



Curriculum Map
CONTEMPORARY CITIZEN
HONORS ELECTIVE
Saugus High School
Saugus, MA 01906

**SAUGUS HIGH SCHOOL SOCIAL STUDIES DEPARTMENT
MISSION STATEMENT***

The Saugus High School Social Studies Department is committed to academic excellence in education, promoting cultural enrichment and citizenship. Through the use of student-based learning, a variety of assessment models, and the integration of innovative pedagogic techniques, our department has focused its programs around the following:

STUDENT EXPECTATIONS

1. *AUTONOMOUS LEARNING SKILLS*

- Takes responsibility for his/her own learning
- Accepts the responsibilities of citizenship
- Can set priorities and identify achievable goals

2. *CRITICAL THINKING*

- Listens and reads actively and thinks critically in a variety of genres
- Analyzes and evaluates information
- Demonstrates the ability to select, synthesize, organize and develop ideas

3. *EFFECTIVE WRITING SKILLS*

- Communicates ideas and information with coherence, clarity, and understanding of audience
- Integrates the use of a variety of communication forms

4. *PROBLEM SOLVING SKILLS*

- Utilizes and evaluates multiple problem solving strategies
- Generates new and creative ideas by taking risks to solve problems
- Applies problem solving techniques in a variety of disciplines

5. *PERSONAL AND SOCIAL RESPONSIBILITY*

- Takes responsibility for personal actions, demonstrates honesty, fairness, and integrity
- Respects one's own cultures and others
- Appreciates diversity and acts responsibly as a member of the community by participating in a variety of activities which demonstrate civic pride

STUDENT GOALS

- Providing a factual base of knowledge and skills in order to develop higher order thinking i.e. critical thinking ability, problem solving, decision making, organizing and planning
- Continuing the process of implementing technology
- Fostering an appreciation of world cultures and history, as well as the cultural diversity of the United States
- Meeting the dictates of the Frameworks for History and Social Science as determined by the Commonwealth of Massachusetts (August 2003)
- Developing an interdisciplinary curriculum associating the social sciences with the study of humanities, as well as the core curriculum
- Relating contemporary issues to course offerings
- Encouraging civic and social responsibility

* In conjunction with the Saugus High School Mission Statement (2000)

SEMESTER 1 CONTEMPORARY CITIZEN HONORS ELECTIVE (143)

Week 1		Week 2	
<i>Performance Standards</i>		<i>Performance Standards</i>	
In conjunction with the Grade 6: World Geography Standards , students will identify nations of the world		In conjunction with the Grade 6: World Geography Standards , students will identify nations of the world	
Unit/Topic/Lesson UNIT ONE		Unit/Topic/Lesson UNIT ONE	
Unit 1: Complete Asia, Europe, and African maps		Unit 1: Complete South American, Caribbean, and North American maps	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Locate the nations of Asia, Africa, and Europe -Identify the capitals of Europe, Asia, and Africa	Which nations that you have found have you heard of?	-Locate the nations of South America, North America, and the Caribbean -Identify the capitals of South America, North America, and the Caribbean	-Which nations have you been to, or would want to go to?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	-Google Earth -PowerPoint	<i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	-Google Earth -PowerPoint
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Completed maps Quiz	Completed by:	Completed maps Quiz	Completed by:
	Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster		Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 3		Week 4	
<p align="center">Performance Standards</p> <p>In conjunction with the Grade 6: World Geography Standards, students will identify nations of the world</p>		<p align="center">Performance Standards</p> <p><u>USI.5</u> Explain the role of Massachusetts in the Revolution, including important events that took place in Massachusetts <u>USI.18</u> Explain the major components of local government in Massachusetts, including the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils</p>	
<p align="center">Unit/Topic/Lesson UNIT ONE</p> <p>Unit 1: Complete Massachusetts and Saugus maps</p>		<p align="center">Unit/Topic/Lesson UNIT TWO</p> <p>Unit 2: Role of Massachusetts and Saugus in the revolution and early governmental construction. <i>History of Saugus.</i></p>	
<p>Objectives (Students will...) -Identify the 50 states in the United States -Locate the capital cities of the 50 American states -Identify important locations in Massachusetts</p>	<p>Essential Question How well do you know the geography of your own nation, state, and community?</p>	<p>Objectives (Students will...) -Outline the impact of Saugonians and Baystaters in the colonization and development of Massachusetts. -Identify the reason why regular people would join in the revolution.</p>	<p>Essential Question Was the Saugus Ironworks really the birthplace of American industry?</p>
<p>Teacher Resources <i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources -Google Earth -PowerPoint</p>	<p>Teacher Resources <i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources -PowerPoint -DVD Saugus Ironworks</p>
<p>Evaluation/Activities Completed maps Quiz</p>	<p>Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster</p>	<p>Evaluation/Activities Completed worksheet Quiz Book Review</p>	<p>Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster</p>

