

6/30/2014

NORTH
SMITHFIELD
SCHOOL
DEPARTMENT

**SOCIAL STUDIES CURRICULUM
AMERICAN GOVERNMENT GRADE 9**

Curriculum Writers: Justin Aromin and Kimberly Rawson

SOCIAL STUDIES CURRICULUM American Government Grade 9

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The North Smithfield Social Studies Curriculum for grades 7-12 was completed in June 2014 by a team of 7-12 teachers. The team, identified as the Social Studies Curriculum Writers referenced extensive resources to design the document that included but are not limited to:

- *RI Social Studies Grade Span Expectations (GSE)*
- *National Standards for History*
- *Curriculum Standards for Social Studies*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS)*
- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Classroom Instruction That Works*
- *Differentiated Instructional Strategies*
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work,*
- Model curriculum documents
- Educational websites
- Webb's Depth of Knowledge

Mission Statement

The North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 Social Studies curriculum. It integrates citizenship, historical thinking, and content literacy through research-based best practice instruction and assessment. The knowledge and skills acquired will result in students' success in a global and technological society.

The K-12 Curriculum identifies what all students should know and be able to do in Social Studies education. Each grade or course draws from *Rhode Island Grade Span Expectations for Social Studies*, the *Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects*, *the National History Standards*, research-based instructional strategies, resources, map (or suggested timeline), rubrics, and checklists.

The curriculum provides learners with a sequential comprehensive education in Social Studies through the study of **Grade Span Expectations in Social Studies** that includes:

- Civics and Government
- Historical Perspectives
- Economics
- Geography

And through the study of **National Standards for History** that includes:

- Topics for grades K-4
- United States History (Eras 1-10) for grades 5-12
- World History (Eras 1-9) for grades 5-12
- Historical Thinking Standards grades K-12

Additionally the **Common Core State Standards** for English Language Arts that includes:

- College and Career Readiness Anchor Standards for Reading
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge
 - Range of Reading
- College and Career Readiness Anchor Standards for Writing
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing

GRADE SPAN EXPECTATIONS FOR SOCIAL STUDIES

- Define content standards— what students should know and be able to do in Civics and Government, Historical Perspectives, Economics and Geography.

COMMON CORE FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

- Define what all students should know and be able to do by the end of each grade.
- Divide Common Core Standards into broad statements called the College and Career Readiness Anchor Standards (CCR) for Reading Writing, Speaking and Listening, and Language (grades 6-12).
- Provide grade level specificity that define the skills and understandings that all students must demonstrate.

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RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate, e.g.

- Employs strategies of **“best practice”** (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).
- **Use Classroom Instruction That Works Strategies:**
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
 - Generating and testing hypotheses
 - Provide opportunities for **independent, partner** and **collaborative group work**
- Facilitates the integration of **Applied Learning Standards (SCANS)**
 - problem solving
 - communication
 - critical thinking
 - research
 - reflection/evaluation.
- **Differentiates instruction** by varying the content, process, and product and implementing
 - Anchoring
 - Cubing
 - Jig-sawing
 - Pre/post assessments
 - Think/pair/share
 - Tiered assignments
- Analyzes **formative assessment** to direct instruction.
- Provides **exemplars and rubrics**.
- Provides opportunities for independent, partner and collaborative group work.
- Addresses **multiple intelligences** and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist).
- Models the use of **graphic organizers**: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart).
- Employs **Social Studies education** best practices, e.g.
 - student originality
 - integration of arts across the curriculum
 - school community involvement
 - art for all students
- Models **historical thinking** skills:
 - chronological thinking,
 - historical comprehension
 - historical analysis and interpretation, historical research capabilities
 - historical issues – analysis and decision-making

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- Provides social **studies best practices opportunities** such as:
 - investigating topics in depth
 - exercising choice and responsibility by choosing their own topics for inquiry
 - involving exploration of open questions that challenge students' thinking
 - involving students in active participation in the classroom and the wider community
 - involving students in both independent inquiry and cooperative learning;
 - involving students in reading, writing, observing, discussing, and debating
 - building upon students' prior knowledge

COMMON and SUGGESTED ASSESSMENTS

REQUIRED COMMON ASSESSMENTS

- Document-based Questions
- Formative
- Summative
- Midterm exam
- Final exam

SUGGESTED ASSESSMENTS

- | | | |
|-----------------------|---|------------------------|
| 1. Anecdotal records | 8. Multiple Intelligences assessments, e.g. | 15. Rubrics/checklists |
| 2. Conferencing | 9. Role playing - bodily kinesthetic | 16. Tests and quizzes |
| 3. Exhibits | 10. Graphic organizing - visual | 17. Technology |
| 4. Interviews | 11. Collaboration - interpersonal | 18. Think-alouds |
| 5. Graphic organizers | 12. Oral presentations | 19. Vocabulary |
| 6. Journals | 13. Primary source analysis | 20. Writing genres |
| 7. Modeling | 14. Problem/Performance based/common tasks | ○ Argument |
| | | ○ Informative |

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RESOURCE HIGH SCHOOL GRADE 9

Textbook

American Government McDougal and Littell

Supplementary books/material

- “Mini-Q’s” in American Government – DBQ Binder

Technology

- Computers
- LCD projectors
- Interactive boards
- T.V.

Videos and DVDs

Materials

- Maps

Community

Websites

- www.commoncore.org/maps
- <http://docsteach.org>
- http://edsitement.neh.gov/special_features_view.asp?id=1
- <http://memory.loc.gov/learn/lessons/psources/pshome.html>
- <http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards>
- http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp
- http://www.civiced.org/index.php?page=lesson_plans
- <http://www.civiced-ri.org/const.htm>
- www.commoncore.org/maps
- www.corestandards.org
- www.gilderlehrman.org
- www.loc.gov/teacher/
- www.readwritethink.org
- www.ride.ri.gov

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>Civics and Government</p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.</p> <p style="text-align: center;"><u>HISTORICAL THINKING</u></p> <ul style="list-style-type: none"> • Chronological thinking, • Historical comprehension • Historical analysis and interpretation, historical research capabilities • Historical issues – analysis and decision-making 		<p>Students demonstrate an understanding of origins, forms, and purposes of government by... C&G 1 (9-12) –1</p> <p>C&G 1 (9-12) –1a <u>Describing or explaining competing ideas about the purposes and functions of politics and government.</u></p> <p><u>American Government Dates: 1789 - present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Explain the importance of the central ideas of the natural rights philosophy in the creation of American constitutional government, e.g., that all persons have the right to life, liberty, property, and the pursuit of happiness just because they are human beings; that the major purpose of government is to protect those rights (II, A, 1, 2) • Explain the major ideas about republican government which influenced the development of the United States Constitution, e.g., the concept of representative government, the importance of civic virtue or concern for the common good (II, A, 1, 3) • Explain that the term "liberal" is derived from "liberty" and refers to a form of government in which individual rights and freedoms are protected • Explain that the central idea of liberalism is a belief that the individual has rights which exist independently of government and which ought to be protected by and against government • Explain the difference between the use of the term "liberal" when it is referring to the American form of government and the use of the terms "liberal" and "conservative" in referring to positions on the spectrum of American politics (II, D, 1, 1) • Define a "republic" as a state in which the citizenry as a whole is considered sovereign but which is governed by elected representatives rather than directly by the people, as in direct democracy • Explain major ideas of republicanism, i.e., <ul style="list-style-type: none"> ○ Government of a republic seeks the public or common good rather than the good of a particular group or class of society ○ "Civic virtue" of citizens is essential; civic virtue means that citizens put the public or common good above their private interests • Explain how ideas of classical republicanism are reflected in the United States Constitution, e.g., in the Preamble, the guarantee to the states of a "republican form of government" in (Article IV Section 4) provisions for the election of representatives to the Congress in Article I Section 2 and the Seventeenth Amendment <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Classical Republican • Conservative • Liberal • Natural Rights <p><u>Websites</u></p> <ul style="list-style-type: none"> • http://www.billofrightsinstiute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 	<p>Teachers</p> <p>Use formative assessment to guide instruction</p> <p>Provide opportunities for independent, partner and collaborative group work</p> <p>Use Classroom Instruction That Works Strategies:</p> <ul style="list-style-type: none"> • Setting objectives and providing feedback • Reinforcing effort and providing recognition • Cooperative learning • Cues, questions, and advance organizers • Nonlinguistic representations • Summarizing and note taking • Assigning homework and providing practice • Identifying similarities and differences • Generating and testing hypotheses <p>Differentiate instruction by varying the content, process, and product and providing opportunities for:</p> <ul style="list-style-type: none"> • Anchoring • Cubing • Jig-sawing • Pre/post assessments • Think/pair/share • Tiered assignments <p>Address multiple intelligences instructional strategies, e.g. visual, bodily kinesthetic, interpersonal</p> <p>Provide opportunities for higher level thinking:</p> <ul style="list-style-type: none"> • Bloom's Taxonomy, e.g. analyzing, synthesizing, predicting, evaluating, creating, etc. • Webb's Depth of Knowledge, 2,3,4, skill/conceptual understanding, strategic 	<p><u>Textbook</u> <i>American Government</i> McDougal and Littell</p> <p><u>Supplementary Books, Teacher (T) Student (S)</u></p> <ul style="list-style-type: none"> • "Mini-Q's" in American Government – DBQ Binder <p><u>Technology</u></p> <ul style="list-style-type: none"> • Computers • LCD projectors • Interactive boards <p><u>Websites</u></p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org • www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org <p><u>Materials</u></p> <ul style="list-style-type: none"> • Primary Sources 	<p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p><u>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Anecdotal records • Conferencing • Exhibits • Interviews • Graphic organizers • Journals • Modeling • Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> ○ Role playing - bodily kinesthetic ○ Graphic organizing - visual ○ Collaboration - interpersonal • Oral presentations • Primary source analysis • Problem/Performance based/common tasks • Rubrics/checklists • Tests and quizzes • Technology

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> Explain the difference between the use of the term "republican" to refer to the American form of government and the use of the term to refer to the Republican Party in the United States Explain why classical republicanism and liberalism are potentially in conflict, e.g., the primary purpose of government--promotion of the public or common good vs. Protection of individual rights Evaluate, take, and defend positions on the importance of civic virtue for American democracy today (II.D. 2. ALL) Describe the purposes, organization, and functions of the three branches of the national government (III, B, 1, 1) <p>C&G 1 (9-12) –1b Comparing and contrasting different forms of <u>and their purpose.</u></p> <p><u>Grade 9 - American Government 1789 - present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the importance of the central ideas of the natural rights philosophy in the creation of American constitutional government, e.g., that all persons have the right to life, liberty, property, and the pursuit of happiness just because they are human beings; that the major purpose of government is to protect those rights (II, A, 1, 2) Explain the major ideas about republican government which influenced the development of the United States Constitution, e.g., the concept of representative government, the importance of civic virtue or concern for the common good (II, A, 1, 3) Describe the essential characteristics of limited and unlimited governments <ul style="list-style-type: none"> limited governments have established and respected restraints on their power, e.g., constitutional government--governments characterized by legal limits on political power unlimited governments are those in which there are no regularized and effective means of restraining their power, i.e., authoritarian systems--governments in which political power is concentrated in one person or a small group, and individuals and groups are subordinated to that power totalitarian systems--modern forms of extreme authoritarianism in which the government attempts to control every aspect of the lives of <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> Limited government Republican Government Unlimited government <p style="text-align: right;">Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 	<p>reasoning, extended reasoning</p> <p>Model historical thinking skills:</p> <ul style="list-style-type: none"> chronological thinking, historical comprehension historical analysis and interpretation, historical research capabilities historical issues – analysis and decision-making <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge <p>Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 		<ul style="list-style-type: none"> Think-alouds Vocabulary Writing genres <ul style="list-style-type: none"> Arguments/opinion Informative

