

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection (and honors adjustments)
<p>Names of the units/ topics covered in <u>Quarter 1:</u></p> <p>-Intro to Civics, how to be a citizen, and political parties</p>	<ol style="list-style-type: none"> 1. Why Study civics, and what is civics? 2. What are the other forms of government? 3. How have other forms of government worked out? 4. Are American students working hard enough in schools compared to other countries? 5. What is globalization and its impacts? 6. What kinds of topics does the news/ media tend to cover? 7. Political parties and their differences. How do the Democrats and Republicans differ on various issues? 8. What important events are happening recently? How does this affect you and the world? 	<p>SS.CV.1.9-12 SS.CV.2.9-12 SS.CV.3.9-12 SS.CV.4.9-12 SS.CV.5.9-12 SS.CV.6.9-12 SS.CV.7.9-12 SS.CV.8.9-12 SS.CV.9.9-12 SS.CV.10.9-12</p> <p>SS.IS.1.9-12 SS.IS.2.9-12 SS.IS.3.9-12 SS.IS.4.9-12 SS.IS.5.9-12 SS.IS.6.9-12 SS.IS.7.9-12 SS.IS.8.9-12 SS.IS.9.9-12</p>	<ol style="list-style-type: none"> 1.Textbook Cornell notes (chapter 1, 2, 10) 2.Textbook lesson review questions (chapter 1, 2, 10) 3.Videos analysis and reflections 4.Article analysis: “The Underworked American”, and “If it Bleeds it Leads” 5. Issue Presentation slideshow for democrats vs republicans 6. Current event news article analysis and presentation 7. “Where do you fit”- Democrats vs Republicans worksheet 8. Unit test 	<ol style="list-style-type: none"> 1.Class Discussions 2.Lectures/Notes 3.Videos 4.Chart Analysis 5.Jig-sawing 6. Compare and Contrast 7. Persuasive writing 8. Connecting to topics to present day 9. Cause and effect relationships 10. Primary Source Analysis 11. Informative writing 12. Informal and formal group presentations 13. In-class debates 	<ol style="list-style-type: none"> 1.Textbook- Civics and Economics: Building Citizenship. Published by McGraw Hill 2. Supplemental Materials: Corresponding Guided reading activities, quizzes, primary sources. 3. iThink Civics and Democracy workbooks 4. TV/ presentation of various videos and lectures 5. Computer and chromebooks 6.Google Classroom 7 Socrative.com for online testing. 	<p>Honors will include more primary source analysis, writing MEL-CON paragraphs, a longer “issue presentation”, and a differentiated unit 1 test.</p>

<p>Quarter 1:</p> <p>Immigration & related economic issues</p>	<p>1. What is the highest level of morality as described by Lawrence Kohlberg?</p> <p>1a. How do these ideas affect our treatment of the immigration debate?</p> <p>3. Do you know the events shaping the country today?</p> <p>4. What are the pros and cons of immigration? (legal and illegal)</p> <p>5. What other legal and economic issues does the immigration debate affect?</p> <p>6. How do we define morality?</p> <p>6a. How does morality tie into the immigration topic?</p> <p>7. How is the national debt and social security affected by the immigration debate?</p>	<p>SS.CV.1.9-12 SS.CV.2.9-12 SS.CV.3.9-12 SS.CV.4.9-12 SS.CV.5.9-12 SS.CV.6.9-12 SS.CV.7.9-12 SS.CV.8.9-12 SS.CV.9.9-12 SS.CV.10.9-12</p> <p>SS.IS.1.9-12 SS.IS.2.9-12 SS.IS.3.9-12 SS.IS.4.9-12 SS.IS.5.9-12 SS.IS.6.9-12 SS.IS.7.9-12 SS.IS.8.9-12 SS.IS.9.9-12</p>	<p>1. Textbook Cornell notes (Chapter 10, 14)</p> <p>2. Textbook lesson review questions (chapter 10, 14)</p> <p>3. Videos analysis and reflections</p> <p>4. Article analysis: “The New Demographics”, and “Alabama HB 56”</p> <p>5. Documentary: “Deeper Than Black”</p> <p>6. Current event news article analysis