

**SOCIAL STUDIES CURRICULUM GRADE 9 AMERICAN GOVERNMENT UNIT #2:
Participation in Government
North Smithfield School Department**

TITLE OF UNIT: Participation in Government

COURSE: American Government Grade 9

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

OVERVIEW OF UNIT:

In this unit, students will examine the duties and responsibilities of citizenship. Students will analyze the impact of political thought and association in American society. Additionally, students will examine what beliefs shape political understanding and involvement. They will compare and contrast the role of political parties and interest groups on political participation. Students will introduce to the elements of argument writing. Finally, students will also conduct research to support argument writing.

ESSENTIAL QUESTIONS

What is the role of the citizen in a republican government?

What is the impact of political parties on society?

How do personal beliefs shape political expectations?

Are interest groups beneficial to a democracy?

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	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.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions	Craft and Structure	Production and Distribution
G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 3: The study of history helps us understand the present and shape the future.	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.	Integration of Knowledge	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		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	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**
- Explaining how a political ideology is reflected in the form and structure of a government. **C&G 1 (11-12)- 1c**
- Identifying how actions of a government affect relationships involving the individual, society, government. **C&G 1 (9-10)-2 a**
- Explaining how political authority is obtained and legitimized. **C&G 1 (11-12)- 2b**
- Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. g. **C&G 2 (11-12)- 1c**
- Analyzing the inherent challenges involved in balancing majority rule and minority rights. **C&G 2 (11-12)- 2b**
- Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. **C&G 2 (11-12)- 2c**
- Discussing different historical understandings/ perspectives of democracy. **C&G 2 (11-12)- 2d**
- Comparing and contrasting different perspective on provisions found in the *Bill of Rights*. **C&G 3 (11-12)- 1a**
- Evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals. **C&G 3 (11-12)- 1c**
- Analyzing the scope and limits of personal, cultural, economic, or political
- Synthesizing information from multiple sources to formulate an historical interpretation. **HP2(9-10)- 2b**
- Tracing patterns chronologically in history to describe changes on domestic, social, or economic life. **HP 2 (11-12)- 3a**
- Documenting various groups and their traditions that have remained constant over time. **2 (11-12)- 3b**
- Gathering evidence of circumstances and factors contributing to contemporary problem. **HP 3 (11-12)- 1a**
- Formulating a position/course of action on a current issue from evaluated options, taking into account underpinnings. **HP 3 (11-12)- 1b**
- Articulating an understanding of the meaning, implications, and impact of historical events on their lives today. **HP 3 (11-12)- 2a**
- Analyzing how an historical development. **HP 3 (11-12)- 2b**
- Analyzing conflict that is based on unresolved historical-geographical differences. **HP 4 (11-12)- 1b**
- Investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society. **HP 5 (11-12)- 1b**
- Analyzing the contribution of diverse cultural elements. **HP 5 (11-12)- 1c**
- Analyzing how membership in particular cultural groups affected civic engagement. **HP 5 (11-12)- 2a**
- Utilizing sources to identify different historical narratives and perspectives about the same events. **HP 5 (11-12)- 3a**

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- rights. **C&G 3 (11-12)- 1d**
- Identifying a policy at the school, local, state, national, or international level, describing how it affects individual rights. **C&G 3 (11-12)- 2a**
- Accessing the political system. **C&G 3 (11-12)- 2b**
- Identifying and explaining ways individuals and groups have exercised their rights in order to transform society. **C&G 3 (11-12)- 2d**
- Interacting with, analyzing, and evaluating political institutions and political parties in an authentic context. **C&G 4(9-10)- 1b**
- Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. **C&G 4(9-10)- 1c**
- Selecting a landmark campaign/election in the Am. political system, explaining the historical context, evaluating its impact. **C&G 4(9-10)- 1d**
- Analyzing multiple perspectives on an historical or current controversial issue. **C&G 4(9-10)- 1e**
- Using collaborative decision making/problem solving to consider multiple , etc. **C&G 4(9-10)- 2a**
- Working individually or others to identify, propose, and carry out a community/civic engagement project/initiative. **C&G 4(9-10)- 2b**
- Engaging in and reflecting upon an electoral process in a class, school, or community. **C&G 4(9-10)- 2c**
- Critically reflecting on their own civic dispositions. **C&G 4(9-10)- 3a**
- 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**
- Organizing information to show relationships between and among various individuals, systems, and structures. **C&G 5(9-10)- 1b**
- Describing the interconnected nature of a contemporary or historical issue. **C&G 5(9-10)- 2a**
- Analyzing and evaluating a contemporary or historical issue. **C&G 5(9-10)- 2b**
- Predicting outcomes and possible consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3a**
- Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3b**
- Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. **C&G 5(9-10)- 3c**