Week 5		Week 6	
<p align="center">Performance Standards</p> <p><u>USI.5</u> Explain the role of Massachusetts in the Revolution, including important events that took place in Massachusetts</p> <p><u>USG.1.3</u> Describe the purposes and functions of government</p>		<p align="center">Performance Standards:</p> <p><u>E.4.1</u> Explain how government responds to perceived social needs by providing public goods and services</p> <p><u>USG. 3.10</u> Explain the differences between a town and a city form of government in Massachusetts, including the difference between a representative and an open town meeting</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT TWO</p> <p>Unit 2: Formation of the national government and its purposes.</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT TWO</p> <p>Unit 2: The form of Town government in Saugus and its relationship to services provided to town residents.</p>	
<p align="center">Objectives (Students will...)</p> <p>-Discuss the creation of the National Government and its role over local communities</p> <p>-Explain the division of power between the states and federal governments</p>	<p align="center">Essential Question</p> <p>Which level of government should be responsible for paying for your education?</p>	<p align="center">Objectives (Students will...)</p> <p>-Identify the main bodies of town government</p> <p>-Outline the duties and responsibilities of the town meeting, board of selectmen, school committee, town moderator, and town manager.</p>	<p align="center">Essential Question</p> <p>Do you know how town government can work for you?</p>
<p align="center">Teacher Resources</p> <p><i>History of Saugus, Atherton</i></p> <p>US and Massachusetts Constitutions</p> <p>Primary/Secondary Source Documents</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>-PowerPoint</p>	<p align="center">Teacher Resources</p> <p><i>History of Saugus, Atherton</i></p> <p>US and Massachusetts Constitutions</p> <p>Primary/Secondary Source Documents</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>-PowerPoint</p> <p>-Broadcast of a town meeting - DVD</p>
<p align="center">Evaluation/Activities</p> <p>Completed worksheets</p> <p>Quiz</p> <p>Local History Project</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Revenue worksheet</p> <p>Opinion paper</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 7		Week 8	
<p align="center">Performance Standards</p> <p><u>E.4.1</u> Explain how government responds to perceived social needs by providing public goods and services <u>USG. 3.10</u> Explain the differences between a town and a city form of government in Massachusetts, including the difference between a representative and an open town meeting</p>		<p align="center">Performance Standards</p> <p><u>USI.15</u> Explain the various roles and responsibilities of federal, state, and local governments in the US <u>USG.3.2</u> Identify and describe provisions of the US Constitution and the Massachusetts Constitution that define and distribute power and authority <u>USG.3.8</u> Explain the legal, fiscal and operational relationships between state and local governments in Massachusetts</p>	
<p align="center">Unit/Topic/Lesson UNIT TWO</p> <p>Unit 2: How to raise revenue in Saugus. Students will look at a variety of methods and the problems with each</p>		<p align="center">Unit/Topic/Lesson UNIT TWO</p> <p>Unit 2: The interaction between local and state government. How can the state assist with local problems</p>	
<p>Objectives (Students will...)</p> <ul style="list-style-type: none"> -Discuss the manners in which a town can raise revenue. -Identify the more costly line items in a town's budget -Formulate their own town budget using real numbers and scenarios 	<p>Essential Question</p> <p>Is Saugus poor, or is there wasteful spending?</p>	<p>Objectives (Students will...)</p> <ul style="list-style-type: none"> -Identify the state representatives and state senators. -Discuss the role these state representatives play in local government. -Outline local aid from state sources 	<p>Essential Question</p> <p>Does Massachusetts do enough for a community like Saugus, or does it do too much?</p>
<p>Teacher Resources</p> <p><i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <ul style="list-style-type: none"> -PowerPoint -Calculator 	<p>Teacher Resources</p> <p><i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <ul style="list-style-type: none"> -PowerPoint -Internet -www.mass.gov
<p>Evaluation/Activities</p> <p>Proposition 2 ½ worksheet Opinion paper Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Evaluation/Activities</p> <p>Classroom discussion Political cartoons Education</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 9		Week 10	
