

Individuals and Societies Grade 9 Government

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
Foundations of Government	Systems	Power rights	Fairness and development	Systems are developed to protect the rights of citizens from the power of government in a civil society.	A i. ii. D i. ii. iii. iv.	<p>Communication</p> <ul style="list-style-type: none"> -organize and depict information logically -negotiate knowledge with peers and teachers <p>Self management</p> <ul style="list-style-type: none"> -use appropriate strategies for organizing complex information <p>Thinking</p> <ul style="list-style-type: none"> -consider ideas from multiple perspectives <p>Research</p> <ul style="list-style-type: none"> -make connections between various sources of information 	<p>I can analyse situations about the relevance and purpose of government in my daily life.</p> <p>I can identify the need and purposes for government in a society.</p> <p>I can establish the relevancy of government to our daily lives.</p> <p>I can compare different types of government including advantages and disadvantages of each.</p> <p>I can explain the various types of government.</p> <p>I can describe the characteristics of authoritarian government.</p> <p>I can describe the characteristics of a democratic government.</p> <p>I can compare various forms of democracy.</p>
Constitution and Principles of democracy	systems	Ideologies rights	Fairness and development	In founding our American democracy, ideologies and rights were borrowed from previous civilizations and systems of government.	A i. ii. D i. ii. iii. iv.	<p>Communication</p> <ul style="list-style-type: none"> -organize and depict information logically -negotiate knowledge and ideas with peers and teachers <p>Self management</p> <ul style="list-style-type: none"> -use appropriate strategies for organizing complex information <p>Thinking</p> <ul style="list-style-type: none"> -consider ideas from multiple perspectives <p>Research</p>	<p>I can analyze the extent to which the principles of government are upheld.</p> <p>I can describe the principles of government</p> <p>I can evaluate which democratic principles assist or impede the rights of individuals and groups.</p> <p>I can articulate the legal means of dissent and protest.</p> <p>I can explain how the U.S. is a limited government and how it impacts citizens.</p> <p>I can describe the three branches of the United States government.</p>

						<p>-make connections between various sources of information</p> <p>I can describe the checks and balances between the three branches of the US government.</p> <p>I can clarify the distribution of powers between the national and state governments.</p> <p>I can describe the relationship between the levels of the US government.</p> <p>I can analyze the impact of the Declaration of Independence, the Articles of Confederation, and other historical documents have on US democracy.</p> <p>I can describe the principles of government</p>
Legislative Branch	Systems	Government leadership	Fairness and development	Leadership in government is guided by systems that limit authority	<p>B i. ii. iii. iv C i. ii. iii.</p> <p>Organization -plan long term and short term assignments, meet deadlines</p> <p>Thinking - consider multiple alternatives including those that might be unlikely or impossible</p> <p>Research - understand the impact of media representations and modes of presentation - evaluate and select information sources and digital tools based on their appropriateness to specific - create references and citations, use footnotes/endnotes and construct a bibliography</p>	<p>I can explain the basic structure of Congress, Maryland General Assembly, and local legislative bodies.</p> <ul style="list-style-type: none"> • I can identify Congressional powers in the Constitution and evaluate the impact of the Necessary and Proper Clause (Elastic Clause). <ul style="list-style-type: none"> ○ I can identify congressional powers in the Constitution. <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> • bill of attainder, <i>ex post facto</i>, Elastic clause, Necessary and Proper Clause, Writ of <i>Habeas Corpus</i>, (<i>all powers definitions from unit 1</i>) • I can explain how the lawmaking process is an example of checks and balances.

