

**Wyandanch Union Free School District**  
**Social Studies / Participation in Government and Economics / Grade 12**  
**Scope and Sequence of Skills by Unit // Coordinator Walter Morris**

Participation in Government Title of Unit + Standards	Calendar	Objectives The students will...	Procedures The teacher will...	Prior Knowledge	Skills	Materials	Vocabulary	Resources	Assessments	Field Experience
<p>1. Achieve academic success through social interaction, and following directions to solve problems and accomplish tasks 1-5</p> <p><b>Participation in Government</b>  <b>II-Creating a Lasting Government</b>  <b>III-The Federal Government</b>  <b>IV-State and Local Government</b>  <b>V-The American Economic System</b></p> <ul style="list-style-type: none"> <li>• Writing Project Sept.-Jan.</li> </ul> <p>-----</p> <p><b>Economics</b>  <b>I-Introduction to Economics</b>  <b>II-How Markets Work</b>  <b>III-Business and Labor</b>  <b>IV-Money, Banking and Finance</b>  <b>V-Measuring Economic Performance</b>  <b>VI-Government and the Economy</b>  <b>VII-The Global Economy</b></p> <ul style="list-style-type: none"> <li>• Stock Market Game Feb.-June</li> <li>Feb.-Black History Month</li> <li>March -Women's History Month</li> </ul>	<p>Sept to June</p>	<p>Set up and use a notebook  Follow rules of the classroom  Be respectful listeners  Use appropriate classroom language and behavior  Be able to locate and use tools such as dictionary, thesaurus, folders  Work productively in groups  Complete individual tasks as part of a group assignment  Identify and appreciate the speaker's/writer's purpose and motive for communicating information  Distinguish between the conventions of academic writing and the conventions of e-mailing and texting</p>	<p>Develop specific guidelines for academic success  Establish classroom library for student use and independent reading  Train students in daily use of notebooks  Provide practice in effective note-taking and use of notes in responses or presentations  Develop individual responsibility for various roles in group work and projects  Provide opportunities for speaking and listening activities  Provide instruction in identifying purpose for reading/listening  Establish recognition of positive participation  Provide practice in assessment by using and explaining rubrics</p>	<p>Comprehension strategies  Understand purpose, audience and topics  Participate in group discussions  Use a variety of speaking techniques  Know how to ask questions  Respond respectfully to others  Provide instruction</p>	<p>Take notes from written and oral texts such as lectures and interviews  Read and follow written, complex directions and procedures to solve problems and accomplish tasks  Apply new information in different contexts and situations  Identify the speaker's/writer's purpose and motive for communicating information  Establish reader's purpose for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).  Use a range of organizational strategies to present information  Respect age, gender, social position, and cultural traditions of the speaker  Listen for multiple levels of meaning articulated and unspoken  Withhold judgment  Distinguish between the conventions of academic writing and the conventions of e-mailing and texting</p> <p><b>21<sup>st</sup> Century Skills</b>  Group Discussions/  Presentations  Teacher Conferencing;  Notebook Review;  Progress Report</p>	<p>Maps  Globe  Overhead projector  Chalkboard  Notebook  Computer  Printer  Television  CD Player  VHS Player  DVD Player  Digital projector  Speakers  Library  books</p>	<p>Academic words:  cite  compare  conclusion  consequence  contrast  demonstrate  discuss  document  evaluate  evidence</p>	<p>Prentice Hall textbook  Newspapers  News  Magazines  The Internet  Periodicals  VHS Library  DVD Library  School and town libraries  Guest speakers  Stock Market  Game</p>	<p>Multiple Choice Questions,  Essays, DBQ  Essays, Maps, Charts and Documents</p>	<p>Guest Speakers;  Federal State County Town Hamlet  Field trips to;  National capitol, State capitol, County seat, Town Hall, WUFSD Administration</p> <p>Stock Market Game  Field trips to;  Federal Reserve Bank, New York Stock Exchange</p>

