



Southern Lehigh School District

UbD Curriculum Template

Course: **Civics & Government**
Teacher Team: **Quartuch & Ruhf**

Unit: **Forms of Government and Government's Role in the Lives of Citizens** Grades: **9**

Date: **June 2015**

Stage 1 – Desired Results

| Established Goals | Enduring Understandings/Transfer |
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| <p>1. What 21st Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Problem-solving</i> <i>Global Awareness</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address? <ul style="list-style-type: none"> • PA Common Core Standards (for teachers of ELA & Math) <p>CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B. 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.</p> <p>CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in</p> </p> | <p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ul style="list-style-type: none"> • <i>Past struggles for representative governments allows one to appreciate the democratic ideals of the United States.</i> • <i>Citizens must understand their rights and practice their responsibilities, learn to demonstrate constructive civil discourse and understand the importance of the objectivity of the law.</i> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> • <i>Students will know what government's role is and isn't in their individual lives and for society so that they can contact the appropriate officials and know when and how to become civically involved.</i> • <i>Students will find information, critically examine the information, and then make informed decisions.</i> • <i>Students will solve open-ended problems, despite the inevitable ambiguity they will find in the search, and feel confident in their solutions.</i> • <i>Students will cite strong and thorough textual evidence to support decisions they reach.</i> |
| | <p style="text-align: center;">Essential Questions</p> <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ul style="list-style-type: none"> • <i>What is power, what forms does it take and how is it gained, used, and justified?</i> • <i>How can abuse of power be avoided?</i> • <i>Why should a student or any citizen care about the problems of government?</i> • <i>How do political systems affect the world in which we live?</i> • <i>How do different religious, ethnic, cultural and racial groups coexist peacefully in a democratic society?</i> • <i>How can any form of government work in a country as large and as diverse as the United States and how sustainable is our system of government?</i> |

a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.

CC.8.6.9-10.A. Write arguments focused on discipline-specific content.

CC.8.6.9-10.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.9-10.D. 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.

CC.8.6.9-10.E. 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.

CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced

Acquisition

Students will know...

6. What facts should students know and be able to use to gain further knowledge?
- Purposes of Government*
- *Understand the six roles of the U.S. government as stated in the preamble of the U.S. Constitution.*
 - *Recognize the main tenets of a Democracy and of a Dictatorship and discuss the impact these systems have on citizens.*
 - *Know and understand the five concepts of democracy.*
- Understand the historical and demographic reasons why the U.S. has a federal form of government.*
- Critically evaluate the differences in how federalism is supposed to function versus how it often functions.*
- Understand that even federalism is a political disagreement between ideologies.*
7. What vocabulary should students know and be able to recall?
- Purposes of Government*
1. *public policy*
 2. *constitution*
 3. *dictatorship*
 4. *democracy*
 5. *federal government*
 6. *federalism*
 7. *expressed powers*
 8. *concurrent powers*
 9. *reserved powers*
 10. *block grants*

Students will be skilled at... (be able to do)

9. What discrete skill and processes should students be able to demonstrate?
- *Analyze and apply primary source documents.*
 - *Find and filter credible internet sources to gather information and help an individual develop ideas.*
 - *Organize group projects so that students can prioritize and delegate roles and responsibilities in order to accomplish tasks.*
 - *Develop communication skills, written, verbal, and electronic, so that students can self advocate and express their needs and concerns.*
 - *Appropriately plan for studying, which includes adequate time and studying techniques.*

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| <p>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. CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research. CC.8.6.9-10.I. 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> <ul style="list-style-type: none"> • PA Content Standards <ul style="list-style-type: none"> 5.1.C.A. <i>Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</i> 5.1.C.B. <i>Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</i> 5.1.C.C. <i>Evaluate the application of the principles and ideals in contemporary civic life.</i> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality 5.1.C.D. <i>Evaluate state and federal powers based on significant documents and other critical sources.</i> <ul style="list-style-type: none"> • Declaration of Independence | <p>11. <i>categorical grants</i></p> <p>8. What basic concepts should students know and be able to recall and apply? <i>Foundations of Government</i></p> <ul style="list-style-type: none"> • <i>Students will provide two examples of how the U.S. government fulfills each of its roles and evaluate how well they believe government is performing.</i> • <i>Compare and contrast a democracy and a dictatorship by defining each, explaining to whom each government is responsible, and at least two consequences on a society for each.</i> • <i>Using the concepts of Democracy evaluate the possibility of countries to become and sustain a democracy.</i> • <i>Using the definition of federalism, students will compare the U.S and a small homogenous country in order to analyze why the U.S. utilizes a federal system.</i> • <i>Students will provide three examples of an expressed power, a concurrent power, and a reserved power.</i> • <i>Given a problem, pairs of students will research and identify a local official/organization, a state official/organization, and a national official/organization that will help them address their given problem.</i> • <i>After viewing the documentary "When the Levees Broke" and after researching the Hurricane Katrina disaster, students will understand how the complicated nature of federalism affects citizens' lives.</i> <p><i>* Students will know why Conservatives and Liberals feel differently about federalism and students will begin to develop their own political opinion on the power of the federal government versus the state/local governments.</i></p> | |
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| <ul style="list-style-type: none"> • <i>United States Constitution</i> • <i>Bill of Rights</i> • <i>Pennsylvania Constitution</i> <p><i>5.1.C.E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.</i></p> <p><i>5.2.C.B. Analyze strategies used to resolve conflicts in society and government.</i></p> <p><i>5.2.C.C. Evaluate political leadership and public service in a republican form of government.</i></p> <p><i>5.3.C.A Examine the process of checks and balances among the three branches of government, including the creation of law.</i></p> <p><i>5.3.C.B Analyze the roles of local, state, and national governments in policy-making.</i></p> <p><i>5.3.C.C Explain how government agencies create, amend, and enforce policies in local, state, and national governments.</i></p> | | |
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| Stage 2 – Evidence | |
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| <u>NETS for Students</u> | PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning |
| NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live | <p><i>Examples include but are not limited to:</i> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s)</p> |

