

**Fayette County Schools
Curriculum Maps
Civics
Unit 1: Citizenship**

Grade Level: 12

Grading Period: 2 weeks block/ 4 weeks year long

Enduring understanding: Informed citizens fully participate in the political life of their communities and nation in order to “ensure the blessings of liberty”.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Rights of Citizens	I can identify my rights as a citizen and rank these in levels of effectiveness in effecting change.	12.1.01 12.1.02 12.1.03 12.1.04 12.1.05 12.1.06 12.1.07	What are the basic human and political rights guaranteed to all citizens?	Bill of Rights Speech Press Religion Assembly	Journal writing Benchmarks Formative assessment using focused feedback	Working in collaborative pairs, select a local issue that could be solved with a united community effort. Create a plan to solve the selected issue and present it to the class.
Responsibility of Citizens	I can assess my responsibilities as a citizen and decide which are essential in the working of a society.	12.1.01 12.1.02 12.1.08 12.1.10 12.2.28	What responsibilities and obligations are expected of all citizens?	Jury Service Military Service Taxes Obey Laws	Conferences Portfolio work completed	In groups, create a visual chart (using large chart paper or electronically) on what is protected by the Bill of Rights linking the freedom to its amendment. Individually have students write a “letter to the editor” describing what he/she feels is the most important freedom to him/her.
Participation of Citizens	I can analyze different ways I can involve myself in society and prioritize the effectiveness of each.	12.1.09 12.2.28 12.2.29	As a citizen, how can I take part in society, and what will be the best use of my time and effort?	Vote Jaycees Lions Club Rotary Club United Way Church Groups		Individually think of influences from our culture that affect how we act. List those influences. Working with a partner, compare lists and prioritize a new list of greatest concern. From this list, write a reflection paper or blog on your reaction.

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and SAS for interactive and upper level lessons.

Suggested Readings: Lexile=L Work with language arts to assign readings. Example readings: "Understanding the Articles of Confederation" Sally Isaacs 760L, "Conflict and Controversy- Creating the Constitution"- Darnell Benjamin 850L, "Father of the Constitution- A Story about James Madison"- Barbara Mitchell 810L.

Language Arts Connection: Co-plan with language arts on readings on the Constitution and our early United States government for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the Constitution and citizenship from this unit.

Make posters on key rights protected in the Bill of Rights.

Tiered Instruction;

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

Civics
Unit 2: Foundations of Democracy

Grade Level: 12

Grading Period: 2 weeks block/4 weeks year long

Enduring understanding: American democracy is built upon the historic, political, and philosophical heritage of our near and distant ancestors.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Philosophical and Historical Influences	<p>I can identify the framers of the Constitution and theorize on why they were active in changing our government.</p> <p>I can identify the origins of democratic ideals and relate them to ideals of today's society.</p>	12.2.01 12.2.02 12.2.03 12.2.04 12.2.05 12.2.06 12.2.07 12.2.08 12.2.09 12.2.10 12.2.11 12.2.12 12.2.13 12.2.14 12.2.15 12.2.16 12.2.17 12.2.18	<p>Who were the framers of the Constitution and Where did they derive their ideals?</p>	Locke Rousseau Montesquieu Descartes Voltaire	<p>Formative-quizzes, ticket out the door, student projects</p> <p>Journal writing</p> <p>Benchmarks</p> <p>Formative assessment using focused feedback</p> <p>Conferences</p> <p>Journal writing</p> <p>Portfolio work</p> <p>Completed projects</p> <p>Formative assessment with explicit feedback is essential.</p>	<p>Working in collaborative groups, create a mini-book, foldable, or electronic presentation on key influences on our governmental system. These should contain the essential information summarizing each point along with illustrations. Events and documents can include: Magna Carta, English Bill of Rights, English Civil War, Glorious Revolution, Petition of Right, French Philosophers, etc.</p> <p>Conduct a Web Quest on our Constitutional framers to identify what influenced their efforts. Report this in a news-style article.</p>