Participation in Government Title of Unit + Standards	Calendar	Objectives The students will...	Procedures The teacher will...	Prior Knowledge	Skills	Materials	Vocabulary	Resources	Assessments	Field Experience
<p>2. Establish effective writing process including prewriting, using organizers, and editing practices to develop portfolios 1-5</p> <p><b>Participation in Government</b></p> <p><b>II-Creating a Lasting Government</b></p> <p><b>III-The Federal Government</b></p> <p><b>IV-State and Local Government</b></p> <p><b>V-The American Economic System</b></p> <ul style="list-style-type: none"> <li>• Writing Project</li> </ul> <p>Sept.-Jan.</p> <p>Sept.-Oct. Hispanic Heritage Month</p> <p>Oct. Constitution Day</p> <p>-----</p> <p><b>Economics</b></p> <p><b>I-Introduction to Economics</b></p> <p><b>II-How Markets Work</b></p> <p><b>III-Business and Labor</b></p> <p><b>IV-Money, Banking and Finance</b></p> <p><b>V-Measuring Economic Performance</b></p> <p><b>VI-Government and the Economy</b></p> <p><b>VII-The Global Economy</b></p> <ul style="list-style-type: none"> <li>• Stock Market Game</li> </ul> <p>Feb.-June</p> <p>Feb.-Black History Month</p> <p>March-Women's History Month</p>	<p>Sept to June</p>	<p>Use pre-writing activities ( brainstorming, free-writing, note-taking, outlining, graphic organizers and paragraphing)</p> <p>Use charts, graphs, or diagrams to illustrate informational texts</p> <p>Develop a thesis and strategies of support</p> <p>Develop and maintain a portfolio</p> <p>Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance</p> <p>Assess significant details through note taking and annotating</p> <p>Use paraphrase and quotation in order to communicate information most effectively</p> <p>Use an organizational format that provides direction, coherence, and/or unity</p> <p>Define the meaning of and understand the consequences of plagiarism</p>	<p>Review organizational strategies</p> <p>Provide practice and strategies for successful note-taking and annotating</p> <p>Establish use of permanent classroom-based notebook</p> <p>Explain difference between fact and opinion and how to develop a valid thesis</p> <p>Initiate writing as a process and a product with development of a portfolio</p> <p>Establish guidelines and rubric for portfolio development and assessment</p>	<p>Evaluate examples, details or reasons used to support ideas</p> <p>Evaluate the validity &amp; accuracy of ideas &amp; information to identify levels of meaning</p> <p>Ability to locate primary and secondary sources of information for research</p> <p>Identify social and cultural contexts of the time period to enhance understanding</p>	<p>Select and limit topics for informational writing, with assistance</p> <p>Use a range of organizational strategies to present information</p> <p>Analyze and integrate data, facts, and ideas to communicate information</p> <p>State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details</p> <p>Respect the age and cultural traditions of the recipient</p> <p>Write and share personal reactions to experiences, events, and observations, using a form of social communication</p> <p>Use a combination of techniques to extract salient information from texts</p> <p><b>21<sup>st</sup> Century Skills</b></p> <p>Group Discussions/ Presentations</p> <p>Teacher Conferencing; Notebook Review; Progress Report</p>	<p>Maps</p> <p>Globe</p> <p>Overhead projector</p> <p>Chalkboard</p> <p>Notebook</p> <p>Computer</p> <p>Printer</p> <p>Television</p> <p>CD Player</p> <p>VHS Player</p> <p>DVD Player</p> <p>Digital projector</p> <p>Speakers</p> <p>Library books</p>	<p>Plagiarism</p> <p>Context</p> <p>Rubric</p> <p>Support</p> <p>Revision</p> <p>Proof-read</p> <p>Organize</p> <p>Draft</p> <p>Theme</p> <p>Thesis</p> <p>Edit</p> <p>Revision</p> <p>Response</p> <p>Examples</p> <p>Express</p> <p>Describe</p> <p>Demonstrate</p> <p>Conclusion</p> <p>Details</p> <p>Supporting details</p> <p>Demonstrate</p> <p>Graphic organizer</p> <p>Introduction</p> <p>Transition</p> <p>Hierarchical</p> <p>Analyze</p> <p>copyright</p> <p>Reading based</p> <p>vocabulary in context</p> <p>Academic words: analyze authority process define</p>	<p>Prentice Hall textbook</p> <p>Newspapers</p> <p>News</p> <p>Magazines</p> <p>The Internet</p> <p>Periodicals</p> <p>VHS Library</p> <p>DVD Library</p> <p>School and town libraries</p> <p>Guest speakers</p> <p>Stock Market Game</p>	<p>Multiple Choice</p> <p>Questions, Essays, DBQ</p> <p>Essays, Maps, Charts and Documents</p>	<p>Guest Speakers;</p> <p>Federal State County Town Hamlet</p> <p>Field trips to; National capitol, State capitol, County seat, Town Hall, WUFSD Administration</p> <p>Stock Market Game</p> <p>Field trips to; Federal Reserve Bank, New York Stock Exchange</p>