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| <p>productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i></p> | <p>(reference Stage 1, Item #4):</p> <ul style="list-style-type: none"> - <i>Purposes of Government Evaluation Project in which groups of students are assigned one purpose of government and they must research the efficacy of government in this area and cite evidence to support their evaluation of government's performance.</i> - <i>"Inside North Korea" documentary and research project with a reflection essay.</i> - <i>Will Democracy Work project where students will try to determine if certain developing countries can become and sustain a democracy, after they evaluate that country for the concepts of democracy that political scientists have determined are necessary in a democracy.</i> - <i>Federalism Scenarios Project in which groups of students are given a real-life scenario and they have to devise a plan of action using all three levels of government, and illustrate their plan in some format, i.e. website, poster, brochure, etc...</i> - <i>Katrina Blog and Project in which students will analyze the various failures of all levels of government and make suggestions for how various aspects of the situation should have been handled.</i> |
| <p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p> | |
| <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: <i>Unit One exam with 3 essay questions.</i></p> | |

| <p>Stage 3 – Learning Plan</p> | | |
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| <p><u>NETS for Students</u></p> | <p>Learning Activities</p> | <p>Progress Monitoring/Formative Assessment</p> |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i></p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? | <ul style="list-style-type: none"> • How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities? <ul style="list-style-type: none"> • Consultations w/ group communicators. • Blog posts. • What are potential rough spots and student misunderstandings? <ul style="list-style-type: none"> • Students may have lack of background knowledge on how government fulfills its roles. • Students may lack the ability to determine whether internet sources are credible. • Students may be overwhelmed with the open-ended nature of the projects and assessments. • Students may struggle with connecting the concept of federalism to the real world. |

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| | | <ul style="list-style-type: none"> • How will students get the feedback they need? <ul style="list-style-type: none"> • Quizzlet provides assistance. • Group members will offer assistance. • Class discussion and class review. • Teacher comments on assignments. | |
| | <p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <ul style="list-style-type: none"> • Graphic organizer on the purposes of government. • Class discussion on brainstorming real examples of the government performing its roles. • Video questions/outline for "Inside North Korea" • Guided Notes for Concepts of Democracy. • Guided Reading on the struggle for a democracy. • Guided Reading and graphic organizer for background information on federalism. • Keynote and survey on how Conservatives and Liberals differ on the issue of federalism. • Sample "federalism" scenario and problem to demonstrate how students will work on the Federalism Scenario project. | <p>List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>laptops, websites, textbooks, novel, and videos.</p> | <p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Pre-test, entrance/exit tickets, surveys, blog posts, and quizzlet.</p> |

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| | <ul style="list-style-type: none">• Guided discussion questions for "When the Levees Broke". | | |
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Southern Lehigh School District

UbD Curriculum Template

Course: **Civics & Government**
Teacher Team: **Quartuch & Ruhf**

Unit: **Political Behavior**

Grades: **9**
Date: **June 2015**

Stage 1 – Desired Results

| Established Goals | Enduring Understandings/Transfer |
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| <p>1. What 21st Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Problem-solving</i> <i>Global Awareness</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address? <ul style="list-style-type: none"> • PA Common Core Standards (for teachers of ELA & Math) <p>CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B. 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. CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in</p> </p> | <p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ul style="list-style-type: none"> • <i>Citizens understand their rights and practice their responsibilities, learn to demonstrate constructive civil discourse and understand the importance of the objectivity of the law.</i> * <i>Disagreements among diverse groups is constant and the need for compromise is necessary for societies to function and move forward.</i> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> • <i>Students will know what government's role is and isn't in their individual lives and for society so that they can contact the appropriate officials and know when and how to become civically involved.</i> • <i>Students will find information, critically examine the information, and then make informed decisions, while recognizing the challenge of obtaining unbiased information from the mass media.</i> • <i>Students will solve open-ended problems, despite the inevitable ambiguity they will find in the search, and feel confident in their solutions.</i> • <i>Students will cite strong and thorough textual evidence to support decisions they reach.</i> * <i>Students will gain an awareness of how their own beliefs connect to political ideology and to the major U.S. political parties.</i> * <i>Students will become empowered by recognizing the critical role they play in exercising their rights and expressing their wishes to those in power.</i> |
| | Essential Questions |
| | <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ul style="list-style-type: none"> • <i>Why should a student or any citizen care about the problems of government?</i> |

