

**CKSD Curriculum  
Civics/Social Studies/9<sup>th</sup> Grade  
Suggested Length of Unit – approx. 30-40 Days  
Instructor: Ms. Erin Kimmel**

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Unit title and short description

American Citizenship  
The Foundations of American Government  
The Constitution

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Major Academic Standards Addressed

- 5.1.9. A: Apply examples of the rule of law as related to individual rights and the common good  
5.1.9. B: Analyze the major arguments advanced for different systems of government  
5.1.9. C: Analyze the principles and ideals that shape United States government  
    Liberty/Freedom  
    Democracy  
    Justice  
    Equality  
5.3.9.J: Compare and contrast various systems of government

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Concepts –

- Government is the protection or abridgement of balancing rights, liberty, and freedom
- People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity
- The workings of government vary dependent on how the government has the authority to govern
- Citizens balancing their freedom and liberties in one form of government create actions that will impact citizens in their other forms of government

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Objectives –

**The students will:**

Understand the meaning of civics and the purpose of government  
Identify what distinguishes a democracy from other forms of government  
Identify the goals of the government  
Examine the roles of government as outlined by the United States Constitution

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*Essential Questions –*

What are the major forms of government?

What are the goals of government?

How does the US Constitution outline how the US government should work?

What is the proper course of action when individual rights and liberties conflict with the common good?

Assessments-

- Students will be assessed in the following manner: Multiple Choice Questions, open ended questioning, charts, maps, and graphs.
- Students will participate in class discussions including using Signposts while reading articles/websites, and engage in Think/Pair/Share's during class time.
- Students will write a 10% summary using to help develop TDA strategies.
- Students will at times be asked to write a research paper

*Best Instructional Practice(s):*

Diagnostic: Students prior knowledge will be assessed through a series of quizzes both oral and written

Formative: Possible Ideas:

Students will be able to analyze charts, complete a map test and be able to complete questionnaires about various texts.

Students' comprehension ability will be assessed through a series of reading passages with questions

Students will be able to summarize

Students will be able to complete simulations on iCivics

Students will be able to memorize and recite and describe certain government documents

Many of the classes will use the Ipads to create posters, videos, presentations, podcasts, etc.

Summative:

The students will be assessed (see above) in the following manner:

Multiple Choice Questions

Open Ended Questioning

Charts, Map, and Graphs

Subject to Change as determined by the teacher

**CKSD Curriculum  
Civics/Social Studies/9<sup>th</sup> Grade  
Suggested Length of Unit – 20-30 Days  
Instructor: Ms. Erin Kimmel**

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Unit title and short description

The Bill of Rights  
The Living Constitution

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Major Academic Standards Addressed

5.1.9. B: Analyze the major arguments advanced for different systems of government

5.1.9. C: Analyze the principles and ideals that shape United States government

Liberty/Freedom

Democracy

Justice

Equality

5.1.9. D: Compare and contrast the basic principles and ideals found in significant documents

Declaration of Independence

United States Constitution

Bill of Rights

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Concepts –

Adding the Bill of Rights: Protecting Citizens' rights, Ratifying

Inside the Bill of Rights: 1<sup>st</sup>-10<sup>th</sup> Amendments

The Constitution and Change

Extending Civil Rights: Slavery in a growing American; the 13<sup>th</sup> and 14<sup>th</sup> Amendments

Extending Voting Rights

Changing Interpretations in Changing Times

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Objectives –

The students will be able to:

Explain why additions were made to the original Constitution

Explain how constitutional amendments protect the rights of Citizens

Describe what rights and freedoms are protected by the Bill of Rights

Explain why we have constitutional amendments

Analyze how and why the voting rights of Americans have changed

Describe how changes in society affect how our Constitution is interpreted

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*Essential Questions –*

What is the proper course of action when individual rights and liberties conflict with the common good?

How do constitutional amendments protect the rights of citizens?

How have voting rights in America changed?

