

SOCIAL STUDIES CURRICULUM GRADE 9 AMERICAN GOVERNMENT UNIT #1:
Foundations and Functions of Government
North Smithfield School Department

TITLE OF UNIT: Foundations and Functions of Government **COURSE:** American Government Grade 9

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** several weeks, quarter, semester

OVERVIEW OF UNIT:

Foundation and Functions of Government introduces students to the philosophical thought that impacted the Founding Fathers. Students will explore the natural rights philosophy and classical republicanism and examine how these concepts are relevant to American government today. students will also examine the major purposes of the American government. Finally, students will investigate different forms of government and economic systems with particular emphasis on democracy and its characteristics.

ESSENTIAL QUESTIONS

*What is the purpose of government?
 What is most important – protecting individual rights or promoting the common good?
 Why did the Founding Fathers create a republican form of government?*

STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	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 G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions	Key Ideas and Details	Text Types and Purposes
G&C 2: The Constitution of the establishes a government of limited powers that are shared among different levels and branches. G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 3: The study of history helps us understand the present and shape the future.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services E3: Individuals, institutions and governments have roles in economic systems	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. G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	Craft and Structure Integration of Knowledge	Production and Distribution Research to Build and Present Knowledge
G&C 4: People engage in political processes in a variety of ways.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs			Range of Reading	Range of Writing
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 5: Human societies and cultures develop and change in response to human needs and wants.				

FOCUS GSEs:

Civics and Government

- Describing or explaining competing ideas about the purposes and functions of politics and government. **C&G 1 (11-12)- 1a**
- Comparing and contrasting different forms of government and their purpose. **C&G 1 (11-12)- 1b**
- Critically examining the principles, traditions, and precedents of American constitutional government. **C&G 2(9-10)- 1d**
- Interpreting and analyzing the sources of the U.S. democratic tradition in the *Declaration of Independence, etc.* **C&G 2 (11-12)- 2a**
- Discussing different historical understandings/ perspectives of democracy. **C&G 2 (11-12)- 2d**
- Comparing and contrasting U.S. systems of government with others. **C&G 4(9-10)- 1a**
- Identifying and describing the role that various institutions play in meeting the needs of the community. **C&G 4(9-10)- 3b**
- Identifying and analyzing the conflicts that exist between public and private life. **C&G 4(9-10)- 3c**
- Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. **C&G 5(9-10)- 1a**

Historical Perspective

- Identifying, describing, or analyzing multiple perspectives on an historical trend or event. **HP 1 (11-12)- 1c**

Economics

- Differentiating between subsistence, traditional, mixed, command, and market economies. **E 1 (11-12)- 3a**

Reading

Key Ideas and Details (RH)

- **RH.9-10 .1** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.9-10 .2** Determine the central ideas or information of a primary or secondary source.
- **RH.9-10 .3** Identify key steps in a text's description of a process related to history/social studies
- **Craft and Structure (RH)**
- **RH.9-10 .4** Determine the meaning of words and phrases as they are used in a text, including vocabulary
- **RH.9-10 .5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.9-10 .6** Identify aspects of a text that reveal an author's point of view or purpose .

Integration of Knowledge and Ideas (RH)

- **RH.9-10 .7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.9-10 .8** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.9-10 .9** Analyze the relationship between a primary and secondary source on the same topic.
- **Range of Reading (RH)**
- **RH.9-10 .10** Read and comprehend history/social studies texts in the grades 6–8 text complexity band

Writing

- Text Types and Purposes: argument and informational (**WHST**)
- Production and Distribution (**WHST**)
- Range of Writing (**WHST**)

SOCIAL STUDIES CURRICULUM GRADE 9 AMERICAN GOVERNMENT UNIT #1:
Foundations and Functions of Government
North Smithfield School Department

Applied Learning Standards:

problem solving

communication

critical thinking

research

reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

- Four Main Purposes of Government
- John Locke (Main ideas, Influences on America)
- Classical Republicanism (Characteristics, Influences on America, Common Good)
- Forms of Government (Autocracy, Oligarchy, Democracy)
- 4 Characteristics of Democracy
- Economic Systems (Capitalism, Socialism, Communism)

PRIOR KNOWLEDGE:

- Middle School Coverage of the Founding of the Nation and the Creating of the Constitution

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

CIVICS AND GOVERNMENT

C&G 1 (9-12) –1a

- 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)
- 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.,
 - 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
- 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)

C&G 1 (9-12) –1b

- 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
 - 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 individuals and prohibits independent associations
- Identify historical and contemporary examples of limited and unlimited governments and explain their classification, e.g.,
 - 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)

SOCIAL STUDIES CURRICULUM GRADE 9 AMERICAN GOVERNMENT UNIT #1:
Foundations and Functions of Government
North Smithfield School Department

C&G 1 (9-12) –1c

- Explain the importance of Americans' establishing ideals in political life and their insistence on comparing current practices with these ideals (II, D, 5, 1)

