

# SOCIAL STUDIES CURRICULUM GRADE 9 AMERICAN GOVERNMENT UNIT #3: Article I

## North Smithfield School Department

**TITLE OF UNIT:** Article I

**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 how previous experiences Government impacted the Founding Fathers. They will explore the principles of government and how they illustrate the values of the Founding Fathers. Students will examine the structure and organization of Congress in order to understand the principles of democracy. Students will explore the powers of Congress (enumerate and implied). Students will examine the lawmaking process and its impact on meeting the ideals of good government. Finally, students will investigate and analyze the impact of landmark legislation on American society. Students will research and create an argument writing evaluating the reinstate of the military draft.

**ESSENTIAL QUESTIONS**

- How did previous experiences with government impact the Founding Fathers?*
- Does the organization of Congress help advance the principles of democracy?*
- Would the Founding Fathers be happy with the powers of Congress today?*
- Does the lawmaking process help or inhibit good government?*
- What impact has landmark legislation had on America?*

**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. 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	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions 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.	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		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**
- Examining the historical origins of power and how that power has been exercised over time **C&G 1 (11-12)- 2c**
- Analyzing the basic structures of government in the U.S. **C&G 2 (11-12)- 1b**
- Critically examining the principles, traditions, and precedents of American constitutional government. **C&G 2(9-10)- 1d**
- Evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals. **C&G 3 (11-12)- 1c**
- Accessing the political system. **C&G 3 (11-12)- 2b**
- Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. **C&G 4(9-10)- 1c**
- 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. **&G 4(9-10)- 2a**
- Working individually or others to identify, propose, and carry out a

- 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**
- Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy, etc. **HP 5 (11-12)- 3b**

**Economics**

- Applying the concept that personal choices often have long-run intended/unintended consequences using historical examples. **E 1 (11-12)- 2a**

**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

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- 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**
  - Identifying and describing the role that various institutions play in meeting the needs of the community. **C&G 4(9-10)- 3b**
  - Organizing information to show relationships between and among various individuals, systems, and structures. **C&G 5(9-10)- 1b**
  - Analyzing and evaluating a contemporary or historical issue. **C&G 5(9-10)- 2b**
  - Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3b**
- Historical Perspective**
- Explaining how historical facts and historical interpretations may be different, but are related. **HP 1 (11-12)- 1b**
  - Identifying, describing, or analyzing multiple perspectives on an historical trend or event. **HP 1 (11-12)- 1c**
  - Identifying and linking key ideas and concepts and their enduring implications. **HP 2 (11-12)- 1b**
  - Synthesizing information from multiple sources to formulate an historical interpretation. **HP2(9-10)- 2b**
- 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)**

### Applied Learning Standards:

problem solving                      communication                      critical thinking                      research                      reflection/ evaluation

### Expectations for Student Learning (High School only):

#### ENDURING UNDERSTANDING:

- Structure of Article 1
- Qualifications and Terms for the Senate and House of Representatives
- Powers of Congress: enumerated, implied, delegated
- Controversies over the powers and expansions of powers. For example: necessary and proper clause, draft, healthcare
- Role and responsibilities of a representative (Thomas.gov)
- Differing forms of representation: trustee and delegate
- How a bill becomes a law
- Influence of the individual over the law-making process
- Landmark pieces of legislation and their impact

#### 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) –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)**
- 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)**

##### **C&G 1 9-12)–2b**

- 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 **( I, A, 1, 2)**

##### **C&G 1 (7-8)–2c**

- 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**

##### **C&G 2 (9-12) –1a**

- 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)**

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### **C&G 2 (9-12) –1c**

- 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, 2, 7)

### **C&G 2 (9-12) –1d**

- 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
- 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)

### **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) –1b**

- Describe the purposes, organization, and functions of the three branches of the national government
  - 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 public officials use the media to communicate with the citizenry (III, E, 3, 4)

### **C&G 4 (9-12) –1e**

- 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)

### **C&G 5 (9-12)-2b**

- 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)

### **C&G 5 (9-12)-3c**

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- Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution. ERA 3, 3A,2

### HISTORICAL PERSPECTIVES

#### **HP 1 (11-12)- 1b**

- 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

#### **HP 1 (11-12)- 1c**

- 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)

#### **HP 2 (11-12)- 1b**

- Examine concepts of equality during the Civil Rights movement and assess its implications on other groups striving for equality

#### **HP2(9-10)- 2b**

- Incorporate information from multiple sources to complete DBQ assessments and draft common task.

#### **HP 3 (11-12)- 1a**

- 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

#### **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)- 2a**

- 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 for government services and benefits and their unwillingness to pay taxes for them (III, B, 3, 5)

### 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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- 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.

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## 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
- *We the People* Textbook
- Background reading on draft

- Landmark Legislation (Civil Rights Act 1964, etc.)
- Political commentaries on Congress
- Varied current events articles

## **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           |

## **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

- Graphic Organizer
- Argument writing – Should the draft be reinstated?

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## 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

<http://congress.indiana.edu>

- Landmark Legislation research

## VOCABULARY

- 3/5ths Compromise
- A.D.A.
- Articles of Confederation
- Bi-cameral Legislature
- Bill
- Checks and Balances
- Civil Rights Act 1964
- Cloture
- Committees
- Connecticut Compromise
- Constitutional Convention
- Enumerated Powers
- Executive Branch
- Federalism
- Filibuster
- Freedom of Information Act
- George Washington
- Gerrymandering
- Hearings
- House of Representatives
- Implied Powers
- Inherent Powers
- James Madison
- Judicial Branch
- Law
- Legislative Branch
- Lobbying
- Necessary and Proper Clause (Elastic Clause)
- New Jersey Plan
- No Child Left Behind
- P. D.A.
- Philadelphia
- Pocket Veto
- Popular Sovereignty
- Proportional Representation
- Senate
- Separation of Powers
- Speaker of the House
- State's Rights
- Taxes
- Title IX
- Veto
- Vice President
- Virginia Plan
- Voting Rights Act 1965

## 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

**SOCIAL STUDIES CURRICULUM GRADE 9 AMERICAN GOVERNMENT UNIT #3: Article I  
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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**