<p align="center">Performance Standards</p> <p><u>USG.1.5</u> Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals</p> <p><u>USG.1.6</u> Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority, through limited government and the rule of law</p>		<p align="center">Performance Standards</p> <p><u>USG.2.1</u> Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the US Constitution (1787) and the Bill of Rights (1791)</p> <p><u>USG.3.2</u> Identify and describe provisions of the US Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT THREE</p> <p>Unit 3: Massachusetts' constitution is the oldest active constitution, why was it written the way it was and what rights does it give to Bay Staters.</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT THREE</p> <p>Unit 3: Review the major issues that impacted Massachusetts state government throughout its formative years.</p>	
<p align="center">Objectives (Students will...)</p> <p>-List the duties and responsibilities of the three branches of Massachusetts government.</p> <p>-Identify the checks and balances placed on each branch of government.</p>	<p align="center">Essential Question</p> <p>How is Massachusetts similar in government to the federal government?</p>	<p align="center">Objectives (Students will...)</p> <p>-Identify the ballot referendum questions for Massachusetts general election</p> <p>-Discuss major issues facing Massachusetts over the next few years</p>	<p align="center">Essential Question</p> <p>How well do you understand the issues facing the Commonwealth?</p>
<p align="center">Teacher Resources</p> <p><i>History of Saugus, Atherton</i></p> <p>US and Massachusetts Constitutions</p> <p>Primary/Secondary Source Documents</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>-PowerPoint</p> <p>-Schoolhouse Rocks</p>	<p align="center">Teacher Resources</p> <p><i>History of Saugus, Atherton</i></p> <p>US and Massachusetts Constitutions</p> <p>Primary/Secondary Source Documents</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>-PowerPoint</p> <p>-Election coverage, if appl.</p>
<p align="center">Evaluation/Activities</p> <p>Crossword puzzle</p> <p>Quiz</p> <p>Completed homework</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Completed worksheets</p> <p>Quiz</p> <p>Massachusetts History Timeline.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 11		Week 12	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>USG.3.4</u> Explain the functions of the courts of law in the government of the US and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary</p> <p><u>USG.3.6</u> Explain the functions of departments or agencies of the executive branch of government of the US and the state of Massachusetts</p>		<p><u>USG.2.2.</u> Analyze and interpret central ideas of government, individual rights, and the common good in founding documents of the US</p> <p><u>USG.2.8.</u> Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict</p>	
<p align="center">Unit/Topic/Lesson UNIT THREE</p> <p>Unit 3: Examine the separation of powers in Massachusetts government and each branches role in current issues</p>		<p align="center">Unit/Topic/Lesson UNIT THREE</p> <p>Unit 3: Identify the major political issues impacting Massachusetts i.e. raising taxes, education reform, and referendum questions</p>	
<p>Objectives (Students will...)</p> <p>-Identify the officers of the executive branch in Massachusetts</p> <p>-List the major court cases, and legal battles, decided by the Massachusetts Supreme Judicial Court</p>	<p>Essential Question</p> <p>Has the SJC legislated from the Bench?</p>	<p>Objectives (Students will...)</p> <p>-Outline the major referendum questions that have been presented to Massachusetts voters over the past decade</p>	<p>Essential Question</p> <p>Do you agree with the decision of Massachusetts voters?</p>
<p>Teacher Resources</p> <p><i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <p>-PowerPoint</p>	<p>Teacher Resources</p> <p><i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <p>-PowerPoint</p>
<p>Evaluation/Activities</p> <p>Completed worksheets Opinion paper Quiz</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Evaluation/Activities</p> <p>Opinion paper</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 13		Week 14	
Performance Standards		Performance Standards	
<p><u>USG.2.2.</u> Analyze and interpret central ideas of government, individual rights, and the common good in founding documents of the US</p> <p><u>USG.2.8.</u> Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict</p>		<p><u>USG.1.9</u> Examine foundation documents in the American political tradition to identify key ideas regarding limited government and individual rights</p> <p><u>USG.2.5.</u> Explain how a shared American civic identity is embodied in founding-era documents and in core documents of subsequent periods of US history</p>	
Unit/Topic/Lesson UNIT THREE		Unit/Topic/Lesson UNIT FOUR	
Unit 3: Identify the major political issues impacting Massachusetts i.e. same-sex marriage, casinos, and the Big Dig		Unit 4: Examine fundamental documents in the founding of the United States of America	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Identify possible solutions to the problems facing Massachusetts -Discuss the constitutionality of the solutions	As informed citizens, most of whom are under the age of 18, do you feel the voting age on state and local elections should be lowered?	-List the Bill of Rights amendments and others impacting your daily life -Outline the aspects of the Declaration of Independence that have relevance today.	Do you know your rights?
