

# New Hampton Curriculum

New Hampton Community School District

Social Studies Standards and Benchmarks—SS

High School: Civics Tenth Grade Required Course

**SS.HSCIV.1: Culture:** The students will examine the impact of culture and cultural diversity. (MCGF)

**SS.HSCIV.1A-E Benchmarks:**

The students will be able to:

A. Demonstrate the value of cultural diversity, as well as cohesion, within and across groups. (MCGF)

B. Understand a variety of organizational models. (ES)

C. Analyze and explain the ways groups, societies, and cultures address human needs and concerns as well as how these cultures interact. (HOTS)

D. Analyze various ideas and philosophies of government and economics that have impacted worldwide cultures at various times in history. (GE) (MCGF)

E. Examine the effects of various cultures specifically on the government and economic system of the United States.

Assessed by: Tests, Quizzes, Daily work, Participation in class discussions, Teacher observation and Student performance

**SS.HSCIV.2: Time, Continuity, and Change:** The students will develop a historical perspective of the ways human beings view themselves in and over time. (GE) (NCDG)

**SS.HSCIV.2A-G Benchmarks:**

The students will be able to:

- A. Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity. (HOTS)
- B. Identify and describe significant historical periods and patterns of change within and across culture such as the rise of nation-states and political revolution. (CS) (GE)
- C. Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments and to inform and evaluate actions concerning public policy issues. (HOTS) (LS)
- D. Demonstrate problem-solving and decision-making strategies to complex real-world situations. (ES)
- E. Understand that geographical, historical, social, and political forces have shaped the economic development of this country and the rest of the world. (GE) (MCGF)
- F. Analyze current political and economic activity. (HOTS)
- G. Connect prior knowledge of previously studies subjects as they study the basics of our nation's government and economy. (CE) (DE)

Assessed by: Student Performance/Product, Quizzes, Tests, Essays, and Teacher Observation

**SS.HSCIV.3: People, Places, and Environment:** The students will make informed decisions by understanding the organization of human populations, the physical earth, its resources and how they interrelate. (HOTS) (GE)

**SS.HSCIV.3A-F Benchmarks:**

The students will be able to:

- A. Describe and compare how people create places that reflect culture, human needs,

government policy, and current values. (CS) (GE)

B. Understand how people have cared for, used, and abused the environment in the past. (GE) (HOTS)

C. Examine the interdependence of people to one another in relation to economics, government, and the environment. (HOTS) (LS)

D. Compare and contrast the duties of people in various cultures as they relate to government, the economy, society, and family. (HOTS) (MCGF)

E. Apply the principles of economics in order to learn to make effective economic decisions. (HOTS) (ES)

F. Generate possible alternative resolutions to economic issues and evaluate them using criteria that have been identified. (HOTS) (GE)

Assessed by: Test/Essays, Quizzes, Daily Work, Participation in class discussions, Teacher Observation and Student Performance

**SS.HSCIV.4: Individual Development and Identity:** The students will utilize knowledge of individual development and identity to gain insight into personal behavior. (CE) (ES) (NCDG)

**SS.HSCIV.4A-G Benchmarks:**

The students will be able to:

A. Demonstrate positive social skills and respect toward class members and their views. (GE) (CE)

B. Identify the knowledge, skills, attitudes, and actions of an effective citizen. (GE) (ES)

C. Compare and contrast the duties of people of various cultures as they relate to their government, economy, society, and family. (HOTS) (MCGF) (GE)

D. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements. (NCDG)

E. Describe the economic skills required in various workplaces and in one's personal life. (NCDG) (ES)

F. Evaluate, take, and defend positions on current issues regarding the protection of individual rights. (CS) (HOTS)

G. Use objectivity in assessing other viewpoints. (ES) (HOTS)

H. Persist with text that goes beyond immediate knowledge and linguistic development (Zone of Proximal Development). (LS) (CS) (HOTS)

I. Plan, carry out, and reflect on an individual service learning projects (two hour projects). (GE) (MCGF)

Assessed by: Test/Essays, Quizzes, Daily Work, Participation in class discussions, Teacher observation and Student performance

**SS.HSCIV.5: Individuals, Groups, and Institutions:** The students will understand how institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE) (ES) (NCDG) (MCGF)

**SS.HSCIV.5A-F Benchmarks:**

The students will be able to:

A. Understand various leadership styles and their effectiveness in different situations. (ES)

B. Analyze the motivations and forces that led to the American colonists desiring a change in how they were governed. (HOTS)

C. Identify various ideas and philosophies that have impacted the world. (HOTS) (GE) (MCGF)

D. Understand that institutions evolve in market economies to help individuals and groups accomplish their goals. (GE) (CE)

E. Describe the various forms institutions take and explain why they develop and change over time. (CS) (GE)

F. Evaluate the role of institutions in furthering both continuity and change. (HOTS)

Assessed by: Test/Essays, Quizzes, Daily Work, Participation in class discussions, Teacher observation and Student Performance

**SS.HSCIV.6: Power, Authority, and Governance:** The students will understand the historic development of structures of power, authority, and governance and their evolving functions in contemporary society. (GE) (ES)

