


Planned Course: Honors Civics and Government	Course Number: H226H	Department: Social Studies
Unit 1: Foundations of Government	Grade Level: 11	
Estimated Time: 4 weeks	Level/Track: honors	Board Approval Date: August 27, 2018

PA Academic Standards	Core Concepts (in question format) ● Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
5.1.12.A 5.1.12.B 5.1.12.D 5.2.12.A 5.2.12.D	<ul style="list-style-type: none"> ● What is a citizen, and how does one become a United States citizen? <ul style="list-style-type: none"> ○ Compare and contrast the path to citizenship for each of the following groups: natural born citizens, naturalized citizens, and foreign-born residents. Also compare their duties, rights, and responsibilities ● How and why do people create, structure, and change governments? <ul style="list-style-type: none"> ○ Analyze the origins and purposes of all types of governments. 	<p>Guided notes and/or Guided reading covering the 6 individual lessons of the unit</p> <p>Daily Terms presented daily to be copied and submitted upon completion</p> <p>Study guide -topic list only- opened on Schoology 3 calendar days prior to the test</p> <p>Analyze primary sources Leviathan by Thomas Hobbes and Second Treatise by John Locke</p> <p>Online discussion on current event related to the foundation of our government</p> <p>Analyze the meaning of the Pledge of Allegiance</p> <p>Self-assessment using online Citizenship Test</p>	<p>Formative assessments that may include:</p> <ul style="list-style-type: none"> ● Free Response Question (FRQs) regarding “duties” and “responsibilities” ● Online discussion board debate about a current event ● Creative Extension Project that may include posters, flashcards for peer quiz, and/or presentations <p>Summative assessments that may include:</p> <ul style="list-style-type: none"> ● Student products (essays, position papers, research papers, videos, audio files, web sites, dioramas, art projects, oral presentations, document-based questions, etc.) ● Participation in tasks ● Pop Quizzes ● Unit Test

	<ul style="list-style-type: none">● How did 2,000 years of history and political philosophy culminate into our form of government?<ul style="list-style-type: none">○ Differentiate pieces of other forms of government that are at the core of our system○ Evaluate the effectiveness and inequalities of various types of governments○ Summarize the evolution of political philosophy from ancient civilizations through the Enlightenment. ● How do governments balance the rights of individuals with the common good?<ul style="list-style-type: none">○ Assess how the seven principles of American democracy allow each generation to try to achieve this balance.		
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Planned Course: Honors Civics and Government	Course Number: H226H	Department: Social Studies
Unit 2: The U.S. Constitution	Grade Level: 11	
Estimated Time: 4 weeks	Level/Track: honors	Board Approval Date: August 27, 2018

PA Academic Standards	 Core Concepts (in question format) <ul style="list-style-type: none"> Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
5.1.12.A 5.1.12.C 5.1.12.D 5.1.12.E 5.2.12.C	<ul style="list-style-type: none"> How are basic principles of government intermixed throughout the U.S. Constitution <ul style="list-style-type: none"> Analyze the strengths and weaknesses of the Articles of Confederation Identify the five basic principles of government, and how they are incorporated in the <i>US Constitution</i> Differentiate between formal and informal changes to the Constitution Assess how the framers dealt with the issues of 	<p>Guided notes and/or Guided reading covering the 6 individual lessons of the unit</p> <p>Daily Terms presented daily to be copied and submitted upon completion</p> <p>Study guide -topic list only- opened on Schoology 3 calendar days prior to the test</p> <p>Read the entire U.S. Constitution and analyze the meaning of each section during daily readings and discussions</p> <p>Online response to a current issue/article dealing with a challenges to the Constitution</p> <p>In-class debate on a current civil liberties/rights issue</p> <p>Read and analyze excerpts from the <i>Federalist Papers (numbers 10</i></p>	<p>Formative assessments that may include:</p> <ul style="list-style-type: none"> Free Response Question (FRQs) regarding “duties” and “responsibilities” Online discussion board debate about a current event Creative Extension Project that may include posters, flashcards for peer quiz, and/or presentations Project grade: Create-A-Country - students will work in groups to create a constitution, enact at least 20 laws, and create a Bill of Rights for an imaginary country. Students will have to defend their creation against others in the class. <p>Summative assessments that may include:</p> <ul style="list-style-type: none"> Student products (essays, position papers, research