Teacher Resources <i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources -PowerPoint	Teacher Resources <i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources -PowerPoint
Evaluation/Activities Classwork Opinion paper	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Evaluation/Activities Quiz Completed worksheets	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 15		Week 16	
Performance Standards		Performance Standards	
<u>USG.1.3</u> Describe the purposes and functions of government <u>USG.2.4</u> Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, etc. <u>USG.3.9</u> Explain the formal process of how a bill becomes a law and define the terms <i>initiative</i> and <i>referendum</i>		<u>USG.1.3</u> Describe the purposes and functions of government <u>USG.2.4</u> Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, etc. <u>USG.3.9</u> Explain the formal process of how a bill becomes a law and define the terms <i>initiative</i> and <i>referendum</i>	
Unit/Topic/Lesson UNIT FOUR		Unit/Topic/Lesson UNIT FOUR	
Unit 4: The Executive Branch.		Unit 4: The Executive Branch. Unit 4: The Legislative Branch	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-List the members of federal Executive Branch -Outline the ways different American presidents have changed the job of President	Which American President do you feel was the most impactful for America?	-Identify the US Senators and Representatives representing Massachusetts -List the method of creating legislation at the federal level -Explain the origin of fiscal legislation	How does a bill become a law?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	-PowerPoint	<i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	-PowerPoint
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Quiz Presidential worksheet Opinion paper	Completed by:	How a bill becomes a law worksheet	Completed by:
	Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster		Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 17	
Performance Standards	
<p><u>USG.1.3</u> Describe the purposes and functions of government</p> <p><u>USG.2.4</u> Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, etc.</p> <p><u>USG.3.9</u> Explain the formal process of how a bill becomes a law and define the terms <i>initiative</i> and <i>referendum</i></p>	
Unit/Topic/Lesson UNIT FOUR	
Unit 4: The Legislative Branch	
Objectives (Students will...)	Essential Question
<ul style="list-style-type: none"> -Identify the US Senators and Representatives representing Massachusetts -List the method of creating legislation at the federal level -Explain the origin of fiscal legislation 	Who represents Saugus in the Congress of the United States?
Teacher Resources	Media Resources
<i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	-PowerPoint
Evaluation/Activities	Completion date:
Quiz	Completed by:
	Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 18	
Performance Standards	
<p><u>USG.1.3</u> Describe the purposes and functions of government</p> <p><u>USG.2.4</u> Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, etc.</p> <p><u>USG.3.9</u> Explain the formal process of how a bill becomes a law and define the terms <i>initiative</i> and <i>referendum</i></p> <p><u>USG.3.13</u> Analyze and evaluate decisions by the US Supreme Court about the constitutional principles of separation of powers and checks and balances in landmark cases</p>	
Unit/Topic/Lesson UNIT FOUR	
Unit 4: The Judicial Branch	
Objectives (Students will...)	Essential Question
<ul style="list-style-type: none"> - Identify the members of the Supreme Court of the United States. -List major decisions of Supreme Court since its inception. 	In what circumstances does the Supreme Court have original jurisdiction?
Teacher Resources	Media Resources
<i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	-PowerPoint
Evaluation/Activities	Completion date:
Quiz Supreme Court case studies	Completed by:
	Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 19		Week 20	
<i>Performance Standards</i> REVIEW FOR MID YEAR EXAM		<i>Performance Standards</i> MID YEAR EXAM WEEK	
Unit/Topic/Lesson UNITS REVIEW UNITS ONE, TWO, THREE AND FOUR		Unit/Topic/Lesson	
Objectives (Students will...) -Demonstrate knowledge of content material as presented in Semester 1 -Understand test-taking strategies: multiple choice, open response, and primary source documents	Essential Question What do students know and are able to do?	Objectives (Students will...)	Essential Question
Teacher Resources Study Guides and Preview Materials	Media Resources	Teacher Resources	Media Resources
Evaluation/Activities MID YEAR STANDARDIZED EXAM FOR CONTEMPORARY CITIZEN (143)	Completion date: Completed by: Comments	Evaluation MID YEAR STANDARDIZED EXAM FOR CONTEMPORARY CITIZEN (143)	Completion date: Completed by: Comments