**SS.HSCIV.6A-I Benchmarks:**

The students will be able to:

A. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare. (MCGF)

B. Understand that the government plays both a direct and indirect role as a link between consumers and resources. (GE)

C. Explain the purpose of government and analyze how its powers are acquired, used, and justified. (CS) (GE) (HOTS)

D. Analyze and explain ideas and mechanisms to meet needs and wants of citizens. (HOTS)

E. Compare different political systems (their ideologies, structure, institutions, processes and political cultures) with that of the United States and identify representative political and economic leaders from selected historical and contemporary settings. (HOTS) (GE)

F. Analyze and evaluate conditions, actions, and motivations that contribute to conflict

and cooperation within and among nations. (HOTS) (GE)

G. Explain the central ideas of American constitutional government and their history. (HOTS)

H. Demonstrate how to express feelings, reactions and ideas in an appropriate manner. (HOTS) (LS) (CS)

I. Apply the Big Six steps to information problem solving in government and economics and character issues. (HOTS) (LS)

Assessed by: Test/Essays, Quizzes, Daily Work, Participation in class discussions, Teacher Observation and Student Performance

**SS.HSCIV.7: Production, Distribution, and Consumption:** The students will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. (ES) (GE)

**SS.HSCIV.8: Science, Technology, and Society:** The students will understand the relationship between science, technology, and society when addressing human issues, problems, and opportunities. (TECH) (GE)

**SS.HSCIV.8A-D Benchmarks:**

The student will be able to:

A. Analyze how science and technology influence the core values, beliefs, and attitudes of society and vice-versa. (HOTS) (TECH) (ES) (GE)

B. Evaluate various policies and laws that have been proposed as ways of dealing with social changes resulting from new technologies. (HOTS) (NCDG) (GE) (LS)

C. Understand the role of science and technology in our economy. (TECH) (ES)

D. Understand and explain how investments in human and physical capital, including new technologies, affect standard of living, quality of life, and way of life. (GE) (TECH)

(CE)

Assessed by: Test/Essays, Quizzes, Daily Work, Participation in class discussions, Teacher observation and Student performance

**SS.HSCIV.9: Global Connections:** The students will be able to construct connections between their lives and the realities of global interdependence. (GE) (CE) (ES) (NCDG)

**SS.HSCIV.9A-F Benchmarks:**

The student will be able to:

A. Use questioning skills to confirm and refine new learning. (CS) (ES) (HOTS) (LS)

B. Analyze the global nature of change and conflict. (GE) (MCGF) (HOTS)

C. Illustrate how individual behaviors and decisions connect with global systems. (GE) (HOTS) (LS) (ES) (CS)

D. Examine the causes, consequences and possible solutions to persistent, contemporary, and emerging global issues. (HOTS) (GE) (MCGF)

E. Explain the importance of international trade in today's economy. (GE)

F. Describe the various types of economic systems as well as their advantages and disadvantages. (GE) (CS)

Assessed by: Test/Essays, Quizzes, Daily Work, Participation in class discussions, Teacher Observation and Student performance

**SS.HSCIV.10: Civic Ideals and Practices:** The students will apply the ideals, principles and practices of citizenship in a democratic republic through the development of civic attitudes and values. (ES) (NCDG)

## **SS.HSCIV.10A-K Benchmarks:**

The student will be able to:

- A. Use listening skills for learning new information and/or receiving instruction or direction. (CE) (ES) (CS)
- B. Use questioning skills to confirm and refine new learning. (LS) (ES) (CS)
- C. Organize and effectively deliver a variety of oral classroom presentations and be able to express his/her views through scored discussions. (CE) (ES) (CS) (LS)
- D. Demonstrate positive social skills and respect toward class members. (ES) (CS) (MCGF)
- E. Explain the origins and interpret the continuing influence of key ideals of the democratic republic form of government, such as human dignity, individual rights and responsibilities, liberty, justice, equality, and the rule of law. (GE) (MCGF) (HOTS)
- F. Plan and implement a service learning project in the community and, upon completion of the project, reflect on the value of the service and its contribution to the development of the community as well as one's own personal attitudes. (CS) (LS) (ES) (HOTS)
- G. Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities. (HOTS)
- H. Analyze and evaluate the influence of various forms of citizen action on public policy. (HOTS)
- I. Examine issues regarding civic responsibilities of citizens in the American constitutional government and free enterprise economy. (HOTS) (CS)
- J. Understand and practice the Six Pillars of Character Counts in and out of the school setting so as to become a productive, positive citizen. (HOTS) (ES) (LS) (NCDG)
- K. Explain the importance of shared political and civic beliefs and values to the maintenance of a constitutional government in an increasingly diverse society. (HOTS) (MCGF) (CS)

Assessed by: Scored discussion, Test/Essays, Quizzes, Daily Work, Participation in class discussions, Teacher observation and Student performance

**SS.HSCIV.11: Habits of the Mind:** The students will develop and apply the skills of critical thinking, creative thinking, and self-regulation to enhance the learning of government, economics, and the Six Pillars of Character Counts. (HOTS) (ES)

**SS.HSCIV.11A-F Benchmarks:**

The student will be able to:

