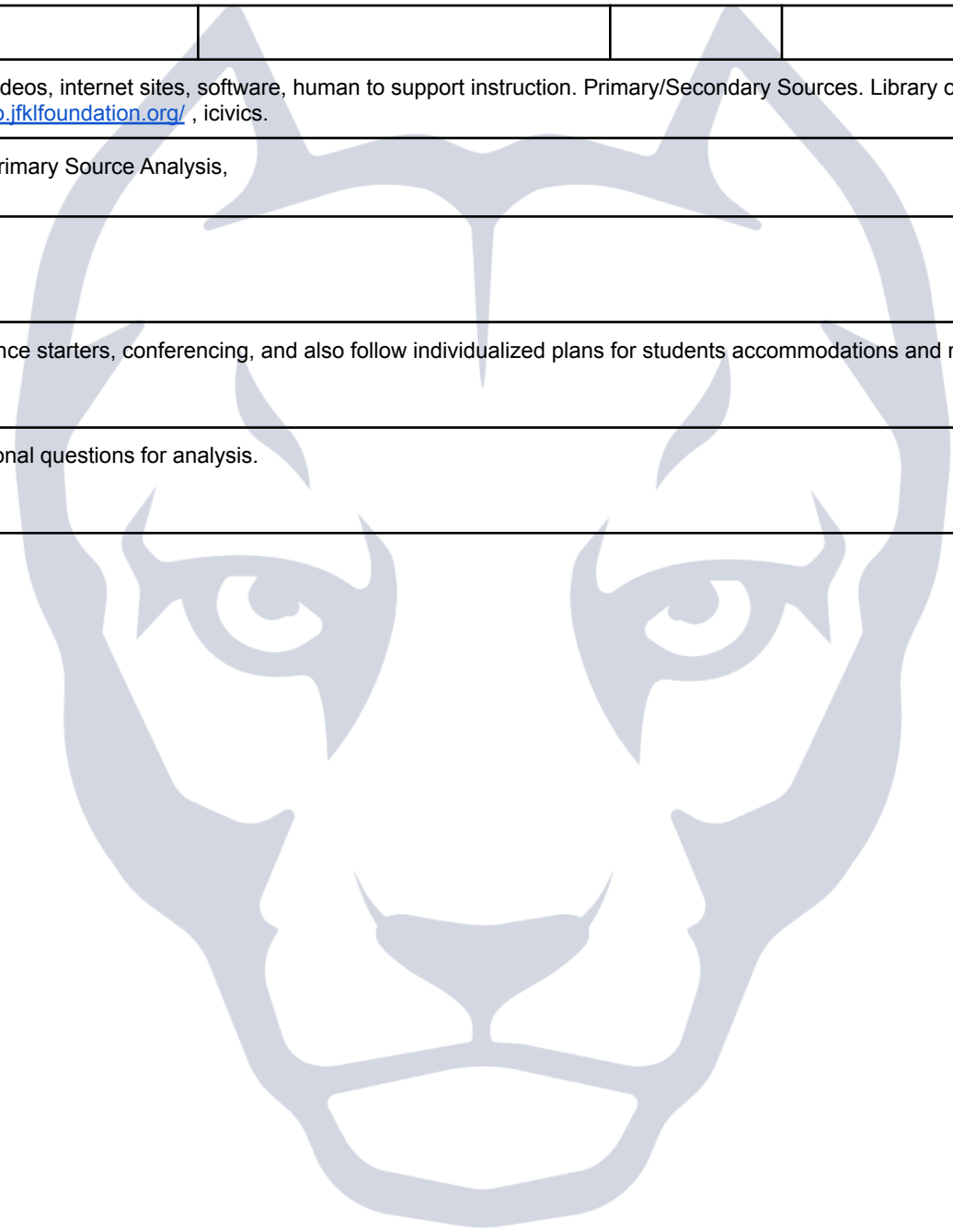


IAA Curriculum

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| Content Area | Social Studies | Grade | 11 |
| Course Name | American Government and Civics | | |

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|---------------------------------|--|--|--|---------------------------------|---|--|
| Unit | Unit 1: Foundations of Government | | | | | |
| Concepts | <ul style="list-style-type: none"> - Identify the basic ideas on government from Thomas Hobbes and John Locke. - Define the terms: state of nature, natural rights, sovereign. - Trace the development of the idea of the social contract from Hobbes and Locke. - Government is the institution through which a society makes and enforces its public policies. - Public policies are all those things a government decides to do. - Public policies can range from taxation, defense, education, crime, and health care. | | | | | |
| Big Ideas | <ul style="list-style-type: none"> - American government is founded on ideals supported by Locke and Hobbes. | | | | | |
| Essential Understandings | <ul style="list-style-type: none"> ● Unit Question: What does the idea of equality mean for Americans today? | | | | | |
| Competencies | <ul style="list-style-type: none"> - Students will be able to identify basic ideas of government and explain their meanings and purposes. | | | | | |
| Dates (estimates only) | Smart Objectives | Instructional Strategies and Activities | PA CC Standards | Keystone or PSSA Anchors | Keystone / PSSA Eligible Content | Vocabulary |
| (12-15 days) | <ul style="list-style-type: none"> ● .Through the use of the DBQ curriculum students will develop a strong understanding of the foundations of government and what it means to be we the people. | DBQ Unit Format for Teaching. | 8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B, | | CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D | Government, Democracy, Sovereignty, Social Contract, State, Nature, Institution, Equality. |