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		<p style="text-align: center;">individuals and prohibits independent associations</p> <ul style="list-style-type: none"> • Identify historical and contemporary examples of limited and unlimited governments and explain their classification, e.g., <ul style="list-style-type: none"> ○ Limited governments--United States, Great Britain, Botswana, Japan, Israel, Chile ○ Unlimited Governments--Nazi Germany, Imperial Japan, Spain Under Franco, Argentina Under Peron, Iraq Under Hussein, Iran (I, B, 1, ALL) <p>C&G 1 9-12) –1c <u>Explaining how a political ideology is reflected in the form and structure of a government</u> (e.g., Democracy – Democratic republic).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explain the importance of Americans' establishing ideals in political life and their insistence on comparing current practices with these ideals (II, D, 5, 1) • Explain, using historical and contemporary examples, discrepancies between American ideals and the realities of American social and political life, e.g., the ideal of equal opportunity and the reality of unfair discrimination (II, D, 5, 2) <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Democrat • Political ideology • Republican • Third party <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 <p>C&G 1 (9-12) –1d <u>Distinguishing between the rule of law and the “rule of men”</u> (e.g., <i>Korematsu v. U.S.</i> and Japanese internment during WWII).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explain the difference between the rule of law and the "rule of men" • Explain why the rule of law means more than simply having laws • Explain alternative ideas about the purposes and functions of law such as <ul style="list-style-type: none"> ○ regulating relationships among people and between people and their government ○ providing order, predictability, security, and <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Majority rule • Minority rights • Rule of Law • Tyranny of the majority <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp 	<ul style="list-style-type: none"> • 5-3-1 • QAR • Read around the text <p>Infuse Common Core ELA standards</p> <p>Provide rubrics and models</p>		

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		<p>established procedures for the management of conflict</p> <ul style="list-style-type: none"> ○ specifying the allocation of rights and responsibilities and of benefits and burdens ○ providing the ultimate source of authority in a political community ○ regulating social and economic relationships in civil society <ul style="list-style-type: none"> ● Explain how the rule of law can be used to restrict the actions of private citizens and government officials alike in order to protect the rights of individuals and to promote the common good (I, B, 2, ALL) ● Explain how constitutions can be vehicles for change and for resolving social issues, e.g., use of the fourteenth amendment to the united states constitution in the civil rights movement of the 1950s and 1960s; establishment of the Japanese constitution after world war ii, which provided women the right to vote (I, C, 2, 5) 			
<p>Civics and Government</p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.</p>		<p>Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by... C&G 1 (9-12)–2</p> <p>C&G 1 (9-12)–2a <u>Identifying how actions of a government affect relationships involving the individual, society and the government</u> (e.g., Homeland Security).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> ● Describe government as the formal institutions with authority to make and implement binding decisions of resources, the allocation of benefits, and the management of conflicts (I,A,1,3) ● Explain considerations and criteria commonly used in determining what limits should be placed on specific rights (V,B,5,3) <p>Websites</p> <ul style="list-style-type: none"> ● http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp ● http://www.civiced.org/index.php?page=lesson_plans ● http://edsitement.neh.gov/special_features_view.asp?id=1 <p>C&G 1 9-12)–2b <u>Explaining how political authority is obtained and legitimized.</u></p> <p>Grade 9 - American Government 1789 - present</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> ● investigating topics in depth ● exercising choice and responsibility by choosing their own topics for inquiry ● involving exploration of open questions that challenge students' thinking ● involving students in active participation in the classroom and the wider community ● involving students in both independent inquiry and cooperative learning; 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> ● http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp ● http://www.civiced.org/index.php?page=lesson_plans ● http://edsitement.neh.gov/special_features_view.asp?id=1 ● http://www.archives.gov/education/lesson/s/civil-rights-act/activities.html#standards ● http://www.archives.gov/education/lesson/s/memphis-v-mlk/activities.html#standards 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> ● Document-based Questions ● Formative ● Summative ● Midterm exam ● Final exam

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		<p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Accomplish goals they could not realize as individuals • Describe government as the formal institutions with the authority to make and implement binding decisions about such matters as the distribution of resources, the allocation of benefits and burdens, and the management of conflicts • Define political authority, identify its sources and functions, and differentiate between authority and power without authority • Identify examples of formal institutions with the authority to control and direct the behavior of those in a society, e.g., tribal councils, courts, monarchies, democratic legislatures (I, A, 1, ALL) <p>C&G 1 (7-8)–2c <u>Examining the historical origins of power and how that power has been exercised over time</u> (e.g., divine right, popular sovereignty, social contract, “regime of truth”).</p> <p>Grade 9 - American Government 1789 - present</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Evaluate the Warren Court’s reasoning in Brown v. Board of Education and its significance in advancing civil rights. ERA 9, 4A, 2 • Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from de jure to de facto segregation. ERA 9, 4A, 5 • Evaluate the conflicting perspectives over the Equal Rights Amendment, Title VII, and Roe v. Wade. ERA 9, 4B, 3 • Analyze the expansion of due process rights in such cases as Gideon v. Wainwright and Miranda v. Arizona and evaluate criticism of the extension of these rights for the accused. ERA 9, 4C, 1 • Explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power. <ul style="list-style-type: none"> ○ Explain how the overall design and specific features of the Constitution are intended to ○ Aggregate power at different levels to allow government to be responsive and effective, e.g., powers granted to Congress in Article I, Section 8 ○ Disperse power among different levels of government to reduce chances of its abuse, protect individual rights and promote the common good ○ Balance and check powers to prevent their abuse, e.g., 	<p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Social contract • Consent • Legitimate government • Political authority <p><u>Websites</u></p> <ul style="list-style-type: none"> • http://www.billofrightsintstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Civil rights • Discrimination • Due process • Segregation <p><u>Websites</u></p> <ul style="list-style-type: none"> • http://www.billofrightsintstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards 	<ul style="list-style-type: none"> • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 		

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		separated institutions with shared powers, provisions for veto and impeachment, federalism, judicial review, separation of church and state, subordination of the military to civilian control, the Bill of Rights (III, A, 1)			
<p>Civics and Government</p> <p>C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p>		<p>Students demonstrate an understanding of United States government (local, state, national) by... C&G 2 (9-12) –1</p> <p>C&G 2 (9-12) –1a <u>Evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review.</u></p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain how the Constitution's overall design and specific features were intended to place limitations on both national and state governments, e.g., states cannot restrict interstate commerce (III, A, 2, 2) Explain the importance of an independent judiciary in a constitutional democracy Explain the importance of the right to due process of law for individuals accused of crimes, e.g., habeas corpus, presumption of innocence, impartial tribunal, trial by jury, right to counsel, right against self-incrimination, protection against double jeopardy, right of appeal Describe historical and contemporary instances in which judicial protections have not been extended to all persons Describe historical and contemporary instances in which judicial protections have been extended to those deprived of them in the past Explain why due process rights in administrative and legislative procedures are essential for the protection of individual rights and the maintenance of limited government Explain how the state and federal courts' power of judicial review reflects the American idea of constitutional government, i.e., limited government Evaluate arguments for and against the power of judicial review (III, D, 2, ALL) <p>C&G 2 (9-12) –1b <u>Analyzing</u> the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) <u>through researching a current or historical issue or event.</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.net/h.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lesson/civil-rights-act/activities.html#standards http://www.archives.gov/education/lesson/memphis-v-milk/activities.html#standards 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

SOCIAL STUDIES CURRICULUM American Government Grade 9

Curriculum Writers: Justin Aromin and Kimberly Rawson

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Describe major historical events that led to the creation of limited government in the United States, e.g., <ul style="list-style-type: none"> ○ Magna Carta (1215), common law, and the Bill of Rights (1689) in England ○ colonial experience, Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), Bill of Rights (1791) in the United States • Explain the central ideas of American constitutional government such as <ul style="list-style-type: none"> ○ the people made the Constitution, and the people can unmake it. It is the creature of their own will, and lives only by their will. John Marshall (1821) ○ popular sovereignty, i.e., the people as the ultimate source of the power to create, alter, or abolish governments ○ the necessity for a written constitution to set forth the organization of government and to grant and distribute its powers, e.g., among different branches of the national government, between the national government and the states, and between the people and the government ○ the Constitution as a "higher law" that authorizes and legitimizes an "energetic" and effective government of limited powers ○ the Constitution as legitimizing majority rule in certain key areas of decision making, while limiting the power of these majorities in order to protect the rights of individuals • Explain how various provisions of the Constitution and principles of the constitutional system are devices to insure an effective government that will not exceed its limits • Explain how the design of the institutions of government and the federal system channels and limits governmental power in order to serve the purposes of American constitutional democracy (II, A, 1, ALL) <p>C&G 2 (9-12) –1c <u>Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. government</u> (local, state, national) <u>or other political institutions</u> (e.g., access to the U.S. political process).</p> <p>Grade 9 - American Government 1789 - present</p>	<p>Academic vocabulary</p> <ul style="list-style-type: none"> • Checks and balance • Federalism • Higher law • Popular sovereignty • Separations of powers <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standard5 • http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards 		

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explain the major characteristics of American political parties, how they vary by locality, and how they reflect the dispersion of power providing citizens numerous opportunities for participation (III, E, 4, 4) • Describe the contemporary roles of associations and groups in local, state, and national politics (III, E, 5, 3) • Evaluate the degree to which associations and groups enhance citizen participation in American political life (III, E, 5, 4) • Explain the meaning of political rights as distinguished from personal rights, e.g., the right of free speech for political discussion as distinct from the right of free speech for expression of one's personal tastes and interests, or the right to register to vote as distinct from the right to live where one chooses • Identify the major documentary statements of political rights- the Declaration of Independence, the Northwest Ordinance, the United States Constitution including the Bill of Rights, state constitutions and bills of rights, civil rights legislation, court decisions • Explain the importance to the individual and society of such political rights as <ul style="list-style-type: none"> ○ freedom of speech, press, assembly, petition ○ right to vote and run for public office • Explain how political rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry • Evaluate contemporary issues that involve political rights, e.g., proportional voting, "hate speech," access to classified information, changing the boundaries of congressional and state legislative districts (v, b, 2, all) • Explain what is meant by the "scope and limits" of a right, e.g., the scope of one's right to free speech in the united states is extensive and protects almost all forms of political expression; however, the right to free speech can be limited if and when speech seriously harms or endangers others • Evaluate the argument that all rights have limits • Explain considerations and criteria commonly used in determining what limits should be placed on specific rights, e.g., <ul style="list-style-type: none"> ○ clear and present danger ○ compelling government interest ○ national security ○ chilling effect on the exercise of rights ○ libel or slander ○ public safety ○ equal opportunity 	<p>Academic vocabulary</p> <ul style="list-style-type: none"> • Interest group • Political party • Political rights <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm 		

