

# Curriculum Framework for Civics & Citizenship

School: Delaware Met

Curricular Tool: History Alive

Grade: 9

Teacher                     

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<b>Unit One: Power, Authority, and Government- Timeline : 2 weeks</b>			
<p><b>Civics Standard 1:</b> Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p>	<p>Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority.</p> <p>Government plays an essential role in every country. A country’s government affects the lives of the people. Often it affects people around the world.</p> <p>The American ideals that people should rule themselves and that government should protect human rights are clearly set forth in the Declaration of Independence.</p>	<p><b><u>Essential Questions:</u></b> Why should you care about power, politics, and government?</p> <p>How should political and economic power be distributed in a society?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe the rationale for government.</li> <li>• Students will be able to understand the relationship between power and government.</li> <li>• Students will be able to describe politics and political activity.</li> <li>• Students will be able to describe the origins and evolution of government.</li> <li>• Students will be able to understand the distribution of power in today’s governments.</li> </ul>	<p><b><u>Suggested Formative Assessments:</u></b> Main idea activities Vocabulary activities Quiz game Exit Tickets Collaborative projects Critical thinking and extension activities Participation in oral class discussions Exhibitions Digital portfolios Narratives</p> <p><b><u>Suggested Summative Assessment:</u></b> Daily quizzes Chapter assessment Unit assessment</p>
<b>Unit Two: Delaware Model Unit- Dams Timeline: 2 weeks</b>			
<p><b>Geography Standard 2:</b> Students will understand the Earth’s physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at</p>	<p>The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment.</p>	<p><b><u>Essential Questions:</u></b> How can people predict the consequences from human alterations to the physical environment?</p> <p>How does human perception of the</p>	<p><b>Culminating assessment associated with Delaware Model Unit</b></p> <p>***Problem- The World Commission on Dams, a commission created by the World Bank, has been asked to review some major dam projects from around the</p>

<p>local to global scales.</p>		<p>environment affect human modification of the environment?</p> <p>What can be learned from human modification to the environment?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe the environmental impact humans have on our society.</li> <li>• Students will understand how the human-environmental interaction affects government.</li> </ul>	<p>world. The Kariba Dam on the Zambezi River is the focus of one of the case studies and will be reviewed for the social, economic, and environmental costs and benefits. The commission plans to investigate the pros and cons of building the Kariba Dam. Click here for a Resource Article about the Kariba Dam project.</p> <p><b>***Product-</b> Submit your findings in a written report that provides:</p> <ul style="list-style-type: none"> <li>•An overview of the economic, cultural, and environmental advantages and disadvantages of building this dam</li> <li>•An evaluation of the cost, benefits, and impacts of building this dam</li> <li>•A recommendation regarding if this was an effective project given today's views</li> </ul>
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**Unit Three: Foundations of the American Government-  
Timeline: 2 weeks**