Intent and Influence of The Framers' Goals	I can identify why a new government structure was needed in our new nation and relate it to our modern system.	12.2.01 12.2.02 12.2.03 12.2.14	Why did the framers seek a new structure of government and what effect did their past experience have?	John Locke Republic Democracy Enlightenment Magna Carta English Bill of Rights Constitution Declaration of Independence Articles of Confederation		<p>In small groups, discuss major conflicts our nation has triumphed over, and theorize on what allowed us to succeed from our Constitution. Make a list of "what if" type situations that might have changed our history if we lacked our basic freedoms.</p> <p>Students select key influences on the creation of the American system of government and prioritize what or who was the most effective in making our system a reality. Compose the ideas in narrative form.</p>
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and SAS for interactive and upper level lessons.

Suggested Readings: Lexile= L -Work with language arts to assign readings. Example readings Articles of Confederation- Renee Rebman 970L, Bagehot: The English Constitution-1270L, Conflict and Controversy -Creating the Constitution- Daniel Benjamin 850L.

Language Arts Connection: Co-plan with language arts on readings on the Enlightenment philosophers for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the Enlightenment philosophers from this unit.

Make posters on what we gained from Enlightenment philosophers.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Civics
Unit 3: Constitution and Federalism**

Grade Level: 12

Grading Period: 3 weeks block/ 6 weeks year long

Enduring understanding: The Constitution is the living document that protects our liberties, divides the power of government, and sets the principles that guide and govern America.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Plan for a New Government	<p>I can analyze how the impact of past civilizations such as the Greeks, Romans, English constitutional government, and early colonial states provided the foundation of our system.</p> <p>I can examine how the need to win the Revolutionary War, led to the Articles of Confederation, whose weaknesses led to the development of the Constitution.</p>	12.2.01 12.2.02 12.2.03 12.2.04 12.2.05 12.2.06 12.2.07 12.2.08 12.2.09 12.2.10 12.2.11 12.2.12 12.2.13 12.2.14	<p>What are the origins of the principles that underlie the American government?</p> <p>What national problems following the Revolutionary War, forced the Newly formed American nation to write a new Constitution?</p>	Republic Democracy Federalism Magna Carta Petition of Right Constitution Revolution Articles Federalist Anti-federalist Executive Legislative Judicial	Journal writing Benchmarks Formative assessment using focused feedback Conferences Portfolio work Completed projects Formative assessment with explicit feedback is essential.	<p>Working in collaborative pairs, students will create a set of posters which indicate the pros and cons of the Articles of Confederation. Post them in the classroom and allow learners to write a compare and contrast reflection narrative on the Articles.</p> <p>Create a set of graphic organizers showing how separation of powers and checks and balances work in our government.</p> <p>In pairs, using presentation software such as PowerPoint or Keynote, create an informative session on how our nation has used the Constitution and the courts to make laws needed to protect our people, regardless of the political climate at the time.</p> <p>In collaborative pairs, make a chart</p>

<p>Conflicts and Compromises in the Constitution</p>	<p>I can identify and examine the issues and the resolutions of the Great Compromise, the Three Fifths Compromise, and the Commercial Compromise and explain why these were crucial in our past.</p> <p>I can debate positions of the Federalists and the Anti-federalists in the struggle for ratification.</p> <p>I can explain how the federal system of government was a compromise between the proponents of strong state government and those of a strong national government.</p>	<p>12.2.05 12.2.08</p>	<p>Why was compromise essential to the success of writing the new Constitution?</p> <p>What was the rationale behind the arguments between the Federalists and Anti Federalists?</p> <p>How is “federalism” a compromise between factions in the framers of our government?</p>	<p>Great compromise Three-Fifths Compromise New Jersey Plan Virginia Plan Connecticut Compromise</p>		<p>on the conflicts and compromises of the Constitution. Write a narrative on why these were cornerstones of our government.</p> <p>Brainstorm major events in United States history and create a spider graphic on the board. Working in collaborative groups, select topics from the board and create a prioritized list showing how our government was able to succeed and whether we had to change any laws to succeed.</p>
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and SAS for interactive and upper level lesson.