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Evaluate positions on contemporary conflicts between rights, e.g., the right to a fair trial and the right to a free press, the right to privacy and the right to freedom of expression, one person's right to free speech versus another's right to be heard • Evaluate positions on a contemporary conflict between rights and other social values and interests, e.g., the right of the public to know what their government is doing versus the need for national security, the right to property versus the protection of the environment <p>C&G 2 (9-12) –1d <u>Critically examining the principles, traditions, and precedents of American constitutional government.</u></p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Describe major historical events that led to the creation of limited government in the United States, e.g., <ul style="list-style-type: none"> ○ Magna Carta (1215), common law, and the Bill of Rights (1689) in England ○ colonial experience, Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), Bill of Rights (1791) in the United States • Explain the importance of the central ideas of the natural rights philosophy in the creation of American constitutional government, e.g., that all persons have the right to life, liberty, property, and the pursuit of happiness just because they are human beings; that the major purpose of government is to protect those rights • Explain the major ideas about republican government which influenced the development of the United States Constitution, e.g., the concept of representative government, the importance of civic virtue or concern for the common good • Explain the central ideas of American constitutional government such as <ul style="list-style-type: none"> ○ popular sovereignty, i.e., the people as the ultimate source of the power to create, alter, or abolish governments ○ the necessity for a written constitution to set forth the organization of government and to grant and distribute its powers, e.g., among different branches of the national government, between the national <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Civic virtue • Constitutionalism • Popular sovereignty <p><u>Websites</u></p> <ul style="list-style-type: none"> • http://www.billofrightsinstiute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards 			

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>government and the states, and between the people and the government</p> <ul style="list-style-type: none"> ○ the Constitution as a "higher law" that authorizes and legitimizes an "energetic" and effective government of limited powers ○ the Constitution as legitimizing majority rule in certain key areas of decision making, while limiting the power of these majorities in order to protect the rights of individuals <ul style="list-style-type: none"> • Explain how various provisions of the Constitution and principles of the constitutional system are devices to insure an effective government that will not exceed its limits • Explain how the design of the institutions of government and the federal system channels and limits governmental power in order to serve the purposes of American constitutional democracy (II, A, 1, ALL) • Explain ways in which belief in limited government has influenced American society • Explain ways in which the Constitution has encouraged Americans to engage in commercial and other productive activities • Explain how major features of the Constitution, such as federalism and the Bill of Rights, have helped to shape American society • Describe, giving historical and contemporary examples, how Americans have attempted to make the values and principles of the Constitution a reality (II, A, 2, ALL) 			
<p>Civics and Government</p> <p>C&G 3: In a democratic society all people have certain rights and responsibilities.</p>		<p>Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by... C&G 2 9-12) –2</p> <p>C&G 2 (9-12) –2a <u>Interpreting and analyzing the sources of the U.S. democratic tradition in the Declaration of Independence, U.S. Constitution, and other documents</u> (e.g., <i>RI Constitution, Seneca Falls Declaration of Sentiments & Resolutions, Supreme Court decisions, Pledge of Allegiance</i>).</p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explain the shared ideas and values of American political culture as set forth in <ul style="list-style-type: none"> ○ basic documents such as the Declaration of Independence, the United States Constitution and Bill of Rights ○ other sources such as The Federalist and Anti-federalist writings, the Declaration of Sentiments of the Seneca Falls Convention of 1848, Abraham Lincoln's "Gettysburg Address," Woodrow Wilson's "Fourteen Points," Franklin Roosevelt's "Four Freedoms," Martin Luther King's "Letter <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Anti-federalist • Bill of Rights • Federalist • Justice <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/speci 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features/view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights- 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>from the Birmingham Jail," and many landmark decisions of the Supreme Court of the United States (II, C, 1, 2)</p> <p>C&G 2 (9-12) –2b <u>Analyzing the inherent challenges involved in balancing majority rule and minority rights.</u></p> <p>Grade 9 - American Government 1789 - present Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of medical care (v, b, 1, 5) Evaluate contemporary issues that involve political rights, e.g., proportional voting, "hate speech," access to classified information, changing the boundaries of congressional and state legislative districts (V, B, 2, 5) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm <p>C &G 2 (9-12) –2c <u>Identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life (e.g., equal protection under the law and the reality of discrimination).</u></p> <p>Grade 9 - American Government 1789 - present Essential knowledge and skills</p> <ul style="list-style-type: none"> Describe historical and contemporary events and practices that illustrate the central place of the rule of law, e.g., 	<p>active participation in the classroom and the wider community</p> <ul style="list-style-type: none"> involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<ul style="list-style-type: none"> act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm 	

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> ○ events, e.g., U.S. supreme court cases such as Marbury v. Madison, brown v. Board of education, U.S. v. Nixon ○ practices, e.g., submitting bills to legal counsel to insure congressional compliance with constitutional limitations, higher court review of lower court compliance with the law, executive branch compliance with laws enacted by congress (iii, d, 1, 2) ● Describe historical and contemporary events and practices that illustrate the absence or breakdown of the rule of law, e.g., <ul style="list-style-type: none"> ○ events, e.g., vigilantism in the early west, Ku Klux Klan attacks, urban riots, corruption in government and business, police corruption, organized crime ○ practices, e.g., illegal searches and seizures, bribery, interfering with the right to vote, perjury (iii, d, 1, 3) ● Explain, using historical and contemporary examples, the meaning and significance of the idea of equal protection of the laws for all persons, e.g., the fourteenth amendments, Americans with disabilities act, equal opportunity legislation <p>C & G 2 (9-12) –2d <u>Discussing different historical understandings/ perspectives of democracy.</u></p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> ● Describe major historical events that led to the creation of limited government in the United States, e.g., Magna Carta (1215), common law, and the Bill of Rights (1689) in England Colonial experience, Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), Bill of Rights (1791) in the United States (II, A, 1, 1) ● Explain the central ideas of American constitutional government such as <ul style="list-style-type: none"> ○ popular sovereignty, i.e., the people as the ultimate source of the power to create, alter, or abolish governments ○ the necessity for a written constitution to set forth the organization of government and to grant and distribute its powers, e.g., among different branches of the national government, between the national government and the states, and between the people and the government ○ the Constitution as a "higher law" that authorizes and 	<ul style="list-style-type: none"> ● Judicial review ● Precedent <p>Websites</p> <ul style="list-style-type: none"> ● http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp ● http://www.civiced.org/index.php?page=lesson_plans ● http://edsitement.neh.gov/special_features_view.asp?id=1 ● http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards ● http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards ● http://www.civiced-ri.org/const.htm <p>Academic vocabulary</p> <ul style="list-style-type: none"> ● Direct democracy ● Mob Rule ● Representative democracy ● Republican Government <p>Websites</p> <ul style="list-style-type: none"> ● http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp ● http://www.civiced.org/index.php?page=lesson_plans ● http://edsitement.neh.gov/special_features_view.asp?id=1 ● http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards 		

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>legitimizes an "energetic" and effective government of limited powers</p> <ul style="list-style-type: none"> ○ the Constitution as legitimizing majority rule in certain key areas of decision making, while limiting the power of these majorities in order to protect the rights of individuals (II, A, 1, 4) 			
<p>Civics and Government</p> <p>C&G 3: In a democratic society all people have certain rights and responsibilities.</p>		<p>Students demonstrate an understanding of citizens' rights and responsibilities by... C&G 3 (9-12) –1</p> <p>C&G 3 (9-12) –1a <u>Comparing and contrasting different perspective on provisions found in the <i>Bill of Rights</i> (e.g., flag burning and the first Amendment).</u></p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explain what is meant by the "scope and limits" of a right, e.g., the scope of one's right to free speech in the United States is extensive and protects almost all forms of political expression; however, the right to free speech can be limited if and when speech seriously harms or endangers others (V, B, 5, 1) • Evaluate the argument that all rights have limits (V, B, 5, 2) <ul style="list-style-type: none"> • Evaluate the Supreme Court's interpretation of freedom of religion. ERA 9, 4C, 3 <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Bill of Rights • Establishment Clause • Free Exercise Clause • Judicial activism • Judicial restraint <p>C&G 3 (9-12) –1b <u>Comparing and contrasting human rights provided for in various seminal documents or materials</u> (e.g., Declaration of the Rights of Man, Universal Declaration of Rights, International Convention on the Rights of the Child, and other international documents).</p> <p>C&G 3 (9-10) –1c <u>Evaluating</u>, taking, and defending positions regarding the personal and civic responsibilities of individuals.</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explain the distinction between personal and civic responsibilities, as well as the tensions that may arise between them • Evaluate the importance for the individual and society of <ul style="list-style-type: none"> ○ taking care of one's self ○ supporting one's family and caring for, nurturing, and educating one's children ○ accepting responsibility for the consequences of one's actions ○ adhering to moral principles ○ considering the rights and interests of others ○ behaving in a civil manner (V, C, 1, ALL) • Evaluate the importance of each citizen reflecting on, criticizing, and reaffirming basic constitutional principles • Evaluate the importance for the individual and society of <ul style="list-style-type: none"> ○ obeying the law ○ being informed and attentive to public issues ○ monitoring the adherence of political leaders and governmental agencies to constitutional principles and taking appropriate action if that adherence is lacking ○ assuming leadership when appropriate ○ paying taxes ○ registering to vote and voting ○ knowledgeably on candidates and issues ○ serving as a juror ○ serving in the armed forces ○ performing public service • Evaluate whether and when their obligations as citizens require that their personal desires and interests be subordinated to the public good • Evaluate whether and when moral obligations or constitutional principles require one to refuse to assume certain civic responsibilities <p>C&G 3 9-12) –1d Analyzing the scope and limits of personal, cultural, economic, or political rights (e.g., freedom of expression vs. school dress codes, speaking one's native language vs. English-only legislation; living wage vs. minimum wage; civil liberties vs. national security).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Evaluate whether and when their obligations as citizens require that their personal desires and interests be 	<p>Academic vocabulary</p> <ul style="list-style-type: none"> • Civic Duty • Civic responsibility • Common good <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards • http://www.civiced-ri.org/const.htm 		

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>subordinated to the public good (V, C, 2, 3)</p> <ul style="list-style-type: none"> Evaluate whether and when moral obligations or constitutional principles require one to refuse to assume certain civic responsibilities <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm <p>C&G 3 (9-10) –1e Describing the criteria used for admission to citizenship in the U.S.</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the criteria used for admission to citizenship in the United States: <ul style="list-style-type: none"> residence in the United States for five years ability to read, write, and speak English (V, A, 2, 3) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm <p>Academic vocabulary</p> <ul style="list-style-type: none"> 14th Amendment Citizenship 			
<p>Civics and Government</p> <p>C&G 3: In a democratic society all people have certain rights and responsibilities.</p>		<p>Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by... C&G 3 (7-8) –2</p> <p>C&G 3 (9-12) –2a Identifying a policy at the school, local, state, national, or international level and describing how it affects individual rights.</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the meaning of personal rights as distinguished from <p>Academic vocabulary</p> <ul style="list-style-type: none"> Freedom of expression 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p>	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based