<p><b>Civics Standard 1:</b> Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p> <p><b>Civics Standard 2:</b> Students will understand the principles and ideals underlying the American political system [Politics].</p> <p><b>Civics Standard 3:</b> Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p>	<p>Government plays an essential role in every country. A country's government affects the lives of the people. Often it affects people around the world.</p> <p>The American ideals that people should rule themselves and that government should protect human rights are clearly set forth in the Declaration of Independence.</p> <p>The Constitution is an enduring document that has met the needs of a changing country for more than 200 years. Other amendments to the Constitution expanded the civil rights of Americans.</p>	<p><b><u>Essential Questions:</u></b></p> <p>What ideas gave birth to the world's first modern democratic nation?</p> <p>How and why did the framers distribute power in the Constitution?</p> <p>How are your rights defined and protected under the Constitution?</p> <p>How does power flow through our federal system of government?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will the importance of freedom to all Americans.</li> <li>• Students will demonstrate knowledge of how governments</li> </ul>	<p><b><u>Suggested Formative Assessments:</u></b></p> <p>Main idea activities Vocabulary activities Quiz game Exit Tickets Collaborative projects Critical thinking and extension activities Participation in oral class discussions Exhibitions Digital portfolios Narratives</p> <p><b><u>Suggested Summative Assessment:</u></b></p> <p>Daily quizzes Chapter assessment Unit assessment</p>
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		affect the lives of their citizens.	
<b>Unit Four: Delaware Model Unit- Project Citizen integrated into this unit</b> <b>Timeline: 2 weeks</b>			
<p><b>Civics Standard 4a:</b> Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].</p> <p><b>Civics Standard 4b:</b> Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.</p>	<p>Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.</p> <p>Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.</p>	<p><b>Essential Questions:</b></p> <p>How should private citizens and interest groups most effectively communicate with government programs and agencies?</p> <p>How do stakeholders work with government to influence policy?</p> <p>How should a citizen communicate with a government agency to influence the decisions of that agency?</p> <p>How should groups engaged in political activities organize to accomplish their goals?</p> <p>How does one get involved with a political party?</p> <p>How does one get heard by a commission examining public policy?</p> <p>What is a citizens' group and how do they operate?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Students will be able to describe the principal economic,</li> </ul>	<p><b>Culminating assessment associated with Delaware Model Unit</b></p> <p><b>***Problem</b> -Many teens throughout the U.S. do not feel that they have a voice in public policy decision making. You were asked by the National Council for Civic Education to lead your state in marketing their new campaign to convince teens that they need to participate in local, state, and/or national public policy decision making by either communicating with government programs and agencies, working within a political party, or joining a citizen's group.</p> <p><b>***Product/Performance</b> - You are responsible for creating a state marketing product for the national campaign. The marketing product may take the form of a radio announcement, a poster, a television advertisement, or other appropriate format. (If a television ad is chosen you may use a storyboard to outline the ad rather than producing an actual video.) Regardless of the format, each product should include the following:</p> <ul style="list-style-type: none"> <li>✓ A slogan to persuade fellow teens that they should participate in public policy decision making.</li> </ul>

		<p>technological, and cultural effects the United States has had on the world.</p> <ul style="list-style-type: none"> <li>• Students will know why it is important to be an active participant in public policy decision making.</li> <li>• Students will understand how different stakeholders work with government to influence public policy.</li> <li>• Students will be able to describe how a government commission examines public policy issues.</li> <li>• Students will understand how lobbyists and citizens groups can affect public policy making efforts.</li> <li>• Students will be able to identify public policy issues in their community.</li> <li>• Students will be able to implement research strategies to effectively gather information on a particular public policy issue.</li> <li>• Students will be able to effectively communicate with government programs and agencies.</li> </ul>	<ul style="list-style-type: none"> <li>✓ An explanation of public policy decisions that affect a variety of stakeholders, including U.S. teens.</li> <li>✓ At least three ways that teens can participate in public policy decision making.</li> <li>✓ An example of at least one effective way that teens can communicate with government programs and agencies with an explanation of why that method would be effective.</li> <li>✓ An explanation of how a group can be organized to accomplish the goal of affecting public policy with supporting reasoning.</li> </ul>
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<p><b>Unit Five: Political Participation and Behavior</b>  <b>Timeline: 2 weeks</b></p>			
<p><b>Civics Standard 1:</b> Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p>	<p>Effective citizens are committed to protecting rights for themselves, other citizens, and future generations by upholding their civic responsibilities and are aware of the potential consequences of inaction.</p>	<p><b>Essential Questions:</b>  How can you make a difference in a democracy?   Political parties and interest groups: How do they influence our political decisions?</p>	<p><b>Suggested Formative Assessments:</b>  Main idea activities  Vocabulary activities  Quiz game  Exit Tickets  Collaborative projects  Critical thinking and extension activities</p>