A. Engage in creative thinking to solve problems, including engaging intensely in tasks even when answers or solutions are not immediately apparent, pushing the limits of his/her knowledge and abilities, generating, trusting, and maintaining his/her own standards of evaluation, and generating new ways to viewing a situation outside the boundaries of standard conventions. (HOTS) (ES)

B. Utilize self-regulation techniques in their daily lives, including being aware of his/her own thinking, planning, necessary resources as well as being sensitive to feedback and evaluating the effectiveness of his/her actions. (HOTS) (NCDG)

C. Utilize critical thinking in daily tasks, including being accurate and seeking accuracy, being clear and seeking clarity, being respectful of the ideas and views of others, restraining impulsivity, taking a position when the situation warrants it, and being sensitive to others' feelings and level of knowledge. (HOTS) (ES)

D. Use a planner to develop and improve organizational skills. (HOTS) (LS) (ES)

E. Applies problem-solving and decision-making skills to real life economic, political, and character situations. (ES) (CS)

F. Use the seven reading comprehension/thinking strategies to facilitate understanding in the social studies setting. (HOTS) (ES) (CS)

Assessed by: Use of planners, Test/Essays, Quizzes, Daily Work, Participation in class discussion including scored discussions, Teacher observation and Student performance

## Benchmark Identification:

CS - Communication Skills Benchmark

LS - Learning Skills Benchmark

CE - Career Education Benchmark

MCGF - Multicultural Gender Fair Benchmark

HOTS - Higher Order Thinking Skills Benchmark

GE - Global Education Benchmark

TECH - Technology Benchmark

ES - Employability Skills Benchmark

NCDG - National Career Development Guidelines Benchmark

## **Materials and Resources**

**(List all materials and resources. Be specific.)**

**Textbook: Civics Today: Citizenship, Economics & You**

**Glencoe/McGraw Hill, 2005 copyright**

Textbook supplementary materials, including CD-ROMs and online textbook

**Periodicals:** Current issues and topics

Newspapers: Waterloo Courier

Des Moines Register

Magazines: Time

U.S. News & World Report

Booklets: Federal Reserve Bank financial skills booklets and activities

**Internet Websites** : Current issues and activities for the classroom

[civ.glencoe.com](http://civ.glencoe.com)

[www.econedlink.com](http://www.econedlink.com)

[www.federalreserve.org](http://www.federalreserve.org)

**Video/DVDs:**

“Eye on the Prize” series

John Stossel’s “In the Classroom” series, including “Greed” and “John Stossel Goes to Washington”

“Cashflow” with Robert Kiyosaki

**Guest Speakers:**

Brown College representative

Hamilton Business College representative

Rich Kriener or Ryan Rausch—financial planning

**Character Education materials:** Use various appropriate activities from the following books.

“First Class Character Education Activities Program” by Michael D. Koehler & Karen E. Royer

“Character Counts: Making the Right Moves” by Maureen Duran

“Good Ideas to Help Young People Develop Good Character” edited by Steven Nish and published by the Josephson Institute

“Character Education Inclusion Strategies” published by Glencoe/McGraw Hill in conjunction with the textbook

### *Civics Outline*

*(This course will begin with the 2006-07 school year and will be required for 10 th graders.)*

#### *Basics of Government*

##### Chapter 1--Citizenship and Government in a Democratic Republic

- \*examine why people need government
- \*identify the forms & purposes of government
- \*how people become citizens
- \*how diverse American culture has become
- \*the values that hold America together

##### Chapter 2--Roots of American Government

- \*our English heritage of limited and representative government and how those ideas got here
- \*causes and effects of the Revolution
- \*original states constitutions and the Articles of Confederation

## Chapter 3--The Constitution

- \*the Constitutional Convention and compromises agreed to in order to get the Constitution passed
- \*how the Constitution is organized
- \*what the 3 parts of the Constitution accomplish, including separation of powers
- \*the principles of government in the Constitution

## Chapter 4--The Bill of Rights

- \*basic freedoms in the Bill of Rights
- \*responsibilities of citizens that go along with each right

## Chapter 5--The Citizen and the Community

- \*the legal duties of US citizenship
- \*voluntary responsibilities of citizenship that help the US fulfill its goals
- \*the necessity for volunteers
- \*the ways people volunteer

## Chapter 6--Congress

- \*how Congress is organized
- \*the powers Congress has and the ones it does not have
- \*how bills become a law and the checks and balance system

## Chapter 7--The President and the Executive Branch

- \*qualifications for becoming president and how a president is elected
- \*presidential succession
- \*powers and roles of the president

## Chapter 8--The Judicial Branch

- \*how the federal court system developed and how federal and Supreme Court judges are selected
- \*the kinds of cases handled in federal courts
- \*the powers of the Supreme Court

## Chapter 10--Voting and Elections

- \*ways the right to vote has expanded
- \*the registration and voting process
- \*types of elections
- \*steps in the presidential election process

(All of this will be infused with Character Counts lessons and activities for both the government and economics portions of the class. By developing the basics of government and economics in grade 10 Civics class, the students will be able to handle more in depth information as seniors in Government and Economics.)