	<p>democracy, liberty, and slavery</p> <ul style="list-style-type: none"> ● How and why does the United States provide checks and balances on government power? <ul style="list-style-type: none"> ○ Develop a logical argument why the Framers favored a large national republic, rather than smaller state republics ○ Assess how Articles I through III separate the powers of government ○ Cite evidence from the US Constitution to illustrate how the checks and balances system protects each from branch ● How does the U.S. government balance the rights of individuals with the common good? <ul style="list-style-type: none"> ○ Apprise how the Bill of Rights protects individual rights 	<p><i>and 51)</i></p> <p>Critique how the U.S. Constitution solves weaknesses in the Articles of Confederation.</p> <p>Identify a current court case where each of our rights covered in the Bill of Rights is alleged to be violated. Then write a summary defense of one of those cases.</p>	<p>papers, videos, audio files, web sites, dioramas, art projects, oral presentations, document-based questions, etc.)</p> <ul style="list-style-type: none"> ● Participation in tasks ● Amendments quiz ● Unit Test
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	<ul style="list-style-type: none">○ Critique how every generation must balance individual liberty with government authority to provide for the common good		
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Planned Course: Honors Civics and Government	Course Number: H226H	Department: Social Studies
Unit 3: The Political Process	Grade Level: 11	
Estimated Time: 4 weeks	Level/Track: honors	Board Approval Date: August 27, 2018

PA Academic Standards	 Core Concepts (in question format) <ul style="list-style-type: none"> Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
5.3.12.C 5.3.12.D 5.3.12.E 5.3.12.G 5.3.12.H 5.2.12.D 5.3.12.F	<ul style="list-style-type: none"> How do citizens, both individually and collectively, influence government policy? <ul style="list-style-type: none"> Analyze the American political spectrum and its evolution Investigate the civic impact an individual can make through voting and membership in political parties and interest groups. Critique the way public opinion is shaped and influenced by the media. What are the rights and responsibilities of citizen 	<p>Guided notes and/or Guided reading covering the 6 individual lessons of the unit</p> <p>Daily Terms presented daily to be copied and submitted upon completion</p> <p>Study guide -topic list only- opened on Schoology 3 calendar days prior to the test</p> <p>Take 3 online political (party and ideology) surveys then evaluate typology, ideology, and philosophy via worksheet and FRQ.</p> <p>Explore political parties, candidates, and/or interest groups by completing web quests Complete sample or actual online voter registration form</p> <p>Critique sample campaign literature and evaluate how they</p>	<p>Formative assessments that may include:</p> <ul style="list-style-type: none"> Free Response Question (FRQs) regarding “duties” and “responsibilities” Online discussion board debate about a current event Creative Extension Project that may include posters, flashcards for peer quiz, and/or presentations Project grade: Create a Political Survey as a group. Survey must be administered to at least 100. Analyzation of Political Survey via a 4-page paper 5-minute class presentation and question/answer session on Political Survey findings <p>Summative assessments that may include:</p>