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		<p>political rights, e.g., the right to privacy or the right to freedom of conscience as distinguished from the political right to peaceably assemble and petition for a redress of grievances (v, b, 1, 1)</p> <ul style="list-style-type: none"> • Identify major documentary statements of personal rights, e.g., the declaration of independence, the northwest ordinance, the united states constitution including the bill of rights, state constitutions and bills of rights (v, b, 1, 2) • Explain the importance to the individual and to society of such personal rights as <ul style="list-style-type: none"> ○ freedom of thought and conscience ○ privacy and personal autonomy (V, B, 1, 3) • Explain the meaning of political rights as distinguished from personal rights, e.g., the right of free speech for political discussion as distinct from the right of free speech for expression of one's personal tastes and interests, or the right to register to vote as distinct from the right to live where one chooses (v, b, 2, 1) • Identify the major documentary statements of political rights- the declaration of independence, the northwest ordinance, the united states constitution including the bill of rights, state constitutions and bills of rights, civil rights legislation, court decisions (v, b, 2, 2) • Explain the importance to the individual and society of such political rights as <ul style="list-style-type: none"> ○ freedom of speech, press, assembly, petition ○ right to vote and run for public office (V, B, 2, 3) • Evaluate contemporary issues that involve political rights, e.g., proportional voting, "hate speech," access to classified information, changing the boundaries of congressional and state legislative districts (v, b, 2, 5) • Explain what is meant by the "scope and limits" of a right, e.g., the scope of one's right to free speech in the united states is extensive and protects almost all forms of political expression; however, the right to free speech can be limited if and when speech seriously harms or endangers others • Evaluate the argument that all rights have limits • Explain considerations and criteria commonly used in determining what limits should be placed on specific rights, e.g., <ul style="list-style-type: none"> ○ clear and present danger ○ compelling government interest ○ national security ○ chilling effect on the exercise of rights ○ libel or slander ○ public safety ○ equal opportunity • Evaluate positions on contemporary conflicts between rights, 	<ul style="list-style-type: none"> • Individual rights • Common good <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge 	<ul style="list-style-type: none"> • tsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.net.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm 	<p>Questions</p> <ul style="list-style-type: none"> • Formative • Summative • Midterm exam • Final exam

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		<p>e.g., the right to a fair trial and the right to a free press, the right to privacy and the right to freedom of expression, one person's right to free speech versus another's right to be heard</p> <ul style="list-style-type: none"> Evaluate positions on a contemporary conflict between rights and other social values and interests, e.g., the right of the public to know what their government is doing versus the need for national security, the right to property versus the protection of the environment (V, B, 5, ALL) <p>C&G 3 (9-12) –2b <u>Accessing the political system</u> (e.g., letter writing, researching an issue and communicating it to the public, organizing, petitioning, boycotting/boycotting).</p> <p>Grade 9 - American Government 1789 - present</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Evaluate the importance of each citizen reflecting on, criticizing, and reaffirming basic constitutional principles (V, C, 2, 1) Evaluate the importance for the individual and society of <ul style="list-style-type: none"> obeying the law being informed and attentive to public issues monitoring the adherence of political leaders and governmental agencies to constitutional principles and taking appropriate action if that adherence is lacking assuming leadership when appropriate paying taxes registering to vote and voting knowledgeably on candidates and issues (V, C, 2, 2) <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Civic duty Civic responsibility Political participation <p><u>Websites</u></p> <ul style="list-style-type: none"> http://www.billofrightsinsstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm <p>C&G 3 (9-12) –2c <u>Describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S.</u></p> <p>C&G 3 (9-12) –2d <u>Identifying and explaining ways individuals and groups have exercised their rights in order to transform society</u> (e.g., Civil Rights Movement, women's suffrage).</p> <p>Grade 9 - American Government 1789 - present</p>			

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		<p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation. ERA 9, 4A,1 Evaluate the Warren Court’s reasoning in Brown v. Board of Education and its significance in advancing civil rights. ERA 9, 4A,2 Explain the resistance to civil rights in the South between 1954 and 1965. ERA 9, 4A,3 Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. ERA 9, 4A,6 Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the civil rights movement. ERA 9, 4A,7 <p>C&G 3 (9-12) –2e Participating in and reflecting on a decision-making experience as part of a group in your classroom, school, or community (e.g., developing classroom norms, School Improvement Team member, response to community needs, such as a food drive).</p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Explain the meaning of civic mindedness--what the Founders called civic virtue--or attentiveness to and concern for public affairs Explain the meaning of patriotism--loyalty to the values and principles underlying American constitutional democracy as distinguished from jingoism and chauvinism (V, D, 3, ALL) Evaluate the usefulness of the following traits in facilitating thoughtful and effective participation in public affairs <ul style="list-style-type: none"> civility--treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument respect for the rights of other individuals--having respect for others' right to an equal voice in government, to be equal in the eyes of the law, to hold and advocate diverse ideas, and to join in 	<p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Civil disobedience Equal protection Segregation <p><u>Websites</u></p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm 		
		<p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Explain the meaning of civic mindedness--what the Founders called civic virtue--or attentiveness to and concern for public affairs Explain the meaning of patriotism--loyalty to the values and principles underlying American constitutional democracy as distinguished from jingoism and chauvinism (V, D, 3, ALL) Evaluate the usefulness of the following traits in facilitating thoughtful and effective participation in public affairs <ul style="list-style-type: none"> civility--treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument respect for the rights of other individuals--having respect for others' right to an equal voice in government, to be equal in the eyes of the law, to hold and advocate diverse ideas, and to join in 	<p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Civic virtue Civility Patriotism Tolerance <p><u>Websites</u></p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards 		

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		<p>associations to advance their views</p> <ul style="list-style-type: none"> ○ respect for law--willingness to abide by laws, even though one may not be in complete agreement with every law; willingness to work through peaceful, legal means to change laws which one thinks to be unwise or unjust ○ honesty--willingness to seek and express the truth ○ open mindedness--considering others' points of view ○ critical mindedness--having the inclination to question the validity of various positions, including one's own ○ negotiation and compromise--making an effort to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable to do so ○ persistence--being willing to attempt again and again to accomplish worthwhile goals ○ civic mindedness--paying attention to and having concern for public affairs ○ compassion--having concern for the well-being of others, especially for the less fortunate ○ patriotism--being loyal to the values and principles underlying American constitutional democracy, as distinguished from jingoism and chauvinism ○ courage--the strength to stand up for one's convictions, when conscience demands ○ tolerance of ambiguity--the ability to accept uncertainties that arise, e.g., from insufficient knowledge or understanding of complex issues or from tension among fundamental values and principles (V, D, 4, ALL) <ul style="list-style-type: none"> • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm 			
<p>Civics and Government</p> <p>C&G 4: People engage in political processes in a variety of ways.</p>		<p>Students demonstrate an understanding of political systems and political processes by... C&G 4 (9-12) –1</p> <p>C&G 4 (9-12) –1a <u>Comparing and contrasting U.S. systems of government with others.</u></p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Evaluate the relative advantages and disadvantages of systems of shared powers and parliamentary systems in terms of the purposes of constitutional government (I, D, 1, 7) <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Autocracy • Democracy • Oligarchy 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm <p>C&G 4 (9-12) –1b <u>Interacting with, analyzing, and evaluating political institutions and political parties in an authentic context</u> (using local, national, or international issues/events that are personally meaningful).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Describe the purposes, organization, and functions of the three branches of the national government <ul style="list-style-type: none"> ○ legislative, i.e., the Congress, composed of a House of Representatives and a Senate, including their committees and their respective staffs and most prominent auxiliary agencies, e.g., the Congressional Budget Office, Library of Congress ○ executive, including its most prominent agencies, e.g., State, Defense, Health and Human Services, Justice, Education ○ judicial, including the Supreme Court of the United States and the federal court system ○ independent regulatory agencies, e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission (III, B, 1, 1) • Explain how and why beliefs about the purposes and functions of the national government have changed over time (III, B, 1, 4) • Evaluate current issues concerning representation, e.g., term limitations, legislative districting, geographical and group representation (III, B, 1, 7) • Evaluate the role of third parties in the United States (III, E, 4, 2) • Explain the major characteristics of American political parties, how they vary by locality, and how they reflect the dispersion of power providing citizens numerous opportunities for participation (III, E, 4, 4) • Compare and contrast various forms of political persuasion and discuss the extent to which traditional forms have been replaced by electronic media) (III, E, 3, 3) • Explain how Congress, the president, and state and local <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Conservative • Liberal • Moderate • Political spectrum • Propaganda <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsintstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm 	<p>topics for inquiry</p> <ul style="list-style-type: none"> • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 	<ul style="list-style-type: none"> • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm 	

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		<p>public officials use the media to communicate with the citizenry (III, E, 3, 4)</p> <ul style="list-style-type: none"> • Evaluate historical and contemporary political communication using such criteria as logical validity, factual accuracy, emotional appeal, distorted evidence, appeals to bias or prejudice, e.g., <ul style="list-style-type: none"> ○ speeches such as Lincoln's "House Divided," Sojourner Truth's "Ain't I a Woman?," Chief Joseph's "I Shall Fight No More Forever," Roosevelt's "Four Freedoms," Martin Luther King Jr.'s "I Have a Dream" ○ government wartime information programs, campaign advertisements, political cartoons (III, E, 3, 5) <p>C&G 4 (9-12) –1c <u>Analyzing and interpreting sources</u> (print and non-print discourse/media), <u>by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources</u> (GSE R-10-8.4).</p> <p>c&G 4 (9-12) –1d <u>Selecting a landmark campaign or election in the American political system, explaining the historical context and its significance, and evaluating its impact.</u> Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Describe varied types of elections (III, E, 4,7) • Evaluate the significance of campaigns and elections in the American political system (III, E, 4, 8) • Evaluate current criticisms of campaigns and proposals for their reform (III, E, 4, 9) <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Campaign • Election of 1800 and 2000 • Electoral College <p>C&G 4 (9-12) –1e <u>Analyzing multiple perspectives</u> on an historical or current controversial issue (e.g., immigration, environmental policy, escalation of the war in Vietnam, Brown v. Board of Education).</p> <p>Grade 9 - American Government 1789 - present</p>			