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| <p>a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CC.8.6.9-10.A. Write arguments focused on discipline-specific content.</p> <p>CC.8.6.9-10.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.9-10.D. 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>CC.8.6.9-10.E. 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>CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced</p> | <ul style="list-style-type: none"> • <i>In what ways do individuals shape or change the political systems that affect their lives?</i> • <i>How and why has power been challenged by various individuals within society?</i> • <i>In what ways are compromises and agreements reached amongst differing peoples?</i> • <i>How do we address adversity in responsible ways?</i> |
| Acquisition | |
| <p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge? <i>The main tenets of the ideology spectrum and how this relates to various major political parties.</i> <i>The current levels of political participation in the U.S., who does and doesn't vote, and possible solutions to increasing political involvement.</i> <i>The process for how political leaders come into power.</i></p> <p>7. What vocabulary should students know and be able to recall? <i>political party</i> <i>partisan</i> <i>bi-partisan</i> <i>two-party system</i> <i>multiparty system</i> <i>plurality</i> <i>coalition</i> <i>incumbent</i> <i>electorate</i> <i>split-ticket voting</i> <i>suffrage</i> <i>enfranchise</i> <i>public opinion</i> <i>mass media</i> <i>public opinion poll</i> <i>sound bite</i> <i>propaganda</i> <i>ballot</i> <i>polling place</i></p> | <p>Students will be skilled at... (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> • <i>Analyze and apply primary source documents.</i> • <i>Find and filter credible internet sources to gather information and help an individual develop ideas.</i> • <i>Organize group projects so that students can prioritize and delegate roles and responsibilities in order to accomplish tasks.</i> • <i>Develop communication skills, written, verbal, and electronic, so that students can self advocate and express their needs and concerns.</i> • <i>Appropriately plan for studying, which includes adequate time and studying techniques.</i> |

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| <p>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>CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>CC.8.6.9-10.I. 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> <ul style="list-style-type: none"> • PA Content Standards <ul style="list-style-type: none"> 5.1.C.A. <i>Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</i> 5.1.C.B. <i>Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</i> 5.1.C.C. <i>Evaluate the application of the principles and ideals in contemporary civic life.</i> <ul style="list-style-type: none"> • <i>Liberty / Freedom</i> • <i>Democracy</i> • <i>Justice</i> • <i>Equality</i> 5.1.C.D. <i>Evaluate state and federal powers based on significant documents and other critical sources.</i> <ul style="list-style-type: none"> • <i>Declaration of Independence</i> | <p><i>caucus</i></p> <p><i>primary</i></p> <p><i>nomination</i></p> <p><i>general election</i></p> <p><i>electoral college</i></p> <p><i>platform</i></p> <p><i>interest group</i></p> <p><i>lobbyist</i></p> <p><i>grass roots</i></p> <p><i>Political Action Committee</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <ol style="list-style-type: none"> 1. <i>What do the Republican and Democratic Parties stand for? What influence do minor parties have on our political system?</i> 2. <i>What are the differences between a two-party system like we have, and a multi-party system like most other democracies have? Is one better than the others?</i> 3. <i>History of voting rights (Constitutional amendments, suffrage)</i> 4. <i>Demographics that influence voting behavior</i> 5. <i>Presidential election process</i> 6. <i>Methods of funding campaigns</i> 7. <i>Physical voting process</i> 8. <i>How public opinion is measured and the interpretation of those results through mass media?</i> 9. <i>How interest groups shape public policy?</i> | |
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| <ul style="list-style-type: none"> • <i>United States Constitution</i> • <i>Bill of Rights</i> • <i>Pennsylvania Constitution</i> <p><i>5.1.C.E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.</i></p> <p><i>5.2.C.B. Analyze strategies used to resolve conflicts in society and government.</i></p> <p><i>5.2.C.C. Evaluate political leadership and public service in a republican form of government.</i></p> <p><i>5.3.C.A Examine the process of checks and balances among the three branches of government, including the creation of law.</i></p> <p><i>5.3.C.B Analyze the roles of local, state, and national governments in policy-making.</i></p> <p><i>5.3.C.C Explain how government agencies create, amend, and enforce policies in local, state, and national governments.</i></p> | | |
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| Stage 2 – Evidence | |
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| NETS for Students | PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly</p> | <p><i>Examples include but are not limited to:</i> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> |

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| <p>global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i></p> | <p>- <i>Students create a voter's guide for young people.</i></p> <p>- <i>In the role of a party strategist analyze exit poll data to develop a strategy for wooing that demographic.</i></p> <p>- <i>Students form an interest group to lobby on behalf of an issue</i></p> <p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: <i>Unit Two exam with 3 essay questions.</i></p> |
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| Stage 3 – Learning Plan | | |
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| NETS for Students | Learning Activities | Progress Monitoring/Formative Assessment |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Digital Citizenship</i> <i>Research and Information Fluency</i> <i>Communication and Collaboration</i></p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? | <ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? <ul style="list-style-type: none"> • Consultations w/ group communicators. • Blog posts. • Comprehension checks on performance tasks • Homework • What are potential rough spots and student misunderstandings? <ul style="list-style-type: none"> • Students may lack the ability to determine whether internet sources are credible. • Students may be overwhelmed with the open-ended nature of the projects and assessments. • How will students get the feedback they need? <ul style="list-style-type: none"> • Quizlet provides assistance. • Group members will offer assistance. • Class discussion and class review. • Teacher comments on assignments. |

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| | <p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <ul style="list-style-type: none"> - Students will find a best-fit political after taking a series of political ideology surveys - Guided notes - Students will analyze various forms of mass media to identify any bias that may exist - Keynote presentations - Students view various political campaign advertisements and identify the various propaganda techniques - Graphic organizers - Venn diagrams - KWL chart | <p>List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>laptops, websites, textbooks, novel, and videos.</p> | <p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Pre-test, entrance/exit tickets, surveys, blog posts, and quizlet, class discussion.</p> |
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Southern Lehigh School District

