

PA Standard for Civics and Government 5.1 (CWC) EDITED

Principles and Documents of Government

Big Idea –Purpose of Government

Enduring Understandings

Students will understand that...

EU #1 Governments are based upon effective ideals and principles.

EU #2 There is a complex relationship between the purpose of government and its principles and ideals.

EU #3 Essential documents express the purpose of government.

Essential Question(s)

EQ #1 How do guiding principles affect your life? **(M)**

EQ #2 In what way does government influence your life? **(M)**

EQ #3 Why is patriotism important in our society? **(M)**

EQ#4 What ideals and principles inspired the creation of a democratic government? **(M)**

Knowledge

- Freedom vs. order
- Rule of law
- Origins of the state
- Types of government
- Political philosophy
- Government theory
- Basic concepts of democracy
- Documents (i.e. Declaration of Independence, Constitution, Bill of Rights, PA Constitution)

Skills

- Determine if patriotism is important in a society
- Compare and contrast types of governments
- Analyze how different forms of government affect the lives of their people
- Recognize the ideals and principles of a government from its Constitution

Supporting Instructional Strategies

- Discussion
- Cooperative learning (staying on task, decision-making, division of labor, problem solving)
- Paraphrasing
- Summarizing, analyzing and interpreting documents
- Research
- Summarizing, Analyzing, and interpreting documents.

PA Standard for Civics and Government 5.2 (CWC)

Rights and Responsibilities of Citizenship

Big Idea – Citizenship

Enduring Understandings

Students will understand that...

EU #1 Citizenship requires active participation in civic life

Essential Question(s)

EQ #1 Why is civic participation essential to the democratic process? **(M)**

EQ #2 Why should I vote? **(M)**

Knowledge

- Responsible citizenship
- Causes of conflict
- Conflict resolution
- Rights and responsibilities
- Political leadership
- Political & economic stability

Skills

- Evaluate the impact of civic participation in public life on political and economic stability
- Compare and contrast the impact of voter participation in the U. S. and other countries

Supporting Instructional Strategies

- Debating
- Public Speaking
- Cooperative learning (staying on task, decision-making, division of labor, problem solving)
- Role Plays
- Simulations
- Short answer responses
- Reading Comprehension (finding main idea/thesis, key terms/concepts)

PA Standard for Civics and Government 5.3 (CWC)

How Government Works

Big Idea – Functions of Government

Enduring Understandings

Students will understand that...

EU #1 The functions of government involve a complex relationship among the three branches of government at all levels. **(M)**

EU #2 Groups outside the government structure have essential roles in how government functions. **(S)**

Essential Question(s)

EQ #1 What are the limits of government power? **(M)**

EQ #2 Is democracy the best form of government? **(M)**

EQ #3 Should there be limits on the influence of the interest groups and the media? **(M)**

Knowledge

- Federalism
- Separation of powers
- Three branches of government
- Checks and balances
- Limited government
- Lawmaking
- Political parties
- Elections
- Fiscal Policy
- Interest groups
- Media
- Systems of government
- Individual rights

Skills

- Compare and contrast how the three branches of government function in different countries
- Analyze whether a democracy is the best form of government
- Determine what limits should be put on a given government's power to rule
- Determine whether there should be limits put upon the influence of interest groups
- Determine whether there should be limits put on the ability of the media to report events

Supporting Instructional Strategies

- Oral response
- Five paragraph essay with correct writing conventions
- Defining concepts with examples
- Outlining
- Interpreting maps
- Analyzing political cartoons

PA Standard for Civics and Government 5.4 (CWC)

How International Relationships Function

Big Idea – International Relations

Enduring Understandings

Students will understand that...

EU #1 Relations between the United States government and the governments of the world are continually evolving.

