

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Community and the Individual

Department: Social Studies (Teamed with English)

Teacher: Dennis Perreault

Grade level: 9

Description of Course:

This two-credit interdisciplinary course explores a number of key questions involving community and the individual: what makes a successful community? What is the role of the individual in a community? Where do the rights of the individual end and the responsibilities of the community begin? Using this guiding inquiry, students will read various texts and investigate the concepts of community development, community crisis and response, state and national government, domestic economics, personal finance and comparative government. Texts to be read may include: *To Kill a Mockingbird*, *Animal Farm* and *Romeo and Juliet*. The arts focus will be on drama. Periodic major projects will enable students to explore course themes with greater depth and choice. These will include oral presentations and a formal research paper. Course 200 meets the State requirements for the study of government. Course 201 meets the State requirements for economics.

School – Wide Expectations:

Academic:

1. Read actively and critically for diverse purposes.
2. Communicate effectively using a variety of mediums.
3. Write effectively for a variety of purposes.
4. Utilize current technology and other resources to research, organize and evaluate possibilities to enhance learning.
5. Think critically, creatively and effectively in order to solve problems, and to transfer solutions to complete authentic tasks across all disciplines.

Social:

1. Exhibit personal responsibility and initiative.
2. Understand, appreciate and respect diversity.
3. Work cooperatively in an atmosphere of mutual respect

Civic:

1. Contribute as an active member of the community.
2. Demonstrate civic responsibilities.

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies:

1. Apply inquiry processes to support conclusions in the social sciences. (Research competency)
2. Evaluate historical or contemporary actions of people and/or events to develop evidence-based claims. (Evaluation competency)
3. Analyze the social, political, and economic factors of historical periods. (Analysis competency)
4. Demonstrate conceptual understanding of essential topics in the social sciences. (Comprehension competency)

Suggested Texts and Media (Software, A/V, etc.):

1. Textbook: *Civics Today: Citizenship, Economics and You*. Glencoe, McGraw-Hill, 2010. (Semester One Text)
2. Textbook: *Understanding Economics*: Glencoe. (Semester Two Text)
3. Teacher created worksheets and homework assignments.
4. Teacher created PowerPoint lectures.
5. Teacher created website: www.quia.com/pages/chscommunity.html (Semester One) & www.quia.com/pages/chscommunity2.html (Semester Two).
6. Selected primary source readings with accompanying questions or written response prompts.
7. Chromebook, Google Classroom, and other mediums
8. Quizlet

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon

Suggested Instructional Strategies:

1. **Lecture:** Through the use of PowerPoint presentations, the teacher will guide student learning on the key facts and concepts of the course. For example, a lecture may focus on the essential elements of a community, the difference between the elements and the interrelationship of the elements.
2. **Socratic Questioning:** Used to explore, with students, the depth of their understanding of key concepts and ability to relate concepts.
3. **Homework and Written Response Questions:** Reading assignments from the text and from primary source materials are used to introduce students to concepts of importance to the course. Reading assignments are often accompanied by questions requiring students to demonstrate comprehension of the assigned reading. Questions may also engage students in the analysis and evaluation of the information they are intended to comprehend. In most instances, the questions require students to answer in complete sentences using the question as the root of the answer. This is done to promote effective written communication skills and in the preparation for state and national tests requiring a written response to open ended questions.
4. **Projects:** Group and individual projects require students to apply key concepts of the course to real world events. For example, students are asked to create political advertisements for individual candidates seeking election to federal and state offices.

Suggested Assessment Strategies:

1. **Quizzes & Tests:** Teacher created tests and quizzes including multiple choice, matching, short answer and/or essay questions are intended to assess student comprehension of the fundamental concepts, analysis of those concepts and the evaluation of the reasons underlying those concepts.
2. **Projects:** Teacher designed projects requiring students to apply key concepts to real world events, while encouraging individual creativity or group dynamics, as the case may be.
3. **Research Paper:** Students will demonstrate the ability to gather pertinent facts through research, the analysis of those facts, formulate a thesis, and prove the thesis using accurate facts written in his or her own words. Students will also be expected to cite their sources correctly, using MLA format.
4. **Final Exam:** This is a comprehensive exam. For semester one, the material would include: the foundations of governments, American government and comparative government. For semester two, the material would include materials covered in economics. Final exams count as 15% of the semester grade.