UbD Curriculum Template

Course: **Civics & Government**
Teacher Team: **Quartuch & Ruhf**

Unit: **Legislative Branch**

Grades: **9**
Date: **June 2015**

| Stage 1 – Desired Results | |
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| Established Goals | Enduring Understandings/Transfer |
| <p>1. What 21st Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Problem-solving</i> <i>Global Awareness</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> • PA Common Core Standards (for teachers of ELA & Math) <p>CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B. 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.</p> <p>CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in</p> | <p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ul style="list-style-type: none"> • <i>Citizens understand how power is given, divided, and restricted within governing bodies.</i> • <i>Laws are derived from the will of the people and everyone is held accountable for them.</i> • <i>Groups of people who unite together for a cause or purpose can affect necessary change.</i> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> • <i>Students will know what government's role is and isn't in their individual lives and for society so that they can contact the appropriate officials and know when and how to become civically involved.</i> • <i>Students will find information, critically examine the information, and then make informed decisions, while recognizing the challenge of obtaining unbiased information from the mass media.</i> • <i>Students will solve open-ended problems, despite the inevitable ambiguity they will find in the search, and feel confident in their solutions.</i> • <i>Students will cite strong and thorough textual evidence to support decisions they reach.</i> • <i>Students will gain an awareness of how their own beliefs connect to political ideology and to the major U.S. political parties.</i> • <i>Students will become empowered by recognizing the critical role they play in exercising their rights and expressing their wishes to those in power.</i> |
| | Essential Questions |
| | <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ol style="list-style-type: none"> 1. <i>What makes an effective legislator?</i> 2. <i>Why do Americans distrust Congress and is this a result of a misunderstanding of the legislative process?</i> |

| <p>a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CC.8.6.9-10.A. Write arguments focused on discipline-specific content.</p> <p>CC.8.6.9-10.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.9-10.D. 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>CC.8.6.9-10.E. 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>CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced</p> | <p>3. How do Interest Groups function and what kinds of influence do they have on policy creation and enforcement?</p> | | | | | | | |
|--|---|-------------|--|-----------------------|--|--|---|---|
| | <table border="1"> <thead> <tr> <th colspan="2" data-bbox="653 168 2020 207">Acquisition</th> </tr> <tr> <th data-bbox="653 207 1335 246">Students will know...</th> <th data-bbox="1335 207 2020 246">Students will be skilled at... (be able to do)</th> </tr> </thead> <tbody> <tr> <td data-bbox="653 246 1335 1414"> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <p><i>The main tenets of the ideology spectrum and how this relates to various major political parties.</i></p> <p><i>The current levels of political participation in the U.S., who and who doesn't vote, and possible solutions to increasing political involvement.</i></p> <p><i>The process for how political leaders come into power.</i></p> <p><i>The process through which laws are made.</i></p> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>apportionment</i></p> <p><i>bicameral</i></p> <p><i>constituent</i></p> <p><i>committee</i></p> <p><i>filibuster</i></p> <p><i>oversight</i></p> <p><i>Elastic Clause</i></p> <p><i>Commerce Clause</i></p> <p><i>veto</i></p> <p><i>appropriate</i></p> <p><i>impeach</i></p> <p><i>interest group</i></p> <p><i>lobbyist</i></p> <p><i>grass roots</i></p> <p><i>Political Action Committee</i></p> </td> <td data-bbox="1335 246 2020 1414"> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> <i>Analyze and apply primary source documents.</i> <i>Find and filter credible internet sources to gather information and help an individual develop ideas.</i> <i>Organize group projects so that students can prioritize and delegate roles and responsibilities in order to accomplish tasks.</i> <i>Develop communication skills, written, verbal, and electronic, so that students can self advocate and express their needs and concerns.</i> <i>Appropriately plan for studying, which includes adequate time and studying techniques.</i> </td> </tr> <tr> <td data-bbox="653 1414 1335 1516"> <p>8. What basic concepts should students know and be able to recall and apply?</p> </td> <td data-bbox="1335 1414 2020 1516"></td> </tr> </tbody> </table> | Acquisition | | Students will know... | Students will be skilled at... (be able to do) | <p>6. What facts should students know and be able to use to gain further knowledge?</p> <p><i>The main tenets of the ideology spectrum and how this relates to various major political parties.</i></p> <p><i>The current levels of political participation in the U.S., who and who doesn't vote, and possible solutions to increasing political involvement.</i></p> <p><i>The process for how political leaders come into power.</i></p> <p><i>The process through which laws are made.</i></p> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>apportionment</i></p> <p><i>bicameral</i></p> <p><i>constituent</i></p> <p><i>committee</i></p> <p><i>filibuster</i></p> <p><i>oversight</i></p> <p><i>Elastic Clause</i></p> <p><i>Commerce Clause</i></p> <p><i>veto</i></p> <p><i>appropriate</i></p> <p><i>impeach</i></p> <p><i>interest group</i></p> <p><i>lobbyist</i></p> <p><i>grass roots</i></p> <p><i>Political Action Committee</i></p> | <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> <i>Analyze and apply primary source documents.</i> <i>Find and filter credible internet sources to gather information and help an individual develop ideas.</i> <i>Organize group projects so that students can prioritize and delegate roles and responsibilities in order to accomplish tasks.</i> <i>Develop communication skills, written, verbal, and electronic, so that students can self advocate and express their needs and concerns.</i> <i>Appropriately plan for studying, which includes adequate time and studying techniques.</i> | <p>8. What basic concepts should students know and be able to recall and apply?</p> |
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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.

CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.9-10.I. 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.

- [PA Content Standards](#)

5.1.9.A: Apply examples of the rule of law as related to individual rights and the common good.

5.1.C.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

5.2.9.C/5.2.C.C: Examine and evaluate political leadership and public service in a republican form of government.

5.3.9.A/5.3.C.A: Examine the process of checks and balances among the three branches of government, including the creation of law.

5.3.9.B/5.3.C.B: Analyze the roles of local, state, and national governments in policy-making.

