

Course Name/Number: 500 Civics

Grade Level: 9

Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p><b>Name:</b>  <b>Beginning of Year Activities</b>  <b>Quarter: 1</b>  <b>Length:</b>  <b>2-3</b></p>	<p>-What do you know about U.S. government ?                      -What do you know about U.S. geography?</p>	<p>Checking prior knowledge</p>	<p><b>Formative:</b>                      -Quiz, map activity</p>	<p>-Quiz                      -Map activity                      -discussion</p>	<p>-Quiz                      -Map</p>	
<p><b>Name:</b>  <b>Beginnings of America</b>  <b>Quarter: 1</b>  <b>Length (Days):</b>  <b>11-13</b></p>	<p>-To describe the reasons for forming the American government                      -To identify ways the American government was influenced by ancient Greece and Rome                      -To identify</p>	<p><b>ILS:</b>  <b>National Standards:</b>  <b>CRS:</b>  <b>WorkKeys Skills:</b>  <b>CCSS:</b>                      RH.6-8.1                      RH.6-8.2                      RH.6-8.3                      RH.6-8.4</p>	<p><b>Formative:</b>                      -The Need for Rules and Laws ws                      -1.2 ws                      1.3 ws                      -1.5 &amp; 1.6 ws                      -Chapter 1 review  <b>Summative:</b>                      Chapter 1 test                      American Symbols Project</p>	<p>-Class discussion over chapter PowerPoint                      -Completion of notes                      -Current event readings and discussions                      -vocabulary words and definitions                      -Magna Carta Discussion</p>	<p>-Teacher made powerpoint                      -AGS Publishing Teacher's Resource Library                      -AGS Publishing: United States Government textbook                      -overhead projector                      -ELMO</p>	

	<p>ways English government and European political thinkers influenced American government -To describe the political ideas from the 13 colonies that became a part of the American government -To describe the events that led to the American colonies' decision to fight for independen ce -To name the basic rights stated in the</p>					
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	Declaration on Independence					
<b>Name:</b> <b>Creation of American Government</b> <b>Quarter: 1</b> <b>Length (Days): 11</b>	-To explain why the Articles of Confederation did not work and why a stronger plan was needed -To describe what happened at the Constitutional Convention -To name the five guiding principles used to write the Constitution -To describe the process used to ratify the	<b>ILS:</b> <b>National Standards:</b> <b>CRS:</b> <b>WorkKeys Skills:</b> <b>CCSS:</b> RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4  RH.6-8.7	<b>Formative:</b> -“Watching You” Questions -Declaration of Independence WS -Articles of Confederation ws 2.2 & 2.3 ws Current events summary Limits of the branches of government ws Washington part 1 ws Checks and balances ws Chapter 2 review <b>Summative:</b> <b>Chapter 2 test</b>	-Class discussion over chapter PowerPoint -Completion of notes <b>Current event readings and discussions</b>	-Teacher made powerpoint -AGS Publishing Teacher’s Resource Library -AGS Publishing: United States Government textbook -overhead projector -ELMO	

	<p>Constitution          -To explain why the Bill of Rights was needed</p>					
<p><b>Name:</b>  <b>Amendments to the U.S. Constitution</b>  <b>Quarter:1</b>  <b>Length</b>  <b>(Days):</b>  <b>7-8</b></p>	<p>-To name the goals described in the Preamble to the United States Constitution          -To explain the power given to each of the three branches of government in the first three articles          -To identify the rights and freedoms guaranteed to American citizens by the Bill of Rights</p>	<p><b>ILS:</b>  <b>National Standards:</b>  <b>CRS:</b>  <b>WorkKeys Skills:</b>  <b>CCSS:</b>          RH.6-8.1          RH.6-8.2          RH6-8.3          RH6-8.4          RH6-8.5          RH.6-8.6</p>	<p><b>Formative:</b>          Preamble          organization of Constitution          ws          Current events          3.4 ws          3.5 &amp; 3.6 ws          chapter 3 review;          questions to <i>Upfront</i> article on Supreme Court cases  <b>Summative:</b>          Bill of rights project          Chapter 3 test          Bill of Rights Flip Chart</p>	<p>-Class discussion          -completion of notes          -Current Events readings and discussion          -Amendment project</p>	<p>-Teacher made powerpoint          -AGS Publishing Teacher's Resource Library          -AGS Publishing: United States Government textbook          -overhead projector          -ELMO          -You Decide Wkbk  <i>Upfront</i> magazine</p>	