Participation in Government Title of Unit + Standards	Calendar	Objectives The students will...	Procedures The teacher will...	Prior Knowledge	Skills	Materials	Vocabulary	Resources	Assessments	Field Experience
<p>3. Word identification/decoding strategies (throughout the entire year) 1-5</p> <p><b>Participation in Government</b>  <b>II-Creating a Lasting Government</b>  <b>III-The Federal Government</b>  <b>IV-State and Local Government</b>  <b>V-The American Economic System</b></p> <ul style="list-style-type: none"> <li>• Writing Project</li> </ul> <p>Sept.-Jan. Sept.-Oct. Hispanic Heritage Month Oct. Constitution Day</p> <hr/> <p><b>Economics</b>  <b>I-Introduction to Economics</b>  <b>II-How Markets Work</b>  <b>III-Business and Labor</b>  <b>IV-Money, Banking and Finance</b>  <b>V-Measuring Economic Performance</b>  <b>VI-Government and the Economy</b>  <b>VII-The Global Economy</b></p> <ul style="list-style-type: none"> <li>• Stock Market Game</li> </ul> <p>Feb.-June Feb.-Black History Month March-Women's History Month</p>	<p>Sept to June</p>	<p>Build vocabulary acquisition through reading and use of daily notebook Use strategies to decode words Edit for precise language in writing</p>	<p>Develop and maintain word wall Provide instruction in the use of dictionaries and thesauruses, and other specialized word tools Promote computer use of online dictionaries and other vocabulary resources Promote spoken use of precise language Check for understanding of texts by engaging in oral reading activities such as read-around</p>	<p>Use knowledge of content and vocabulary to understand informational text Using context clues Awareness of illustrations as clues for meaning</p>	<p>Use precise language Decode unfamiliar words independently Interpret multiple levels of meaning in text Focus on keywords/that signal that the text is heading in a particular direction Use of dictionaries, thesauruses and other specialized word sources Listen for multiple levels of articulated meaning <b>21<sup>st</sup> Century Skills</b> Group Discussions/ Presentations Teacher Conferencing; Notebook Review; Progress Report</p>	<p>Maps Globe Overhead projector Chalkboard Notebook Computer Printer Television CD Player VHS Player DVD Player Digital projector Speakers Library books</p>	<p>thesaurus origin derivation articulated clarify appropriate verifiability validity glossary citations footnotes notations index symbols demonstrate circa derive literacy Academic words: illustrations maintain</p>	<p>Prentice Hall textbook Newspapers News Magazines The Internet Periodicals VHS Library DVD Library School and town libraries Guest speakers Stock Market Game</p>	<p>Multiple Choice Questions, Essays, DBQ Essays, Maps, Charts and Documents</p>	<p>Guest Speakers; Federal State County Town Hamlet Field trips to; National capitol, State capitol, County seat, Town Hall, WUFSD Administration</p> <p>Stock Market Game Field trips to; Federal Reserve Bank, New York Stock Exchange</p>