Assessments-

- Students will be assessed in the following manner: Multiple choice questions, open ended questioning, charts, maps and graphs.
- Students will participate in class discussions including using Signposts while reading articles/websites, and engage in Think/Pair/Share's during class time.
- Students will write a 10% summary using to help develop TDA strategies

*Best Instructional Practice(s):*

Diagnostic: Students prior knowledge will be assessed through a series of quizzes both oral and written

Formative: Possible Ideas:

Students will be able to analyze charts, complete a map test and be able to complete questionnaires about various texts.

Students' comprehension ability will be assessed through a series of reading passages with questions

Students will be able to summarize

Students will be able to complete simulations on iCivics

Students will be able to memorize and recite and describe certain government documents

Many of the classes will use the Ipads to create posters, videos, presentations, podcasts, etc.

Summative:

The students will be assessed (see above) in the following manner:

Multiple Choice Questions

Open Ended Questioning

Charts, Map, and Graphs

Subject to Change as determined by the teacher

**CKSD Curriculum  
Civics/Social Studies/9<sup>th</sup> Grade  
Suggested Length of Unit – 30-40 Days  
Instructor: Ms. Erin Kimmel**

Unit title and short description

The Three Branches of Government  
 Legislative  
 Executive  
 Judicial

Major Academic Standards Addressed

- 5.1.9. C: Analyze the principles and ideals that shape United States government  
 Liberty/Freedom  
 Democracy  
 Justice  
 Equality
- 5.1.9. D: Compare and contrast the basic principles and ideals found in significant documents  
 Declaration of Independence  
 United States Constitution  
 Bill of Rights
- 5.1.9. F: Analyze the role political symbols play in civil disobedience and patriotic activities
- 5.2.9. B: Analyze strategies used to resolve conflicts in society and government
- 5.2.9. C: Examine political leadership and public service in a republican form of government
- 5.2.9. D: Analyze citizens' roles in the political process toward the attainment of goals for individual and public good
- 5.3.9. A: Examine the process of checks and balances among the three branches of government, including the creation of law
- 5.3.9. B: Analyze the roles of local, state, and national governments in policy making
- 5.3.9.F: Explain the Supreme Courts role in interpreting the US Constitution  
 Individual, States' and Civil Rights
- 5.4.9. A-C: Explain how United States foreign policy is developed

Concepts –

- Government is the protection or abridgement of balancing rights, liberty, and freedom

- People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity
- The workings of government vary dependent on how the government has the authority to govern
- Citizens balancing their freedom and liberties in one form of government create actions that will impact citizens in their other forms of government

### *Objectives –*

The students will:

Explain the structure and function of the Legislative Branch

Explain the structure and function of the Executive Branch

Explain the structure and function of the Judicial Branch

### *Essential Questions –*

What are the goals of government?

How does the US Constitution outline how the US government should work?

What is the proper course of action when liberties conflict with the common good?

Why did the framers of the Constitution establish separation of powers?

How many members are in the House of Representatives and Senate respectively and what are the qualification?

What are the qualifications and duties of the President?

What are the powers among the branches of government within the scope of foreign policy?

How are the current Supreme Court Justices chosen and what role do they play in the governmental process?

### *Assessments-*

- Students will be assessed in the following manner: Multiple choice questions, open ended questioning, charts, maps and graphs.
- Students will participate in class discussions including using Signposts while reading articles/websites, and engage in Think/Pair/Share's during class time.
- Students will write a 10% summary using to help develop TDA strategies

### *Best Instructional Practice(s):*

Diagnostic: Students prior knowledge will be assessed through a series of quizzes both oral and written

Formative: Possible Ideas:

Students will be able to analyze charts, complete a map test and be able to complete questionnaires about various texts.

Students' comprehension ability will be assessed through a series of reading passages with questions

Students will be able to summarize

Students will be able to complete simulations on iCivics

Students will be able to memorize and recite and describe certain government documents

Many of the classes will use the Ipads to create posters, videos, presentations, podcasts, etc.

