

Civics and Government
College Prep

Grade 10

A Planned Course of Study

Abington School District
Abington, PA

August 2018

PLANNED COURSE OF STUDY
GRADE 10 CIVIS AND GOVERNMENT
College Prep

I. Objectives

Students will demonstrate a level of proficiency in each of the following areas of ***Social Studies as delineated in the Pennsylvania Academic Standards:***

Career Education and Work

- A. Career Awareness and Preparation
- B. Career Acquisition (Getting a Job)
- C. Career Retention and Advancement
- D. Entrepreneurship

Civics and Government

- A. Principles and Documents of Government
- B. Rights and Responsibilities of Citizenship
- C. How Government Works
- D. How International Relationships Function

Economics

- A. Economic systems
- B. Markets and the Functions of Governments
- C. Scarcity and Choice
- D. Economic Interdependence
- E. Work and Earnings

Geography

- A. Basic Geographic Literacy
- B. The Physical Characteristics of Places and Regions
- C. The Human Characteristics of Places and Regions

D. The Interactions Between People and Places

History

- A. Historical Analysis and Skills Development
- B. Pennsylvania History
- C. United States History
- D. World History

Students will demonstrate a level of proficiency in each of the following areas of ***the Pennsylvania Core Reading Standards for Literacy in History/Social Studies:***

Key Ideas and Details

- 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.
- B. Determine the central ideas or information of primary or secondary source; provide and accurate summary of how key events or ideas develop over the course of the text.
- C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

- A. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- B. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- C. Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

- A. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- B. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- C. Compare and contrast treatments of the same topic in several primary and secondary sources.

Students will demonstrate a level of proficiency in each of the following areas of ***the Pennsylvania Core Writing Standards for Literacy in History/Social Studies:***

Write arguments focused on *discipline-specific content*.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a formal style and objective tone while attending to the norm and conventions of the discipline in which they are writing.
- E. Provide a concluding statement or section that follows from or supports the argument presented

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

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

Research to Build and Present Knowledge

- A. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- B. Gather relevant 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.
- C. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- A. 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.

II. Major Concepts

Civics and Government

- A. Principles and Documents of Government
 - 1. Principles of Government
 - 2. Origins of American Government
 - 3. The Constitutional Convention
 - 4. Federalism
 - 5. Congress
 - 6. The Presidency
 - 7. Elections & Campaigns
 - 8. Civil Rights & Liberties
 - 9. Comparative Political Systems
 - 10. State Government
- B. Rights and Responsibilities of Citizenship
 - 1. Principles of Government
 - 2. Origins of American Government
 - 3. The Constitutional Convention
 - 4. Federalism

5. Congress
6. The Presidency
7. Elections & Campaigns
8. The Judiciary
9. Civil Rights & Liberties
10. Elections and Campaigns
11. State Government

C. How Government Works

1. Principles of Government
2. Origins of American Government
3. The Constitutional Convention
4. Federalism
5. Congress
6. The Presidency
7. Elections & Campaigns
8. The Judiciary
9. Civil Rights & Liberties
10. Elections and Campaigns
11. Comparative Political Systems
12. State Government

D. How International Relationships Function

1. Principles of Government
2. Origins of American Government
3. The Constitutional Convention
4. Congress
5. The Presidency
6. Elections & Campaigns
7. The Judiciary
8. Civil Rights & Liberties
9. Elections and Campaigns
10. Comparative Political Systems

III. Instruction

A. Course Schedule (Days and Length of class period)

1. The course meets 5 periods per week for the duration of the school year.
2. A class period is approximately 45 minutes.

B. Pacing (content by marking period)

1. Marking Period 1
 - i. Principles of government
 - ii. Origins of American Government
 - iii. The Constitutional Convention
 - iv. Federalism
 - v. Service Learning
2. Marking Period 2
 - i. Congress
 - ii. The Presidency
 - iii. Elections & Campaigns
 - iv. Service Learning
3. Marking Period 3
 - i. The Judiciary
 - ii. Civil Rights and Liberties
 - iii. Service Learning
4. Marking Period 4
 - i. Comparative Political Systems
 - ii. State Government
 - iii. Service Learning
 - iv. Act 35 of 2018 Civics and American History Test

C. Methods

1. The instructor with the help of the students and staff will identify and select community resource people to provide experiences that extend and enrich the learning experience.
2. The librarian, in cooperation with the instructor, will identify evaluate and select library resource material that will enhance learning activities.
3. Role playing, simulation, drawing, creative projects, group discussions, and sharing of literary selections will be used to help the students express attitudes and values.