Suggested Readings: Lexile=L -Work with language arts to assign readings. Example readings “A Companion to The US Constitution and its Amendments”- John Vito 1400L, “Amending the Constitution”- Eric Outman 820L, “Between Authority and Liberty-State Constitution Making in Revolutionary America”- Marc Krum an 1590L.

Language Arts Connection: Co-plan with language arts on readings from the constitutional era for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit. Do a class wide word jigsaw on the compromises of the Constitution.

Make posters on constitutional compromises, founding fathers, and basic points unique to American government.

Tiered Instruction;

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools
Curriculum Map
Civics**

Unit 4: Individual Freedoms: Bill of Rights and Amendments

Grade Level: 12

Grading Period: 2 weeks block/4 weeks year round

Enduring understanding: The Bill of Rights defines the essential freedoms and is a roadmap for the evolution of American citizenship.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Constitutional Protection Against Government	I can explain how the Bill of Rights daily guarantees my freedoms effortlessly for me and can theorize on how my life would change without these freedoms.	12.1.06 12.2.03 12.2.04 12.2.05 12.2.06 12.2.07 12.2.08 12.2.09 12.2.10 12.2.11 12.2.12 12.2.13 12.2.14 12.2.15 12.2.16 12.2.17	What are the rights guaranteed to all citizens by the Bill of Rights and how do we use them daily?	Bill of Rights First Ten Amendments Amendment Process Due Process Suffrage	Journal writing Benchmarks Formative assessment using focused feedback Conferences Portfolio work Completed projects Formative assessment with explicit feedback is essential	Working in collaborative pairs, take each Amendment of the Bill of Rights and in a foldable, create a summary statement and illustrate each protected freedom. Using software like audacity or garage band in a podcast format, record "mock interviews" with individuals involved in landmark Supreme Court decisions. (For example, the Brown vs. Board of Education case could yield "interviews" with a Justice Thurmond Marshall or the young girl the case centered upon.) Follow these presentations with a reflection blog or journal entry.
Interpretation: Original vs. Modern	I can debate issues resulting from controversy issuing from interpretation of particular rights.	12.2.04 12.2.10	How have the meanings and the applications of the Bill of Rights changed with the changes in American society?	Unreasonable Search and Seizure Civil Liberties Miranda Rights Habeas Corpus Reserve Powers Eminent Domain		
Expansion of Citizenship	I can relate how an amendment has expanded	12.2.06 12.2.07 12.2.08	Which amendments to the Constitution	Bill of Rights Civil Rights Acts Citizenship		

	rights to a new group of citizens.	12.2.09 12.2.10	have extended the rights of citizenship guaranteed by the Bill of Rights to all American citizens?	Amendments Voting Rights Act		
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and SAS for interactive and upper level lessons.

Suggested Readings: Lexile= L Work with language arts to assign readings. Example readings: “Citizen Heroes” compilation 820L, “How the US Government Came to Be” compilation 870L, “Power Faith and Blood in 16th Century England” 890L, “What Gives you the Right? The Bill of Rights and You” 740L.

Language Arts Connection: Co-plan with language arts on readings from the constitutional era for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the Bill of Rights.

Make posters on rights protected in the first Ten Amendments.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools
Curriculum Map
Civics**