<p><b>Civics Standard 2:</b> Students will understand the principles and ideals underlying the American political system [Politics].</p> <p><b>Civics Standard 3:</b> Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p><b>Civics Standard 4:</b> Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].</p>	<p>Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.</p> <p>Effective citizens should research issues, form reasoned opinions, support their positions, and engage in the political process, while recognizing the bias of socialization and the media.</p> <p>Being an informed citizen and voter is critical to political engagement in and a healthy democracy.</p>	<p>To what extent do the media influence your political views?</p> <p>Elections and voting: why should they matter to you?</p> <p>What are the consequences of citizens not participating in democracy?</p> <p>Why is it important for citizens to become informed about candidates and stay informed after the election?</p> <p>Why should citizens attempt to influence elected officials?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to explain the meaning and importance of respect for the rights and choices of individuals.</li> <li>• Students will be able to explain the important factors that have helped shaped American society, such as universal public education.</li> <li>• Students will be able to explain the meaning and importance of self-discipline and self-governance.</li> <li>• Students will be able to explain the idea that citizenship confers certain rights and privileges.</li> <li>• Students will be able to explain how the individual’s rights to life, liberty, and property are protected.</li> </ul>	<p>Participation in oral class discussions Exhibitions Digital portfolios Narratives</p> <p><b><u>Suggested Summative Assessment:</u></b> Daily quizzes Chapter assessment Unit assessment</p>
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<b>Unit Six: Delaware Model Unit – Responsibilities of Citizenships</b> <b>Timeline: 2 weeks</b>			
<p><b>Civics Standard 3:</b> Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p>	<p>Effective citizens are committed to protecting rights for themselves, other citizens, and future generations by upholding their civic responsibilities and are aware of the potential consequences of inaction.</p>	<p><b><u>Essential Questions:</u></b></p> <p>Why is it important for citizens to become informed about candidates and stay informed after the election?</p> <p>Why should citizens attempt to influence elected officials?</p> <p>Why do special interest groups play an important role in American citizens influencing their elected officials?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe why citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels.</li> <li>• Students will be able to describe why participating in the civic process is important.</li> <li>• Students will be able to describe why upholding the laws of the land is important.</li> <li>• Students will be able to analyze a political cartoon.</li> <li>• Students will be able to adapt to varied roles and responsibilities.</li> <li>• Students will be able to act responsibly with the interests of the larger community in mind.</li> <li>• Students will be able to demonstrate ethical behavior in personal, workplace, and community contexts.</li> </ul>	<p><b>Culminating assessment associated with the Delaware Model Unit.</b></p> <p><b>***Problem</b> -A high percentage of citizens does not stay informed, does not participate in the civic process (such as voting), and fails to uphold the laws of the land.</p> <p><b>***Product/Performance</b>- Have students work in small groups to collect data regarding how citizens fulfill their responsibilities of citizenship. Each student should survey 25 people (at least one-half over the age of 18). This survey might include questions such as the following:</p> <ul style="list-style-type: none"> <li>•To what degree do you take the time to learn about candidates running for office?</li> <li>•Who are our two senators and representative? (Can the person accurately record the three names?)</li> <li>•To what degree do you stay informed about public policy issues?</li> <li>•Are you a member of a special interest group (e.g., NRA, Greenpeace, MADD, etc.)?</li> <li>•To what degree do you obey the law?</li> <li>•Have you ever reported on someone breaking the law?</li> <li>•For those participants over the age of 18, are you registered to vote?</li> <li>•For those participants over the age of 18, did you vote in the last presidential election?</li> <li>•For those participants over the age of 18, did you vote in the last school board election?</li> </ul>

			<p>•For those participants over the age of 18 and at some point summoned for jury duty, did you serve or did you request an excuse from service?</p> <p>After the survey results are calculated, the storyboard should focus on persuading citizens to be more active and fulfill their civic responsibilities. Each storyboard page will focus on a different statistic and the consequences of the statistic. Overall, are people fulfilling this civic responsibility or not? If not, what could be done to increase this statistic?</p>
<p><b>Unit Seven: The Branches of Government</b>  <b>Timeline: 2 weeks</b></p>			
<p><b>Civics Standard 1:</b> Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p> <p><b>Civics Standard 2:</b> Students will understand the principles and ideals underlying the American political system [Politics].</p> <p><b>Civics Standard 3:</b> Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p>	<p>The federal system of the United States allows state governments to serve the needs of their citizens while cooperating as a united country.</p> <p>A state’s executive branch, led by the governor, carries out laws made by the state’s legislative branch.</p> <p>State court systems include lower courts, general trial courts, appeals courts and state supreme courts.</p> <p>As Americans settled in rural communities, towns and cities and suburbs, they set up local governments.</p> <p>The large population of cities creates many challenges for city government.</p> <p>You live under three levels of</p>	<p><b><u>Essential Questions:</u></b></p> <p>What makes an effective legislator?</p> <p>How do laws really get made?</p> <p>What qualities do modern presidents need to fulfill their many roles?</p> <p>Does the federal government budget and spend your tax dollars wisely?</p> <p>How is the US judicial system organized to ensure justice?</p> <p>From doing the crime to doing time: How just is our criminal justice system?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>Students will be able to defend positions on the contemporary role of organized groups in</li> </ul>	<p><b><u>Suggested Formative Assessments:</u></b></p> <p>Main idea activities  Vocabulary activities  Quiz game  Exit Tickets  Collaborative projects  Critical thinking and extension activities  Participation in oral class discussions  Exhibitions  Digital portfolios  Narratives</p> <p><b><u>Suggested Summative Assessment:</u></b></p> <p>Daily quizzes  Chapter assessment  Unit assessment</p>

