

## Course Resources:

Copy of PBL Planning - Pettey LOD Fall.pdf

Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Project Ideas	Resources
Unit 1						
Government/ Economics  (updated 10/31/23)	<p>SS.7.CG.3.1(A) Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> <li>•Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).</li> <li>•Students will identify different forms of government based on their political philosophy or organizational structure.</li> <li>•Students will analyze scenarios describing various forms of government.</li> <li>•Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.</li> </ul> <p>SS.7.CG.2.10(I) Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> <li>•Students will identify the appropriate level of government to resolve specific problems.</li> <li>•Students will identify appropriate government agencies to address local or state problems.</li> <li>•Students will analyze public policy alternatives to resolve local and state problems.</li> </ul> <p>SS.7.CG.2.2(I) Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.</p> <ul style="list-style-type: none"> <li>•Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited</li> </ul>	<p><b>Political events shape history.</b> <b>Our government is a complex organization of processes that includes a system of checks and balances.</b> <b>It takes great determination to effect change.</b> <b>Individuals, events, and advancements of ideas impact societal change.</b> <b>Individuals have civic responsibilities.</b> <b>Governments gain, lose, and retain power.</b></p>	<p><b>The economy and environment are interdependent.</b> <b>Supply, demand, and pricing are interrelated</b> <b>Economics is part of everyone.</b> <b>There are needs and wants</b> <b>Gross profit is not the same as net profit.</b> <b>A successful business venture takes hard work</b> <b>Advertising is important to a successful business.</b> <b>Packaging and visual appeal are important</b> <b>A business venture targets a specific market</b> <b>Some business ventures fail</b> <b>Our country has a market-based economy.</b> <b>The value of stocks and bonds fluctuates based on world events and resources.</b> <b>Credit must be managed</b> <b>Credit ratings vary according to how an individual or business handles their credit.</b></p>		<p><b>Making Models of Inventions</b> Challenge student pairs to create a working model of Samuel Morse's telegraph set or the liquid transmitter of Alexander Graham Bell's telephone. Have students also prepare a labeled diagram to match their model. Then ask students to share the diagrams with other students as they demonstrate their models. Tell the student that their presentation should include a discussion of any problems they encountered while making or using their model. Discuss with students the kinds of challenges Morse or Bell may have encountered as they created their inventions.</p> <p><b>Outline of an Oral Presentation</b> Have students work in groups to explore a subject that relates to France or Haiti during this time. Possible subjects include Napoleon's aspirations for a Western empire or an in-depth study of Haiti's first constitution. Then have students create a written outline that includes at least two topics and four subtopics (two subtopics per topic) of information that they will develop into an oral presentation on their subject. You may wish to allow students to decide how the presentation is divided, but each group member should participate in the presentation. Outlines should also include bibliographic information from three sources.</p> <p><b>A Maritime Map</b> Have students conduct research into an incident or event that occurred at sea between 1801 and 1807 that was either not discussed or minimally discussed in the lesson. Have students create a map with captions that identify where</p>	

to, voting, attending civic meetings, petitioning government and running for office.

- Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.
- Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.
- Students will use scenarios to assess specific obligations of citizens.
- Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.

SS.7.CG.2.3(I)

Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.

- Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.
- Students will recognize the five freedoms protected by the First Amendment.
- Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.
- Students will use scenarios to identify rights protected by the Bill of Rights.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

SS.7.CG.2.5(I)

Describe the trial process and the role of juries in the administration of justice at the state and federal levels.

- Students will examine the significance of juries in the American legal system.
- Students will explain types of jury trials, how juries are selected and why jury trials are important.

SS.7.CG.2.6(I)

Examine the election and voting process at the local, state and national levels.

- Students will explain how elections and voting impact citizens at the local, state and national levels.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.

the event took place, who the participating groups were, what issues were involved, and what outcome occurred. Students should use applicable terms such as *tribute*, *embargo*, *blockade*, and *pirate* in their captions.

- Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.

## SS.7.CG.2.7(I)

Identify the constitutional qualifications required to hold state and national office.

- Students will recognize the qualifications to seek election to local and state political offices.

## SS.7.CG.2.8(I)

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

- Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).

- Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).

- Students will identify methods used by interest groups to monitor and influence government.

## SS.7.CG.2.9(I)

Analyze media and political communications and identify examples of bias, symbolism and propaganda

- Students will use scenarios to identify bias, symbolism and propaganda.

- Students will evaluate how bias, symbolism and propaganda can impact public opinion.

## SS.7.CG.3.10(I)

Identify sources and types of law

- Students will explain how historical codes of law influenced the United States.

- Students will recognize natural, constitutional, statutory, case and common law as sources of law.

- Students will compare civil, criminal, constitutional and/or military types of law.

## SS.7.CG.3.11(I)

Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.

- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).

- Students will use primary sources to assess the significance of each U.S. Supreme Court case.
- Students will evaluate the impact of each case on society.
- Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.

## SS.7.CG.3.13(I)

Explain government obligations to its citizens and the services provided at the local, state and national levels.