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		<p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain why certain provisions of the Constitution result in tensions among the three branches of government, e.g., the power of the purse, the power of impeachment, advice and consent, veto power, judicial review (III, B, 1, 3) Explain how and why beliefs about the purposes and functions of the national government have changed over time (III, B, 1, 4) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm 	<p>Academic vocabulary</p> <ul style="list-style-type: none"> Bill of Rights Civil rights Equal protection 		
<p>Civics and Government</p> <p>C&G 4: People engage in political processes in a variety of ways.</p>		<p>Students demonstrate their participation in political processes by... C&G 4 (9-12)-2</p> <p>C&G 4 (9-12)-2a <u>Using collaborative decision making/problem solving to consider multiple perspectives on a current political, social, or economic issue, evaluating the consequences of various options, and developing a plan of action</u> (e.g., new school policy or local, national, or international public policy).</p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate positions on contemporary conflicts between rights Evaluate positions on a contemporary conflict between rights and the social values and interests (V, B, 5 ALL) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>C&G 4 (9-12)-2b <u>Working individually or with others to identify, propose, and carry out a community/civic engagement project/initiative</u> (e.g., making the community aware of an issue, organizing a workshop).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Describe a current issue of public policy at local, state, or national level Identify the major groups interested in that issue and explain their positions Identify the points at which citizens can monitor or influence the process of public policy formation Explain the processes by which public policy concerning that issue is formed and carried out Explain why conflicts about values, principles, and interests may make agreement difficult or impossible on certain issues of public policy, e.g., affirmative action, abortion, environment, gun control, capital punishment (III, E, 6, ALL) <p>Academic vocabulary</p> <ul style="list-style-type: none"> Civic engagement Constitutional rights Public policy <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.civiced-ri.org/const.htm <p>C&G 4 (9-12)-2c <u>Engaging in and reflecting upon an electoral process</u> in a class, school, or community (e.g., become a candidate and carry out a campaign, participate in party/school nominations, work on a political campaign, volunteer to serve on a board, do polling).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <p>Political parties, campaigns, and elections. Students should be able to evaluate, take, and defend positions about the roles of political parties, campaigns, and elections in American politics.</p> <ul style="list-style-type: none"> Describe the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders Describe varied types of elections, e.g., primary and general, local and state, congressional and presidential, initiative, referendum, recall <p>Academic vocabulary</p> <ul style="list-style-type: none"> Electoral college National convention Polling Primary canvas <p>Websites</p> <ul style="list-style-type: none"> http://www.civiced-ri.org/const.htm 	<ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>Standards</p> <ul style="list-style-type: none"> http://www.civiced-ri.org/const.htm 	

SOCIAL STUDIES CURRICULUM American Government Grade 9

Curriculum Writers: Justin Aromin and Kimberly Rawson

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> Evaluate the significance of campaigns and elections in the American political system Evaluate current criticisms of campaigns and proposals for their reform. (III, E, 4) 			
<p>Civics and Government</p> <p>C&G 4: People engage in political processes in a variety of ways.</p>		<p>Students participate in a civil society by... C&G 4 (9-12)-3</p> <p>C&G 4 (9-12)-3a Critically reflecting on their own civic dispositions (e.g., tolerance and respect, concern for the rights and welfare of others, social responsibility, and recognition of the capacity to make a difference).</p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the usefulness of the following traits in facilitating thoughtful and effective participation in public affairs (V, D, 4, 1) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm <p>C&G 4 (9-12)-3b Identifying and describing the role that various institutions play in meeting the needs of the community.</p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Describe how the public agenda is shaped by political leaders, political institutions, political parties, interest groups, the media, individual citizens (III, E, 1, 2) Explain how individuals can help to shape the public agenda, e.g., joining interest groups or political parties, making presentations at public meetings, writing letters to newspapers and government officials (III, E, 1, 3) Identify and explain the historical role of various associations and groups active in American politics, e.g., <p>Academic vocabulary</p> <ul style="list-style-type: none"> Civility Compromise <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

SOCIAL STUDIES CURRICULUM American Government Grade 9

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>political organizations, political action committees (pacs), interest groups, voluntary and civic associations, professional organizations, unions, religious groups</p> <ul style="list-style-type: none"> Describe, giving historical and contemporary examples, the role of associations and groups in performing functions otherwise performed by government, such as social welfare and education Describe the contemporary roles of associations and groups in local, state, and national politics Evaluate the degree to which associations and groups enhance citizen participation in American political life (III, E, 5, ALL) <p>C&G 4 (9-12)-3c <u>Identifying and analyzing the conflicts that exist between public and private life</u> (e.g., issues related to Homeland Security, Eminent Domain, civil liberties).</p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Describe historical and contemporary issues which involve conflicts among fundamental values and principles and explain how these conflicts might be resolved <ul style="list-style-type: none"> liberty and equality liberty and authority individual rights and the common good explain why people may agree on values or principles in the abstract but disagree when they are applied to specific issues, e.g., the right to life and capital punishment (II, D, 4, ALL) Explain the meaning of personal rights as distinguished from political rights, e.g., the right to privacy or the right to freedom of conscience as distinguished from the political right to peaceably assemble and petition for a redress of grievances (v, b, 1, 1) Identify major documentary statements of personal rights, e.g., the declaration of independence, the northwest ordinance, the united states constitution including the bill of rights, state constitutions and bills of rights (v, b, 1, 2) Explain the importance to the individual and to society of such personal rights as <ul style="list-style-type: none"> freedom of thought and conscience privacy and personal autonomy freedom of expression and association freedom of movement and residence right to due process of law and equal protection of the law (V, B, 1, 3) 	<ul style="list-style-type: none"> http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm <p>Academic vocabulary</p> <ul style="list-style-type: none"> Bill of Rights Due process Eminent domain <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm 		

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of medical care (v, b, 1, 5) Explain the meaning of political rights as distinguished from personal rights, e.g., the right of free speech for political discussion as distinct from the right of free speech for expression of one's personal tastes and interests, or the right to register to vote as distinct from the right to live where one chooses (v, b, 2, 1) Identify the major documentary statements of political rights--the declaration of independence, the northwest ordinance, the united states constitution including the bill of rights, state constitutions and bills of rights, civil rights legislation, court decisions (v, b, 2, 2) Explain the importance to the individual and society of such political rights as <ul style="list-style-type: none"> freedom of speech, press, assembly, petition right to vote and run for public office (V, B, 2, 3) 			
<p>Civics and Government</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>		<p>Students demonstrate an understanding of the many ways Earth's people are interconnected by... C&G 5 (9-12) – 1</p> <p>C&G 5 (9-12) – 1a Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally (e.g., nation-state).</p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Describe the most important means nation-states use to interact with one another (IV, A, 2, 1) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm <p>Academic vocabulary</p> <ul style="list-style-type: none"> Commander-in-chief Diplomacy <p>C&G 5 (9-12) – 1b <u>Organizing information to show relationships between and among various individuals, systems, and structures</u> (e.g.,</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#st 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>politically, socially, culturally, economically, environmentally).</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain that the central idea of liberalism is a belief that the individual has rights which exist independently of government and which ought to be protected by and against government (II,D, 1,3) Explain the difference between the use of the term “liberal” when it is referring to the American form of government and the terms “liberal” and “Conservative” in referring to positions of the spectrum of American politics. (II,D, 1,4) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm <p>Academic vocabulary</p> <ul style="list-style-type: none"> Conservative Controversy Liberal Political spectrum 	<p>learning;</p> <ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>Standards</p> <ul style="list-style-type: none"> http://www.civiced-ri.org/const.htm 	
<p>Civics and Government</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>		<p>Students demonstrate an understanding of the benefits and challenges of an interconnected world by... C&G 5 (9-12)-2</p> <p>C&G 5 (9-12)-2a <u>Describing the interconnected nature of a contemporary or historical issue.</u> <u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Describe historical and contemporary issues which involve conflicts among fundamental values and principles and explain how these conflicts might be resolved (II,D,4,ALL) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm <p>Academic vocabulary</p> <ul style="list-style-type: none"> Bill of Rights Constitutional Rights Equal protection Due process <p>C&G 5 (9-12)-2b <u>Analyzing and evaluating a contemporary or historical issue</u> (e.g., free trade versus fair</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>trade, access to medical care and terrorism).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Describe historical and contemporary issues which involve conflicts among fundamental values and principles and explain how these conflicts might be resolved (II,D,4,ALL) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm <p>Academic vocabulary</p> <ul style="list-style-type: none"> Equal protection Due process 	<p>inquiry and cooperative learning;</p> <ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>mlk/activities.html#standards</p> <ul style="list-style-type: none"> http://www.civiced-ri.org/const.htm 	
<p>Civics and Government</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>		<p>Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by... C&G 5 (9-12)-3</p> <p>C&G 5 (9-12)-3a Predicting outcomes and possible consequences of a conflict, event, or course of action.</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Describe historical and contemporary issues which involve conflicts among fundamental values and principles and explain how these conflicts might be resolved (II,D,4,ALL) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm <p>Academic vocabulary</p> <ul style="list-style-type: none"> Equal protection Due process <p>C&G 5 (9-12)-3b Identifying and summarizing the intended and unintended consequences of a conflict,</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><u>event, or course of action.</u></p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the expansion of due process rights in such cases as Gideon v. Wainwright and Miranda v. Arizona and evaluate criticism of the extension of these rights for the accused. ERA 9, 4A,1 <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm <p>C&G 5 (9-12)-3c Using deliberation, negotiation, and compromise to plan and develop just solutions to <u>problems</u> (e.g., immigration, limited energy resources, nuclear threat) <u>created when nations or groups act.</u></p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution. ERA 3, 3A,2 <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm 	<ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<ul style="list-style-type: none"> http://www.civiced-ri.org/const.htm 	
<p>Historical Perspectives/ RI History Strand</p>		<p>Students <i>act as historians</i>, using a variety of tools (e.g., artifacts and primary and secondary sources) by... HP 1 9-12) –1</p> <p>HP 1 (9-12) –1a Formulating historical questions, obtaining, analyzing, evaluating historical primary</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>HP 1: History is an account of human activities that is interpretive in nature.</p>		<p><u>and secondary print and non-print sources</u> (e.g., <i>RI Constitution</i>, art, oral history, writings of Elizabeth Buffum Chace).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the significance of the Bill of Rights and its specific guarantees. ERA 3, 3B,2 <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm <p>HP 1 (9-12) –1b <u>Explaining how historical facts and historical interpretations may be different, but are related</u> (e.g., slavery in RI v. economic benefit to RI).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation. ERA 4, 4A,1 Evaluate the Warren Court’s reasoning in Brown v. Board of Education and its significance in advancing civil rights. ERA 4, 4A,2 <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm http://www.billofrightsinstitute.org/instructional/resources/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 	<p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>WEBSITES</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm http://www.billofrightsinstitute.org/instructional/resources/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm 	<p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

SOCIAL STUDIES CURRICULUM American Government Grade 9

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm <p>HP 1 (9-12) –1c Identifying, describing, or analyzing multiple perspectives on an historical trend or event (e.g., mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explain why certain provisions of the Constitution result in tensions among the three branches of government, e.g., the power of the purse, the power of impeachment, advice and consent, veto power, judicial review (III, B, 1, 3) • Explain how and why beliefs about the purposes and functions of the national government have changed over time (III, B, 1, 4) <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm <p>HP 1 (9-12) –1d <u>Using technological tools in historical research.</u></p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Evaluate current issues concerning representation, e.g., term limitations, legislative districting, geographical and group representation (iii, b, 1, 6) • Explain the major characteristics of american political parties, how they vary by locality, and how they reflect the dispersion of power providing citizens numerous opportunities for participation (iii, e, 4, 4) • Evaluate the degree to which associations and groups enhance citizen participation in American political life (iii, e, 5, 4) <p>Websites</p>			

