

# SOCIAL STUDIES CURRICULUM GRADE 9 AMERICAN GOVERNMENT UNIT #4: Article II

## North Smithfield School Department

**TITLE OF UNIT:** Article II

**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 purpose and job of the executive branch. Students will examine the Constitutional structure of the executive branch, defining and providing the following : term, qualifications, and powers (enumerated and implied.) Students will examine the controversies regarding the rise of presidential power and the growth of influence in American politics. Students will analyze the election process and reference various historic campaigns and elections. Students will examine the role and impact of the electoral college in the American political process. Further, students will analyze the controversies of the electoral college through the elections of 1800 and 2000. Students will create an argument essay addressing, “Should the Electoral College be abolished?”

### ESSENTIAL QUESTIONS

*What qualities make a great president?  
What is the pathway/strategy to the White House?  
Should the Electoral College be abolished?  
What is the appropriate level of power that should be delegated to the President?*

### 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: From the map

#### Civics and Government

- Describing or explaining competing ideas about the purposes and functions of politics and government. C&G 1 (11-12)- 1a
- Distinguishing between the rule of law and the “rule of men.” C&G 1 (11 12)- 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
- Identifying a policy at the school, local, state, national, or international level, describing how it affects individual rights. C&G 3 (11-12)- 2a
- Interacting with, analyzing, and evaluating political institutions and political parties in an authentic context. C&G 4(9-10)- 1b
- 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-

#### 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).

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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**
- Analyzing and evaluating a contemporary or historical issue. **C&G 5(9-10)- 2b**
- 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**
- Interpreting and constructing visual data in order to explain historical continuity and change **HP 1 (11-12)- 2b**
- Synthesizing information from multiple sources to formulate an historical interpretation. **HP2(9-10)- 2b**
- Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. **HP 5 (11-12)- 3b**

- **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 2
- Qualifications and Terms for the President
- The Electoral College and its controversy
- Presidential Elections
- Powers of the President: enumerated, implied, delegated, and inherent
- Roles and Responsibilities of the President
- Controversies over Presidential powers and expansions of power

#### **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**

- Describe the purposes, organization, and functions of the three branches of the national government (III, B, 1, 1)

##### **C&G 1 (9-12) –1d**

- Explain why the rule of law means more than simply having laws (I, B, 2, 2)

##### **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 (II, C, 1, 2)

##### **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)

##### **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)

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### **C&G 4 (9-12)-2a**

- 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)

### **C&G 4 (9-12)-2b**

- 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)

### **C&G 4 (9-12)-2c**

- 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.
- 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
- 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)

### **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**

- 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 (9-12) –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)
- Explain how and why beliefs about the purposes and functions of the national government have changed over time (III, B, 1, 4)

### **HP 1 9-12) –2b**

- Interpret visual data to address an essential question (should the Electoral College be abolished?) (Write-in)

### **HP 5 (9-12) – 3b**

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

## **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

### **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 .

### **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**

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- 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

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <i>Magruder's American Government</i> textbook</li> <li>• <i>We the People</i> Textbook</li> <li>• Case Briefs – Background readings</li> </ul> | <ul style="list-style-type: none"> <li>• Presidential Speeches</li> <li>• War Powers Act</li> <li>• Political commentaries on the Presidency</li> <li>• Doris Kearns Goodwin-<br/>"Character Above All" essays</li> <li>• Electoral College DBQ Reading</li> </ul> |
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### ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- |   |  |   |  |
|---|--|---|--|
| <ol style="list-style-type: none"> <li>Argument writing</li> <li>Class discussion</li> <li>Dramatization/role playing</li> <li>Grammar and usage</li> <li>Graphic organizers</li> </ol> | <ol style="list-style-type: none"> <li>Informational text response</li> <li>Informative writing</li> <li>Journal</li> <li>Literature response</li> <li>Media appreciation</li> </ol> | <ol style="list-style-type: none"> <li>Multi-media/technology</li> <li>Narrative writing</li> <li>Non- linguistic representations</li> <li>Note taking and summarizing</li> </ol> | <ol style="list-style-type: none"> <li>Oral presentation</li> <li>Research project</li> <li>Vocabulary word wall</li> <li>Writer's notebook</li> <li>Word Study</li> </ol> |
|---|--|---|--|

### ASSESSMENTS

#### Develop and convey understanding

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

#### Focus on arguments

- Argument essay on "Should the Electoral College be abolished?" DBQ

#### Focus on inform and explain

- Informational Essay reflecting on the most important qualities of a president with presidential examples

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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

**VOCABULARY**

- |                          |                        |                           |
|--------------------------|------------------------|---------------------------|
| • Blue state             | • Executive Acts       | • Popular vote            |
| • Cabinet                | • Executive branch     | • Popular Vote Plan       |
| • Caucus                 | • Faithless elector    | • President               |
| • Chief diplomat         | • Fireside Chats       | • President of the Senate |
| • Chief economic planner | • Gerrymandering       | • Primary                 |
| • Chief executive        | • Habeas Corpus        | • Proportional Plan       |
| • Chief legislator       | • Implied powers       | • Red state               |
| • Chief of Party         | • Inherent powers      | • State of the Union      |
| • Chief of State         | • Line of succession   | • Swing state             |
| • Commander-in-chief     | • National convention  | • Swing voter             |
| • District Plan          | • Natural born citizen | • Veto                    |
| • Electoral College      | • Pardon               | • Vice President          |
| • Enumerated powers      | • Pocket veto          | • Winner-take-all         |

**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               |                                     |

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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**