4. The instructor will meet students' individual needs by selecting a variety of supplementary materials of varied levels of difficulty.
5. The instructor will modify learning activities for academically challenged students if needed.
6. The instructor will introduce students to computer applications related to social studies.
7. The instructor will provide opportunities for expository writing.
8. The instructor will develop reading activities in conjunction with the Reading Department.
9. The instructor will expose students to primary source material.
10. The instructor will use traditional methods of teaching in conjunction with inquiry approach and discovery learning.
11. The teacher will create opportunities for students to gain and demonstrate understanding of content objectives through expository and creative writing, visual projects, cooperative activities, simulations, performance based activities, and traditional testing.
12. The teacher will implement the use of technology through the use of the Promethean Board and laptops.

D. Resources

1. United States Government: Democracy in Action. Glencoe, McGraw Hill, Columbus, OH 43240. 2010
2. Teachers Resource Bank United States Government: Democracy in Action
3. Maps, globes, and atlases.
4. Relevant periodicals.

E. Technology: The teacher will implement the use of technology through the use of

1. Promethean Board
2. Laptops
3. Noodle tools program for research projects
4. Activotes and other Promethean devices
5. Media and On-line resources as applicable to text
6. MCIU (IU#23) library and departmental media resources

IV. Assessment

A. Procedures for Evaluation

- a. Summative assessments
 - i. A departmental common assessment for students will be administered at the end of each unit.

1. A departmental common assessment for students will be administered at the end of the second marking period and at the end of the course. Formative assessments will be administered in a variety of formats.
- b. Formative assessments will be administered in a variety of formats.
- c. Students will complete a research project/ paper
- d. Accommodations aligned with those permitted for the PSSA/Keystone Exams and included in IEP's will be provided for Special Education students who are enrolled in this course.
- e. Each student in grade 10 will be required to complete 15 hours of community service as well as journal entries as part of the Service Learning program.

B. Expected Levels of Achievement

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

A.....	90 – 100%
B.....	80 - 89%
C.....	70 - 79%
D.....	60 - 69%



Civics and Government

HONORS

ASHS Course # 0200

Grade 10

A Planned Course of Study

Abington School District

Abington, PA

September, 2016

PLANNED COURSE OF STUDY
GRADE 10 CIVIS AND GOVERNMENT
Honors

I. Objectives

Students will demonstrate a level of proficiency in each of the following areas of ***Social Studies as delineated in the Pennsylvania Academic Standards:***

Career Education and Work

- A. Career Awareness and Preparation
- B. Career Acquisition (Getting a Job)
- C. Career Retention and Advancement
- D. Entrepreneurship

Civics and Government

- A. Principles and Documents of Government
- B. Rights and Responsibilities of Citizenship
- C. How Government Works
- D. How International Relationships Function

Economics

- A. Economic systems
- B. Markets and the Functions of Governments
- C. Scarcity and Choice
- D. Economic Interdependence
- E. Work and Earnings

Geography

- A. Basic Geographic Literacy
- B. The Physical Characteristics of Places and Regions

- C. The Human Characteristics of Places and Regions
- D. The Interactions Between People and Places

History

- A. Historical Analysis and Skills Development
- B. Pennsylvania History
- C. United States History
- D. World History

Students will demonstrate a level of proficiency in each of the following areas of ***the Commons Core Reading Standards for Literacy in History/Social Studies:***

Key Ideas and Details

- 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.
- B. Determine the central ideas or information of primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

- A. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- B. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- C. Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

- A. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- B. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- C. Compare and contrast treatments of the same topic in several primary and secondary sources.

Students will demonstrate a level of proficiency in each of the following areas of ***the Commons Core Writing Standards for Literacy in History/Social Studies:***

Write arguments focused on *discipline-specific content*.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a formal style and objective tone while attending to the norm and conventions of the discipline in which they are writing.
- E. Provide a concluding statement or section that follows from or supports the argument presented

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

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

Research to Build and Present Knowledge

- A. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- B. Gather relevant 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.
- C. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- A. 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.