Summative:

The students will be assessed (see above) in the following manner:

- Multiple Choice Questions

- Open Ended Questioning

- Charts, Map, and Graphs

Subject to Change as determined by the teacher

**CKSD Curriculum  
Civics/Social Studies/9<sup>th</sup> Grade  
Suggested Length of Unit – 20-30 Days  
Instructor: Ms. Erin Kimmel**

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Unit title and short description

State Government  
Local Government  
How our Political System Works  
Public Opinion and Interest Groups

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Major Academic Standards Addressed

5.1.9.F: Analyze the role political symbols play in civil disobedience and patriotic activities  
5.2.9. A: Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system  
5.2.9.D: Analyze citizens' roles in the political process toward the attainment of goals for individual and public good  
5.3.9.I: Explain various types of taxes and their purposes.  
5.3.9.F: Explain the Supreme Court's role in interpreting the U.S. Constitution  
5.4.9.D: Analyze the various mass media outlets and their influence on global issues  
5.4.9.E: Identify the politics of interest groups (i.e. business and labor unions, ethics and religious organization) on foreign policy

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Objectives –

Identify the purpose of foreign policy  
Explain the role of political parties in the US



Describe the difference between primary and general elections  
 Identify what influences people's opinions and explain what makes them an informed citizen  
 Identify the four ways that all citizens can participate in government

*Essential Questions –*

How did political parties develop in the US and what is the role of political parties?  
 What is the difference between primary and general elections and how has voting changed over time?  
 What influences people's opinions and what makes a well-informed citizen?  
 Why is voting important and why do so few citizen's vote?

Assessments-

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Summative:

The students will be assessed (see above) in the following manner:

Multiple Choice Questions

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Charts, Map, and Graphs

Subject to Change as determined by the teacher

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**Civics/Social Studies/9<sup>th</sup> Grade**  
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**Instructor: Ms. Erin Kimmel**

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Unit title and short description

Economics and the American Economy  
Government's Role in the Economy

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Major Academic Standards Addressed

- 5.1.9.A: Apply examples of the rule of law as related to individual rights and the common good.
- 5.1.9.B: Analyze the major arguments advanced for different systems of government.
- 5.2.9.B: Analyze strategies used to resolve conflicts in society and government.
- 5.3.9.B: Analyze the roles of local, state, and national governments in policy-making.
- 5.3.9.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.
- 5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.E: Compare and contrast the different election processes for local, state, and national offices.
- 5.3.9.G: Analyze the influence of interest groups in the political process.
- 5.3.9.H: Evaluate the importance of freedom of the press and the political influence of mass media.

Economics

- 6.1.9.A: Analyze how choices are made because of scarcity.
- 6.1.9.B: Identify the origin of resources and analyze the impact on the production of goods and services. Analyze how unlimited wants and limited resources affect decision making.
- 6.1.9.C: Explain the opportunity cost associated with government policies.
- 6.1.9.D: Explain how incentives cause people to change their behavior in predictable ways.
- 6.2.9.A: Analyze the flow of goods and services in the national economy
- 6.2.9.B: Explain how competition between buyers and sellers affects price.
- 6.2.9.C: Analyze how media affects economic decisions.
- 6.2.9.D: Explain the laws of supply and demand and how these affect the prices of goods and services.
- 6.2.9.E: Analyze the characteristics of economic expansion, recession, and depression
- 6.2.9.F: Analyze the functions of private economic functions the national economy
- 6.2.9.G: Compare and contrast various economic systems.
- 6.4.9.A: Explain how specialization contributes to economic interdependence on a national and international level.

6.4.9.C: Explain the scope and influence of multinational corporations and other non-government organizations.

6.4.9.D: Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

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**Objectives –**

Identify the different types of crime and analyze the causes of crime

Understand the foundation of a market economy

Explain the role of government in the various economic systems

Analyze the production, distribution and marketing of goods and services

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**Essential Questions –**

What are the causes of crime and how is crime fought?