and presentation</p> <p>7. Heinz’s Moral Dilemma worksheet</p> <p>8. Discussion/ debate</p> <p>9. Immigration and the key to America’s Financial Issues lecture notes</p> <p>10. Unit test</p>	<p>1. Class Discussions</p> <p>2. Lectures/Notes</p> <p>3. Videos</p> <p>4. Chart Analysis</p> <p>5. Jig-sawing</p> <p>6. Compare and Contrast</p> <p>7. Persuasive writing</p> <p>8. Connecting to topics to present day</p> <p>9. Cause and effect relationships</p> <p>10. Primary Source Analysis</p> <p>11. Informative writing</p> <p>12. Informal and formal group presentations</p> <p>13. In-class debates</p>	<p>1. Textbook- Civics and Economics: Building Citizenship. Published by McGraw Hill</p> <p>2. Supplemental Materials: Corresponding Guided reading activities, quizzes, primary sources.</p> <p>3. iThink Civics and Democracy workbooks</p> <p>4. TV/ presentation of various videos and lectures</p> <p>5. Computer and chromebooks</p> <p>6. Google Classroom</p> <p>7. Socrative.com for online testing.</p>	<p>Honors sections will have a <u>summative</u> debate, and be required to look at some additional articles and videos prior to that debate for analysis.</p> <p>More MEL-CON paragraphs</p> <p>The honors test will be differentiated.</p>
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Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection (and honors adjustments)
<p>Names of the units/ topics covered in Quarter 2:</p> <p>-Global Interdependence and the issue of terrorism at home and abroad</p>	<ol style="list-style-type: none"> 1. Do you know the events shaping the country today? (for current events) 2. How are all of the people and countries on earth interconnected? 3. What is the importance of global interdependence? 4. How do the UN and other NGOs help communities all across the world 5. What are human rights? 6. What are instances of human rights being violated in history? 7. How does the world define terrorism? 8. What are the differences of domestic and worldwide terrorism? 9. How can we combat and stop terrorism, and how have we in the past? 	<p>SS.CV.1.9-12 SS.CV.2.9-12 SS.CV.3.9-12 SS.CV.4.9-12 SS.CV.5.9-12 SS.CV.6.9-12 SS.CV.7.9-12 SS.CV.8.9-12 SS.CV.9.9-12 SS.CV.10.9-12 2</p> <p>SS.IS.1.9-12 SS.IS.2.9-12 SS.IS.3.9-12 SS.IS.4.9-12 SS.IS.5.9-12 SS.IS.6.9-12 SS.IS.7.9-12 SS.IS.8.9-12 SS.IS.9.9-12</p>	<ol style="list-style-type: none"> 1. Textbook Cornell notes (Chapter 24) 2. Textbook lesson review questions (chapter 24) 3. Videos analysis and reflections 4. Article analysis: on the United Nations and the Universal Declaration of Human Rights. 5. Documentary: “What are Human Rights” 6. Current event news article analysis and presentation 7. Handouts/ vocabulary worksheets for terrorism 8. Discussion/ debate 9. “The 4 Options to Responding to Terrorism” worksheet 10. The Geneva Conventions worksheet. 11. Unit test 	<ol style="list-style-type: none"> 1. Class Discussions 2. Lectures/Notes 3. Videos 4. Chart Analysis 5. Jig-sawing 6. Compare and Contrast 7. Persuasive writing 8. Connecting to topics to present day 9. Cause and effect relationships 10. Primary Source Analysis 11. Informative writing 12. Informal and formal group presentations 13. In-class debates 	<ol style="list-style-type: none"> 1. Textbook- Civics and Economics: Building Citizenship. Published by McGraw Hill 2. Supplemental Materials: Corresponding Guided reading activities, quizzes, primary sources. 3. iThink Civics and Democracy workbooks 4. TV/ presentation of various videos and lectures 5. Computer and chromebooks 6. Google Classroom 7. Socrative.com for online testing. 	<p>There are different worksheets that I typically work through with the honors sections.</p> <p>Their Cornell Notes are required to be longer, and they have to answer all thinking critically questions for the textbook lesson review (be prepared to discuss)</p>