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| Resources | Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics. | | | | | |
| Formative Assessments | Thesis outlines, Primary Source Analysis, | | | | | |
| Summative Assessments | DBQ Essay, | | | | | |
| Strategies for ELL and IEP Support | Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications. | | | | | |
| Acceleration Strategies | Additional questions for analysis. | | | | | |



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|---------------------------------|--|--|--|---------------------------------|---|--|
| Unit | Unit 2 : The US Constitution and Rights and Responsibility | | | | | |
| Concepts | <ul style="list-style-type: none"> - What is the basic structure of the Constitution? - What are the roles and functions of the three branches of government? - How do separation of powers and checks and balances affect the U.S. Government? - What are the rights, liberties, and responsibilities of U.S. citizens? - How is the Constitution a living document? | | | | | |
| Big Ideas | <ul style="list-style-type: none"> - The US Constitution is the foundation of American government. | | | | | |
| Essential Understandings | <ul style="list-style-type: none"> • Unit Question: How does the U.S. government guarantee freedom to its citizens? | | | | | |
| Competencies | <ul style="list-style-type: none"> - Students will be able to explain the basic structure of the Constitution and describe the main ideals that were put in the document to run and oversee the United States government. | | | | | |
| Dates (estimates only) | Smart Objectives | Instructional Strategies and Activities | PA CC Standards | Keystone or PSSA Anchors | Keystone / PSSA Eligible Content | Vocabulary |