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<p>4. Use a variety of academic strategies to enhance reading and listening comprehension (throughout the entire year) 1-5</p> <p><b>Participation in Government</b></p> <p><b>II-Creating a Lasting Government</b></p> <p><b>III-The Federal Government</b></p> <p><b>IV-State and Local Government</b></p> <p><b>V-The American Economic System</b></p> <ul style="list-style-type: none"> <li>• Writing Project</li> </ul> <p>Sept.-Jan. Sept.-Oct. Hispanic Heritage Month Oct. Constitution Day</p> <p>-----</p> <p><b>Economics</b></p> <p><b>I-Introduction to Economics</b></p> <p><b>II-How Markets Work</b></p> <p><b>III-Business and Labor</b></p> <p><b>IV-Money, Banking and Finance</b></p> <p><b>V-Measuring Economic Performance</b></p> <p><b>VI-Government and the Economy</b></p> <p><b>VII-The Global Economy</b></p> <ul style="list-style-type: none"> <li>• Stock Market Game</li> </ul> <p>Feb.-June Feb.-Black History Month March-Women's History Month</p>	<p>Sept to June</p>	<p>Listen respectfully and respondively and demonstrate appropriate body language as a listener</p> <p>Use effective note-taking while listening</p> <p>Develop questions</p> <p>Use a combination of techniques to extract salient information while listening</p> <p>Make distinctions about the relative value and significance of specific data, facts and ideas</p> <p>Listen to and follow directions and instructions</p> <p>Analyze purpose of graphics and how they supplement textual information and promote the author's purpose</p> <p>Evaluate the content and organization of presentations, applying criteria such as point of view and appropriateness and completeness of reasons, examples, and details</p> <p>Evaluate the possible bias of the writer, in order to judge the validity of the content</p> <p>Respond to collaborative conversation and peer-led discussions</p>	<p>Demonstrate and model note-taking strategies</p> <p>Provide instruction for audience behavior</p> <p>Provide practice in following oral procedures</p> <p>Provide opportunities for group work</p> <p>Allow students to construct meaning from cooperative group discussions</p> <p>Provide multi-media listening opportunities</p> <p>Provide multi-media visual opportunities</p> <p>Provide opportunities to evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes</p> <p>Provide practice analyzing purpose of graphics and how they supplement textual information and promote the author's purpose</p> <p>Arrange for local politicians to visit the school and meet with the classes.</p>	<p>Recognize significant details</p> <p>Note taking strategies</p> <p>Identify point of view</p> <p>Determine meaning of unfamiliar words by using context clues</p> <p>Evaluate examples, details or reasons used to support ideas</p> <p>Context</p> <p>Details</p> <p>Footnotes</p> <p>Side notes</p> <p>Title</p>	<p>Listen attentively:</p> <p>Employ note-taking strategies</p> <p>Ask appropriate questions</p> <p>Ascertain purpose of speaker</p> <p>Ascertain purpose for listening</p> <p>Display appropriate body language</p> <p>To follow complex directions and instructions</p> <p>Maintain appropriate audience behavior</p> <p>Evaluate relative importance of information presented</p> <p>Evaluate possible bias of speaker</p> <p>Respond appropriately to other students individually and in group settings</p> <p>Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes</p> <p>Analyze purpose of graphics and how they supplement textual information and promote the author's message</p> <p><b>21<sup>st</sup> Century Skills</b></p> <p>Group Discussions/ Presentations</p> <p>Teacher Conferencing;</p> <p>Notebook Review;</p> <p>Progress Report</p>	<p>Maps</p> <p>Globe</p> <p>Overhead projector</p> <p>Chalkboard</p> <p>Notebook</p> <p>Computer</p> <p>Printer</p> <p>Television</p> <p>CD Player</p> <p>VHS Player</p> <p>DVD Player</p> <p>Digital projector</p> <p>Speakers</p> <p>Library</p> <p>books</p>	<p>Academic words:</p> <p>process</p> <p>response</p> <p>interpret</p> <p>convey</p> <p>complex</p> <p>identify</p>	<p>Prentice Hall textbook</p> <p>Newspapers</p> <p>News</p> <p>Magazines</p> <p>The Internet</p> <p>Periodicals</p> <p>VHS Library</p> <p>DVD Library</p> <p>School and town libraries</p> <p>Guest speakers</p> <p>Stock Market Game</p>	<p>Multiple Choice</p> <p>Questions,</p> <p>Essays, DBQ</p> <p>Essays, Maps, Charts and Documents</p>	<p>Guest Speakers;</p> <p>Federal State County Town Hamlet</p> <p>Field trips to;</p> <p>National capitol, State capitol, County seat, Town Hall, WUFSD Administration</p> <p>Stock Market Game</p> <p>Field trips to;</p> <p>Federal Reserve Bank, New York Stock Exchange</p>