	<p>participation in a republic?</p> <ul style="list-style-type: none"> ○ Investigate the factors that create a sense of political effectiveness. ○ ○ Examine the reasons for non-voting <ul style="list-style-type: none"> ● What impact have recent US Supreme Court interpretations regarding campaign finance had on the political climate <ul style="list-style-type: none"> ○ Compare and contrast various court cases ○ Determine the origins of political attitudes and cleavages in public opinion 	<p>relate to the seven common forms</p> <p>Compare and contrast the way different media outlets cover identified issues over time and identify bias</p> <p>Analyze voting trends and patterns and how they impact the political climate</p> <p>Identify and differentiate the platforms of major political parties</p> <p>Describe how control of the elections has shifted from the states to the federal government</p>	<ul style="list-style-type: none"> ● Student products (essays, position papers, research papers, videos, audio files, web sites, dioramas, art projects, oral presentations, document-based questions, etc.) ● Participation in tasks ● Unit Test
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Planned Course: Honors Civics and Government	Course Number: H226H	Department: Social Studies
Unit 4: The Three Branches in Action	Grade Level: 11	
Estimated Time: 5 weeks	Level/Track: honors	Board Approval Date: August 27, 2018

PA Academic Standards	Core Concepts (in question format) ● Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
5.3.12.A 5.3.12.C 5.3.12.F	<ul style="list-style-type: none"> ● What are legislative powers, and how does our national legislative branch operate? <ul style="list-style-type: none"> ○ Differentiate the powers of the legislative branch from those of the executive and judicial branches. ○ Analyze the structure of the legislative branch, including bicameralism, the committee system, and party leadership. ○ Analyze and reconstruct the legislative process. 	<p>Guided notes and/or Guided reading covering the 6 individual lessons of the unit</p> <p>Daily Terms presented daily to be copied and submitted upon completion</p> <p>Study guide -topic list only- opened on Schoology 3 calendar days prior to the test</p> <p>Bill reading activity - several bills will be made available for students to read and analyze through a worksheet and class debate</p> <p>Mock Legislature - individual and group creation of bills and then processing them through a mock House of Representatives</p> <p>Timeline - Students will create a timeline on a given issue and trace the actions of the three branches over time and how political and</p>	<p>Formative assessments that may include:</p> <ul style="list-style-type: none"> ● Free Response Question (FRQs) regarding separation of powers and checks and balances ● Online discussion board debate about a current event ● Creative Extension Project that may include posters, flashcards for peer quiz, and/or presentations ● Mock Legislature ● <p>Summative assessments that may include:</p> <ul style="list-style-type: none"> ● Student products (essays, position papers, research papers, videos, audio files, web sites, dioramas, art projects, oral presentations, document-based questions, etc.)

	<ul style="list-style-type: none">● What are the powers of the executive branch and how does our national executive branch operate?<ul style="list-style-type: none">○ Differentiate the powers of the executive branch from those of the legislative and judicial branches.○ Compare and contrast the formal and informal powers the president exercises.○ Analyze how the federal bureaucracy creates, amends, and enforces regulations.○ Identify and evaluate key federal bureaucracies and their role in the day to day functioning of the federal government● What are the powers of the judicial branch and how does our national judicial branch operate?	pop culture have influenced changing decisions.	<ul style="list-style-type: none">● Participation in tasks● Quizzes on each branch of government● Unit Test
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	<ul style="list-style-type: none">○ Differentiate the powers of the judicial branch from those of the executive and legislative branches.○ Compare and contrast the national and state court systems.○ Analyze landmark U.S. Supreme Court interpretations of the U.S. Constitution.● Critique the interaction between the three branches of government.<ul style="list-style-type: none">○ Prove a hypothesis: Does the separation of power between the three branches of government create gridlock, or does it provide necessary checks and balances of governmental power?○ Describe the formation and enactment of public policies by the three branches.		
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	<ul style="list-style-type: none">○ Examine the impact of federalism, parties, interest groups, and elections on the policy making process. ○ Investigate how political and pop culture influences the actions of the three branches.		
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Planned Course: Honors Civics and Government	Course Number: H226H	Department: Social Studies
Unit 5: Introduction to Economics and the American Economy	Grade Level: 11	
Estimated Time: 4 weeks	Level/Track: honors	Board Approval Date: August 27, 2018