Unit 5: Political Parties, Interest Groups, and the Media

Grade Level: 12

Grading Period: 2 weeks block/4 weeks year long

Enduring understanding: Political parties, interest groups, and the media impact public policies and social issues through the engagement of citizens and the election of officials.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Evolution of Political Parties	<p>I can evaluate the views of others and myself on social issues and relate to local political trends in the last election.</p> <p>I can describe what the political parties' basic beliefs are and align myself to the ideology appealing to my interests.</p>	<p>12.1.05 12.2.16 12.2.17 12.2.18 12.2.19 12.2.20 12.2.21 12.2.22 12.2.23</p>	<p>What is the political spectrum, and what are my beliefs in relation to the major parties?</p> <p>How has society shaped political parties and political parties shaped society?</p>	<p>Political Parties Third Party Platform Polls Campaign Financing</p>	<p>Journal writing</p> <p>Benchmarks</p> <p>Formative assessment using focused feedback</p> <p>Conferences</p> <p>Portfolio work</p>	<p>Research political campaign contributions to determine the influence of special interest groups and then create a presentation illustrating the findings.</p> <p>Work in collaborative groups to brainstorm the multiple perspectives on the current social issues to determine their impact on society and generate possible solutions.</p>
Election Process	<p>I can describe the influence of interest groups on political parties and theorize in a narrative on how this affects the election process.</p> <p>I can describe how a political party functions by relating platforms and result in the last election.</p>	<p>12.1.05 12.2.18</p>	<p>How do interest groups influence public policy?</p> <p>What impact do political parties have on the election process?</p>	<p>Primary Election General Election Caucus Convention Voters Poll Grassroots Third Party Political Action Committee (PAC)</p>	<p>Completed projects</p> <p>Formative assessment with explicit feedback is essential.</p>	<p>Create a synopsis or mini-biographies of past political parties using software such as Publisher, PowerPoint, Keynote, or Movie Conduct a classroom mock election with campaign speeches, signs, and party platforms. Follow this with reflection writings on the election process comparing our efforts with national and state campaigns.</p>
Propaganda and the Media	<p>I can analyze the media in their news for content and purpose of the author and ascertain if media bias affects election outcomes.</p>	<p>12.2.19 12.2.20 12.2.21 12.2.23 12.2.24</p>	<p>What differentiates biased reporting from a free and independent press?</p> <p>What tactics are used to spread propaganda?</p>	<p>Media Types Editorial Yellow Journalism Bias Propaganda</p>		<p>Students will examine media/print/television/ and online media for propaganda and bias, culminating in the creation of persuasive articles or political cartoons.</p> <p>Students evaluate how American politics have changed over time by researching televised presidential campaign ads from</p>

						Eisenhower to the current administration.
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and SAS for interactive and upper level lessons

Suggested Readings: Lexile=L Work with language arts to assign readings. Example readings: "A Citizens Guide to Politics in America: How the System Works and How to Work the System"- Barry Rubin 1410L, "A Global Ethic for Global Politics and Economics"- Hans Kung 1540L, "Adult ESL-Politics, Pedagogy and Participation in Classroom and Community Programs" 1350L.

Language Arts Connection: Co-plan with language arts on readings from political issues for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on political parties and past elections.

Make posters on past political parties and elections to display on the Word Wall.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

Fayette County Schools
Curriculum Map
Civics
Unit 6: State and Local Government

Grade Level: 12

Grading Period: 2 weeks block /4 weeks year long

Enduring understanding: Citizenship begins at the local level and has a direct impact on the daily lives of American citizens.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Structure of State and Municipal Government	I can identify and describe how state constitutions were formed.	12.4.01 12.4.02 12.4.03 12.4.04 12.4.05	How were state constitutions formed?	City Manager City Council Commissioner Form Wards	Journal writing Benchmarks Formative assessment using focused feedback Conferences Portfolio work Completed projects	Students will discuss contemporary local government issues by researching news clippings from local government (city, county commission, school board, etc.) meetings. Create a compare and contrast presentation on different types of municipal government.
	I can distinguish between different types of municipal government and relate it to localities in my area.	12.4.06 12.4.07 12.4.08 12.4.09 12.4.10 12.4.11 12.4.12 12.4.13 12.4.14	Why do different towns have different forms of government and how is this effective for each?			
Public Policy and Utilization of Resources	I can identify where government gets its money and identify ways in which governments distribute public funds by providing local examples.	12.1.03 12.4.01 12.4.11	How do governments allocate tax money through public policy? Why would a local government pursue a company locating within its tax base?	Tax Base Zoning Tax Types Bonds County Commission		Students role play zoning commissioners to create mock zoning codes and debate the type of buildings or businesses they would want in their neighborhoods.

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and SAS for interactive and upper level lessons.