SEMESTER 2 CONTEMPORARY CITIZEN HONORS ELECTIVE (143)

Week 21		Week 22	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>USG.2.6</u> Define and provide examples of fundamental principles and values of American political and civic life</p> <p><u>USG.3.7</u> Trace the evolution of political parties in the American governmental system</p> <p><u>USG.5.4</u> Research the platforms of political parties and candidates</p>		<p><u>USG.2.8</u> Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension and conflict</p> <p><u>USG.2.10</u> Analyze and explain ideas about liberty, equality, and justice in American society</p> <p><u>USG.3.12</u> Use a variety of sources to identify current issues</p> <p><u>USG.5.9</u> Identify a significant public policy issue</p> <p><u>USG.5.10</u> Practice civic skills and dispositions by participating in simulated activities—public hearings, mock trials, and debates</p>	
Unit/Topic/Lesson UNIT FOUR		Unit/Topic/Lesson UNIT FIVE	
Unit 4: The formation of political parties, their platforms, and how the national government impacts the regular person.		Unit 5: Review major issues in American politics such as healthcare, gun control, and social security	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<ul style="list-style-type: none"> -Examine the formation of political parties in American history -Outline the platforms of the major American political parties of today List the ways a “regular person” can use their political party, or the national government, to protect their own interests 	<p>Which political party do you belong to, and why?</p> <p>What role do political parties play in national, state, and local government</p>	<ul style="list-style-type: none"> -Explore the historical root of the Social Security system. -Outline the causes for problems in the current system of Social Security 	<p>-Should the social security system be privatized?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p><i>History of Saugus, Atherton</i></p> <p>US and Massachusetts Constitutions</p> <p>Primary/Secondary Source Documents</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>PowerPoint</p>	<p><i>History of Saugus, Atherton</i></p> <p>US and Massachusetts Constitutions</p> <p>Primary/Secondary Source Documents</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>PowerPoint</p> <p>Computer Research</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Quiz</p> <p>Opinion paper</p> <p>Completed worksheet</p>	<p>Completed by:</p> <p>Comment: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Opinion paper</p> <p>Class Issue Project</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 23	
Performance Standards	
<p><u>USG.2.8</u> Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension and conflict</p> <p><u>USG.2.10</u> Analyze and explain ideas about liberty, equality, and justice in American society</p> <p><u>USG.3.12</u> Use a variety of sources to identify current issues</p> <p><u>USG.5.9</u> Identify a significant public policy issue</p> <p><u>USG.5.10</u> Practice civic skills and dispositions by participating in simulated activities—public hearings, mock trials, and debates</p>	
Unit/Topic/Lesson	
UNIT FIVE	
Unit 5: Review major issues in American domestic policy such as abortion, civil rights, immigration, homeland security, and others	
<p>Objectives (Students will...)</p> <ul style="list-style-type: none"> -Outline the perspective of each side of the abortion issue -Examine the history behind abortion in America -Discuss the reasons for immigration to the United States. -List the arguments for and against stricter immigration control. -Outline the proposed method of solving the immigration crisis 	<p>Essential Question</p> <p>Do you feel abortion should be legal?</p> <p>When did your family come to the United States and what obstacles might they have faced?</p>
<p>Teacher Resources</p> <p><i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <p>PowerPoint Computer Research</p>
<p>Evaluation/Activities</p> <p>Opinion paper Major Issue Project</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 24	
Performance Standards	
<p><u>USG.4.1 through</u> <u>USG.4.8.</u> The Relationship of the United States to Other Nations in World Affairs</p>	