- Students will describe and classify specific services provided by local, state and national governments.
- Students will compare the powers and obligations of local, state and national governments.

## SS.7.CG.3.14(I)

Explain the purpose and function of the Electoral College in electing the President of the United States.

- Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.

## SS.7.CG.3.15(I)

Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.

- Students will evaluate various economic systems (e.g., capitalism, communism, socialism).
- Students will compare the economic prosperity and opportunity of current nations.

## SS.7.CG.3.2(I)

Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.

- Students will apply their understanding of federal, confederal and unitary systems of government.
- Students will compare the organizational structures of systems of government.
- Students will recognize examples of these systems of government.
- Students will analyze scenarios describing various systems of government.

## SS.7.CG.3.3(I)

Describe the structure and function of the three branches of government established in the U.S. Constitution.

- Students will recognize the structure of the legislative, executive and judicial branches.
- Students will compare the roles and responsibilities of the three branches of the national government.
- Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.

## SS.7.CG.3.4(I)

Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.

- Students will describe the system of federalism as established by the U.S. Constitution.
- Students will analyze how federalism limits government power.
- Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.

## SS.7.CG.3.5(I)

Explain the amendment process outlined in Article V of the U.S. Constitution.

- Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.
- Students will identify the correct sequence of each amendment process.
- Students will identify the importance of a formal amendment process.
- Students will recognize the significance of the difficulty of amending the U.S. Constitution.

## SS.7.CG.3.6(I)

Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.

- Students will recognize how these amendments expanded civil rights to African Americans, women and young people.
- Students will evaluate the impact these amendments have had on American society.
- Students will examine how these amendments increased participation in the political process.

## SS.7.CG.3.7(I)

Explain the structure, functions and processes of the legislative branch of government.

- Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation,

committee selection).

- Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).
- Students will compare and contrast the lawmaking process at the local, state and national levels.

SS.7.CG.3.8(I)

Explain the structure, functions and processes of the executive branch of government.

- Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).
- Students will compare and contrast executive authority at the local, state and national levels.
- Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).

SS.7.CG.4.1(I)

Explain the relationship between U.S. foreign and domestic policy.

- Students will recognize the difference between domestic and foreign policy.
- Students will identify issues that relate to U.S. domestic and foreign policy.
- Students will define "national interest" and identify the means available to the national government to pursue the United States' national interest.

SS.7.CG.4.2(I)

Describe the United States' and citizen participation in international organizations.

- Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).
- Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

SS.7.CG.4.3(I)

Describe examples of the United States' actions and reactions in international conflicts

- Students will identify specific examples of and the reasons for United States' involvement in international conflicts.
- Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.

	<p>•Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).</p>					
Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Project Ideas	Resources
Unit 2						
<p>American History and Global Citizenship: Conflict &amp; Compromise (World/Contemporary History)</p> <p><i>(updated 10/31/23)</i></p>	<p>SS.7.E.3.2(A) Assess how the changing value of currency affects trade of goods and services between nations.</p> <p>SS.7.E.3.3(A) Compare and contrast a single resource economy with a diversified economy.</p> <p>SS.8.G.4.6(A) Use political maps to describe changes in boundaries and governance throughout American history.</p> <p>SS.7.E.2.1(I) Explain how federal, state, and local taxes support the economy as a function of the United States government.</p> <p>SS.7.E.2.2(I) Describe the banking system in the United States and its impact on the money supply.</p> <p>SS.7.E.2.3(I) Identify and describe United States laws and regulations adopted to promote economic competition.</p> <p>SS.7.E.2.4(I) Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</p> <p>SS.7.E.2.5(I) Explain how economic institutions impact the national economy.</p> <p>SS.7.E.3.1(I) Explain how international trade requires a system for exchanging currency between and among nations.</p> <p>SS.7.E.3.4(I) Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.</p> <p>SS.8.A.1.1(I) Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</p> <p>SS.8.A.1.2(I)</p>	<p><b>World affairs impact our country</b></p> <p><b>There are varying forms of structures in government. Ideas spread</b></p> <p><b>Governments gain, lose, and retain power.</b></p> <p><b>Cultures can be formed by an infinite number of commonalities and/or differences.</b></p> <p><b>War has positive and negative outcomes.</b></p> <p><b>Cultures are affected by technology.</b></p> <p><b>Coexistence can be achieved through understanding that individuals, cultures, and environments differ.</b></p> <p><b>Countries are interdependent</b></p>			<p><b>Analyzing Political Parties</b> Have students use the information from the lesson to create a scene in which a Federalist and a Democratic-Republican debate their party's positions and beliefs about the policies, events, and role of government. Tell students that each character must make claims for why his or her party's ideas and actions are best for the country and why the other party's are not. Encourage students to make the characters work out a compromise on one or more issues. Students can complete this as a script, a class performance, or a video.</p>	

Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

SS.8.A.1.3(I)

Analyze current events relevant to American History topics through a variety of electronic and print media resources.

SS.8.A.1.4(I)

Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

SS.8.A.1.5(I)

Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

SS.8.A.1.6(I)

Compare interpretations of key events and issues throughout American History.