<p>Names of the units/ topics covered in Quarter 2:</p> <p>-Freedom and Security (in the past, present day, and possible future)</p>	<ol style="list-style-type: none"> 1. How much government do you want in your life? 2. What is the right mix of freedom and security for America? 3. How can looking at the past help us with the question of balancing freedom vs. security? 4. How was the freedom vs security debate evident in 	<p>SS.CV.1.9-12 SS.CV.2.9-12 SS.CV.3.9-12 SS.CV.4.9-12 SS.CV.5.9-12 SS.CV.6.9-12 SS.CV.7.9-12 SS.CV.8.9-12 SS.CV.9.9-12 SS.CV.10.9-12 2</p>	<ol style="list-style-type: none"> 1. Textbook Cornell notes (Chapter 2 and 3) 2. Textbook lesson review questions (chapter 2 and 3) 3. Videos analysis and reflections 4. Article analyses 5. Current event news article analysis and presentation 6. Handouts/ vocabulary worksheets 7. Discussion/ debate 	<ol style="list-style-type: none"> 1. Class Discussions 2. Lectures/Notes 3. Videos 4. Chart Analysis 5. Jig-sawing 6. Compare and Contrast 7. Persuasive writing 8. Connecting to topics to present day 9. Cause and effect relationships 10. Primary Source Analysis 11. Informative writing 	<ol style="list-style-type: none"> 1. Textbook- Civics and Economics: Building Citizenship. Published by McGraw Hill 2. Supplemental Materials: Corresponding Guided reading activities, quizzes, primary sources. 3. iThink Civics and 	<p>More and more challenging each year to get the “break up” prank done right. (for the declaration of independence)</p>

(sometimes stretches into semester 2)	<p>the founding of our country?</p> <p>5. When are police searches legal?</p> <p>6. What does a possible future with too much freedom or too much security look like?</p> <p>7. How does the Bill of Rights present in our lives today?</p> <p>8. Where do you stand on the Freedom vs. Security debate, based off of examples from past (textbook) and present day (court cases)</p> <p>9. Do you know the events shaping the country today? (for current events)</p>	<p>SS.IS.1.9-12</p> <p>SS.IS.2.9-12</p> <p>SS.IS.3.9-12</p> <p>SS.IS.4.9-12</p> <p>SS.IS.5.9-12</p> <p>SS.IS.6.9-12</p> <p>SS.IS.7.9-12</p> <p>SS.IS.8.9-12</p> <p>SS.IS.9.9-12</p>	<p>8. "Search me" worksheet</p> <p>9. Declaration of Independence Break Up Letter Project</p> <p>10. Movie- Minority Report</p> <p>11. Unit test(and appropriate quizzes)</p>	<p>12. Informal and formal group presentations</p> <p>13. In-class debates</p>	<p>Democracy workbooks</p> <p>4. TV/ presentation of various videos and lectures</p> <p>5. Computer and chromebooks</p> <p>6. Google Classroom</p> <p>7. Socrative.com for online testing.</p>	
<p>Quarter 2:</p> <p>-The United States Constitution</p>	<p>1. What are the main principles and concepts our founders included in the Constitution?</p> <p>2. Who are the current "big names" in U.S. politics?</p> <p>3. Can you distinguish the main duties of our 3 branches of government?</p> <p>4. What are the responsibilities and stipulations for some of our highest political offices?