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<p>5. Research techniques 1-5</p> <p><b>Participation in Government</b> <b>II-Creating a Lasting Government</b> <b>III-The Federal Government</b> <b>IV-State and Local Government</b> <b>V-The American Economic System</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Project</b></li> </ul> <p>Sept.-Jan. Nov-Dec: School-wide Read</p> <hr/> <p><b>Economics</b> <b>I-Introduction to Economics</b> <b>II-How Markets Work</b> <b>III-Business and Labor</b> <b>IV-Money, Banking, and Finance</b> <b>V-Measuring Economic Performance</b> <b>VI-Government and the Economy</b> <b>VII-The Global Economy</b></p> <ul style="list-style-type: none"> <li>• <b>Stock Market Game</b></li> </ul> <p>Feb.-June Feb.-Black History Month March-Women's History Month</p>	<p>Sept to June</p>	<p>Devise a thesis from preliminary search of information Distinguish between paraphrase, direct quote and summary Take relevant notes in an acceptable format Ascertain which notes are relevant and which are not Correctly cite sources Write an outline, first draft, edit, and produce a second draft Provide sufficient credible support to develop a thesis Use the language of research such as documentation, source, notes, paraphrase, citation and works cited Share reading experiences with a peer or adult, for example, read together silently or aloud or discuss reactions to texts</p>	<p>Monitor the various stages of a research project Reinforce note-taking techniques Illustrate note-taking across multi-genres Demonstrate which technique is most effective: summarize, paraphrase, or direct quotes Demonstrate how to devise a thesis and distinguish fact from opinion Explain and implement self-editing and peer editing techniques Teach the language and the use of the components of research such as documentation, source, notes, paraphrase, citation and works cited Set objectives and provide clear and specific feedback</p>	<p>Condense, combine or categorize new information from one or more sources Apply thinking skills, such as define, classify, and infer, to interpret data, facts and ideas from informational texts Definition of plagiarism Draw conclusions and make inferences on the basis of explicit information Read to collect and interpret data, facts and ideas from multiple sources Locate information in a text document Maintain a consistent point of view Draw conclusions and make inferences using explicit and implied information Evaluate the validity and accuracy of ideas and information to identify levels of meaning Identify social &amp; cultural context of the time period to enhance understanding</p>	<p>Present a controlling idea that conveys an individual perspective and insight into a research topic Research print &amp; electronic sources and publish findings using multi-genre response Incorporate effective media and technology to inform about research Analyze and integrate facts and ideas to communicate information Evaluate the usefulness and credibility of data and sources Give credit in acceptable format for source acknowledgement Analyze source information Conduct original research Use the language of research such as documentation, source, notes, paraphrase, citation and works cited</p> <p><b>21<sup>st</sup> Century Skills</b> Group Discussions/ Presentations Teacher Conferencing; Notebook Review; Progress Report</p>	<p>Maps Globe Overhead projector Chalkboard Notebook Computer Printer Television CD Player VHS Player DVD Player Digital projector Speakers Library books</p>	<p>Paraphrase Preliminary Ascertain Relevant Summary Credibility Reliability Work Piece Statistics Data Acknowledge Attribution Works cited Insight Distinguish Peer Edit Devise Incorporate Conduct Academic words: Source Credit Text</p>	<p>Prentice Hall textbook Newspapers News Magazines The Internet Periodicals VHS Library DVD Library School and town libraries Guest speakers Stock Market Game</p>	<p>Multiple Choice Questions, Essays, DBQ Essays, Maps, Charts and Documents</p>	<p>Guest Speakers; Federal State County Town Hamlet Field trips to; National capitol, State capitol, County seat, Town Hall, WUFSD Administration</p> <p>Stock Market Game Field trips to; Federal Reserve Bank, New York Stock Exchange</p>