	-To identify the changes made in the Constitution in Amendments 11-27					
<b>Name:</b> The Legislative Branch <b>Quarter:</b> 2 <b>Length (Days):</b> 7-8	-What are the 2 parts of Congress? -How is each part of Congress structured? -What are the duties of Congress? -How does a bill become a law? -What are the limitations of powers of Congress as listed in the Constitution?	<b>ILS:</b> <b>National Standards:</b> <b>CRS:</b> <b>WorkKeys Skills:</b> <b>CCSS:</b>	<b>Formative:</b> Illinois in Congress Webquest; About the Congress ws; Legislative branch ws; Powers of Congress ws <b>Summative:</b> Chapter 4 Test	Class discussion -completion of notes -Current Events readings and discussion -webquest activity	-Teacher made powerpoint -AGS Publishing Teacher's Resource Library -AGS Publishing: United States Government textbook -overhead projector -ELMO -Internet	
<b>Name:</b> The	-What are the president's	<b>ILS:</b> <b>National</b>	<b>Formative:</b> -Electoral	- Class discussion	-Teacher made powerpoint	

<p>Executive Branch  <b>Quarter:</b> 2  <b>Length (Days):</b> 13</p>	<p>duties?          -How is the executive branch organized?          -When is election for president?          -What is the Electoral College and how does it work?          -Why is there a limit to the number of terms a president can serve?          -What are the duties of the vice president?          -What happens when the office of president becomes vacant?          -What is the purpose of the</p>	<p><b>Standards:</b>  <b>CRS:</b>  <b>WorkKeys Skills:</b>  <b>CCSS:</b>          RH6-8.1          RH6-8.2          RH6-8.3          RH6-8.4          RH6-8.7</p>	<p>College Activity 5.1 &amp; 5.2 ws;          Argument paragraph on Electoral College;          student made worksheets on Cabinet;          chapter % review</p> <p><b>Summative:</b>          Cabinet presentations;          chapter % test</p>	<p>-completion of notes          -Current Events readings and discussion          -research          -presentation          -video and discussion</p>	<p>-AGS Publishing Teacher's Resource Library          -AGS Publishing: United States Government textbook          -overhead projector          -ELMO          -Internet</p>	
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	<p>Presidential Cabinet? -What are the responsibilities of each of the executive departments?</p>					
<p><b>Name:</b> <b>The Judicial Branch</b> <b>Quarter: 3</b> <b>Length (Days): 11-13</b></p>	<p>-Identify that the judicial branch can decide if the Constitution is being followed -Explain the types of cases heard by federal courts -Describe the difference between a district court and a court of appeals -Explain how the U.S. Supreme Court works</p>	<p><b>ILS:</b> <b>National Standards:</b> <b>CRS:</b> <b>WorkKeys Skills:</b> <b>CCSS:</b> RH6-8.7; RH6-8.1; RH6-8.2; Rh6-8.4</p>	<p><b>Formative:</b> 8.1 &amp; 8.2 ws 8.3 ws Constitution Review <b>Summative:</b> -"You Be the Judge" project -U.S. Constitution Test</p>	<p>-Class discussion over chapter PowerPoint -Completion of notes</p>	<p>-Teacher made powerpoint -AGS Publishing Teacher's Resource Library -AGS Publishing: United States Government textbook -overhead projector -ELMO -Internet</p>	
<p><b>Name:</b> <b>Illinois Constitution</b></p>	<p>-What does the executive branch do at</p>	<p><b>ILS:</b> <b>National Standard</b></p>	<p><b>Formative:</b> p.56-57; p. 591-2, 1-10; p.</p>	<p>-Independent reading -Group</p>	<p>-Illinois Constitution Booklet overhead projector</p>	

<p><b>on</b> <b>Quarter: 3</b> <b>Length</b> <b>(Days): 18</b></p>	<p>the state level? -What does the legislative branch do at the state level? -What does the judicial branch do at the state level? -What are the different types of local governments in Illinois? -How is the Illinois government organized?</p>	<p><b>s:</b> <b>CRS:</b> <b>WorkKeys Skills:</b> <b>CCSS:</b> RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.7</p>	<p>60-61; p.62-63; Illinois Constitution Review <b>Summative:</b> Illinois Constitution Test</p>	<p>reading -class discussion -guided practice -independent practice -review game</p>	<p>-ELMO -Internet</p>	
<p><b>Name:</b> <b>Political Parties</b> <b>Quarter: 3</b> <b>Length</b> <b>(Days): 11-12</b></p>	<p>-To explain the purpose of political parties and identify the two major political parties -Give reasons why minor parties</p>	<p><b>ILS:</b> <b>National Standards:</b> <b>CRS:</b> <b>WorkKeys Skills:</b> <b>CCSS:</b> RH6-8.1 RH6-8.2 RH6-8.3</p>	<p><b>Formative:</b> Olympic Games Questions 11.2 ws 11.3 ws 11.4 &amp; 5 ws 11.6 &amp; 7 ws chapter 11 review Where Do You</p>	<p>- Class discussion -completion of notes -Current Events readings and discussion -Where Do You Fit activity</p>	<p>-Teacher made powerpoint -AGS Publishing Teacher's Resource Library -AGS Publishing: United States Government textbook -overhead projector -ELMO -Internet</p>	