</p>	<p>SS.CV.1.9-12</p> <p>SS.CV.2.9-12</p> <p>SS.CV.3.9-12</p> <p>SS.CV.4.9-12</p> <p>SS.CV.5.9-12</p> <p>SS.CV.6.9-12</p> <p>SS.CV.7.9-12</p> <p>SS.CV.8.9-12</p> <p>SS.CV.9.9-12</p> <p>SS.CV.10.9-12</p> <p>2</p> <p>SS.IS.1.9-12</p> <p>SS.IS.2.9-12</p> <p>SS.IS.3.9-12</p> <p>SS.IS.4.9-12</p> <p>SS.IS.5.9-12</p> <p>SS.IS.6.9-12</p> <p>SS.IS.7.9-12</p> <p>SS.IS.8.9-12</p> <p>SS.IS.9.9-12</p>	<p>1. Our Federal and State Constitutions- workbook published by AJS publications.</p> <p>2. Various videos</p> <p>3. Teacher created supplements to go with the workbooks.</p> <p>4. Primary source analysis</p> <p>5. U.S. Constitution Test (graduation required)</p>	<p>1. Class Discussions</p> <p>2. Lectures/Notes</p> <p>3. Videos</p> <p>4. Chart Analysis</p> <p>5. Jig-sawing</p> <p>6. Compare and Contrast</p> <p>7. Persuasive writing</p> <p>8. Connecting to topics to present day</p> <p>9. Cause and effect relationships</p> <p>10. Primary Source Analysis</p> <p>11. Informative writing</p> <p>12. Informal and formal group presentations</p> <p>13. In-class debates</p>	<p>1. Textbook- Civics and Economics: Building Citizenship. Published by McGraw Hill</p> <p>2. Supplemental Materials: Corresponding Guided reading activities, quizzes, primary sources.</p> <p>3. iThink Civics and Democracy workbooks</p> <p>4. TV/ presentation of various videos and lectures</p> <p>5. Computer and chromebooks</p> <p>6. Google Classroom</p> <p>7. Socrative.com for online testing.</p> <p>8. Constitution workbook (AJS Publications)</p>	<p>The honors classes move at a quicker, and more independent pace through the constitution workbook, with checks for understanding along the way.</p> <p>-differentiated test.</p>

Course Name/ Teacher: Civics/ Mr. Anthony LaBanca

Grade Level: 9th Grade, Beecher High School

CURRICULUM MAP Q3

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection (and honors adjustments)
<p>Name of topics covered in <u>Quarter 3</u>: The Civil Rights Movement (and other “big changes” in our country-varies by year)</p>	<ol style="list-style-type: none"> 1. How does change in America happen? 2. What is the trend in the amount of rights/freedoms? 3. Why does it make sense to be optimistic about America’s future? 4. What is the biggest recent change to America? (outside of social movements) 5. What were the main events that led up to the Civil Rights Movement? 6. Why was MLK’s style of protest successful? 7. Who were the main proponents and opponents of Civil Rights in the 1960’s and beyond? 8. What issues do we still see with Civil Rights today in our country? 	<p>SS.CV.1.9-12 SS.CV.2.9-12 SS.CV.3.9-12 SS.CV.4.9-12 SS.CV.5.9-12 SS.CV.6.9-12 SS.CV.7.9-12 SS.CV.8.9-12 SS.CV.9.9-12 SS.CV.10.9-12</p> <p>SS.IS.1.9-12 SS.IS.2.9-12 SS.IS.3.9-12 SS.IS.4.9-12 SS.IS.5.9-12 SS.IS.6.9-12 SS.IS.7.9-12 SS.IS.8.9-12 SS.IS.9.9-12</p>	<ol style="list-style-type: none"> 1. Textbook Cornell notes (Chapter 4- specifically lesson 4) 2. Textbook lesson review questions (chapter 4) 3. Videos analysis and reflections 4. Article and primary source analyses for MLK supplements 5. Current event news article analysis and presentation 6. Handouts/ vocabulary worksheets 7. Discussion/ debate (summative) 8. Teacher created supplements 9. Social Movement Presentation 10. Movie- Remember the Titans 11. Unit test (and appropriate quizzes) 	<ol style="list-style-type: none"> 1. Class Discussions 2. Lectures/Notes 3. Videos 4. Chart Analysis 5. Jig-sawing 6. Compare and Contrast 7. Persuasive writing 8. Connecting to topics to present day 9. Cause and effect relationships 10. Primary Source Analysis 11. Informative writing 12. Informal and formal group presentations 13. In-class debates 	<ol style="list-style-type: none"> 1. Textbook- Civics and Economics: Building Citizenship. Published by McGraw Hill 2. Supplemental Materials: Corresponding Guided reading activities, quizzes, primary sources. 