C&G 1 (9-12)–2a

- 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)

C&G 2 (9-12) –1d

- 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
 - 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

C&G 2 (9-12) –2a

- Explain the shared ideas and values of American political culture as set forth in
 - basic documents such as the Declaration of Independence, the United States Constitution and Bill of Rights

C &G 2 (9-12) –2d

- Explain the central ideas of American constitutional government such as
 - 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 (II, A, 1, 4)

C&G 4 (9-12) –1a

- 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)

HISTORICAL PERSPECTIVES

HP 1 (9-12) – 1c

- Explain how and why beliefs about the purposes and functions of the national government have changed over time (III, B, 1, 4)

ECONOMICS

E 1 (11-12)- 3a

- Compare and contrast varied economic systems (capitalism, communism, socialism)

ECONOMICS

RH.9-10 .1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.9-10 .2

Determine the central ideas or information of a primary or secondary source.

RH.9-10 .3

Identify key steps in a text's description of a process related to history/social studies

RH.9-10 .4

Determine the meaning of words and phrases as they are used in a text, including vocabulary

SOCIAL STUDIES CURRICULUM GRADE 9 AMERICAN GOVERNMENT UNIT #1:
Foundations and Functions of Government
North Smithfield School Department

RH.9-10 .5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.9-10 .6

Identify aspects of a text that reveal an author’s point of view or purpose .

RH.9-10 .7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.9-10 .8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.9-10 .9

Analyze the relationship between a primary and secondary source on the same topic.

RH.9-10 .10

Read and comprehend history/social studies texts in the grades 6–8 text complexity band

WRITING W.9-10

- Text Types and Purposes: argument and informational (WHST)
- Production and Distribution (WHST)
- Research
- Range of Writing (WHST)

SUGGESTED WORKS:

LITERARY TEXTS

STORIES

POETRY

DRAMA

OTHER

INFORMATIONAL TEXT

NONFICTION

BIOGRAPHIES

MEMOIRS

SPEECHES, PUBLIC DOCUMENTS

- *Magruder’s American Government* textbook (Chapter 1)
- *We the People* Textbook
- Magazine Article on *Kelo v. New London*

- *Declaration of Independence*
- *John Locke’s Two Treatises on Government*
- Excerpts from the Supreme Court opinion *Kelo v. New London*

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- | | | | |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 15. Oral presentation |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 16. Research project |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 17. Vocabulary word wall |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 18. Writer’s notebook |
| 5. Graphic organizers | 10. Media appreciation | | 19. Word Study |

SOCIAL STUDIES CURRICULUM GRADE 9 AMERICAN GOVERNMENT UNIT #1:
Foundations and Functions of Government
North Smithfield School Department

ASSESSMENTS

Develop and convey understanding

- Short answer questions
- Graphic Organizers
- Non-linguistic representation
- Reading Comprehension Questions
- Critical thinking responses

Focus on inform and explain

Informative writing, addressing the prompt –“ which is most important – protecting individual rights or promoting the common good?”

HIGHER ORDER THINKING SKILLS: Web’s Depth of Knowledge 2 – 4 or Bloom’s Taxonomy

Web’s Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom’s Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

VOCABULARY

- | | | |
|---------------------------|-------------------------------|------------------------------|
| • Absolute Monarchy | • Declaration of Independence | • Natural Rights |
| • Autocracy | • Democracy | • Oligarchy |
| • Capitalism | • Direct Democracy | • Representative Democracy |
| • Cincinnatus | • Eminent Domain | • Republican Government |
| • Civic Virtue | • Equality | • Revolution |
| • Classical Republicanism | • Founding Fathers | • Small, Uniform Communities |
| • Command Economy | • Individual Rights | • Social Contract |
| • Common Good | • John Locke | • Socialism |
| • Communism | • Legitimate Government | • State of Nature |
| • Compromise | • Majority Rule | • Thomas Jefferson |
| • Consent | • Market Economy | • Totalitarian Dictatorship |
| • Constitutional Monarchy | • Moral Education | • Traditional Economy |

VOCABULARY – ELA

- | | | |
|------------------------|------------------------------|-------------------------------------|
| • Analysis | • Contrast | • Objective tone |
| • Central ideas | • Counter claim | • Primary and secondary sources |
| • Claim | • Domain-specific vocabulary | • Textual evidence |
| • Cohesion | • Event | • Transition and sentence structure |
| • Compare | • Evidence | |
| • Concluding statement | • Formal style | |

SOCIAL STUDIES CURRICULUM GRADE 9 AMERICAN GOVERNMENT UNIT #1:
Foundations and Functions of Government
North Smithfield School Department

LESSON PLAN for UNIT _____

LESSONS

- Lesson #1 Summary:**

- Lesson #2 Summary:**

- Lesson #3 Summary:**

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead -in**

 - **Step by step**

 - **Closure**

- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
 - **Formative**

 - **Summative**