| (12-15 days) | <ul style="list-style-type: none"> • .Through the use of the DBQ curriculum students will develop a strong understanding of the US Constitution and also identify the rights and responsibilities of its citizens. | DBQ Unit Format for Teaching. | 8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B, | | CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D | Constitution, Bill of Rights, Articles of Confederation Federal Ratification Sovereignty Great Compromise Republic 3/5 Compromise |
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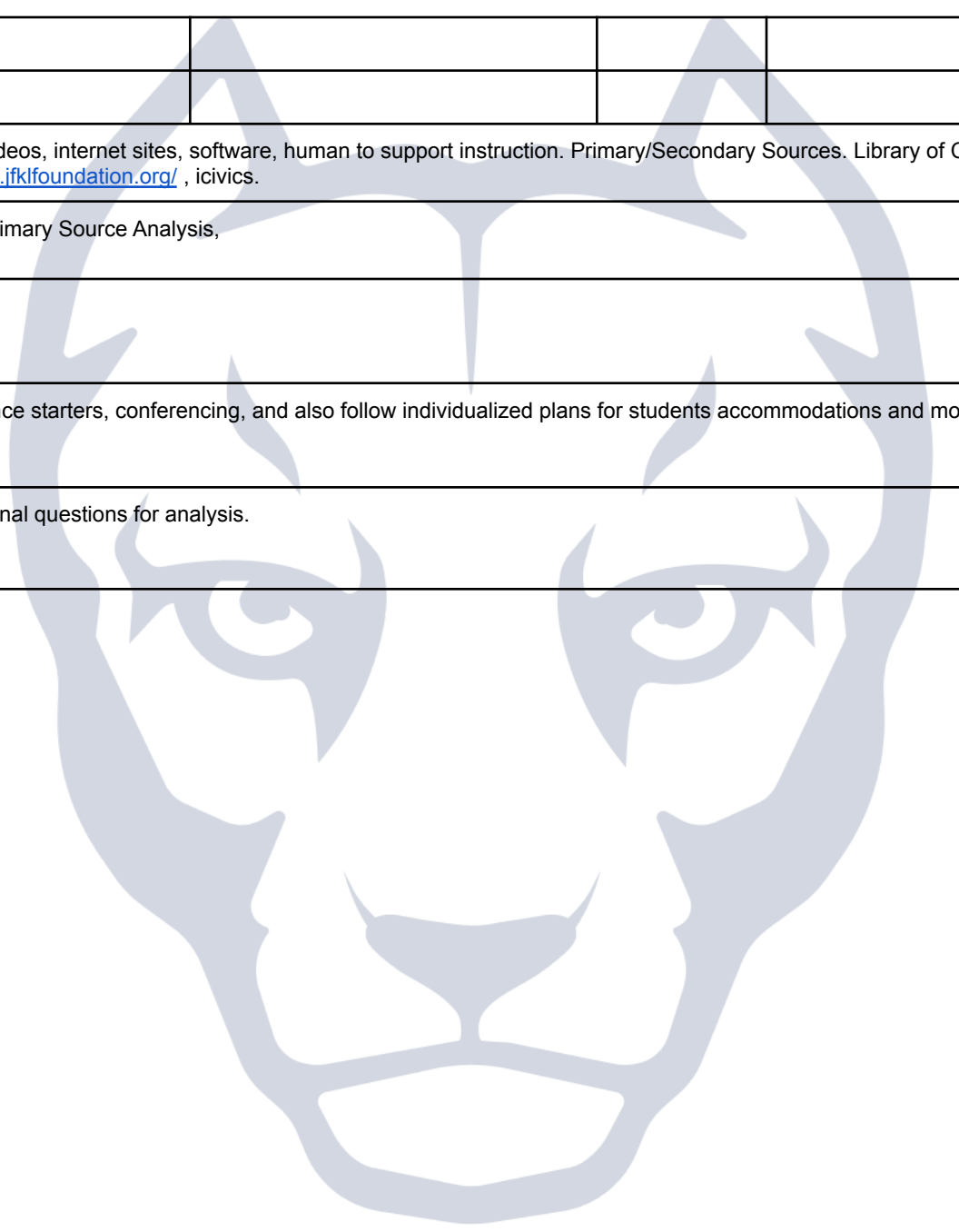
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| Resources | Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics. | | | | | |
| Formative Assessments | Thesis outlines, Primary Source Analysis, | | | | | |
| Summative Assessments | DBQ Essay, | | | | | |
| Strategies for ELL and IEP Support | Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications. | | | | | |
| Acceleration Strategies | Additional questions for analysis. | | | | | |

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| Unit | Unit 3: The Three Branches of Government | | | | | |
| Concepts | <ul style="list-style-type: none"> - Legislative—Makes laws (Congress, comprised of the House of Representatives and Senate) - Executive—Carries out laws (president, vice president, Cabinet, most federal agencies) - Judicial—Evaluates laws (Supreme Court and other courts) | | | | | |
| Big Ideas | <ul style="list-style-type: none"> - There are three branches of government, each of their major responsibilities. | | | | | |
| Essential Understandings | <ul style="list-style-type: none"> • Unit Question: What are the main responsibilities of each of the three branches of government? | | | | | |
| Competencies | <ul style="list-style-type: none"> - Students will be able to compare and contrast the three branches of government and then identify the different institutions that carry out each of the three. | | | | | |