3. iThink Civics and Democracy workbooks 4. TV/ presentation of various videos and lectures 5. Computer and chromebooks 6. Google Classroom 7. Socrative.com for online testing. 	<p>The debate for this unit will be summative.</p> <p>Remember the Titans usually gets good interest and feedback from students</p> <p>Honors sections will have different topics to present, and more in depth primary source articles. Much more reading for them in this unit.</p> <p>differentiated test</p>

<p>Name of topics covered in <u>Quarter 3</u>: Campaigns and Elections in the U.S.</p>	<p>1. How does the president of the United States get elected? 2. What is the Electoral College? (pros and cons) 3. How does fundraising tie into politics in our country? 4. What is gerrymandering, and how has this process been debated over in years past? 5. How can we appropriately pick out trustworthy sources of news? 6. Can you spot what has been called “fake news”? 7. Are you aware of what is currently happening in the world (for current events days)</p>	<p>SS.CV.1.9-12 SS.CV.2.9-12 SS.CV.3.9-12 SS.CV.4.9-12 SS.CV.5.9-12 SS.CV.6.9-12 SS.CV.7.9-12 SS.CV.8.9-12 SS.CV.9.9-12 SS.CV.10.9-12</p> <p>SS.IS.1.9-12 SS.IS.2.9-12 SS.IS.3.9-12 SS.IS.4.9-12 SS.IS.5.9-12 SS.IS.6.9-12 SS.IS.7.9-12 SS.IS.8.9-12 SS.IS.9.9-12</p>	<p>1. Textbook Cornell notes (parts of chapter 8 and 9) 2. Textbook lesson review questions (chapter 8 and 9) 3. Videos analysis and reflections 4. Article and primary source analyses for the Citizens United Court Case 5. Current event news article analysis and presentation 6. Handouts/ vocabulary worksheets 7. Discussion 8. Teacher created supplements 9. Supplements via “Students of History” online modules 10. Unit test (and appropriate quizzes)</p>	<p>1. Class Discussions 2. Lectures/Notes 3. Videos 4. Chart Analysis 5. Jig-sawing 6. Compare and Contrast 7. Persuasive writing 8. Connecting to topics to present day 9. Cause and effect relationships 10. Primary Source Analysis 11. Informative writing 12. Informal and formal group presentations 13. In-class debates</p>	<p>1. Textbook- Civics and Economics: Building Citizenship. Published by McGraw Hill 2. Supplemental Materials: Corresponding Guided reading activities, quizzes, primary sources. 3. iThink Civics and Democracy workbooks 4. TV/ presentation of various videos and lectures 5. Computer and chromebooks 6. Google Classroom 7. Socrative.com for online testing. 8. Students of History slideshows for “flipped classroom”</p>	<p>The “flipped classroom” style for the “Students of History” slideshows is used more by the honors sections (more independent reading)</p> <p>differentiated test to include more short answer/ analysis</p>
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Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection (and honors adjustments)
Name of topics covered in Quarter 4: Illinois Constitution.	1. What is the importance of having a state government? 2. How do the state governments tie into the national government? 3. What are the qualifications to become a member of the Illinois General Assembly? 4. What constitutes the General Assembly? 5. What can the 3 branches of government in IL do? 6. How does the IL state gov. relate to or differ from the Federal gov.? 7. How many members are in the General Assembly? 8. How is a bill passed in Illinois?	