	<p>are important</p> <ul style="list-style-type: none"> <li>-Name the types of primary elections</li> <li>-Describe national political conventions</li> <li>-Describe voting and the steps in the election process</li> <li>-Explain the uses of the initiative and referendum</li> </ul>	<p>RH6-8.4 RH6-8.6 RH6-8.7</p>	<p>Fit? Packet <b>Summative:</b> chapter 11 test</p>			
<p><b>Name:</b> <b>Research Project</b> <b>Quarter: 3</b> <b>Length (Days):</b> <b>5-6</b></p>	<p>-To take a position supporting a position on a current event issue</p>	<p><b>ILS:</b> <b>National Standards:</b> <b>CRS:</b> <b>WorkKeys Skills:</b> <b>CCSS:</b> RH.6-8.1 RH.6-8.2 RH.6-8.6 RH.6-8.8 RH.6-8.10</p>	<p><b>Formative:</b> Topic selection Research Facts -Outline <b>Summative:</b> Powerpoint Presentation</p>	<p>Class Discussions  Demos  Individual conferences  Class Work Time</p>	<p>Internet Access  Chromebooks</p>	

		<b>W.9-10.1</b>				
<b>Name:</b> <b>Citizenship</b> <b>Quarter 4</b> <b>Length:</b> <b>14</b>	-To identify reasons people immigrate to the United States -To explain immigration laws and the requirements for naturalization To explain the rights, responsibilities, and duties of citizens -To describe ways citizens may participate in government -To describe interest groups and how they affect public policy -To describe	<b>ILS:</b> <b>National Standards:</b> <b>CRS:</b> <b>WorkKeys Skills:</b> <b>CCSS:</b> Rh.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.7 RH.6-8.10 W.9-10.2	<b>Formative:</b> 12.1 & 12.2 ws; 12.3 ws <b>Summative:</b> Special Interest Group Presentation/Project	- Class discussion -completion of notes -Current Events readings and discussion -Class work time for presentations	-Teacher made powerpoint -AGS Publishing Teacher's Resource Library -AGS Publishing: United States Government textbook -overhead projector -ELMO -Internet -Poster/Art supplies	

	how civil liberties and rights are granted for citizens					
<b>Name:</b> <b>American Economics</b> <b>Quarter: 4</b> <b>Length (Days): 11</b>	-To describe economics, its development, and how goods and services are produced -To identify the economic systems used by countries throughout the world -To describe the economy of the United States -To explain the government's role in the American economy -To describe the economy of the United	<b>ILS:</b> <b>National Standards:</b> <b>CRS:</b> <b>WorkKeys Skills:</b> <b>CCSS:</b> RH.6-8.1 RH.6-8.2 RH.6-8.5 RH.6-8.9	<b>Formative:</b> <b>13.1 &amp; 13.2 ws; 13.3 ws 13.4 ws;</b> <b>chapter review</b> <b>Summative:</b> <b>Chapter 13 Test</b>	- Class discussion -completion of notes -Current Events readings and discussion	-Teacher made powerpoint -AGS Publishing Teacher's Resource Library -AGS Publishing: United States Government textbook -overhead projector -ELMO -Internet	

	<p>States</p> <ul style="list-style-type: none"> <li>-To explain the government's role in the American economy</li> <li>-To describe how world economies are dependent upon one another</li> </ul>					
<p><b>Name:</b> <b>Foreign Policy &amp; Trade</b> <b>Quarter: 4</b> <b>Length (Days): 8</b></p>	<ul style="list-style-type: none"> <li>-To identify the goals of US foreign policy</li> <li>-To describe international trade and US trade policies</li> <li>-To identify key international trade organizations</li> <li>-To explain how national and international security are</li> </ul>	<p><b>ILS:</b> <b>National Standards:</b> <b>CRS:</b> <b>WorkKeys Skills:</b> <b>CCSS:</b> Rh.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.7 RH.6-8.10 W.9-10.2</p>	<p><b>Formative:</b> Chapter worksheets Notes Review</p> <p><b>Summative:</b> Chapter Test</p>	<ul style="list-style-type: none"> <li>- Class discussion</li> <li>-completion of notes</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher made powerpoint</li> <li>-AGS Publishing Teacher's Resource Library</li> <li>-AGS Publishing: United States Government textbook</li> <li>-overhead projector</li> <li>-ELMO</li> </ul>	

	maintained -To explain the purpose and work of the United Nations					
<b>Name: Governments Around the World Quarter 4 Days: 4</b>	-to explore the economy and government of foreign countries	Rh.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.7 RH.6-8.1 0 W.9-10.2	<b>Formative:</b> Research questions <b>Summative:</b> Powerpoint	-research -discussion -one on one assistance with research	-internet -textbook -teacher made resources	