| Dates (estimates only) | Smart Objectives | Instructional Strategies and Activities | PA CC Standards | Keystone or PSSA Anchors | Keystone / PSSA Eligible Content | Vocabulary |
| (12-15 days) | <ul style="list-style-type: none"> • .Through the use of the DBQ curriculum students will develop a strong understanding of the three branches of the US Government and how they work in the daily setting of our country. | DBQ Unit Format for Teaching. | 8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B, | | CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D | Executive Branch, Legislative Branch, Judicial Branch, Checks and Balances, Supreme Court, Justice, Senate, House of |

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| | | | | | | | Representatives. |
| Resources | Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics. | | | | | | |
| Formative Assessments | Thesis outlines, Primary Source Analysis, | | | | | | |
| Summative Assessments | DBQ Essay, | | | | | | |
| Strategies for ELL and IEP Support | Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications. | | | | | | |
| Acceleration Strategies | Additional questions for analysis. | | | | | | |

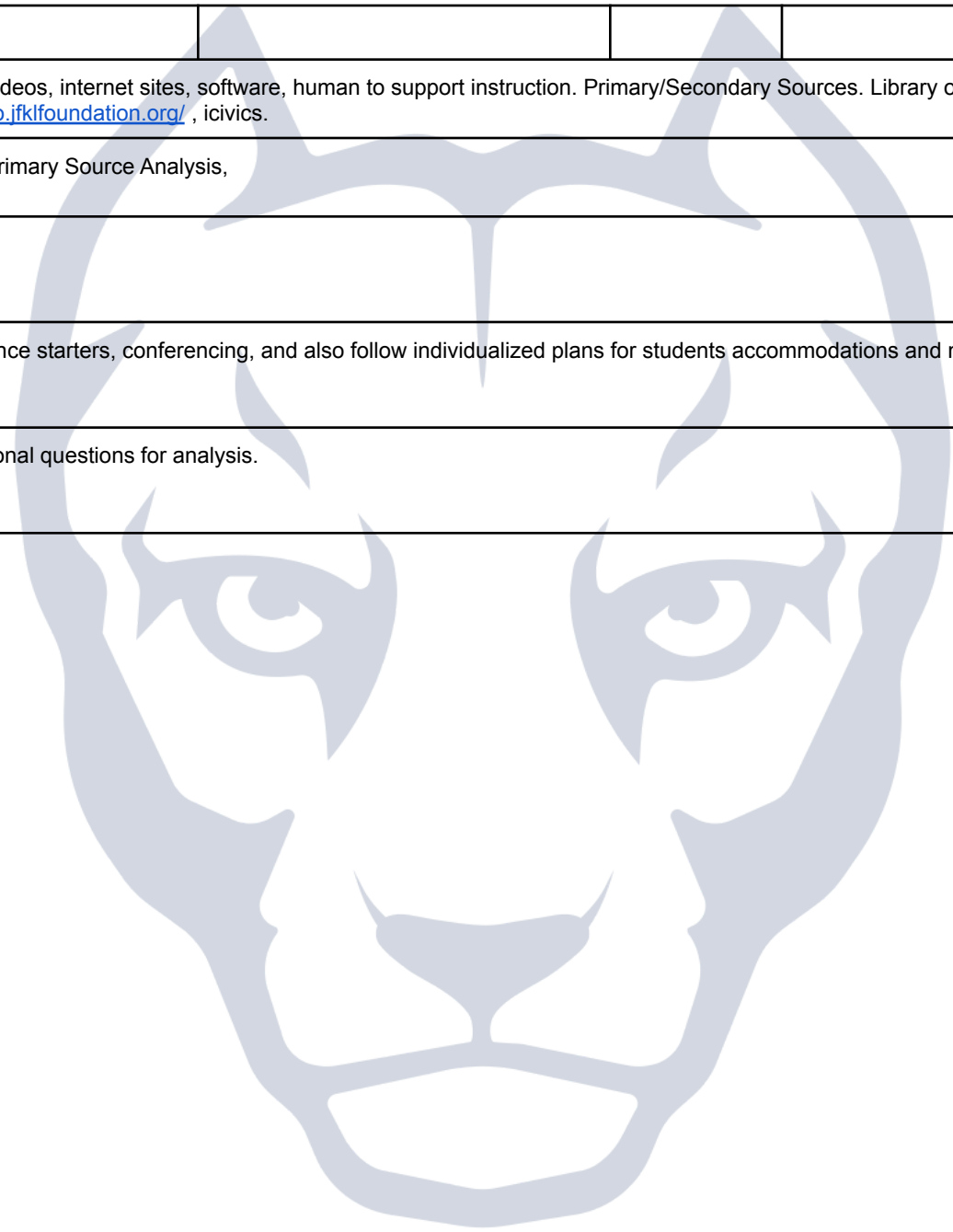


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|---------------------------------|--|--|--|---------------------------------|---|---|
| Unit | Unit 4: State and Local Government | | | | | |
| Concepts | <ul style="list-style-type: none"> - Explain the source and nature of state and local governmental power. - Distinguish reserved powers from federal powers. - Identify types of powers that are held at the state or local level. - Examine the differences between statewide laws and local ordinances/laws. - Explain the duties of various local officials. | | | | | |
| Big Ideas | <ul style="list-style-type: none"> - The federal government and the states each have their own governing powers and need to balance those powers among themselves and the federal government. | | | | | |