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<p>Historical Perspectives/ RI History Strand</p> <p>HP 1: History is an account of human activities that is interpretive in nature.</p>		<p>Students interpret history as a series of connected events with multiple cause-effect relationships, by... HP 1 (9-12) –2</p> <p>HP 1 9-12) –2a Explaining cause and effect relationships in order to <u>sequence and summarize events, make connections between a series of events, or compare/contrast events.</u></p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Compare and contrast major events of the Civil Rights movement to determine cause and effect relationships. (Write-in) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm <p>HP 1 (9-12) –2b <u>Interpreting and constructing visual data</u> (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) <u>in order to explain historical continuity and change</u> (e.g., timeline of Rhode Island’s path to Revolution: Why is Rhode Island first to declare independence, but last colony to ratify the <i>Constitution</i>?).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Interpret visual data to address an essential question (should the Electoral College be abolished?) (Write-in) <p>Academic vocabulary</p> <ul style="list-style-type: none"> “Separate but Equal” Desegregation Jim Crow <p>Academic vocabulary</p> <ul style="list-style-type: none"> Electoral reform 2000 Election 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lesson/s/civil-rights-act/activities.html#standards http://www.archives.gov/education/lesson/s/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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<p>Historical Perspectives/ RI History Strand</p> <p>HP 2: History is a chronicle of human activities, diverse people, and the societies they form.</p>		<p>Students connect the past with the present by... HP 2 (9-12) –1</p> <p>HP 2 (9-12) –1a <u>Explaining origins of major historical events</u> (e.g., Industrial Revolution in Rhode Island).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explore the origins of Civil Rights movement (Write-in) <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm <p>HP 2 (9-12) –1b <u>Identifying and linking key ideas and concepts and their enduring implications</u> (e.g., separation of church and state in Rhode Island).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Examine concepts of equality during the Civil Rights movement and assess its implications on other groups striving for equality (Write-in) <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • http://edsitement.net/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://www.civiced-ri.org/const.htm 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
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<p>Historical Perspectives/ RI History Strand</p> <p>HP 2: History is a chronicle of human activities, diverse people, and the societies they form.</p>		<p>Students chronicle events and conditions by... HP 2 (9-12) – 2</p> <p>HP 2 (9-12) – 2a <u>Creating narratives based on a particular historical point of view</u> (e.g., unemployed WWII vet, home front in WWII, oil refinery promoter, environmental activist in Rhode Island; slave or free black in Newport, slave holder, trader or investor).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Apply understanding of freedom of speech and religion (Write-in) <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> • Defamatory speech • Establishment Clause • Free Exercise Clause 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • http://edsitement.net.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lesson 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Symbolic speech • Time, Place and Manner Doctrine <p style="text-align: center;">Websites</p> <ul style="list-style-type: none"> • See above <p>HP 2 (9-12) – 2b <u>Synthesizing information from multiple sources to formulate an historical interpretation</u> (e.g., document-based questions, quantitative data, material artifacts of RI).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Incorporate information from multiple sources to complete DBQ assessments and draft common task. (Write-in) <p style="text-align: center;">Academic vocabulary</p> <ul style="list-style-type: none"> • Document Based Questions (DBQ) <p style="text-align: center;">Websites</p> <ul style="list-style-type: none"> • See above 	<p>choosing their own topics for inquiry</p> <ul style="list-style-type: none"> • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge 	<p>s/civil-rights-act/activities.html#standards</p> <ul style="list-style-type: none"> • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://www.civiced-ri.org/const.htm 	
<p>Historical Perspectives/ RI History Strand</p> <p>HP 2: History is a chronicle of human activities, diverse people, and the societies they form.</p>		<p>Students show understanding of change over time by... HP 2 (9-12) – 3</p> <p>HP 2 (9-12) – 3a <u>Tracing patterns chronologically in history to describe changes on domestic, social, or economic life</u> (e.g., immigration trends, land use patterns, naval military history).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Evaluate the continuing grievances of racial and ethnic minorities and their recurrent reference to the nation's charter documents. ERA 10, 2E,4 <p style="text-align: center;">Academic vocabulary</p> <ul style="list-style-type: none"> • Constitution • Declaration of Independence <p style="text-align: center;">Websites</p> <ul style="list-style-type: none"> • See above <p>HP 2 (9-12) – 3b <u>Documenting various groups</u> (e.g., formal: non-government organizations, religious; informal: family, clan) <u>and their traditions that have remained constant over time</u> (e.g., religious denomination, fishing industry, formal and informal design, town financial meeting, lotteries).</p>	<p style="color: red;">TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent 	<p style="color: red;">RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p style="color: red;">WEBSITES</p> <ul style="list-style-type: none"> • http://edsitement.net/h.gov/special_features/view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp 	<p style="color: red;">ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p style="color: red;">REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam

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			inquiry and cooperative learning; <ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<ul style="list-style-type: none"> http://www.civiced.org/index.php?page=lesson_plans http://www.civiced-ri.org/const.htm 	
<p>Historical Perspectives/ RI History Strand</p> <p>HP 3: The study of history helps us understand the present and shape the future.</p>		<p>Students demonstrate an understanding of how the past frames the present by... HP 3 (9-12) –1</p> <p>HP 3 (9-12) –1a <u>Gathering evidence of circumstances and factors contributing to contemporary problems</u> (e.g., civil rights movement, sexual revolution).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explore the range of women's organizations, the changing goals of the women's movement, and the issues currently dividing women. ERA 10, 2E,2 Explain the evolution of government support for the assertion of rights by the disabled. ERA 10, 2E,3 <p>Academic vocabulary</p> <ul style="list-style-type: none"> 14th Amendment 19th Amendment A.D.A Feminism <p>Websites</p> <ul style="list-style-type: none"> See above <p>HP 3 (9-12) –1b <u>Formulating a position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings</u> (e.g., casino issue and American Indian sovereignty; current national border debate and RI historical perspective).</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Describe a current issue of public policy at local, state, or national level Identify the major groups interested in that issue and explain their positions Identify the points at which citizens can monitor or influence the process of public policy formation Explain the processes by which public policy concerning that issue is formed and carried out Explain why conflicts about values, principles, and interests may make agreement difficult or impossible on certain issues of public policy, e.g., affirmative action, abortion, environment, gun control, capital punishment (III, E, 6, ALL) <p>Academic vocabulary</p> <ul style="list-style-type: none"> Public policy <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lesson/civil-rights-act/activities.html#standards 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lesson/civil-rights-act/activities.html#standards http://www.archives.gov/education/lesson/memphis-v-mlk/activities.html#standards http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://www.civiced-ri.org/const.htm 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p style="text-align: right;"> act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.civiced-ri.org/const.htm </p>			
<p>Historical Perspectives/ RI History Strand</p> <p>HP 3: The study of history helps us understand the present and shape the future.</p>		<p>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by... HP 3 (9-12) – 2</p> <p>HP 3 (9-12) – 2a <u>Articulating an understanding of the meaning, implications, and impact of historical events on their lives today</u> (e.g., closing of the Navy in Rhode Island at Quonset Point; volunteer army; ratification of RI Constitution; whaling industry, access to the shore, declining birth rates).</p> <p><u>Grade 9 - American Government 1789 - present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of medical care (V, B, 1, 5) Evaluate contemporary issues that involve political rights, e.g., proportional voting, "hate speech," access to classified information, changing the boundaries of congressional and state legislative districts (V, B, 2, 5) <p>Academic vocabulary</p> <ul style="list-style-type: none"> Bill of rights Gerrymandering <p>Websites</p> <ul style="list-style-type: none"> See above <p>HP 3 (9-12) – 2b <u>Analyzing how an historical development</u> (e.g., cycle of poverty or prosperity, low educational attainment, "Independent Man") <u>has contributed to current social, economic, or political patterns.</u></p> <p><u>Grade 9 - American Government 1789 - present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the argument that poverty, unemployment, and urban decay serve to limit both political and economic rights (V, B, 4, 4) Evaluate the argument that personal, political, and economic rights reinforce each other (V, B, 4, 5) <p>Academic vocabulary</p> <ul style="list-style-type: none"> Economic rights Personal rights Political rights Socio-economic <p>Websites</p> <ul style="list-style-type: none"> See above 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://edsitement.net http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.billofrighinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://www.civiced-ri.org/const.htm 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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Curriculum Writers: Justin Aromin and Kimberly Rawson

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>Historical Perspectives/ RI History Strand</p> <p>HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.</p>		<p>Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by... HP 4 (9-12) –1</p> <p>HP 4 (9-12) –1a <u>Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized.</u></p> <p>HP 4 (9-12) –1b <u>Analyzing conflict that is based on unresolved historical-geographical differences</u> (e.g., religious, racial, and socio-economic).</p> <p>HP 4 (9-12) –1c <u>Citing historical evidence that geographic factors affected decision-making by policy-makers.</u></p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of medical care (iii, b, 1, 5) • Describe common bases upon which representation is or has been established (i, d, 3, 2) • Evaluate differing theories of representation, e.g., the theory that the foremost obligation of a representative is to promote the interests of <ul style="list-style-type: none"> ○ a particular constituency ○ the society as a whole (i, D, 3, 3) <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.archives.gov/education/lessons/electoral-tally/activities.html#standards • http://www.civiced-ri.org/const.htm <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> • Gerrymandering • Representation 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.archives.gov/education/lessons/electoral-tally/activities.html#standards • http://www.civiced-ri.org/const.htm 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam
<p>Historical Perspectives/ RI History Strand</p> <p>HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.</p>		<p>Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by... HP 4 (9-12) –2</p> <p>HP 4 (9-12) –2a <u>Evaluating the effect of technology and innovation on promoting territorial expansion.</u></p> <p>HP 4 (9-12) –2b <u>Proving whether innovation and invention have been beneficial or detrimental to society.</u></p>		•	•