SS.CV.1.9-12 SS.CV.2.9-12 SS.CV.3.9-12 SS.CV.4.9-12 SS.CV.5.9-12 SS.CV.6.9-12 SS.CV.7.9-12 SS.CV.8.9-12 SS.CV.9.9-12 SS.CV.10.9-12 2 SS.IS.1.9-12 SS.IS.2.9-12 SS.IS.3.9-12 SS.IS.4.9-12 SS.IS.5.9-12 SS.IS.6.9-12 SS.IS.7.9-12 SS.IS.8.9-12 SS.IS.9.9-12	1. Our Federal and State Constitutions-workbook published by AJS publications. 2. Various videos 3. Teacher created supplements to go with the workbooks. 4. Primary source analysis 5. IL Constitution Test (graduation required)	1. Class Discussions 2. Lectures/Notes 3. Videos 4. Chart Analysis 5. Jig-sawing 6. Compare and Contrast 7. Persuasive writing 8. Connecting to topics to present day 9. Cause and effect relationships 10. Primary Source Analysis 11. Informative writing 12. Informal and formal group presentations 13. In-class debates	1. Textbook- Civics and Economics: Building Citizenship. Published by McGraw Hill 2. Supplemental Materials: Corresponding Guided reading activities, quizzes, primary sources. 3. iThink Civics and Democracy workbooks 4. TV/ presentation of various videos and lectures 5. Computer and chromebooks 6. Google Classroom 7. Socrative.com for online testing. 8. Constitution workbook (AJS Publications)	The honors classes move at a quicker, and more independent pace through the constitution workbook, with checks for understanding along the way. -differentiated test.
Name of topics covered in Quarter 4: Economics and Financial Literacy	1. What are some of the basic terms needed for understanding Economics? 2. What are basic assumptions of Economics? 3. Compare and contrast the U.S.	SS.CV.1.9-12 SS.CV.2.9-12 SS.CV.3.9-12 SS.CV.4.9-12 SS.CV.5.9-12 SS.CV.6.9-12 SS.CV.7.9-12 SS.CV.8.9-12 SS.CV.9.9-12	1. Textbook Cornell notes (Chapter 16) 2. Textbook lesson review questions (chapter 16) 3. Videos analysis and reflections 4. Article analyses 5. Current event news article analysis and presentation	1. Class Discussions 2. Lectures/Notes 3. Videos 4. Chart Analysis 5. Jig-sawing 6. Compare and Contrast 7. Persuasive writing 8. Connecting to topics to present day 9. Cause and effect relationships 10. Primary Source Analysis 11. Informative writing	1. Textbook- Civics and Economics: Building Citizenship. Published by McGraw Hill 2. Supplemental Materials: Corresponding Guided reading activities, quizzes, primary sources. 3.	Reflection on credit vs debit cards: Very important “real life” information. I also spend some time discussing student loans and how to (potentially) pay for college

	<p>economy to different economic systems</p> <p>4. Why do we need the government in the economy?</p> <p>5. How should we draw the line in taking private property from the minority for the majority's benefit? (eminent domain)</p> <p>6. What is the difference between credit and debit cards?</p> <p>7. What are 401(k)s, 403(b)s, and Roth IRA's?</p>	<p>SS.CV.10.9-12</p> <p>SS.IS.1.9-12</p> <p>SS.IS.2.9-12</p> <p>SS.IS.3.9-12</p> <p>SS.IS.4.9-12</p> <p>SS.IS.5.9-12</p> <p>SS.IS.6.9-12</p> <p>SS.IS.7.9-12</p> <p>SS.IS.8.9-12</p> <p>SS.IS.9.9-12</p>	<p>6. Handouts/ vocabulary worksheets</p> <p>7. Discussion/ debate</p> <p>8. "Eminent Domain" and Credit vs Debit videos</p> <p>9. Chart project for the four economic systems</p> <p>10. Unit test(and appropriate quizzes)</p>	<p>12. Informal and formal group presentations</p> <p>13. In-class debates</p>	<p>iThink Civics and Democracy workbooks</p> <p>4. TV/ presentation of various videos and lectures</p> <p>5. Computer and chromebooks</p> <p>6.Google Classroom</p> <p>7 Socrative.com for online testing.</p>	
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