5.3.9.E/5.3.C.E: Compare and contrast the different election processes for local, state, and national offices.

- 1. How is representation for each state determined and what are its implications?*
- 2. What are some of the functional/structural differences between the two houses of Congress?*
- 3. What are the non-legislative tasks of members of Congress?*
- 4. What are the legislative and oversight tasks of members of Congress?*
- 5. How do the various roles of a legislator affect their re-election?*
- 6. How does an idea go through the legislative process to become a law?*
- 7. What are the complications that can impede the law-making process?*
- 8. What is the relationship between Congress and the President, the bureaucracy, the courts, and advocacy groups?*
- 9. How do interest groups shape public policy?*

| Stage 2 – Evidence | |
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| NETS for Students | PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i></p> | <p><i>Examples include but are not limited to:</i> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <ul style="list-style-type: none"> - <i>Center on Congress webquest</i> - <i>Government Activators Legislative Branch lesson on simulating a bill becoming a law</i> |
| | OTHER SUMMATIVE ASSESSMENTS—can include factual recall |
| | <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: <i>Unit Three exam with 3 essay questions.</i></p> |

| Stage 3 – Learning Plan | | |
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| NETS for Students | Learning Activities | Progress Monitoring/Formative Assessment |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Digital Citizenship</i> <i>Research and Information Fluency</i> <i>Communication and Collaboration</i></p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? | <ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? <ul style="list-style-type: none"> • Consultations w/ group communicators. • Blog posts. • Comprehension checks on performance tasks • Homework • What are potential rough spots and student misunderstandings? <ul style="list-style-type: none"> • Students may lack the ability to determine whether internet sources are credible. |

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| | | <ul style="list-style-type: none"> • Students may be overwhelmed with the open-ended nature of the projects and assessments. • How will students get the feedback they need? <ul style="list-style-type: none"> • Quizlet provides assistance. • Group members will offer assistance. • Class discussion and class review. • Teacher comments on assignments. | |
| | <p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <ul style="list-style-type: none"> - Students will find a best-fit political after taking a series of political ideology surveys - Guided notes - Students will analyze various forms of mass media to identify any bias that may exist - Keynote presentations - Students view various political campaign advertisements and identify the various propaganda techniques - Graphic organizers - Venn diagrams - KWL chart | <p>List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>laptops, websites, textbooks, novel, and videos.</p> | <p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Pre-test, entrance/exit tickets, surveys, bell-ringers, and quizlet, class discussion.</p> |



Southern Lehigh School District

UbD Curriculum Template

Course: **Civics & Government**
Teacher Team: **Quartuch & Ruhf**

Unit: **Executive Branch/Bureaucracy/Policy Making**

Grades: **9**
Date: **June 2015**

Stage 1 – Desired Results

| Established Goals | Enduring Understandings/Transfer |
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| <p>1. What 21st Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Problem-solving</i> <i>Global Awareness</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address? <ul style="list-style-type: none"> • PA Common Core Standards (for teachers of ELA & Math) <p>CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B. 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. CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in</p> </p> | <p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s): <ul style="list-style-type: none"> - <i>Citizens recognize the qualities of effective leadership.</i> - <i>Citizens understand the skills needed to know when leaders should make executive decisions and when to delegate.</i> - <i>Citizens recognize the necessity of collaboration and compromise in complex systems.</i> - <i>Citizens identify the positives and negatives of working with a complex tiered system.</i> </p> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer? <ul style="list-style-type: none"> • <i>Students will know what government's role is and isn't in their individual lives and for society so that they can contact the appropriate officials and know when and how to become civically involved.</i> • <i>Students will find information, critically examine the information, and then make informed decisions, while recognizing the challenge of obtaining unbiased information from the mass media.</i> • <i>Students will solve open-ended problems, despite the inevitable ambiguity they will find in the search, and feel confident in their solutions.</i> • <i>Students will cite strong and thorough textual evidence to support decisions they reach.</i> • <i>Students will gain an awareness of how their own beliefs connect to political ideology and to the major U.S. political parties.</i> • <i>Students will become empowered by recognizing the critical role they play in exercising their rights and expressing their wishes to those in power.</i> </p> |
| | Essential Questions |
| | What thought-provoking questions will foster inquiry, meaning-making, and transfer? |

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| <p>a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CC.8.6.9-10.A. Write arguments focused on discipline-specific content.</p> <p>CC.8.6.9-10.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.9-10.D. 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>CC.8.6.9-10.E. 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>CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced</p> | <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ol style="list-style-type: none"> 1. <i>What makes an effective executive and should we hold our President to a higher moral standard?</i> 2. <i>In a country as large and diverse as the U.S. is a bureaucracy necessary and if so, in what ways can it be improved?</i> 3. <i>How do morals and beliefs impact the policy making choices made by policy makers?</i> 4. <i>What is the proper balance between policy makers and citizens in a democracy when it comes to domestic and foreign policies?</i> |
| Acquisition | |
| <p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <p><i>The many roles of the U.S. President.</i></p> <p><i>The relationship between law makers and law enforcers.</i></p> <p><i>The hierarchial nature of our complex federal bureaucracy.</i></p> <p><i>The elements of our bureaucracy that many citizens are often frustrated with, but the necessary role that it plays in our political system.</i></p> <p><i>The processes for developing the U.S. budget, domestic policies, and foreign policies.</i></p> <p><i>The factors that influence the enforcement of laws.</i></p> <p><i>The role of red tape in a bureaucracy.</i></p> <p><i>The role average citizens can play in budget making and domestic and foreign policy making.</i></p> <p><i>The making of policy and why policy making is so contentious.</i></p> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>Cabinet</i></p> <p><i>Bureaucracy</i></p> <p><i>Red tape</i></p> <p><i>Veto</i></p> <p><i>electoral college</i></p> <p><i>Winner-take-all</i></p> <p><i>Primary</i></p> <p><i>caucus</i></p> | <p>Students will be skilled at... (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> • <i>Analyze and apply primary source documents.</i> • <i>Find and filter credible internet sources to gather information and help an individual develop ideas.</i> • <i>Organize group projects so that students can prioritize and delegate roles and responsibilities in order to accomplish tasks.</i> • <i>Develop communication skills, written, verbal, and electronic, so that students can self advocate and express their needs and concerns.</i> • <i>Appropriately plan for studying, which includes adequate time and studying techniques.</i> |