Unit/Topic/Lesson	
UNIT SIX	
Unit 6: American foreign policy: War on Terror including Iraq and 9/11	
<p>Objectives (Students will...)</p> <ul style="list-style-type: none"> -List the events of September 11th and the major involvement of the US in the wars in Afghanistan and Iraq -Outline the major shift in American foreign policy post 9/11 	<p>Essential Question</p> <p>-Were the Afgani or Iraqi wars justified?</p>
<p>Teacher Resources</p> <p><i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <p>PowerPoint Computer Research</p>
<p>Evaluation/Activities</p> <p>Opinion paper World Issue Project</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 25		Week 26	
Performance Standards		Performance Standards	
<u>USG.4.1 through</u> <u>USG.4.8.</u> The Relationship of the United States to Other Nations in World Affairs		<u>USG.4.1 through</u> <u>USG.4.8.</u> The Relationship of the United States to Other Nations in World Affairs	
Unit/Topic/Lesson UNIT SIX		Unit/Topic/Lesson UNIT SIX	
Unit 6: American foreign policy: Nuclear proliferation of Iran, No. Korea; Two China policy		Unit 6: American Foreign policy: America's role in Third World Nations; Rwanda, Sudan, etc.	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Identify the reasons for the Two-China Policy in American foreign policy -Examine the relationship between America and North Korea.	How does our relationship with Taiwan and South Korea impact our foreign policy towards China and North Korea?	-List the nations considered to be third world. -Identify the US relationship towards third world nations in Africa	Should the US provide increased aid to third world nations?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Computer Research	<i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Computer Research
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Opinion paper World Issue Project	Completed by:	Opinion paper World Issue Project Test	Completed by:
	Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster		Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 27	
Performance Standards	
<u>USG.1.4</u> Define and provide examples of different forms of government <u>USG.1.5</u> Explain how the rule of law limits government to protect the rights of individuals <u>USG1.7</u> Distinguish limited form unlimited government <u>USG1.9</u> Examine fundamental documents in American political tradition <u>USG 4.1</u> Describe how the world is divided politically <u>USG 4.2</u> Analyze reasons for conflict among nation states <u>E 3.4</u> Identify the basic characteristics of monopoly, oligopoly and competition <u>E 7.1</u> Explain the benefits of trade	
Unit/Topic/Lesson	
UNIT SEVEN	
Unit 7: World Governments: Parliamentary Democracies and limited socialism	
Objectives (Students will...)	Essential Question
-Explore other forms of national government in our European allies. -Explain the difference between capitalism and limited socialism.	Should the United States move towards limited socialism?
Teacher Resources	Media Resources
<i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Computer Research
Evaluation/Activities	Completion date:
Create a Nation Project Case study	Completed by:
	Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 28	
Performance Standards	
<u>USG.1.4</u> Define and provide examples of different forms of government <u>USG.1.5</u> Explain how the rule of law limits government to protect the rights of individuals <u>USG1.7</u> Distinguish limited form unlimited government <u>USG1.9</u> Examine fundamental documents in American political tradition <u>USG 4.1</u> Describe how the world is divided politically <u>USG 4.2</u> Analyze reasons for conflict among nation states <u>E 3.4</u> Identify the basic characteristics of monopoly, oligopoly and competition <u>E 7.1</u> Explain the benefits of trade	
Unit/Topic/Lesson	
UNIT SEVEN	
Unit 7: World Governments: Communism and totalitarian governments	
Objectives (Students will...)	Essential Question
-Outline the historical tradition of Communism and totalitarian governments -Identify the areas where Communism is most effective	Why has Communism failed at the national level so many times?