How does economic scarcity impact daily life for individuals, regional entities, and nation-states?

How does each of the modern economic systems determine the allocation of the factors of production?

Why is the determination of opportunity cost important to economic decision making?

What conditions could cause a reallocation of the factors of production in a market economy and in a command economy?

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Summative:

The students will be assessed (see above) in the following manner:

- Multiple Choice Questions
- Open Ended Questioning
- Charts, Map, and Graphs

Subject to Change as determined by the teacher

\*Please Note: Days range in length due to unforeseen events throughout the school year

Claysburg Kimmel PA History Curriculum  
2022

Big Ideas:

The study of the past gives information for today to make choices for liberty and freedom.

Concept: The study of history is the story of the struggle to balance freedom and liberty.

Essential Questions:

How are the tools of history used to examine the struggle to balance freedom and liberty?

How does PA history reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?

How does the history of the US reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?

How does world history reflect the struggle to balance the control of freedom and liberty?

Competencies:

Use content to demonstrate:

Analytic Thinking, Critical Thinking, Strategic Thinking, and Chronological Thinking

Vocabulary:

Key terms in addition to the textbook glossary terms:

Artifacts, Change, Conflict, Continuity, Contribution, Control, Freedom, and Liberty

\*Blends in with the Civics curriculum for the year.

\*Same types of Assessments with each subject.

### **Correlation to Pennsylvania's Academic Standards for History**

#### 8.2 PA History for Grade 9

**A.)** Analyze the political and cultural contributions of individuals and groups to PA history from 1787 to 1914

-Political Leaders (James Buchanan, Thaddeus Stevens, Andrew Curtin)

-Military Leaders (George Meade, George McClellan, John Hartranft)

-Cultural and Commercial Leaders (John J. Audubon, Rebecca Webb Lukens, Stephen Foster)

-Innovators and Reformers (George Westinghouse, Edwin Drake, Lucretia Mott)

**B.)** Identify and analyze primary documents, artifacts, and historic sites important in PA history from 1787-1914

-Documents, Writing, and Oral Traditions (PA constitutions of 1838 and 1874, The "Gettysburg Address," The Pittsburgh Survey)

-Artifacts, Architecture, and Historic Places (Gettysburg, Eckley Miners' Village, Drake's Well)

**C.)** Identify and analyze how continuity and change have influenced PA history from 1787 to 1914

-Belief systems and religions (Ephrata Cloister, Harmonists, Amish, immigrant influences)

-Commerce and Industry (mining coal, producing iron, harvesting timber)

-Innovations (John Roebling's steel cable, steel tipped plow, improved techniques for making iron, steel, and glass)

-Politics (e.g., Fugitive Slave Act reaction, canal system legislation, the Free School Act of 1834)

-Settlement Patterns (farms and growth of urban centers)

-Social Organization (Philadelphia Centennial Exposition of 1876, prohibition of racial discrimination in schools)

-Transportation (canals, National Road, Thompson's Horseshoe Curve)

-Women's Movement (work of the equal rights league of Pa)

**D.)** Identify and analyze conflict and cooperation among social groups and organizations in Pa History from 1787 to 1914

- Domestic Instability (impact of war, 1889 Johnstown Flood)
- Ethnic and Racial relations (Christiana riots, disenfranchisement and restoration of suffrage for African-Americans, Carlisle Indian School)
- Labor Relations (National Trade Union, the “Molly Maguire’s,” Homestead steel strike)
- Immigration (Anti-Irish, Riot of 1844, new waves of immigrants)
- Conflicts (Battle of Lake Erie, the Mexican War, the Civil War)

**Chapter Topics:**

Pa’s Geography	The First People	Colonial Pa	
Revolutionary Pa			
A New Nation	Transportation, Industry, and Natural Resources		
Antebellum Pa			
Pa and the Civil War	An Industrial State	The Age of Reform	The Great
Depression			
WWII	Cold War, Civil rights	Gov’t for the Nation/State	Making
a Living in Pa			