| Essential Understandings | <ul style="list-style-type: none"> • Unit Question: How do states work together with other states and with the national government in our federal system? | | | | | |
| Competencies | <ul style="list-style-type: none"> - Students will be able to explain the differences and similarities between state and local governments and explain their roles and responsibilities. | | | | | |
| Dates (estimates only) | Smart Objectives | Instructional Strategies and Activities | PA CC Standards | Keystone or PSSA Anchors | Keystone / PSSA Eligible Content | Vocabulary |
| (12-15 days) | <ul style="list-style-type: none"> • .Through the use of the DBQ curriculum students will develop a strong understanding of the roles and responsibilities of state and local government. | DBQ Unit Format for Teaching. | 8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B, | | CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D | Federalism, State, Local, National, Law, Power, System, Oversight |
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| Formative Assessments | Thesis outlines, Primary Source Analysis, | | | | | |
| Summative Assessments | DBQ Essay, | | | | | |
| Strategies for ELL and IEP Support | Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications. | | | | | |
| Acceleration Strategies | Additional questions for analysis. | | | | | |

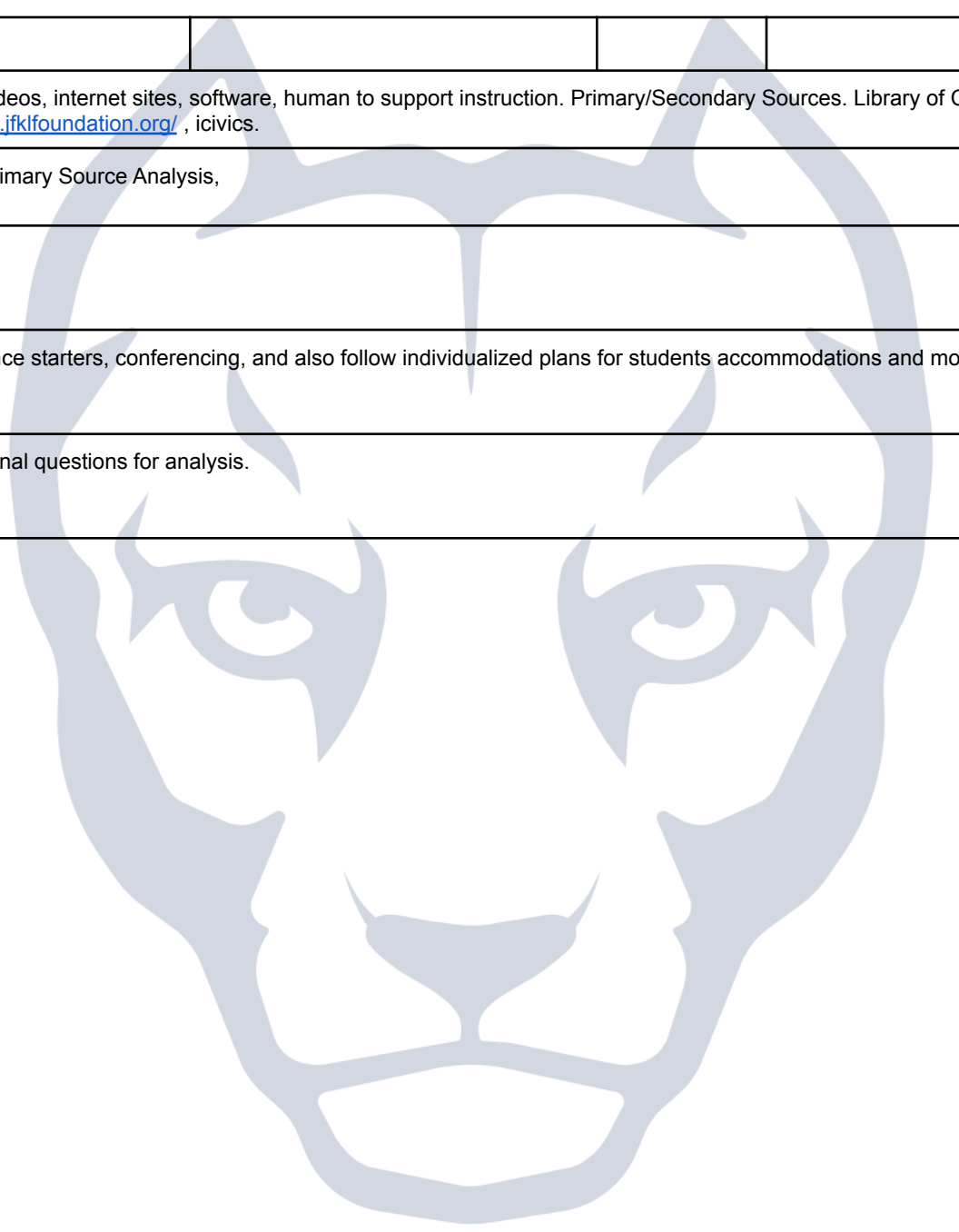


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| Unit | Unit 5: The Political System | | | | | |
| Concepts | <ul style="list-style-type: none"> - In a democracy the political system reflects belief in a government that represents the people, protects individual rights, and helps determine the common good. - • Political systems are often evaluated by the success of the economic system. - • People may change political systems by working within the system or outside the system. - • Historically, political systems have developed from authoritarian to more democratic. | | | | | |