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| <p>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>CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>CC.8.6.9-10.I. 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> <ul style="list-style-type: none"> PA Content Standards <ul style="list-style-type: none"> <i>5.1.9.F/5.1.C.F: Analyze the role political symbols play in civil disobedience and patriotic activities.</i> <i>5.1.12.C/5.1.C.C: Evaluate the application of the principles and ideals in contemporary civic life.</i> <ul style="list-style-type: none"> Liberty / Freedom Democracy Justice Equality <i>5.2.9.A/5.2.C.A: Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.</i> <i>5.2.9.B/5.2.C.B: Analyze strategies used to resolve conflicts in society and government.</i> <i>5.2.9.C/5.2.C.C: Examine and evaluate political leadership and public service in a republican form of government.</i> <i>5.2.9.D: Analyze citizens' roles in the political process toward the attainment</i> | <p><i>Platform</i></p> <p><i>Convention</i></p> <p><i>Electorate</i></p> <p><i>White House Staff</i></p> <p><i>Independent Executive Agencies</i></p> <p><i>Hierarchy</i></p> <p><i>Debt v. Deficit</i></p> <p><i>Mandatory spending v. discretionary spending</i></p> <p><i>Tax expenditures</i></p> <p><i>Progressive tax v. Flat tax</i></p> <p><i>Internationalist</i></p> <p><i>Isolationist</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <ol style="list-style-type: none"> <i>The function of the electoral college</i> <i>Formal vs. Informal qualifications for the President</i> <i>Roles of the president</i> <i>Organization of the bureaucracy</i> <i>Relationship between bureaucracy and Congress/President</i> <i>The impact of the bureaucracy on individuals' everyday lives</i> <i>The role that the Cabinet, White House Staff, and Independent Executive Agencies play in supporting the President and influencing policy making.</i> <i>How the U.S. budget is made and who controls tax laws.</i> <i>The political forces and constituent pressures that lead to mandatory and discretionary spending.</i> <i>Definitions and examples of mandatory and discretionary spending.</i> <i>The role of national interest in foreign policy making.</i> <i>The ideological dichotomy between being an isolationist and an internationalist in regard to foreign policy making.</i> | |
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of goals for individual and public good.

5.3.9.A: Examine the process of checks and balances among the three branches of government, including the creation of law.

5.2.C.D: Evaluate and demonstrate what makes competent and responsible citizens.

5.3.9.B/5.3.C.B: Analyze the roles of local, state, and national governments in policy-making.

5.3.9.C/5.3.C.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.

5.3.C.D: Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

5.3.C.G: Analyze the influence of interest groups in the political process.

5.3.9.H: Evaluate the importance of freedom of the press and the political influence of mass media.

5.3.C.H: Evaluate the role of mass media in setting public agenda and influencing political life.

5.3.9.I/5.3.C.I: Explain various types of taxes and their purposes.

5.4.9.A/5.4.C.A: Explain how United States foreign policy is developed.

5.4.9.B/5.4.C.B: Explain why and how different foreign policy tools are used to advance a nation's self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties)

5.4.9.C: Identify the role of international organizations.

5.4.9.D: Analyze the various mass media outlets and their influence on global issues.

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| <p>5.4.9.E: Identify the politics of interest groups (e.g. business and labor organizations, ethnic and religious organizations) on foreign policy.</p> | | |
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| Stage 2 – Evidence | |
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| NETS for Students | PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i></p> | <p><i>Examples include but are not limited to:</i> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <ul style="list-style-type: none"> - <i>Hiring the next US President role-play</i> - <i>Evaluation of the current president and bureaucracy by analyzing current events about the President and his/her advisors</i> - <i>Budget Policy simulation: solving the problem of taxes, spending, debt, and borrowing.</i> - <i>Interact foreign policy simulation</i> - <i>Local activism activity</i> <hr/> <p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:</p> <ul style="list-style-type: none"> <i>Unit Three exam with 3 essay questions</i> <i>Economic Policy Evaluation document.</i> <i>Evaluation of President and bureaucracy essay.</i> <i>National Security and Senate Foreign Relations simulation on current fp issue.</i> |

| Stage 3 – Learning Plan | | |
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| NETS for Students | Learning Activities | Progress Monitoring/Formative Assessment |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to</p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and | <ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? • Consultations w/ group communicators. |