Teacher Resources	Media Resources
<i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Computer Research
Evaluation/Activities	Completion date:
Create a Nation Project Case study	Completed by:
	Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 29		Week 30	
<p align="center"><i>Performance Standards</i></p> <p><u>USG.1.4</u> Define and provide examples of different forms of government <u>USG.1.5</u> Explain how the rule of law limits government to protect the rights of individuals <u>USG1.7</u> Distinguish limited form unlimited government <u>USG1.9</u> Examine fundamental documents in American political tradition <u>USG 4.1</u> Describe how the world is divided politically <u>USG 4.2</u> Analyze reasons for conflict among nation states <u>E 3.4</u> Identify the basic characteristics of monopoly, oligopoly and competition <u>E 7.1</u> Explain the benefits of trade</p>		<p align="center"><i>Performance Standards</i></p> <p><u>USG.1.2</u> Define terms <i>citizenship, politics, and government</i> <u>USG.2.8</u> Evaluate, take and defend positions <u>USG.3.12</u> Use a variety of sources <u>USG.5.3, 5.4, and 5.10</u> Roles of Citizens in the U.S</p>	
<p align="center">Unit/Topic/Lesson UNIT SEVEN</p> <p>Unit 7: World Governments: The United Nations</p>		<p align="center">Unit/Topic/Lesson UNIT EIGHT</p> <p>Unit 8: Media Bias project - group</p>	
<p align="center">Objectives (Students will...)</p> <p>-Discuss the United Nations Declaration of Human Rights. -Identify the major reasons for/against the United Nations</p>	<p align="center">Essential Question</p> <p>Is the UN still relevant today?</p>	<p align="center">Objectives (Students will...)</p> <p>-Outline the methods used to portray media bias -Examine samples of biased media</p>	<p align="center">Essential Question</p> <p>If a documentary persuades its audience, is it really a documentary?</p>
<p align="center">Teacher Resources</p> <p><i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>PowerPoint Computer Research</p>	<p align="center">Teacher Resources</p> <p><i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>PowerPoint Computer Research</p>
<p align="center">Evaluation/Activities</p> <p>Create a Nation Project Case study Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Media Bias Project</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 31		Week 32	
Performance Standards <u>USG.1.2</u> Define terms <i>citizenship, politics, and government</i> <u>USG.2.8</u> Evaluate, take and defend positions <u>USG.3.12</u> Use a variety of sources <u>USG.5.3, 5.4, and 5.10</u> Roles of Citizens in the U.S		Performance Standards Incorporate elements from all standards used in class	
Unit/Topic/Lesson UNIT EIGHT Unit 8: Media bias project - Group		Unit/Topic/Lesson UNIT NINE Unit 9: PowerPoint Project. Students create presentation of school year in review.	
Objectives (Students will...) -Students will present their findings in relationship to media bias	Essential Question Was it easy to become bias for/against a particular topic?	Objectives (Students will...) -Identify the key components to Microsoft's PowerPoint. -Outline the significant events that occurred during the past year	Essential Question What was the most important news event for Saugus, or Saugus High School, over the past year?
Teacher Resources <i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources PowerPoint Computer Research	Teacher Resources <i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources PowerPoint
Evaluation/Activities Media Bias Project Evaluation forms	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Evaluation/Activities Presentation Quizzes Outline	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 33		Week 34	
Performance Standards		Performance Standards:	
Incorporate elements from all standards used in class		Incorporate elements from all standards used in class	
Unit/Topic/Lesson UNIT NINE		Unit/Topic/Lesson UNIT NINE	
Unit 9: PowerPoint Project. Students create presentation of school year in review.		Unit 9: PowerPoint Project. Students create presentation of school year in review.	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