II. Major Concepts

Civics and Government

- A. Principles and Documents of Government
 - 1. Principles of Government
 - 2. Origins of American Government
 - 3. The Constitutional Convention
 - 4. Federalism
 - 5. Congress
 - 6. The Presidency
 - 7. Elections & Campaigns
 - 8. Civil Rights & Liberties
 - 9. Comparative Political Systems
 - 10. State Government
- B. Rights and Responsibilities of Citizenship
 - 1. Principles of Government

2. Origins of American Government
3. The Constitutional Convention
4. Federalism
5. Congress
6. The Presidency
7. Elections & Campaigns
8. The Judiciary
9. Civil Rights & Liberties
10. Elections and Campaigns
11. State Government

C. How Government Works

1. Principles of Government
2. Origins of American Government
3. The Constitutional Convention
4. Federalism
5. Congress
6. The Presidency
7. Elections & Campaigns
8. The Judiciary
9. Civil Rights & Liberties
10. Elections and Campaigns
11. Comparative Political Systems
12. State Government

D. How International Relationships Function

1. Principles of Government
2. Origins of American Government
3. The Constitutional Convention
4. Congress
5. The Presidency
6. Elections & Campaigns
7. The Judiciary
8. Civil Rights & Liberties
9. Elections and Campaigns
10. Comparative Political Systems

III. Instruction

A. Course Schedule (Days and Length of class period)

1. The course meets 5 periods per week for the duration of the school year.
2. A class period is approximately 45 minutes.

B. Pacing (content by marking period)

1. Marking Period 1
 - i. Principles of government
 - ii. Origins of American Government
 - iii. The Constitutional Convention
 - iv. Federalism
 - v. Service Learning
2. Marking Period 2
 - i. Congress
 - ii. The Presidency
 - iii. Elections & Campaigns
 - iv. Service Learning
3. Marking Period 3
 - i. The Judiciary
 - ii. Civil Rights and Liberties
 - iii. Service Learning
4. Marking Period 4
 - i. Comparative Political Systems
 - ii. State Government
 - iii. Service Learning
 - iv. Act 35 of 2018 Civics and American History Test

C. Methods

1. The instructor with the help of the students and staff will identify and select community resource people to provide experiences that extend and enrich the learning experience.

2. The librarian, in cooperation with the instructor, will identify evaluate and select library resource material that will enhance learning activities.
3. Role playing, simulation, drawing, creative projects, group discussions, and sharing of literary selections will be used to help the students express attitudes and values.
4. The instructor will meet students' individual needs by selecting a variety of supplementary materials of varied levels of difficulty.
5. The instructor will modify learning activities for academically challenged students if needed.
6. The instructor will introduce students to computer applications related to social studies.
7. The instructor will provide opportunities for expository writing.
8. The instructor will develop reading activities in conjunction with the Reading Department.
9. The instructor will expose students to primary source material.
10. The instructor will use traditional methods of teaching in conjunction with inquiry approach and discovery learning.
11. The teacher will create opportunities for students to gain and demonstrate understanding of content objectives through expository and creative writing, visual projects, cooperative activities, simulations, performance based activities, and traditional testing.
12. The teacher will implement the use of technology through the use of the Promethean Board and laptops.

D. Resources

1. Magruder's American Government Pearson/Prentice Hall 2011
2. Teachers Resource Bank Magruder's American Government
3. Maps, globes, and atlases.
4. Relevant periodicals.

E. Technology: The teacher will implement the use of technology through the use of

1. Promethean Board
2. Laptops
3. Noodle tools program for research projects
4. Activotes and other Promethean devices
5. Media and On-line resources as applicable to text
6. MCIU (IU#23) library and departmental media resources

IV. Assessment

A. Procedures for Evaluation

a. Summative assessments

- i. A departmental common assessment for honors students will be administered at the end of each unit. Assessments for honors courses will have an extended writing component.
- ii. A departmental common assessment for honors students will be administered at the end of the second marking period and at the end of the course. Assessments for honors courses will have an extended writing component

b. Formative assessments will be administered in a variety of formats.

c. Students will complete a research project/ paper

d. Accommodations aligned with those permitted for the PSSA/Keystone Exams and included in IEP's will be provided for Special Education students who are enrolled in this course.

e. Each student in grade 10 will be required to complete 15 hours of community service as well as journal entries as part of the Service Learning program.

B. Expected Levels of Achievement

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

A.....	90 – 100%
B.....	80 - 89%
C.....	70 - 79%
D.....	60 - 69%