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| <p>learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Digital Citizenship</i> <i>Research and Information Fluency</i> <i>Communication and Collaboration</i></p> | <p>best practices?</p> <ul style="list-style-type: none"> • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? | <ul style="list-style-type: none"> • Blog posts. • Comprehension checks on performance tasks • Homework <ul style="list-style-type: none"> • What are potential rough spots and student misunderstandings? <ul style="list-style-type: none"> • Students may lack the ability to determine whether internet sources are credible. • Students may be overwhelmed with the open-ended nature of the projects and assessments. • How will students get the feedback they need? <ul style="list-style-type: none"> • Quizlet provides assistance. • Group members will offer assistance. • Class discussion and class review. • Teacher comments on assignments. | |
| | <p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <ul style="list-style-type: none"> - Students will find a best-fit political after taking a series of political ideology surveys - Guided notes - Students will analyze various forms of mass media to identify any bias that may exist - Keynote presentations - Students view various political campaign | <p>List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>laptops, websites, textbooks, novel, and videos.</p> | <p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Pre-test, entrance/exit tickets, surveys, bell-ringers, and quizlet, class discussion.</p> |

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| | advertisements and identify the various propaganda techniques - Graphic organizers - Venn diagrams - KWL chart | | |
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Southern Lehigh School District

UbD Curriculum Template

Course: **Civics & Government**
Teacher Team: **Quartuch & Ruhf**

Unit: **Judiciary / Civil Liberties**

Grades: **9**
Date: **June 2015**

Stage 1 – Desired Results

| Established Goals | Enduring Understandings/Transfer |
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| <p>1. What 21st Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Problem-solving</i> <i>Global Awareness</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address? <ul style="list-style-type: none"> • PA Common Core Standards (for teachers of ELA & Math) <p>CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B. 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. CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D. Determine the meaning</p> </p> | <p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s): <i>-Citizens understand the rights of all United States Citizens are protected by documented laws and the courts.</i> <i>-Citizens understand the importance of equality under the law.</i> <i>-The judiciary branch consists of three distinct levels, each of which has its own specific responsibilities and duties.</i> <i>-Citizens know how the government works to balance freedom and order.</i> <i>-Citizens know how the United States Supreme Court hears appeals, reviews laws, and strongly influences almost every aspect of American society.</i> <i>-Citizens develop an appreciation for why the rule of law provides equality.</i> <i>-Citizens appreciate the importance of gaining a sense of empowerment about their own rights in school and out of school.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> • <i>Students will be able to analyze and critique the distinguishing elements that exist between the facts and opinions that make up the United States judiciary branch.</i> • <i>Students will draw conclusions about the role that laws hold across the United States Judicial System.</i> • <i>Students will investigate, compare, and critique the sources of law in the United States judiciary branch uses and determine using textual evidence the purpose of laws in the United States.</i> • <i>Students will support individual academic inquiry through the citation of evidence from both primary and secondary source materials as they differentiate characteristics of American Civil Liberties.</i> • <i>Students will analyze, inquire, compare, and contrast the role that unique civil liberties hold in the American Judiciary Branch.</i> • <i>Students will cite evidence about how the United States Supreme Court has strengthened individual constitutional rights and civil liberties through its power of Judicial Review.</i> |

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| <p>of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claims. CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CC.8.6.9-10.A. Write arguments focused on discipline-specific content. CC.8.6.9-10.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.D. 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. CC.8.6.9-10.E. 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. CC.8.6.9-10.G. Gather relevant</p> | Essential Questions | |
| | What thought-provoking questions will foster inquiry, meaning-making, and transfer? | |
| | <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ol style="list-style-type: none"> 1. <i>What roles do the courts play in the preservation of rights and liberties in the United States?</i> 2. <i>How has the United States Supreme Court strengthened constitutional rights?</i> 3. <i>What are our rights as citizens of the United States of America.</i> 4. <i>What are civil liberties?</i> 5. <i>How are our civil liberties protected?</i> 6. <i>How does the United States court system work to ensure the preservation of individual civil liberties?</i> 7. <i>What happens when public interest and individual liberties clash?</i> | |
| | Acquisition | |
| | <p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <p><i>The varied and diverse components of the United States Judiciary System.</i> <i>The assorted responsibilities that the divergent courts hold within the United States Judiciary System.</i> <i>The relationship that exists between the United States Constitution and the Supreme Court.</i> <i>The hierarchial nature of the federal and state court systems.</i> <i>The importance of civil liberties.</i> <i>The role that civil liberties hold in the daily activities of all citizens of the United States of America.</i> <i>An understanding that our preservation of civil liberties often leads to difficult civic minded discussions.</i></p> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>Criminal Law</i> <i>Civil Law</i> <i>Common Law</i></p> | <p>Students will be skilled at (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> • <i>Analyze and apply primary source documents.</i> • <i>Find and filter credible internet sources to gather information and help an individual develop ideas.</i> • <i>Organize group projects so that students can prioritize and delegate roles and responsibilities in order to accomplish tasks.</i> • <i>Develop communication skills, written, verbal, and electronic, so that students can self advocate and express their needs and concerns.</i> • <i>Appropriately plan for studying, which includes adequate time and studying techniques.</i> |