.-Explore the higher level functionality of PowerPoint and ascertain how it is an effective presentation tool. -Organize your list events into a well developed presentation	What was the most important news event for Massachusetts over the past year?	Explore the higher level functionality of PowerPoint and ascertain how it is an effective presentation tool. -Organize your list events into a well developed presentation	What was the most important news event for Massachusetts over the past year?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint	<i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Presentation Quizzes Outline	Completed by:	Presentation Quizzes Outline	Completed by:
	Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster		Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 35		Week 36	
<p align="center">Performance Standards</p> <p>Incorporate elements from all standards used in class</p>		<p align="center">Performance Standards</p> <p>Incorporate elements from all standards used in class</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT NINE</p> <p>Unit 9: PowerPoint Project. Students create presentation of school year in review.</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT NINE</p> <p>Unit 9: PowerPoint Project. Students create presentation of school year in review.</p>	
<p>Objectives (Students will...)</p> <p>-List the main methods of inserting audio/visual and other components to a PowerPoint presentation. -Differentiate between local, state, national, and international events</p>	<p>Essential Question</p> <p>What was the most important national news event over the past year?</p>	<p>Objectives (Students will...)</p> <p>-Students will list the proper use of SmartBoards, presentation mouse, and TurningPoint responders -Identify the most significant event of the past year</p>	<p>Essential Question</p> <p>-What was the most important international news event over the past year?</p>
<p>Teacher Resources</p> <p><i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <p>PowerPoint</p>	<p>Teacher Resources</p> <p><i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <p>PowerPoint</p>
<p>Evaluation/Activities</p> <p>Presentation Quizzes Outline</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Evaluation/Activities</p> <p>Presentation Quizzes Outline</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 37		Week 38	
Performance Standards		Performance Standards	
Incorporate elements from all standards used in class		. Incorporate elements from all standards used in class	
Unit/Topic/Lesson UNIT NINE		Unit/Topic/Lesson UNIT NINE	
Unit 9: PowerPoint Project. Students create presentation of school year in review.		Unit 9: PowerPoint Project. Students create presentation of school year in review.	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
Students will present their PowerPoints.	How memorable will this school year be for times to come?	Students will present their PowerPoints.	How memorable will this school year be for times to come?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint	<i>History of Saugus, Atherton</i> US and Massachusetts Constitutions Primary/Secondary Source Documents SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Presentation Quizzes Outline	Completed by:	Presentation Quizzes Outline	Completed by:
	Comments: Alternative Evaluation: Paper, Project, Poster		Comments: Alternative Evaluation: Paper, Project, Poster:

Week 39		Week 40	
<i>Performance Standards</i>		<i>Performance Standards</i>	
REVIEW FOR FINAL EXAM		FINAL EXAM WEEK	
Unit/Topic/Lesson		Unit/Topic/Lesson	
UNITS			
REVIEW UNITS FOUR, FIVE, SIX, SEVEN, EIGHT			
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Demonstrate knowledge of content material as presented in Semester 2 -Understand test-taking strategies: multiple choice, open response, and primary source documents	What do students know and are able to do?		
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Study Guides and Preview Materials			
Evaluation/Activities	Completion date:	Evaluation	Completion date:
STANDARDIZED FINAL EXAM FOR CONTEMPORARY CITIZEN (143)	Completed by:	STANDARDIZED FINAL EXAM FOR CONTEMPORARY CITIZEN (143)	Completed by:
	Comments		Comments