Essential Question(s)

EQ #1 Why is it important that the US government establish relations with other countries? **(M)**

EQ #2 Why are certain nations hostile towards the US? **(M)**

EQ #3 How does US influence and power positively and negatively impact the world? **(M)**

Knowledge

- National security
- Global economy
- World leaders
- United nations
- Trade
- U.S. Foreign Policy

Skills

- Analyze why it is important for the US to establish diplomatic relations with other countries
- Summarize why certain nations are hostile towards the US
- Evaluate the ways US power and influence can positively and negatively impact the world

Supporting Instructional Strategies

- Debating
- Cooperative learning (staying on task, decision-making, division of labor, problem solving)
- Role Plays
- Simulations
- Persuasive essay with correct writing conventions
- Summarizing

PA Standard for Economics 6.1 (CWC)

Economic Systems

Big Idea – Impact of Economic Systems

Enduring Understandings

Students will understand that...

EU #1 Different economic systems develop and change as society's respond to three essential questions; what to produce, how to produce and for whom to produce.

EQ #2 What is the most effective economic system? **(M)**

Knowledge

- Types of economic systems
- Economic indicators
- Economic changes

Skills

- Research different economic systems through case studies
- Determine through case studies of various economic systems which one is the most effective

Supporting Instructional Strategies

- Group presentations
- Cooperative learning (staying on task, decision-making, division of labor, problem solving)
- Defining concepts with examples
- Interpreting case studies
- Statistics interpretation
- Analyzing political cartoons
- Internet based research

PA Standard for Economics 6.2 (CWC)

Markets and Functions of Governments

Big Idea – Government and Economy

Enduring Understandings

Students will understand that...

EU #1 Various forces affect market conditions and prices.

Essential Question(s)

EQ #1 To what extent should government policy limit or promote competition? **(S)**

EQ #2 How can taxes be applied fairly? **(S)**

EQ #3 Should government play a significant role in economic decision making? Why or why not? **(S)**

Knowledge

- Markets
- Federal Reserves
- Economic institutions
- Law of supply and demand
- Equilibrium price
- Taxes
- Macroeconomics
- Microeconomics
- Fiscal policy
- Media
- Exchange rates

Skills

- Compare and contrast ways governments polices limit or promote competition
- Through case studies determine those countries that have taxes that are fair
- Research the role governments play in economic decision making
- Determine the extent that governments should take part in the nations economic decision making

Supporting Instructional Strategies

- Reading aloud
- Oral response
- Simulations
- Interpreting data from charts, graphs, etc
- Internet based research
- Case studies
- Research

PA Standard for Economics 6.3 (CWC)

Scarcity and Choice

Big Idea – Impact of Economic Choices

Enduring Understandings

Students will understand that...

EU #1 Economic decision making requires making choices about costs, benefits and the allocation of resources.

Essential Question(s)

EQ #1 What should be the most important factor in economic decision making? **(M)**

EQ #2 Should we consider the effects of economic decision making on others? **(M)**

EQ #3 Why should we be concerned about economic growth in other countries? **(M)**

Knowledge

- Allocation of resources
- Scarcity
- Economic decision making
- Economic Growth
- Standard of Living

Skills

- Determine how scarcity impacts the economic decisions made in the US and in other nations
- Evaluate whether countries can support each others economic growth

Supporting Instructional Strategies

- Discussion
- Cooperative learning (staying on task, decision-making, division of labor, problem solving)
- Free response essay with correct writing conventions
- Defining concepts with examples
- Statistics interpretation
- Interpreting data from graphs, charts, etc.

PA Standard for Economics 6.4 (CWC)

Economic Interdependence

Big Idea – Global Economy

Enduring Understandings

Students will understand that...

EU #1 A robust US economy is dependant on a stable global economy

Essential Question(s)

EQ #1 Why is the world “flat”? **(M)**

EQ #2 Should protecting domestic industries be a priority? Why or why not? **(M)**

Knowledge

- Standard of living
- Trade
- Competition
- Productivity
- Global economy

Skills

- Debate whether protecting domestic industries from foreign competition should be a priority
- Assess whether the global economy can be accurately described as being flat

Supporting Instructional Strategies

- Group presentations
- Cooperative learning (staying on task, decision-making, division of labor, problem solving)
- Jigsaws
- Internet based research

Work and Earnings

Big Idea – Fundamentals of Business

Enduring Understandings

Students will understand that...