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<p>Historical Perspectives/ RI History Strand</p> <p>HP 5: Human societies and cultures develop and change in response to human needs and wants.</p>		<p>Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by... HP 5 (9-12) –1</p> <p>HP5 (9-12) –1a <u>Identifying patterns of migration and evaluating their socio-cultural impacts.</u></p> <p>HP5 (9-12) –1b <u>Investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society.</u></p> <p>HP5 (9-12) –1c <u>Analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines).</u></p>		<ul style="list-style-type: none"> • 	
<p>Historical Perspectives/ RI History Strand</p> <p>HP 5: Human societies and cultures develop and change in response to human needs and wants.</p>		<p>Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by... HP 5 (9-12) – 2</p> <p>HP 5 (9-12) –2a <u>Analyzing how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence.</u></p> <p><u>Grade 9 - American Government 1789 - present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explain the impact on American politics, both historically and at present, of the racial, religious, socioeconomic, regional, ethnic, and linguistic diversity of American society (II, B, 4, 2) <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm <p>HP5 (9-12) –2b <u>Contrasting how cultural groups have conflicted over land use issues.</u> <u>Grade 9 - American Government 1789 - present</u></p> <p>HP5 (9-12) –2c <u>Evaluating how societies addressed environmental challenges in ways that shaped their cultural practices.</u></p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Interest groups • Public parties 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam
<p>Historical Perspectives/ RI History Strand</p> <p>HP 5: Human societies</p>		<p>Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by... HP 5 (9-12) – 3</p> <p>HP 5 (9-12) – 3a Utilizing sources (e.g., primary documents, secondary sources, oral histories) to</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>and cultures develop and change in response to human needs and wants.</p>		<p>identify different historical narratives and perspectives about the same events.</p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the contemporary issues of personal rights. (V, B, 1,5) Evaluate the contemporary issues of political rights. (V, B, 2,5) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.archives.gov/education/lessons/electoral-tally/activities.html#standards http://www.civiced-ri.org/const.htm http://memory.loc.gov/learn/lessons/psources/pshome.html <p>HP 5 (9-12) – 3b <u>Describing how the historical perspectives of leaders and decision makers served to shape and influence public policy using primary sources as evidence.</u></p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain how and why beliefs about the purposes and functions of the national government have changed over time (III, B, 1, 4) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.archives.gov/education/lessons/electoral-tally/activities.html#standards http://www.civiced-ri.org/const.htm http://memory.loc.gov/learn/lessons/psources/pshome.html 	<p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>WEBSITES</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.archives.gov/education/lessons/electoral-tally/activities.html#standards http://www.civiced-ri.org/const.htm http://memory.loc.gov/learn/lessons/psources/pshome.html 	<p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>Economics</p> <p>E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance</p>		<p>Students demonstrate an understanding of basic economic concepts-by... E 1 (9-12) –1</p> <p>E 1 (9-12) –1a <u>Applying the concept that choices involve trade-offs in real world situations or historical contexts.</u></p> <p style="text-align: center;">Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the major responsibilities of the national government for domestic policy and how domestic policies affect their everyday lives and their community (III, B, 2, 1) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/electoral-tally/activities.html#standards http://www.civiced-ri.org/const.htm <p>E 1 (9-12) –1b <u>Applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts.</u></p> <p>E 1 (9-12) –1c <u>Evaluating historical and contemporary choices using marginal analysis.</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/electoral-tally/activities.html#standards http://www.civiced-ri.org/const.htm 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam
<p>Economics</p> <p>E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance</p>		<p>Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by... E 1 (9-12) –2</p> <p>E 1 (9-12) –2a <u>Applying the concept that personal choices often have long-run intended and unintended consequences using historical examples.</u></p> <p style="text-align: center;">Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of medical care (V, B, 1, 5) Explain why there is often a tension between citizens' desire <p>Academic vocabulary</p> <ul style="list-style-type: none"> Economic policy Micro-economic Taxes 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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		<p>for government services and benefits and their unwillingness to pay taxes for them (III, B, 3, 5)</p> <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm <p>E 1 (9-12) –2b <u>Evaluating personal choices using a cost-benefit analysis.</u></p> <p style="text-align: center;">Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explain the meaning of personal rights as distinguished from political rights, e.g. the right to privacy or the right to freedom of conscience as distinguished from the political right to peaceably assemble and petition for a redress of grievances. (V, B, 1, 1) <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> • Health-care program • Cost-benefit analysis 	<p>topics for inquiry</p> <ul style="list-style-type: none"> • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge 	<p>esson plans</p> <ul style="list-style-type: none"> • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.civiced-ri.org/const.htm 	
<p>Economics</p> <p>E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance</p>		<p>Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by... E 1 9-12) –3</p> <p>E 1 (9-12) –3a <u>Differentiating between subsistence, traditional, mixed, command, and market economies.</u></p> <p style="text-align: center;">Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Compare and contrast varied economic systems (capitalism, communism, socialism) <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> • Capitalism • Command economy • Communism • Market economy • Socialism 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam

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		<p>E 1 (9-12) –3b <u>Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship).</u></p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Compare and contrast varied economic systems (capitalism, communism, socialism) <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Capitalism Communism Socialism 	<ul style="list-style-type: none"> involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<ul style="list-style-type: none"> http://edsitement.neh.gov/special_features_view.asp?id=1 	
<p>Economics</p> <p>E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services</p>		<p>Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by... E 2 (9-12) –1</p> <p>E 2 (9-12) –1a <u>Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy.</u></p> <p>E 2 (9-12) –1b <u>Analyzing the roles of supply and demand in an economy.</u></p> <p>E 2 (9-12) –1c <u>Analyzing local, regional, national, and global markets for goods and services.</u></p>			
<p>Economics</p> <p>E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services</p>		<p>Students analyze how Innovations and technology affects the exchange of goods and services by... E 2 (9-12) – 2</p> <p>E 2 (9-12) – 2a <u>investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present.</u></p>			
<p>Economics</p> <p>E3: Individuals, institutions and governments have roles in economic systems</p>		<p>Students demonstrate an understanding of the interdependence created by economic decisions by... E 3 (9-12) –1</p> <p>E 3 (9-12) –1a <u>Identifying and evaluating the benefits and costs of alternative public policies and assess who enjoys the benefits and bears the costs).</u></p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the Affordable Care Act and its impact on society Evaluate the debate surrounding funding of public education <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp <p>Academic vocabulary</p> <ul style="list-style-type: none"> Charter schools Health Care reform 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

SOCIAL STUDIES CURRICULUM American Government Grade 9

Curriculum Writers: Justin Aromin and Kimberly Rawson

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 <p>E 3 (9-12) –1a <u>Evaluating the government’s monetary and fiscal policies).</u></p> <p><u>Grade 9 - American Government 1789 - present</u> Essential knowledge and skills Financing government through taxation. Students should be able to evaluate, take, and defend positions on issues regarding how government should raise money to pay for its operations and services.</p> <ul style="list-style-type: none"> • Explain provisions of the United States Constitution that authorize the national government to collect taxes, i.e., Article I, Sections 7 and 8, Sixteenth Amendment • Identify major sources of revenue for the national government, e.g., individual income taxes, social insurance receipts (Social Security and Medicare), borrowing, taxes on corporations and businesses, estate and excise taxes • Identify major uses of tax revenues received by the national government, e.g., direct payment to individuals (Social Security, Medicaid, Medicare, Aid to Families with Dependent Children), interstate highways, national defense, interest on the federal debt, national parks • Explain why there is often a tension between citizens' desire for government services and benefits and their unwillingness to pay taxes for them • Evaluate the equity of various kinds of taxes (III,B,3) <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> • 16th Amendment • Revenue • Taxes <p style="text-align: right;">Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 	<ul style="list-style-type: none"> • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 	<ul style="list-style-type: none"> • http://edsitement.neh.gov/special_features_view.asp?id=1 	
<p>Economics</p> <p>E3: Individuals, institutions and governments have roles in economic systems</p>		<p>Students demonstrate an understanding of the role of government in a global economy by... E 3 (7-8) – 2</p> <p>E 3 (9-12) – 2a <u>Evaluating how policymakers encourage or discourage economic activity.</u></p> <p><u>Grade 9 - American Government 1789 - present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explore how taxes are used to encourage or discourage economic activity. <p>Websites</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> • Charity • Faith-Based initiatives <p>E 3 (9-12) – 2b <u>Interpreting source materials (e.g., media reports) about economic conditions and</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students’ 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp • http://www.civiced.org/index.php?page=lesson_plans • http://edsitement.neh.gov/special_features_view.asp?id=1 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><u>explain how these conditions influence decisions made by policy makers.</u></p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explore the impact of the Great Recession on the 2012 Election and the second term of Obama <p>Websites</p> <ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://www.civiced.org/index.php?page=lesson_plans http://edsitement.neh.gov/special_features_view.asp?id=1 <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> Election of 2012 	<p>thinking</p> <ul style="list-style-type: none"> involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 		
<p>Geography G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms</p>		<p>Students understand maps, globes, and other geographic tools and technologies by... G 1 (9-12) –1</p> <p>G 1 (9-12) –1a <u>Analyzing spatial patterns and synthesizing with other primary and secondary sources.</u></p> <p>G 1 (9-12) –1b <u>Analyzing the data from geographic technology (e.g., GPS and GIS) for research and application for problem solving.</u></p> <p>G 1 (9-12) –1c <u>Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific).</u></p>			
<p>Geography G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms</p>		<p>Students interpret the characteristics and features of maps by... G 1 (9-12)–2</p> <p>G 1 (9-12)–2a <u>Evaluating the impact of topographical features on the development of societies.</u></p> <p>G 1 (9-12)–2b <u>Integrating visual information from maps with other sources (print & non-print) to form a coherent understanding of an idea or event.</u></p> <p>Grade 9 - American Government 1789 - present</p> <p>Essential knowledge and skills</p> <p>Political parties, campaigns, and elections. Students should be able to evaluate, take, and defend positions about the roles of political parties, campaigns, and elections in American politics.</p> <ul style="list-style-type: none"> Describe the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders Describe varied types of elections, e.g., primary and general, local and state, congressional and presidential, initiative, referendum, recall <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> Electoral college Gerrymandering Winner take all system <p style="text-align: right;">Websites</p>			

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> Evaluate the significance of campaigns and elections in the American political system Evaluate current criticisms of campaigns and proposals for their reform (III, E, 4) <p>The institutions of the national government. Students should be able to evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government.</p> <ul style="list-style-type: none"> evaluate current issues concerning representation, e.g., term limitations, legislative districting, geographical and group representation (III, B, 1) 			
Geography G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions		<p>Students understand the physical and human characteristics of places by... G 2 (9-12) –1</p> <p>G 2 (9-12) –1a <u>Evaluating how humans interact with physical environments to form past and present communities.</u></p>			
Geography G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions		<p>Students distinguish between regions and places by... G 2 (9-12) –2</p> <p>G 2 (9-12) –2a <u>Analyzing and explaining how concepts of site and situation can explain the uniqueness of places.</u></p>			
Geography G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions		<p>Students understand different perspectives that individuals/groups have by... G 2 (9-12) –3</p> <p>a. G 2 (9-12) –3a <u>Evaluating the cultural and regional differences for potential bias from written or verbal sources.</u> Grade 9 - American Government 1789 - present</p>			
Geography G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions		<p>Students understand how geography contributes to how regions are defined / identified by... G 2 9-12) –4</p> <p>G 2 (9-12) –4a <u>Comparing and contrasting regional characteristics to understand human events.</u></p> <p>G 2 (9-12) –4b <u>Analyzing human and physical changes in regions over time and evaluating how the geographic context contributes to those changes.</u></p>			
Geography G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.		<p>Students understand why people do/do not migrate by... G 3 (9-12) –1</p> <p>G 3 (9-12) –1a <u>Investigating the causes of major migrations and evaluating the impact on affected populations.</u></p>			