Historical Perspective

- Identifying, describing, or analyzing multiple perspectives on an historical trend or event. **HP 1 (11-12)- 1c**
- Using technological tools in historical research. **HP 1 (11-12)- 1d**
- Analyzing/ evaluating how national/ world events have impacted RRI and how RI has impacted national and world events. **HP2 (11-12)- 1c**
- Formulating a position/course of action on a current issue from evaluated options, taking into account underpinnings. **HP 3 (11-12)- 1b**

Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

- Functions of Political Parties
- Positives and Negatives of Political Parties
- Liberal vs. Conservative
- Political Parties ~ Republican Party, Democratic Party, Green Party, the Libertarian Party, and other emerging political movements.
 - -Mascot, history, philosophy, platform, key figure
- Third Parties
 - Influences
 - Three Types
 - Obstacles
- Interest Groups
 - Purpose
 - Organization/Methods
 - Advantages/Disadvantages
 - Research different interest groups
 - -History, goals, current issues, accomplishments
- Voting

- Describing how the historical perspectives of leaders/ decision makers served **Economics**

- Applying the concept that choices involve trade-offs in real world situations or historical contexts. **E 1 (11-12)- 1a**
- Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. **E 3 (11-12)- 1a**
- Evaluating the government's monetary and fiscal policies). **E 3 (11-12)- 1b**

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)**
- **Research**
- Range of Writing **(WHST)**

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PRIOR KNOWLEDGE:

- Middle School Coverage of Political Parties

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

CIVICS AND GOVERNMENT

C&G 1 (9-12) –1a

- 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)
- 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

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 3 (9-12) –2b

- 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
 - 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)

C&G 3 (9-12) –2e

- 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
 - 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 associations to advance their views
 - 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)

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C&G 4 (9-12) –1b

- 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)

C&G 4 (9-12)-3a

- Evaluate the usefulness of the following traits in facilitating thoughtful and effective participation in public affairs (V, D, 4, 1)

C&G 4 (9-12)-3b

- 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., political organizations, political action committees (pacs), interest groups, voluntary and civic associations, professional organizations, unions, religious groups
- 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)

HISTORICAL PERSPECTIVES

HP 1 (11-12)- 1c

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

HP 1 (11-12)- 1d

- 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)

HP2 (11-12)- 1c

- Examine the controversy over immigration

HP 3 (11-12)- 1b

- 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)

ECONOMICS

E 1 (11-12)- 1a

- 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)

E 3 (11-12)- 1a

- Evaluate the Affordable Care Act and its impact on society
- Evaluate the debate surrounding funding of public education

E 3 (11-12)- 1b

- Explain why there is often a tension between citizens' desire for government services and benefits and their unwillingness to pay taxes for them

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READING

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

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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 .

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:

<u>LITERARY TEXTS</u>			
STORIES	POETRY	DRAMA	OTHER
<u>INFORMATIONAL TEXT</u>			
NONFICTION	BIOGRAPHIES	MEMOIRS	SPEECHES, PUBLIC DOCUMENTS
<ul style="list-style-type: none"> • Magruder’s American Government textbook (Chapter 1) • We the People Textbook • EBSCO Resources • Current Event articles on issues (Health Care, Abortion, Legalization of Marijuana, Same-Sex Marriage) 			<ul style="list-style-type: none"> • Federalist #10, James Madison • Farewell Address, George Washington • Primary Sources related to topic of research (www.procon.org)

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

- | | | | |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 16. Research project |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 17. Vocabulary word wall |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 18. Writer's notebook |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 19. Word Study |
| 5. Graphic organizers | 10. Media appreciation | 15. Oral presentation | 20. |

ASSESSMENTS

Develop and convey understanding

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

Focus on arguments

- Introduction to argument writing
- Claim/Counterclaim development
- Graphic Organizer completion
- Argument writing on a current event issue (relevant to political spectrum)

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

- www.procon.org
- Research will be conducted on student interest current event topics related to the political spectrum (Same-sex marriage, abortion, ObamaCare, Capital Punishment), identifying claims, counterclaims, and textual evidence to support position
- EBSCO
- Library Introduction

VOCABULARY

- | | | |
|--------------------------|----------------------|--------------------------|
| • Anti-Federalists | • Green Party | • Political Spectrum |
| • Civic Duty | • Interest Groups | • Public Policy |
| • Civic Responsibility | • James Madison | • Republican |
| • Compulsory Voting | • Liberal | • Split Ticket Voting |
| • Conservative | • Libertarian Party | • Straight Ticket Voting |
| • Democrat | • Lobbyist | • Tea Party |
| • Democratic-Republicans | • Moderate | • Third Parties |
| • Factions | • Non-Voter | • Voting |
| • Federalists | • Political Ideology | |
| • George Washington | • Political Parties | |

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VOCABULARY – ELA

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

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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**