PA Academic Standards	Core Concepts (in question format) ● Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
6.1.12.A 6.1.12.B 6.1.12.C 6.1.12.D 6.2.12.B 6.2.12.D 6.1.12.E 6.2.12.F 6.2.12.G 6.5.12.A 6.5.12.B 6.5.12.C 6.5.12.D	<ul style="list-style-type: none"> ● Why and how do people and businesses make economic choices? <ul style="list-style-type: none"> ○ Analyze the impact of scarcity on the way individuals and societies make choices to satisfy their unlimited wants with limited resources. ○ Investigate how opportunity costs create positive and negative externalities for a society. ● How do cost-benefit analysis and marginal analysis impact economic decisions? 	<p>Guided notes and/or Guided reading covering the 6 individual lessons of the unit</p> <p>Daily Terms presented daily to be copied and submitted upon completion</p> <p>Study guide -topic list only- opened on Schoology 3 calendar days prior to the test</p> <p>Graphing supply and demand</p> <p>Introduction of the stock market and beginning of a semester long project of buying and selling stocks</p>	<p>Formative assessments that may include:</p> <ul style="list-style-type: none"> ● Free Response Question (FRQs) regarding scarcity and opportunity cost ● Online discussion board debate about a current event ● Creative Extension Project that may include posters, flashcards for peer quiz, and/or presentations ● Project grade: Create a business proposal and commercial ala the tv show Shark Tank ● Stock market project updates <p>Summative assessments that may include:</p> <ul style="list-style-type: none"> ● Student products (essays, position papers, research papers, videos, audio files, web sites, dioramas, art

<p>6.5.12.F</p>	<ul style="list-style-type: none"> ○ Examine several factors of production and their impact on a society. ○ How do economic systems influence societies? ○ Identify and critique the 4 basic economic systems operating world-wide. ○ Assess how varied mixed economies are and how they address shortfalls of pure systems. ● How do the factors of demand and supply affect prices in a market-based economy? <ul style="list-style-type: none"> ○ Define the Law of Demand and the Law of Supply. ○ Analyze the factors that cause either a Change in Quantity demanded or a Change in Demand. 		<p>projects, oral presentations, document-based questions, etc.)</p> <ul style="list-style-type: none"> ● Participation in tasks ● Supply and demand graphing quizzes ● Unit Test
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	<ul style="list-style-type: none">○ Formulate and graph supply and demand schedules for various companies.○ Analyze the factors that cause either a Change in Quantity Supplied or a Change in Supply.● How are different types of businesses organized in the American economy?<ul style="list-style-type: none">○ Differentiate between sole proprietorships, partnerships, corporations, and franchises.○ Analyze the advantages and disadvantages of each type of business.● What is the role of organized labor in the U.S. economy?<ul style="list-style-type: none">○ Investigate the collective bargaining process and its impact on the economy.		
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	<ul style="list-style-type: none">● Why is Gross Domestic Product important to a nation?<ul style="list-style-type: none">○ Identify and describe the factors of production.○ Determine what is and is not measured by GDP.○ Differentiate between nominal GDP and real GDP and identify the values and negatives of each.○ Factor out the effect of inflation on GDP.● How do the consumer sector and the business sector interact in the American economy?<ul style="list-style-type: none">○ Analyze the circular flow model.● What are the characteristics of the American free enterprise system?		
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Planned Course: Honors Civics and Government	Course Number: H226H	Department: Social Studies
Unit 6: The Government and the Economy	Grade Level: 11	
Estimated Time: 5 weeks	Level/Track: honors	Board Approval Date: August 27, 2018