| Big Ideas | <ul style="list-style-type: none"> - Political systems are the people, practices, and institutions that use power to help make and enforce societal decisions. | | | | | |
| Essential Understandings | <ul style="list-style-type: none"> • Unit Question: What might be the benefits of different levels of government cooperating in times of a crisis? | | | | | |
| Competencies | <ul style="list-style-type: none"> - Students will be able to construct a well thought out response and answer what is a political system and how it has played out in multiple forms in the United states on the national, state, and local levels. | | | | | |
| Dates (estimates only) | Smart Objectives | Instructional Strategies and Activities | PA CC Standards | Keystone or PSSA Anchors | Keystone / PSSA Eligible Content | Vocabulary |
| (12-15 days) | <ul style="list-style-type: none"> • Through the use of the DBQ curriculum students will develop a strong understanding of the different levels of the political system and how they interact in different times. | DBQ Unit Format for Teaching. | 8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B, | | CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D | Political System, Enlightenment, Democratic, Republic, Change, Equality |
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| Formative Assessments | Thesis outlines, Primary Source Analysis, | | | | | |
| Summative Assessments | DBQ Essay, | | | | | |
| Strategies for ELL and IEP Support | Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications. | | | | | |
| Acceleration Strategies | Additional questions for analysis. | | | | | |

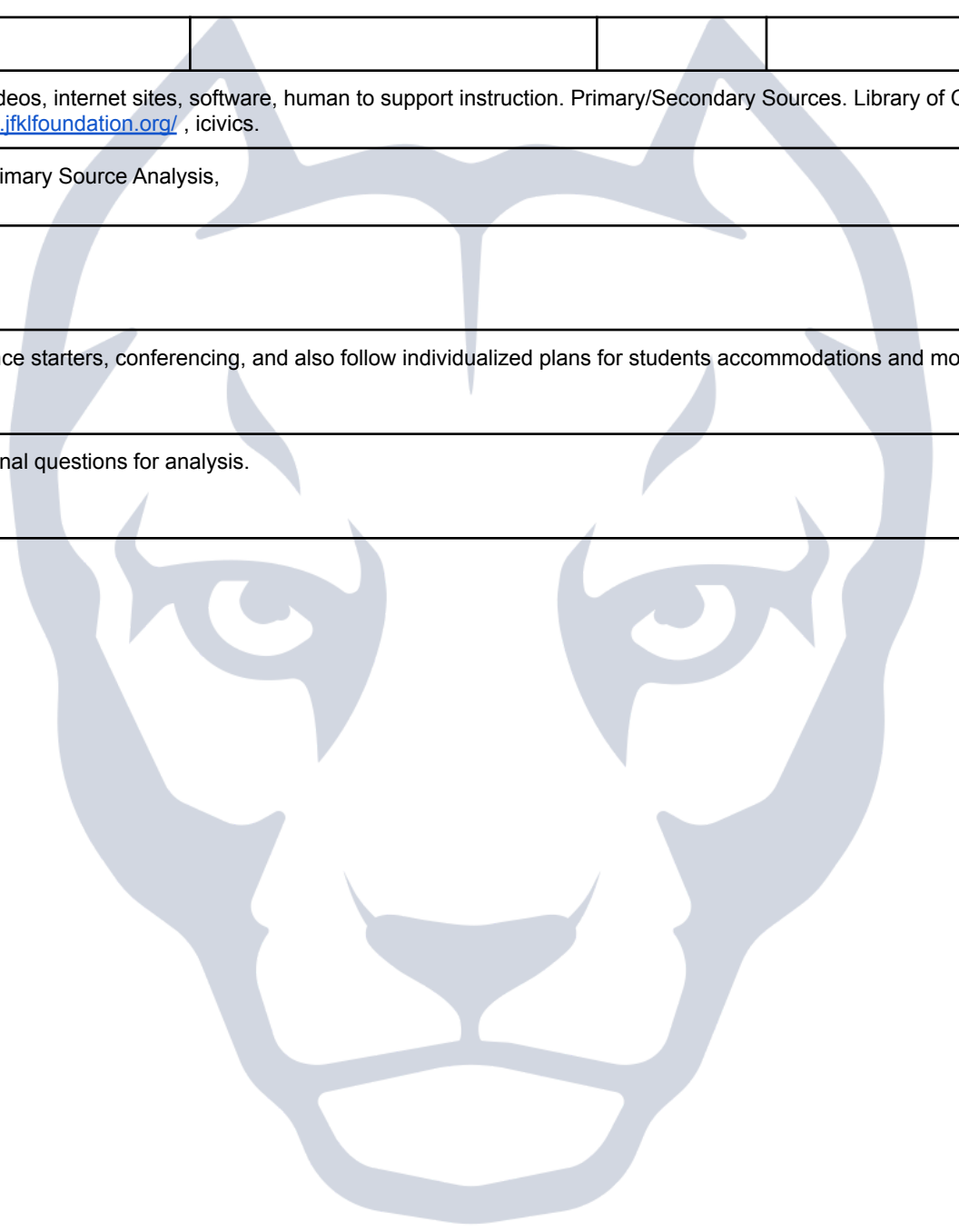


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| Unit | Unit 6: Citizenship and Family, Law, School, and Community | | | | | |