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| <p>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>CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>CC.8.6.9-10.I. 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> <ul style="list-style-type: none"> • PA Content Standards <ul style="list-style-type: none"> 5.1.9.A: <i>Apply examples of the rule of law as related to individual rights and the common good.</i> 5.1.C.A: <i>Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</i> 5.2.9.B/5.2.C.B: <i>Analyze strategies used to resolve conflicts in society and government.</i> 5.2.9.C/5.2.C.C: <i>Examine and evaluate political leadership and public service in a republican form of government.</i> 5.3.9.A/5.3.C.A: <i>Examine the process of checks and balances among the three branches of government, including the creation of law.</i> 5.3.9.B/5.3.C.B: <i>Analyze the roles of local, state, and national governments in policy-making.</i> | <p><i>Precedent</i></p> <p><i>Constitutional Law</i></p> <p><i>Appeal</i></p> <p><i>Jurisdiction</i></p> <p><i>District Courts</i></p> <p><i>Courts of Appeals</i></p> <p><i>Justices</i></p> <p><i>Judicial Review</i></p> <p><i>Remand</i></p> <p><i>Opinion</i></p> <p><i>Concurring Opinion</i></p> <p><i>Dissenting Opinion</i></p> <p><i>Civil Liberties</i></p> <p><i>Freedom of Expression</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <ol style="list-style-type: none"> 1. <i>The four sources of law in the United States.</i> 2. <i>The role that the courts play in the United States.</i> 3. <i>The role and purpose of U.S. District Courts, U.S. Courts of Appeals, and the U.S. Supreme Court.</i> 4. <i>An understanding of the power of judicial review.</i> 5. <i>The constitutional checks that exist to regulate the United States Supreme Court.</i> 6. <i>The role that the United States Supreme Court has played in the preservation of fundamental constitutional rights of American citizens.</i> 7. <i>The historical significance of civil liberties in the United States.</i> 8. <i>How civil liberties have changes over time.</i> 9. <i>An understanding of fundamental civil liberties.</i> 10. <i>How an understanding of civil liberties can empower a greater citizenship role.</i> | |
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| <p>5.3.9.C/5.3.C.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.</p> <p>5.3.9.F/5.3.C.F: Explain the Supreme Court's role in interpreting the U.S. Constitution.</p> <ul style="list-style-type: none"> - Individual Rights - States' Rights - Civil Rights | | |
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| Stage 2 – Evidence | |
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| NETS for Students | PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i></p> | <p><i>Examples include but are not limited to:</i> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <ul style="list-style-type: none"> - <i>Landmark United States Supreme Court Simulation: The students will simulate the actions of the United States Supreme Court with respect to constitutional duties that are to be upheld by the members of the United States Supreme Court. During this simulation, the students will complete case specific research, discuss case specific content, and write comprehensive opinions reflecting the role that the United States Constitution would play within this process.</i> - <i>Landmark United States Supreme Court Research Presentation: The students will each inquire, research, and report on a Landmark Supreme Court Case. The students will complete this activity in an effort to promote the constitutional significance of the court case, its outcome, and the general role that these Landmark Supreme Court cases have played in the development of comprehensive relationship between the United States Supreme Court and the other branches of the Federal Government.</i> - <i>Civil Liberties Analysis: The students will reach out to local non-profit organizations and analyze the role that these organizations play in the preservation of individual civil liberties in their local community. The students will research what organizations exist in the Lehigh Valley, inquire about the purpose of those organizations, and complete a presentation of information in an effort to educate others.</i> |
| OTHER SUMMATIVE ASSESSMENTS—can include factual recall | |

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| | <p>Examples include but are not limited to final projects, research papers, quizzes and tests.</p> <p>List the assessments: Unit Five exam with 3 essay questions.</p> |
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| Stage 3 – Learning Plan | | |
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| NETS for Students | Learning Activities | Progress Monitoring/Formative Assessment |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Digital Citizenship</i> <i>Creative and Innovation</i> <i>Communication and Collaboration</i> <i>Research and Information Fluency</i> <i>Critical Thinking</i> <i>Digital Citizenship</i></p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? | <ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? <ul style="list-style-type: none"> • Consultations with students using technology resources present in Spartandocs and Google Classroom. • Through the continual completion of warm up activities and exit slips. • Comprehension checks on performance tasks including a wide array of formative assessments. • Through the completion of a diverse array of varied homework assignments. • What are potential rough spots and student misunderstandings? <ul style="list-style-type: none"> • Students may lack the ability to determine whether certain internet sources will provide credible information that will benefit individual academic activities. Additionally, some students may experience difficulty completing a wide array of self directed activities since they may be more accustomed to teacher led direct instruction. • Students may feel overwhelmed with the open-ended nature of the majority of the summative assessments and projects within this unit. The students will need to dedicate themselves to completing the related activities in an organized manner. • How will students get the feedback they need? |

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| | | <ul style="list-style-type: none"> • Quizlet provides assistance. • Group members will offer assistance. • Class discussion and class review. • Teacher comments on assignments. |
| | <p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <ul style="list-style-type: none"> - Guided Reading Notes - Non Linguistic IDS - Secondary Source Reading from the New York Times Upfront Magazine: 5 Things You Need to Know about the Supreme Court - Secondary Source Reading from the New York Times Upfront Magazine: Who Should be Allowed to Marry? - United States Supreme Court Historical Head Activity - Keynote presentations - Graphic organizers - Venn diagrams - KWL chart - YouTube Inquiry | <p>List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <ul style="list-style-type: none"> laptops, websites, textbooks, novel, and videos. - U.S. Supreme Court Media, Oyez (http://goo.gl/Pz17j) - The United States Courts (http://goo.gl/nF2tt7) - Cornell University Law School (Judicial Review) (https://goo.gl/ED4Wqm) - American Civil Liberties Union - Issues (https://goo.gl.KFKOV) - CNN: Judicial Review Secondary Source (http://goo.gl/cZ0EPz) - NPR: Constitutional Convention Secondary Source (http://goo.gl/VA9jX) - Slate: 10 Worst Civil Liberties Violations of 2014 (http://goo.gl.iBPOg2) - Crash Course - Structure of the Court System (https://goo.gl/3rZNs2) - TED Talks - Kimberley |
| | | <p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Pre-test, entrance/exit tickets, surveys, bell-ringers, and quizlet, class discussion.</p> |

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| | | Motley: How I defend the rule of law (https://goo.gl/VnHe61) | |
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