PA Academic Standards	Core Concepts (in question format) <ul style="list-style-type: none"> Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
5.3.12.I 6.3.12.A 6.3.12.B 6.3.12.C 6.5.12.H	<ul style="list-style-type: none"> How do government actions influence the economy and economic institutions? <ul style="list-style-type: none"> Analyze how public policy and regulations impact economic activity. Reconstruct the business cycle and identify the indicators the government uses to measure expansion and contraction of the economy. Investigate how the government deals with income inequality and poverty. 	<p>Guided notes and/or Guided reading covering the 6 individual lessons of the unit</p> <p>Daily Terms presented daily to be copied and submitted upon completion</p> <p>Study guide -topic list only- opened on Schoology 3 calendar days prior to the test</p> <p>Project evaluating the mortgage process and millage rates.</p> <p>Research essay involving the identification of positive and negative externalities of government policy</p>	<p>Formative assessments that may include:</p> <ul style="list-style-type: none"> Free Response Question (FRQs) regarding various unit vocabulary Online discussion board debate about a current event Creative Extension Project that may include posters, flashcards for peer quiz, and/or presentations <p>Summative assessments that may include:</p> <ul style="list-style-type: none"> Student products (essays, position papers, research papers, videos, audio files, web sites, dioramas, art projects, oral presentations, document-based questions, etc.) Participation in tasks Half unit quiz Unit Test

	<ul style="list-style-type: none">● How do financial institutions work?<ul style="list-style-type: none">○ Examine the functions of money.○ Identify the forms of money used in the past and today.○ Recognize and differentiate between the types of financial institutions.○ Analyze how the government protects the money we deposit into financial institutions.● What are the similarities and differences of monetary and fiscal policies?		
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Planned Course: Honors Civics and Government	Course Number: H226H	Department: Social Studies
Unit 7: International Trade and Foreign Policy	Grade Level: 11	
Estimated Time: 3 weeks	Level/Track: honors	Board Approval Date: August 27, 2018

PA Academic Standards	 Core Concepts (in question format) <ul style="list-style-type: none"> Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
5.3.12.B 5.4.12.A 5.4.12.B 5.4.12.C 5.4.12.D 5.4.12.E 6.2.12.A 6.3.12.D 6.4.12.A 6.4.12.B 6.4.12.C 6.4.12.D 6.5.12.E	<ul style="list-style-type: none"> Why and how do nations trade with each other? <ul style="list-style-type: none"> Analyze how the comparative advantage a nation has impacts its trade policies. Assess the growth and impact of international trade around the world. Why and how do nations interact with one another? <ul style="list-style-type: none"> Compare and contrast the various perspectives a nation may use to formulate its foreign policy. Identify the basic roles of the 	<p>Guided notes and/or Guided reading covering the 6 individual lessons of the unit</p> <p>Daily Terms presented daily to be copied and submitted upon completion</p> <p>Study guide -topic list only- opened on Schoology 3 calendar days prior to the test</p> <p>Project about identifying various products that have been imported as finalized goods and as resources.</p>	<p>Formative assessments that may include:</p> <ul style="list-style-type: none"> Free Response Question (FRQs) regarding various unit vocabulary Online discussion board debate about a current event Creative Extension Project that may include posters, flashcards for peer quiz, and/or presentations <p>Summative assessments that may include:</p> <ul style="list-style-type: none"> Student products (essays, position papers, research papers, videos, audio files, web sites, dioramas, art projects, oral presentations, document-based questions, etc.) Participation in tasks Vocabulary quiz Unit Test

President,
Congress, the
bureaucracy, and
other economic
forces in the
implementation of
U.S. foreign policy.

- Defend how governmental and non-governmental international organizations facilitate interaction among nations
- How does the international community try to protect human rights?
 - Analyze the existing international framework and activities that define human rights.
 - Distinguish how governments and non-governmental organization operate within this framework

Planned Course: Honors Civics and Government	Course Number: H226H	Department: Social Studies
Unit 8: State and Local Government	Grade Level: 11	
Estimated Time: 3.5 weeks	Level/Track: honors	Board Approval Date: August 27, 2018