EU #1 Societal conditions affect business

EU #2 There are risks and benefits to various investments

Essential Question(s)

EQ #1 How do you run a successful business? **(M)**

EQ #2 Why does business affect society? **(M)**

EQ #3 Why is it important to invest money wisely? **(M)**

EQ #4 Why is it important for you to prepare for your economic future? **(M)**

EQ #5 How do we evaluate different economic investments? **(M)**

Knowledge

- Wages
- Labor unions
- Productivity
- Business organizations
- Profit and loss
- Distribution of wealth
- Entrepreneurs
- Investment

Skills

- Research International businesses
- Simulate the stock market by buying and trading stocks exchanged in other countries
- Determine what makes an investment reap a return
- Identify the characteristics of a successful business in an International setting

Supporting Instructional Strategies

- Jigsaws
- Defining concepts with examples
- Simulation

PA Standard for Geography 7.1 (CWC)

Basic Geography Literacy

Big Idea – Understanding Geographic Tools

Enduring Understandings

Students will understand that...

EU #1 Location and spatial patterns can be evaluated using geographic tools.

Essential Question(s)

EQ #1 How do geographic tools assist ones understanding of regions and places? **(M)**

EQ #2 Why do regions and spatial patterns change over time? **(M)**

Knowledge

- Five themes of geography
- Earth systems (i.e. climate, plate tectonics, etc.)
- Landforms and topography
- Natural resources
- Human geography (population and migration)
- Human Systems (urban and rural geography, sprawl)
- Geographic regions (such as continents and oceans)
- Geographic tools
- Spatial patterns

Skills

- Interpreting data from charts, graphs, etc.
- Interpreting maps
- Analyzing map projections
- Analyzing map bias
- Locating latitude and longitude
- Orienteering
- Map legend interpretation
- Use geographic tools to reveal differences between regions and/or places
- Explain why we use geographic tools
- Determine what causes regions and spatial patterns to change over time

Supporting Instructional Strategies

- Cooperative learning (staying on task, decision-making, division of labor, problem solving)

PA Standard for Geography 7.2 (CWC)

The Physical Characteristics of Places and Regions

Big Idea – Physical Geography

Enduring Understandings

Students will understand that...

EU #1 Characteristics and process of physical geography shape regions and places.

Essential Question(s)

EQ #1 Should people change the physical environment to meet current needs? **(M)**

EQ #2 How has the environment shaped human civilization? **(M)**

Knowledge

- Biomes and ecosystem regions
- Water sheds and river basis
- World patterns of biodiversity
- Circulations of oceans
- Ecosystem process
- Atmospheric systems
- Extreme natural events
- Human settlement

Skills

- Interpreting data from charts, graphs, etc.
- Interpreting maps
- Analyzing map projections
- Analyzing map bias
- Locating latitude and longitude
- Orienteering
- Map legend interpretation
- Debate whether humans should change the physical environment to meet their needs
- Summarize how the physical environment in a place can limit or increase human settlement

Supporting Instructional Strategies

- Defining concepts with examples
- Debate

PA Standard for Geography 7.3 (CWC)

The Human Characteristics or Places and Regions

Big Idea – Cultural Geography

Enduring Understandings

Students will understand that...

EU #1 Humans have an impact on a region and its culture.

Essential Question(s)

EQ #1 Why is human activity significant in shaping regions and places? **(M)**

Knowledge

- Elements of culture (only for PSY and APSPSY)
- Economic systems
- Political systems
- Demographics
- Migration
- Region
- Places
- Human settlement patterns

Skills

- Given a region or place explain how human activity has shaped it.

Supporting Instructional Strategies

- Public speaking
- Group presentations
- Writing a thesis paragraph/statement
- Free response essay with correct writing conventions
- Internet based research

PA Standard for Geography 7.4 (CWC)

The Interactions Between People and Places

Big Idea – The Interactions Between People and Places

Enduring Understandings

Students will understand that...

EU #1 Human modifications positively and negatively impact physical systems on a global scale.

Essential Question(s)

EQ #1 How have physical systems impacted how and where we live? **(M)**

EQ #2 How can people cooperate internationally to live within the limits of the physical environment? **(M)**

Knowledge (7-9)

- Physical systems
- Global environment
- Sustainability
- Natural resources

Skills

- Evaluate the appropriateness of exploiting and conserving natural resources
- Determine how physical systems impact where and how people live
- Determine how people and nations can work together for the sustainability of the earth.