Suggested Readings: Lexile=L Work with language arts to assign readings. Example readings: “Managing for Results in State Government”- Maria Pillar Aritigueta and Joseph Whaley 1350L, “Gender and Public Policy-Cases and Comments” 1380L, “Group Interests and US Public Policy”- William Browne 1190L, “Lesson Drawing in Public Policy”- Richard Rose 1260L.

Language Arts Connection: Co-plan with language arts on readings on local government issues for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on state and local government issues and solutions.

Make posters on public policy, local issues, and encouragement of community involvement.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools
Curriculum Map
Civics**

Unit 7: Comparative Government and Globalization

Grade Level: 12

Grading Period: 2 weeks block/ 4 weeks year round

Enduring understanding: The various, structurally different nations of the world, are interwoven into a global community.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Differences in Government	<p>I can pinpoint who has the ability to make decisions without consent of a higher power and analyze why they have that power.</p> <p>I can classify nations based on their views and structure and contrast them with our own.</p>	<p>12.2.15 12.2.24 12.2.27 12.4.08 12.4.10</p>	<p>Who is sovereign in different types of government?</p> <p>How are nations organized according to their ideology?</p>	<p>Sovereignty Dictatorship Democracy Communism Totalitarianism Fascism Monarchy Republic Representative Democracy Anarchy Parliamentary Presidential Executive Unitary Federal Confederate Government</p>	<p>Journal writing Benchmarks Formative assessment using focused feedback Conferences Portfolio work Completed projects</p>	<p>Use Google Earth to locate areas found through internet research on “hot spots” politically around the world. From a classroom discussion use research as a basis for a reflection paper.</p>
International Issues	<p>I can identify global social Issues and rank them in comparison to our local issues.</p>	<p>12.2.19 12.2.20 12.2.21 12.2.22 12.2.23 12.2.24 12.2.25 12.2.26 12.2.27 12.2.28 12.2.29 12.4.03 12.4.12</p>	<p>What shared issues face the diverse nations of the world?</p>	<p>Terrorism Alliances</p>		<p>Have students create foldable or electronic presentations to highlight global conflicts today.</p> <p>Working in collaborative groups, create charts prioritizing areas of conflict and need in the modern world.</p>

Development of Global Community	I can identify conflicts in the global community and relate this to contemporary issues in the United States of America.	12.2.25 12.4.04 12.4.07 12.4.09	What conflicts create divisions between nations in the global community?	United Nations G 8 Summit North Atlantic Treaty Organization (NATO) Common Currency Euro		Research world peace keeping organizations and have small groups create oral presentations on assigned topics.
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and SAS for interactive and upper level lessons.

Suggested Readings: Lexile=L Work with language arts to assign readings. Example readings: “High Noon- 20 Global Issues, 20 years to Solve Them”- JF Richards 1420L, “NATO after 2000- The Future of The Euro-Atlantic Alliance”-John Borawski and Thomas Durrell Young 1790L, “From Promise to Practice: Strengthening UN Capacities for the Prevention of Violent Control” 1540L.

Language Arts Connection: Co-plan with language arts on readings from global issues for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on global issues of today.

Make posters on global issue awareness and display on the classroom wall.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools
Curriculum Map
Civics
Unit 8: Economics: The Basics**

Grade Level: 12

Grading Period: 2 weeks block / 4 weeks year long

Enduring understanding: Knowledge of the principles of economics will enable an individual to realize greatest benefit of their resources and understand their role in the economy.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Savings, Spending, and Investing	I can identify ways in which my own personal finance affects the economy as a whole.	12.3.01 12.3.02 12.3.04 12.3.05 12.3.06 12.3.07 12.3.08 12.3.09 12.3.10 12.3.11 12.3.12 12.3.13 12.3.14 12.3.15 12.4.06	How do personal saving, spending, and investing affect the economy as a whole?	Banking Savings Certificate of Deposit (CD) Notes Loans Interest Types Compounding Interest Spending Budget	Journal writing Benchmarks Formative assessment using focused feedback Conferences Journal writing Portfolio work Completed projects Formative assessment with explicit feedback is essential.	Students learn of the risk and the opportunity of financial gain by participating in a stock market simulation and following through in a reflection analysis. Working in collaborative groups, students will create a presentation on how the economy has fluctuated over the past one hundred years.