	government- local, states, and federal- that all cooperate with each other.	<p>American social and political world.</p> <ul style="list-style-type: none"> <li>• Students will be able to describe the purpose, organization, and functions of the three branches of national government.</li> <li>• Students will be able to explain how the overall design and specific features of the Constitution are intended to balance and check powers in order to prevent abuse.</li> </ul>	
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**Unit Eight: Delaware Model Unit- Regional Planning will be taught during this unit**  
**Timeline: 18 weeks**

<p><b>Geography Standard 1-</b> Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p><b>Geography Standard 1a:</b>  Students will identify geographic patterns which emerge when collected data is mapped, and analyze mapped patterns through the application of such common geographic principles as:  -- Hierarchy (patterns at a detailed scale may be related to patterns at a more general scale)  -- Accessibility (how easily one place can be reached from another)  -- Diffusion (how people or things move in certain directions at certain speeds)  -- Complementarity (the mutual exchange of people or goods among places usually occurs over</p>	<p>Mapping the locations of health-related facilities reveals a pattern that applies in commercial, industrial and service facilities. Students explore the efficiencies that result from complementarity.</p> <p>Planners understand the effect of geographic settlement hierarchies. Students study demographic and transportation patterns and suggest the best location for a new facility.</p> <p>Diffusion is predictable. Planners may wish to slow the spread of disease, of invasive species, or of pollutants. Or they may work to speed the spread of information or innovation.</p>	<p><b>Essential Questions:</b>  Who plans for land use? Why are land use plans put into place?</p> <p>What geographic principles and tools are used by planners in local communities?</p> <p>How is competition or interaction between places influenced by their relative location and accessibility?</p> <p>How might the position of a place in a settlement hierarchy affect the life of the people in that place?</p> <p>How can diffusion patterns be used to understand, manage and predict movement over time?</p> <p>How can the actions of humans impact the balance of physical systems?</p> <p>How can governments around the world balance economic</p>	<p><b>Suggested Formative Assessments:</b>  Main idea activities  Vocabulary activities  Quiz game  Exit Tickets  Collaborative projects  Critical thinking and extension activities  Participation in oral class discussions  Exhibitions  Digital portfolios  Narratives</p> <p><b>Suggested Summative Assessment:</b>  Daily quizzes  Chapter assessment  Unit assessment</p> <p><b>***Transfer Task and Culminating Project associated with the Delaware Model Unit</b>  Students select a problem for this demonstration of geographic knowledge and skill. A menu of suggested case studies may be provided by the teacher, or the students may propose a topic for</p>
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<p>the shortest possible distances)</p> <p><b>Geography Standard 1b:</b> Students will apply the analysis of mapped patterns to the solution of problems.</p> <p><b>Geography Standard 2:</b> Students will understand the Earth's physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales.</p> <p><b>Geography Standard 3:</b> Students will understand the processes which result in distinctive cultures, economic activity, and settlement form in particular locations across the world.</p> <p><b>Geography Standard 4:</b> Students will apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth's changing complexity.</p>		<p>development and environmental concerns?</p> <p>How can individual citizens and citizen groups solve community environmental and social problems?</p> <p>How can citizens affect comprehensive community planning decisions?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to consider causes, effects and possible solutions for variations in emergency response times across the state.</li> <li>• Students will be able to compare existing Land Use Patterns and Plans. Local communities are compared with communities in other parts of the US and the world.</li> <li>• Students will be able to describe the factors that affect quality of life in a neighborhood, town, or region.</li> </ul>	<p>teacher approval. The students will:</p> <ul style="list-style-type: none"> <li>• Describe the problem in geographic terms;</li> <li>• Gather, organize and analyze data;</li> <li>• Suggest a solution to the problem that is at least partly geographic.</li> </ul>
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