| Concepts | <ul style="list-style-type: none"> - Explain government services and their value to the community (libraries, schools, parks, etc.). - Explain how governments establish order, provide security and create laws to manage conflict. - Understand the roles and responsibilities of citizens - Exemplify characteristics of good citizenship through historical figures and everyday citizens. - Explain why it is important for citizens to participate in their community - Learn about the roles of the American family in society and government - Learn about American communities and how to make their community a better place | | | | | |
| Big Ideas | <ul style="list-style-type: none"> - The government establishes order, provides security and creates laws to manage conflict. | | | | | |
| Essential Understandings | <ul style="list-style-type: none"> • Unit Question: Do you think that the government has the right to make and enforce laws that affect family life? | | | | | |
| Competencies | <ul style="list-style-type: none"> - Students will be able to make connections between citizenship, family, law, school, and community and understand how all of these factors play a role in shaping and defining a government and society in America. | | | | | |
| Dates (estimates only) | Smart Objectives | Instructional Strategies and Activities | PA CC Standards | Keystone or PSSA Anchors | Keystone / PSSA Eligible Content | Vocabulary |
| (12-15 days) | <ul style="list-style-type: none"> • Through the use of the DBQ curriculum students will develop a strong understanding of the role citizenship plays in the different aspects of American society. | DBQ Unit Format for Teaching. | 8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B, | | CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D | Citizens, Citizenship, Criminal Justice, Values, Education, Order, Roles and Responsibility |
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| Resources | Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics. | | | | | |