Supporting Instructional Strategies

- Discussion
- Writing a thesis paragraph/statement
- Free response essay with correct writing conventions
- Interpreting case studies

PA Standard for History 8.1 (CWC)

Historical Analysis and Skills Development

Big Idea – Interpreting History

Enduring Understandings

Students will understand that...

EU #1 Historical events must be interpreted using multiple sources.

Essential Question(s)

EQ #1 Is history about the truth? **(M)**

EQ #2 Why do we get to hear only one side of the story in a history book? **(M)**

EQ #3 Why does point of view and bias play key roles in history? **(M)**

Knowledge

- Chronological thinking
- Primary historical sources
- Secondary historical sources
- Bias
- Point of View
- Historical Interpretation

Skills

- Analyzing and interpreting documents
- Recognizing historical bias
- Differentiating primary and secondary sources
- Recognizing and understanding bias in recorded history
- Evaluating primary historical sources for historical information and data
- Evaluating secondary historical sources for historical information and data
- Combining primary and secondary sources to synthesize logical interpretations of historic events

Supporting Instructional Strategies

- Document based essay with correct writing conventions
- MLA citation
- Short answer response
- Note-taking
- Reading comprehension (finding main idea/thesis, key terms/concepts)

PA Standard for History 8.3 (CWC)

United States History

Big Idea –Continuity and change in US history

Enduring Understandings

Students will understand that...

EU #1 Conflict and cooperation among social groups in the United States influences social, economic and political events in US history.

Essential Question(s)

EQ #1 Why has there been political, cultural, and economic unrest in America? **(S)**

EQ #2 Why do civilized nations of the world periodically resort to warfare to resolve differences? **(M)**

EQ #3 What makes certain individuals significant in US history? **(S)**

Knowledge

- Industrialization and urbanization
- The Progressive Era
- America as a world power
- World War I
- The Roaring Twenties
- The Great Depression
- World War II
- Postwar peace and prosperity
- The Cold War
- Civil rights movement
- The 1960's
- Vietnam
- Social conflict and cooperation in the late 20th century
- Globalization
- The environment
- Immigration
- Modern America

Skills

- Analyze how world events have caused political, cultural, and/or economic unrest in the United States.
- Analyze the causes that most wars have in common
- Evaluate the impact of the actions and ideas of individuals from other countries on U.S. history

Supporting Instructional Strategies

- Public Speaking
- Discussion
- Cooperative learning
- Role Play
- Simulations
- Document based essay with correct writing conventions
- Free response essay with correct writing conventions
- Persuasive essay with correct writing conventions
- Note-taking
- Reading comprehension (finding main idea/thesis, key terms/concepts)
- Internet based research

PA Standard for History 8.4 (CWC)

World History

Big Idea –Global change since 1450

Enduring Understandings

Students will understand that...

EU #1 Many different individuals and groups have created global change since 1450

Essential Question(s)

EQ #1 Why should Americans care about events in other parts of the world? **(M)**

EQ #2 Why should I respect the many cultures of the world? **(M)**

EQ #3 Will understanding past world events help society make better decisions for today and create a better future?
(M)

Knowledge

- Elements of culture
- Imperialism
- Geography's impact on culture and civilization
- Conflict and Cooperation (causes and effects)
- Historical figures
- Types of governments
- Types of economic systems
- Technology's impact on civilization
- Continuity and change

Skills

- Interpreting data from charts, graphs, etc.
- Interpreting maps
- Analyzing political cartoons
- Determine why Americans should care about events in other parts of the world
- Debate whether Americans should be tolerant of other cultures
- Assess whether understanding world history can improve life for Americans

Supporting Instructional Strategies

- Public Speaking
- Discussion
- Cooperative learning
- Role Play
- Simulations
- Document based essay with correct writing conventions
- Free response essay with correct writing conventions
- Persuasive essay with correct writing conventions
- Note-taking
- Reading comprehension (finding main idea/thesis, key terms/concepts)
- Internet based research