Southern Cayuga Central School District – Curriculum Map

Subject: Government in Action/Economics School Year: 2017-2018

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
Economics – Scarcity and Opportunity Cost	1) How are resources best used? 2) How do individuals make decisions? - Scarcity - Opportunity Cost - Choice - Trade-Offs - Wants - Needs - Factors of Production	Vocabulary acquisition, understanding and evaluating factors of production, determining use of limited resources - Vocabulary Activities - Decision Making Grid	- Decision Making Matrix	1 week
Economics – Economic Systems	1) How can nation-states design their economic systems? 2) Is there a "right way" to divide resource amongst people? - Capitalism - Free Market - Private Property - Barter - Socialism - Communism	Differentiate between economic systems and evaluate positive and negative aspects of each. Explaining the traits of the US economy - Economic Systems 4 Square Jigsaw - Economic System presentations - Reading/Response writing	- Economic Systems Posters - Myth of the Barter Economy Response - US as Free Market Writing Response	4 weeks
Economics – Supply and Demand	1) How do the desires of suppliers and consumers interact? - Supply - Law of Supply - Supply/Demand Shifts - Markets - Demand - Law of Demand	Describe the concepts of supply and demand, understand what causes shifts to each, evaluate the interaction between the two forces of the market - Vocabulary Activities - Supply/Demand Shifts: Product example - Supply and Demand graphing - Marginal Utility/Productivity	- Supply and Demand graph examples - Vocabulary Assessment - Athlete Case Study - Stock Market Simulation	4 weeks

	- Marginal Utility -Marginal Productivity	Simulation		
Economics – Economic Indicators	1) Are macroeconomic indicators a true way to evaluate the economy? - GDP - Unemployment Rate - Consumer Confidence - Microeconomics - Macroeconomics	Define key economic indicators and describe what they show about the economy, evaluate the effectiveness of these statistics at judging the micro-level - Economic Indicators Research - News Article Evaluations - Compare/Contrast Micro and Macro impact	- Economic Indicators Research Activity - Wall St v. Main St Argument Paper	3 weeks
Economics – Personal Finance Planning	1) What lifestyle will you be able to afford after you complete your education? - Rent/Mortgage -Interest Rate -Utilities -Necessities -Budget	Research and select career paths, determine salary possibilities, research utility and living expenses, create a budget, make personal economic choices - Career Research - Housing Research - Transportation Plan - Budget	- Personal Finance: Project Based Learning Assessment	6 weeks
Government – Why Government?	1) Why do civilizations need government? - Democracy - Authoritarianism - Tabula Rosa - Constitution	Describe various forms of government, Evaluate the purposes and functions of government - Locke v Hobbes Reading Activity - Comparative Government Activity - Source Research	- Why Government Essay Assignment	2 weeks
Government – Branches of Government	1) Why is separation of powers important? 2) How powerful should any particular branch of government be? - Legislative - Executive - Veto - Judicial	Explain and describe the role of each branch of government, how do they use their power? - Legislative Process Document Assignment - Supreme Court Research Case - Presidential Power Activity	- Supreme Court Case Presentation - Presidential Power Writing Assignment	4 weeks

Government – Government Case Studies/Media Literacy	1) How can the issue best be handled? 2) When should government be the answer? **Examples Vary By Year but include:** - **Health Care** - **Compulsory Voting** - **Gun Control** - **Civil Rights** - **Voter Suppression**	Research the specifics of each example, make pre and post judgments of topic, find and evaluate sources - News clip evaluations - News Article Research - Source Evaluation	- Case Study Argument Essays (2)	6 weeks
Government – Public Policy Project	1) How can societal problems best be ameliorated? - Ameliorate - Public Policy - Non-Profit Organizations - Players - Stakeholders	Identify local societal problems, evaluate research to prove problem exists, identify players and stakeholders, create public policy - Problem Identification - Problem Research - Player/Stakeholder Research - Policy Create	- Public Policy Project	6 weeks

Relevant Standards

NYS Standards:

Key Idea #1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from The National Standards for Civics and Government, 1994)

Commencement 9-12

• analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs

•consider the nature and evolution of constitutional democracies throughout the world

• compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision making processes, citizenship roles, and political culture

•identify and analyze advantages and disadvantages of various government systems.

Key Idea #2

The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994)

•trace the evolution of American values, beliefs, and institutions

•analyze the disparities between civic values expressed in the United States Constitution and the United Nations Universal Declaration of Human Rights and the realities as evidenced in the political, social, and economic life in the United States and other nations throughout the world

•identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society

•compare and contrast the Constitutions of the United States and New York State

•understand the dynamic relationship between federalism and states ’rights

Key Idea #3

Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities

• understand how citizenship includes the exercise of certain personal responsibilities , including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of one's actions (Adapted from The National Standards for Civics and Government, 1994)

• analyze issues at the local, state, and national levels and prescribe responses that promote the public interest or general welfare, such as planning and carrying out a voter registration campaign

• describe how citizenship is defined by the Constitution and important laws

• explore how citizens influence public policy in a representative democracy.

Key Idea #4

The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

•participate as informed citizens in the political justice system and processes of the United States, including voting

•evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy (Adapted from The National Standards for Civics and Government, 1994)

• take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs

• consider the need to respect the rights of others, to respect others' points of view (Adapted f rom The National Standards for Civics and Government , 1994

National Core Standards:

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

4. Determine the meaning of words and phrases asthey are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g.,charts, research data) with qualitative analysis in print or digital text.

8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

9. Compare and contrast treatments of the same topic in several primary and secondary sources. discrepancies among sources.

Range of Reading and Level of Text Complexity

Common Core Learning Standards: History/Social Studies » Grade 11-12

Common Core Reading Standards for Literacy in History/Social Studies Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships between the key details and ideas.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

4. Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No.10).

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Integration of

Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and in words) in order to address a question or solve a problem. Distinguish between fact, opinion, and reasoned judgment in a text.

8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies between sources.

Range of Reading and Level of Text Complexity

10. By the end of Grade 12, read and comprehend history/social studies texts in the Grade 11-12 CCR text complexity band independently and proficiently