						<p>according to recognized conventions</p> <p>Communication</p> <ul style="list-style-type: none"> - share ideas with multiple audiences using a variety of digital environments and media 	<ul style="list-style-type: none"> ○ I can identify the steps of how a bill becomes a law. ● I can explain the function of committees and their importance to the legislative process. ● I can explain the concepts of apportionment, reapportionment, and gerrymandering. <ul style="list-style-type: none"> ○ I can identify demographic groups and how they affect the House of Representatives. ● I can evaluate the impact of <i>Baker v. Carr</i> on equal protection.
Executive branch	Change	Government Authority	Scientific and technical innovation Opportunity, risk, consequences, and responsibility	Changes to governmental policies come with opportunity, risk, consequences, and responsibility to the authorities who make them and the citizens who vote on them.	B i. ii. iii. iv C i. ii. iii.	<p>Research Information literacy</p> <ul style="list-style-type: none"> * make connections between various sources of information * access information to be informed and inform others <p>Thinking: Critical thinking</p> <ul style="list-style-type: none"> * consider ideas from multiple perspectives <p>Communication</p> <ul style="list-style-type: none"> * use appropriate forms of writing for different purposes and audiences * write for different purposes * organize and depict information logically 	<ul style="list-style-type: none"> · I can explain the structure and function of the local, state and national executive branches. I can explain the basic structure of Congress, Maryland General Assembly, and local legislative bodies. ● I can evaluate the impact of the Necessary and Proper Clause. ● I can explain the structure and function of the local, state and national executive branches. ● I can explain how the nominating process reflects the principle of representative democracy. ● I can evaluate the Electoral College process and its impact on campaign strategies.

						<p>Self management-Organization * must use appropriate strategies for organizing complex information</p>	<ul style="list-style-type: none"> • I can analyze the role of the media in presidential campaigns and its impact on public opinion. • I can explain the powers, roles, and limitations of the president. • I can explain the concepts of apportionment, reapportionment, and gerrymandering. • I can evaluate the impact of <i>Baker v. Carr</i> on equal protection. • I can evaluate the impact of interest groups, lobbying, and PACs on the law-making process. • I can explain how the law-making process is an example of checks and balances. • I can explain the function of committees and their importance to the legislative process. • I can explain how civil rights legislation impacted equity for minority groups (Native Americans, women, Latinos, immigration, African Americans, and the disabled).
Public Issues	Systems	Government power	Fairness and development democracy, politics, government, civil society	Systems are developed to protect the rights of citizens from the power of government in a civil society.	B i. ii. iii. iv. C i. ii. iii.	<p>Thinking : critical thinking * must gather and organize relevant information in order to formulate an argument * evaluate evidence and arguments</p> <p>Communication * write for different purposes * use appropriate forms of writing for different purposes and audiences</p>	<ul style="list-style-type: none"> • I can evaluate government responses to competing interests. <ul style="list-style-type: none"> o I can describe the role of the government in addressing public issues. o I can explain socio-economic goals. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Economic prosperity, equity, public policy, socio-economic goals

						<p>Research: Information literacy</p> <ul style="list-style-type: none"> * collect, record, and verify data * process data and report results * make connections between various sources of information 	
Judicial branch	Logic	Authority conflict	Identities and relationships - human nature and human dignity	Logic, authority, and moral reasoning are used to resolve conflicts of human nature and dignity, by building relationships built on ethical judgement, consciousness, and mindfulness.	A i. ii D i. ii. iii. iv.	<p>Communication</p> <ul style="list-style-type: none"> -organize and depict information logically <p>Negotiate ideas and knowledge with peers and teachers</p> <p>Thinking</p> <ul style="list-style-type: none"> -consider ideas from multiple perspectives <p>Research</p> <ul style="list-style-type: none"> -make connections between various sources of information <p>Self management</p> <ul style="list-style-type: none"> -use appropriate strategies for organizing complex information 	<ul style="list-style-type: none"> • I can describe the structure, power and organization of the judicial branch at the federal and state level. • I can describe the criminal law process. • I can describe the importance of plea-bargaining as an alternative in the legal process. • I can describe the civil law process. <p>I can describe the importance of out-of-court settlements, arbitration, and mediation as alternatives in the legal process</p> <ul style="list-style-type: none"> • I can compare criminal and civil law. <p>I can evaluate the differences in standard of proof for criminal and civil case I can analyze the impact of the courts on individual rights</p>