PA Academic Standards	 Core Concepts (in question format) <ul style="list-style-type: none"> Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
5.1.12.D 5.1.12.E 5.2.12.B 5.3.12.A 5.3.12.F 5.3.12.I 5.3.12.J	<ul style="list-style-type: none"> How does the federal system allow the national and state governments to share power? <ul style="list-style-type: none"> Categorize and cite examples of national, state, and concurrent powers Compare and contrast the basic structures of national and state governments What characteristics do all state governments share? <ul style="list-style-type: none"> Compare and contrast the similarities and differences among the various state governments 	<p>Guided notes and/or Guided reading covering the 6 individual lessons of the unit</p> <p>Daily Terms presented daily to be copied and submitted upon completion</p> <p>Study guide -topic list only- opened on Schoology 3 calendar days prior to the test</p> <p>Think-Pair-Share activities with various Supreme Court rulings</p> <p>Web quest activity identifying current issues facing the Commonwealth</p>	<p>Formative assessments that may include:</p> <ul style="list-style-type: none"> Free Response Question (FRQs) regarding various unit vocabulary Online discussion board debate about a current event Creative Extension Project that may include posters, flashcards for peer quiz, and/or presentations <p>Summative assessments that may include:</p> <ul style="list-style-type: none"> Student products (essays, position papers, research papers, videos, audio files, web sites, dioramas, art projects, oral presentations, document-based questions, etc.) Participation in tasks Supreme Court rulings quiz Unit Test

	<ul style="list-style-type: none">● How do the three branches of government function at the state level?<ul style="list-style-type: none">○ Investigate the differences between legislative, executive, and judicial powers○ Analyze the structure the legislative process at the state level, including bicameralism, the committee system, and party leadership○ Summarize landmark Supreme Court interpretations regarding legislative redistricting and apportionment○ Differentiate the executive powers at the state level, including roles, powers, and offices○ Analyze the structure and jurisdictions of the varying levels of		
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the state judicial pyramid

- What challenges do state governments face?
 - Evaluate contemporary issues before the Commonwealth of PA, and/or local government
- How are local governments created, funded, and organized?
 - Investigate the different forms of local government structure, generally and PA specific
 - Critique the different source of funding: intergovernmental revenue; income, sales, and property taxes.

Planned Course: Honors Civics and Government	Course Number: H226H	Department: Social Studies
Unit 9: Personal Finance	Grade Level: 11	
Estimated Time: 3.5 weeks	Level/Track: honors	Board Approval Date: August 27, 2018

PA Academic Standards	 Core Concepts (in question format) <ul style="list-style-type: none"> Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
5.3.12.B 5.3.12.I 5.4.12.A 5.4.12.B 5.4.12.C 5.4.12.D 5.4.12.E 6.2.12.A 6.3.12.A 6.3.12.B 6.3.12.C 6.3.12.D 6.4.12.A	<ul style="list-style-type: none"> How can an individual maximize the money he/she earns to achieve short, medium, and long-term goals? <ul style="list-style-type: none"> Differentiate between saving and investing. Evaluate different options for saving money in banks or credit unions. Evaluate different investment options in terms of risk and return. Analyze different types of consumer debt and the impact interest rates have on borrowers. 	<p>Guided notes and/or Guided reading covering the 6 individual lessons of the unit</p> <p>Daily Terms presented daily to be copied and submitted upon completion</p> <p>Study guide -topic list only- opened on Schoology 3 calendar days prior to the test</p> <p>A personal budget log that is integrated several weeks before unit begins</p> <p>Car buying activities that includes shopping, comparisons, and loan application</p> <p>Activity on college loan costs and application process</p> <p>Activity on credit building and maintenance</p>	<p>Formative assessments that may include:</p> <ul style="list-style-type: none"> Free Response Question (FRQs) regarding various unit vocabulary Online discussion board debate about a current event Creative Extension Project that may include posters, flashcards for peer quiz, and/or presentations <p>Summative assessments that may include:</p> <ul style="list-style-type: none"> Student products (essays, position papers, research papers, videos, audio files, web sites, dioramas, art projects, oral presentations, document-based questions, etc.) Participation in tasks Unit Test

6.4.12.B			
6.4.12.C			
6.4.12.D			
6.5.12.E			
6.5.12.H			