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
Geography G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.		Students understand the interrelationships of geography with resources by... G 3 (9-12) –2 G 3 (9-12) –2a <u>Evaluating the environmental consequences of resource consumption.</u>			
Geography G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.		Students understand how geography influences human settlement, cooperation or conflict by... G 3 (9-12) –3 G 3 (9-12) –3a <u>Analyzing these relationships in a given historical or current example.</u>			
Geography G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth’s surface to limit or promote human activities.		Students explain how humans depend on their environment by... G 4 (9-12)-1 G 4 (9-12)-1a <u>Researching and reporting specific examples of</u> how human dependence on the environment has impacted political, economic, and/or social decisions.			
Geography G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth’s surface to limit or promote human activities.		Students explain how humans react or adapt to an ever-changing physical environment by... G 4 (9-12)-2 G 4 (9-12)-2a <u>Examining a specific case study of</u> how a society reacted or adapting to a physical environmental change <u>and argue opposing solutions.</u>			
Geography G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth’s surface to limit or promote human activities.		Students explain how human actions modify the physical environment by... G 4 (9-12) –3 G 4 (9-12) –3a Analyzing the relationship between human action and the environment over time, using researched evidence. G 4 (9-12) –3b Comparing and contrasting the <u>physical, social, and economic impacts to suit and satisfy human needs.</u>			
COMMON CORE LITERACY Reading Key Ideas and Details (RH)		Students 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. <u>Essential knowledge and skills</u> <ul style="list-style-type: none"> • Understands and uses <ul style="list-style-type: none"> ○ Primary source analysis ○ Context, content, Common Core ○ Word walls ○ Wordle 	Facilitate strategies of summarizing See complete instructional strategies list in the introduction Use formative assessment to guide Facilitate strategies of summarizing and paraphrasing <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn 	<u>Textbook</u> <i>American Government</i> McDougal and Littell <u>Supplementary Books, Teacher (T) Student (S)</u> <ul style="list-style-type: none"> • “Mini-Q’s” in American Government – DBQ Binder <u>Technology</u> <ul style="list-style-type: none"> • Computers • LCD projectors • Interactive boards <u>Websites</u> <ul style="list-style-type: none"> • www.commoncore.org/ 	REQUIRED COMMON ASSESSMENTS <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS Suggested (see list on page one)

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		<ul style="list-style-type: none"> ○ Non-linguistic representation ○ Reading comprehension questions 	<ul style="list-style-type: none"> ● Textual evidence <p><u>Websites</u></p> <ul style="list-style-type: none"> ● www.corestandards.org ● Appendix C 	<p>diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <ul style="list-style-type: none"> ● two column note taking ● 5-3-1 ● QAR ● Read around the text 	<p><u>maps</u></p> <ul style="list-style-type: none"> ● www.corestandards.org ● www.ride.ri.gov ● www.gilderlehrman.org ● www.loc.gov/teacher/ ● http://docsteach.org ● www.readwritethink.org <p><u>Materials</u></p> <ul style="list-style-type: none"> ● Primary Sources 	
<p>COMMON CORE LITERACY Reading</p> <p>Craft and Structure (RH)</p>		<p>Students</p> <p>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.</p> <p>RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>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.</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> ● Understands and uses <ul style="list-style-type: none"> ○ Word wall ○ T-charts ○ Primary source analysis ○ Graphic organizers 	<p>Facilitate strategies of summarizing See complete instructional strategies list in the introduction</p> <p>Use formative assessment to guide Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> ● graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) ● two column note taking ● 5-3-1 ● QAR ● Read around the text <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> ● Compare ● Point of view <p><u>Websites</u></p>	<p><u>Textbook</u></p> <p><i>American Government</i> McDougal and Littell</p> <p><u>Supplementary Books, Teacher (T) Student (S)</u></p> <ul style="list-style-type: none"> ● “Mini-Q’s” in American Government – DBQ Binder <p><u>Technology</u></p> <ul style="list-style-type: none"> ● Computers ● LCD projectors ● Interactive boards <p><u>Websites</u></p> <ul style="list-style-type: none"> ● www.commoncore.org/maps ● www.corestandards.org ● www.ride.ri.gov ● www.gilderlehrman.org ● www.loc.gov/teacher/ ● http://docsteach.org ● www.readwritethink.org <p><u>Materials</u></p> <ul style="list-style-type: none"> ● Primary Sources 	<p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> ● Document-based Questions ● Formative ● Summative ● Midterm exam ● Final exam <p><u>SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS</u></p> <p>Suggested (see list on page one)</p>	

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COMMON CORE LITERACY Reading Integration of Knowledge and Ideas (RH)		<p>Students</p> <p>RH. 9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH. 9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH. 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Understands and uses <ul style="list-style-type: none"> ○ Document based questions ○ Debate (podium, tap-in, etc.) ○ T-Chart <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Compare • Contrast • Event • Primary and secondary sources <p>Websites</p>	<p>Facilitate strategies of summarizing See complete instructional strategies list in the introduction</p> <p>Use formative assessment to guide Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text 	<p><u>Textbook</u> <i>American Government</i> McDougal and Littell</p> <p><u>Supplementary Books, Teacher (T) Student (S)</u></p> <ul style="list-style-type: none"> • “Mini-Q’s” in American Government – DBQ Binder <p><u>Technology</u></p> <ul style="list-style-type: none"> • Computers • LCD projectors • Interactive boards <p><u>Websites</u></p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org • www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org <p><u>Materials</u></p> <ul style="list-style-type: none"> • Primary Sources 	<p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p><u>SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS</u></p> <p>Suggested (see list on page one)</p>
COMMON CORE LITERACY Reading Range of Reading (RH)		<p>Students</p> <p>RH. 9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Understands and uses <ul style="list-style-type: none"> ○ Document based questions <p>Academic vocabulary</p> <p>Websites</p>	<p>Facilitate strategies of summarizing See complete instructional strategies list in the introduction</p> <p>Use formative assessment to guide Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn 	<p><u>Textbook</u> <i>American Government</i> McDougal and Littell</p> <p><u>Supplementary Books, Teacher (T) Student (S)</u></p> <ul style="list-style-type: none"> • “Mini-Q’s” in American Government – DBQ Binder <p><u>Technology</u></p> <ul style="list-style-type: none"> • Computers • LCD projectors • Interactive boards <p><u>Websites</u></p> <ul style="list-style-type: none"> • www.commoncore.org/maps 	<p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p><u>SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS</u></p> <p>Suggested (see list on page one)</p>

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			diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) <ul style="list-style-type: none"> • two column note taking • 5-3-1 • QAR • Read around the text 	www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org <u>Materials</u> <ul style="list-style-type: none"> • Primary Sources 	
COMMON CORE LITERACY Writing Text Types and Purposes <ul style="list-style-type: none"> • Arguments • Information 		<p>Students</p> <p>WHST. 9-10.1 Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. <p>WHST. 9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 	See complete instructional strategies list in the introduction Use formative assessment to guide Facilitate strategies of summarizing and paraphrasing <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text 	<u>Textbook</u> <i>American Government</i> McDougal and Littell <u>Supplementary Books, Teacher (T) Student (S)</u> <ul style="list-style-type: none"> • “Mini-Q’s” in American Government – DBQ Binder <u>Technology</u> <ul style="list-style-type: none"> • Computers • LCD projectors • Interactive boards <u>Websites</u> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org • www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org <u>Materials</u> <ul style="list-style-type: none"> • Primary Sources 	<p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS Suggested (see list on page one)</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Understands and uses <ul style="list-style-type: none"> ○ Graphic organizers ○ Presentations ○ Claim vs. counter-claim <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Claim • Cohesion • Concluding statement • Counter claim • Domain-specific vocabulary • Evidence • Formal style • Objective tone • Transition and sentence structure <p>Websites</p> <p>www.corestandards.org Appendix C</p>			
COMMON CORE LITERACY Writing Production and Distribution (WHST)	Students	<p>WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience..</p> <p>WHST9-10.5 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.</p> <p>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.</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Understands and uses • Graphic organizers • “Yes Test” reliable research • Library resources <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Coherent writing <p>Websites</p>	<p>Facilitate strategies of summarizing See complete instructional strategies list in the introduction</p> <p>Use formative assessment to guide Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers 	<p><u>Textbook</u> <i>American Government</i> McDougal and Littell</p> <p><u>Supplementary Books, Teacher (T) Student (S)</u></p> <ul style="list-style-type: none"> • “Mini-Q’s” in American Government – DBQ Binder <p><u>Technology</u></p> <ul style="list-style-type: none"> • Computers • LCD projectors • Interactive boards <p><u>Websites</u></p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov 	<p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS</p> <p>Suggested (see list on page one)</p>

SOCIAL STUDIES CURRICULUM American Government Grade 9

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
			(word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) <ul style="list-style-type: none"> • two column note taking • 5-3-1 • QAR • Read around the text 	www.gilderlehrman.org www.loc.gov/teacher/ <ul style="list-style-type: none"> • http://docsteach.org • www.readwritethink.org <u>Materials</u> <ul style="list-style-type: none"> • Primary Sources 	
COMMON CORE LITERACY Writing Research to Build and Present Knowledge (WHST)		<p>Students</p> <p>WHST.6-8.7 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.</p> <p>WHST.6-8.8 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.</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Understands and uses <ul style="list-style-type: none"> ○ “Yes” Test reliable research ○ Primary source analysis ○ Graphic organizers ○ Revision and edit ○ Self-assessment ○ Goal setting <p style="text-align: right;">Academic vocabulary</p> <p style="text-align: right;">Websites</p>	See complete instructional strategies list in the introduction <p>Use formative assessment to guide Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text 	<p><u>Textbook</u> <i>American Government</i> McDougal and Littell</p> <p><u>Supplementary Books, Teacher (T) Student (S)</u></p> <ul style="list-style-type: none"> • “Mini-Q’s” in American Government – DBQ Binder <p><u>Technology</u></p> <ul style="list-style-type: none"> • Computers • LCD projectors • Interactive boards <p><u>Websites</u></p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org • www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org <p><u>Materials</u></p> <ul style="list-style-type: none"> • Primary Sources 	<p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS</p> <p>Suggested (see list on page one)</p>
COMMON CORE LITERACY Writing Range of Writing (WHST)		<p>Students</p> <p>WHST.6-8.10 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.</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Understands and uses <ul style="list-style-type: none"> ○ Graphic organizers ○ Argument essay writing <p style="text-align: right;">Academic vocabulary</p> <p style="text-align: right;">Websites</p>	See complete instructional strategies list in the introduction <p>Use formative assessment to guide Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers 	<p><u>Textbook</u> <i>American Government</i> McDougal and Littell</p> <p><u>Supplementary Books, Teacher (T) Student (S)</u></p> <ul style="list-style-type: none"> • “Mini-Q’s” in American Government – DBQ Binder 	<p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p>SUGGESTED</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
			<p>(chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <ul style="list-style-type: none"> • two column note taking • 5-3-1 • QAR • Read around the text 	<p><u>Technology</u></p> <ul style="list-style-type: none"> • Computers • LCD projectors • Interactive boards <p><u>Websites</u></p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org • www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org <p><u>Materials</u></p> <ul style="list-style-type: none"> • Primary Sources 	<p><u>FORMATIVE/SUMMATIVE ASSESSMENTS</u></p> <p>Suggested (see list on page one)</p>