<p>Taxation</p>	<p>I can identify how government distributes resources at the local, state, and national levels.</p>	<p>12.3.03 12.3.12 12.3.13</p>	<p>How do my tax dollars affect local, state, and national spending?</p>	<p>Progressive Tax Regressive Tax Flat Tax Entitlements State, Local, and Federal Tax</p>		<p>Students will conduct an interview with a local business owner, transcribe the interview, and compose an analysis of what he/she learned about that local business.</p> <p>Working collaboratively, students will gather information on state and local taxation and report on the impact of taxes on local prices and the economy.</p> <p>Distribute mock federal, state, and local tax forms along with random mock income tax information and have students complete the forms along with a follow-up with a written reflection.</p> <p>Working in small groups, have students “create a business” in the area that they feel would prosper. Research start up costs, rent, materials, and inventory cost, utilities, staffing, etc. Report to the whole class on the viability of the mock business</p>
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						succeeding.
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and SAS for interactive and upper level lessons.

Suggested Readings: Lexile =L -Work with language arts to assign readings. Example readings “A Framework for Cognitive Economics”- Roger McCain- 1370L, “An Introduction to Geographical Economics: Trade, Location, And Growth”- Steven Brahman 1430L, “Financial Liberalization and Investment”- Kahayan Gupta and Robert Lenik 1480L.

Language Arts Connection: Co-plan with language arts with readings on economic issues for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on economic issues of today.

Make posters on economic awareness to display and use a reflection springboard.

Tiered Instruction;
Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads
Tier 2 -Use Readers Notebook for guided practice
Tier 3 -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools
Curriculum Map
Civics
Unit 9: Financial Decisions for Life**

Grade Level: 12

Grading Period: 1 week block/ 2 weeks year long

Enduring understanding: Personal financial decisions directly affect our future and well-being.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Personal Budgeting	I can create and maintain a budget in a classroom scenario and defend my choices in a classroom presentation.	12.3.01 12.3.02 12.3.03 12.3.04 12.3.05 12.3.06 12.3.07 12.3.08 12.3.09 12.3.10 12.3.11 12.3.12 12.3.13 12.3.14 12.3.15	How do personal decisions we make affect our future?	Income Benefit Package Credit Bankrupt Identity Theft Wants and Needs Expenses Utilities Rents and Leases Mortgage Taxes Licenses	Journal writing Benchmarks Formative assessment using focused feedback Conferences Portfolio work Completed projects	Generate a list of occupations and average incomes to randomly hand out to collaborative pairs. Introduce variables such as student debt and raising children. Have students create a mock budget from their assigned family unit. Move between groups to guide them on realistic points they may miss. Working in collaborative groups research the cost of insurance on autos, homes, renters insurance, liability on the job, etc. Have each group shop to compare prices. Report back to the class on findings.
Investment and Insurance	I can decipher what insurance plan is best for my life and defend my choice in a narrative. I can make sound investment decisions and chart out the logic in a presentation.	12.3.10 12.3.11 12.3.14	What options exist to protect my personal property, car, and home?	Stocks Bonds 401K Retirement Plan Life Insurance Property Insurance	Formative assessment with explicit feedback is essential.	Contact local banks to see what interest rates are on both savings and loans. Check on both small amounts and large amounts as a comparison. Report findings in a paper and presentation.

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and SAS for interactive and upper level lessons.

Suggested Readings: Lexile=L Work with language arts to assign readings. Example readings: “Coping on a Tight Budget” - Betty Clark 880L, “Our Vacation Budget”- Andrew Einspruch 630L, “Savings for the Poor- The Hidden Benefits of Electronic Banking”- Michael Stedman 1840L

Language Arts Connection: Co-plan with language arts on readings from finances and the economy for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on personal finance issues of today.

Make posters on financial awareness to use as a springboard for reflection writings.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader’s Notebook