| Formative Assessments | Thesis outlines, Primary Source Analysis, | | | | | |
| Summative Assessments | DBQ Essay, | | | | | |
| Strategies for ELL and IEP Support | Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications. | | | | | |
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|---------------------------------|--|--|--|---------------------------------|---|--|
| Unit | Unit 7: The Economic System: Goods and Services | | | | | |
| Concepts | <ul style="list-style-type: none"> - American Economic System - Good and Services and their role - Basic Economic Questions - What resources should be used? - Who acquires the product? How is it distributed? - What should be produced in a world with limited resources? | | | | | |
| Big Ideas | <ul style="list-style-type: none"> - Goods and services play a major role in shaping the American economic system. | | | | | |
| Essential Understandings | <ul style="list-style-type: none"> • Unit Question: Understand how goods and services play a major role in shaping and shifting the economic system in American society? | | | | | |
| Competencies | <ul style="list-style-type: none"> - Students will be able to explain what the American economic system is and how it benefits and deters the people of the country. | | | | | |
| Dates (estimates only) | Smart Objectives | Instructional Strategies and Activities | PA CC Standards | Keystone or PSSA Anchors | Keystone / PSSA Eligible Content | Vocabulary |
| (12-15 days) | <ul style="list-style-type: none"> • .Through the use of the DBQ curriculum students will develop a strong understanding of the role of goods and services in the American Economy. | DBQ Unit Format for Teaching. | 8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B, | | CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D | Economy, Goods and Services, Product, Limited Resources, |
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