clearly</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	