SS.8.A.1.7(I)

View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

SS.8.A.2.1(I)

Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

SS.8.A.3.4(I)

Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

SS.8.A.3.5(I)

Describe the influence of individuals on social and political developments during the Revolutionary era.

SS.8.A.4.4(I)

Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

SS.8.A.4.5(I)

Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

SS.8.A.4.6(I)

Identify technological improvements (inventions/inventors) that contributed to industrial growth.

SS.8.A.4.7(I)

Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

SS.8.A.4.14(I)

Examine the causes, course, and consequences of the women's

suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

SS.8.CG.2.6(I)

Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction

- Students will identify constitutional amendments that address voting rights.
- Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.

SS.8.E.2.2(I)

Explain the economic impact of government policies.

SS.8.FL.1.1(I)

Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.

SS.8.FL.1.6(I)

Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.

SS.8.FL.1.7(I)

Identify that interest, dividends, and capital appreciation (gains) are forms of income earned from financial investments.

SS.8.FL.1.8(I)

Discuss the fact that some people receive income support from government because they have low incomes or qualify in other ways for government assistance.

SS.8.FL.4.1(I)

Explain that people who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else's money expressed as an annual percentage of the loan principal.

SS.8.FL.5.1(I)

Describe the differences among the different types of financial assets, including a wide variety of financial instruments such as bank deposits, stocks, bonds, and mutual funds. Explain that real estate and commodities are also often viewed as financial assets.

SS.8.FL.5.4(I)

Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.

SS.8.FL.6.1(I)

Analyze the fact that personal financial risk exists when

unexpected events can damage health, income, property, wealth, or future opportunities.

SS.8.FL.6.2(I)

Identify insurance as a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.

SS.8.G.1.1(I)

Use maps to explain physical and cultural attributes of major regions throughout American history.

SS.8.G.2.2(I)

Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

SS.8.G.2.3(I)

Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

SS.8.G.3.1(I)

Locate and describe in geographic terms the major ecosystems of the United States.

SS.8.G.4.1(I)

Interpret population growth and other demographic data for any given place in the United States throughout its history.

SS.8.G.4.2(I)

Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

SS.8.G.4.3(I)

Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

SS.8.G.4.4(I)

Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

SS.8.G.4.5(I)

Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

SS.8.G.5.1(I)

Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

SS.8.G.6.2(I)

Illustrate places and events in U.S. history through the use of narratives and graphic

Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Project Ideas	Resources
Unit 3						
World Conflicts- A Study of WWI/WWII <i>(updated 8/18/25)</i>		<ul style="list-style-type: none"> <li>• How important do you think the new role of women was to the war effort?</li> <li>• From the beginning of war until 1942, where did all the fighting happen?</li> <li>• Which front saw more battles?</li> <li>• What should the United States take into account when it decides whether to become involved in conflicts between other countries?</li> </ul>		How yellow journalism relates to current-day media bias.	<p><b>Theorizing About a War Hero</b> Have students write a description or narrative that considers what might have happened if Eddie Rickenbacker, the nation's top flying "ace," had not joined the Army's new Air Service during World War I. Would it have been possible for the United States to help win the war? What might Rickenbacker's flying experiences have been like during a battle? Students should research aspects of World War I aircraft and other flying aces to add details to their writing.</p> <p><b>Identifying Points of View</b> Challenge a group of students to write and present a skit showing different people's views of the Treaty of Versailles in 1919. Students can include ordinary American and German citizens, U.S. Senators, Woodrow Wilson, Henry Cabot Lodge, and/or members of the League of Nations.</p>	
Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Project Ideas	Resources
Cycle 2 Trimester 1						
Civil Rights <i>(updated 8/18/25)</i>	<p>SS.7.CG.2.4(I) Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p> <ul style="list-style-type: none"> <li>•Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).</li> <li>•Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).</li> <li>•Students will use scenarios to examine the impact of limiting individual rights.</li> <li>•Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.</li> </ul> <p>SS.7.E.1.2(I) Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial</p>	<p>What are civil rights? Who is responsible for protecting civil rights? What role and responsibilities do citizens have to take on in order to affect positive change? What does equality look like?</p>	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement. Clarifications Examples may include, but are not limited to, the NAACP, Thurgood Marshall, Rosa Parks, the Little Rock Nine, Dr. Martin Luther King, Jr., Malcolm X Identify Florida's role in the Civil Rights Movement. Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers Lewis Colson Overtown Newtown Alliance Sarasota local civil</p>	<p>Art: Political propaganda  Civil Rights inspired poetry</p>	<p>Sarasota History Civil Rights Markers</p> <p><b>Theorizing About Peaceful Demonstrations</b> Have students write a narrative that considers whether they would have the courage to demonstrate peacefully for a cause they believed in if there were a possibility of violence. Encourage students to research and read more about sit-ins that took place during the late 1950s and early 1960s to help them fully understand the challenges that people may encounter even when they hope to demonstrate peacefully.</p> <p><b>Writing an Expository About Another Group Seeking Rights</b> Have students work in pairs to conduct research on one of the groups described in the lesson that were also involved</p>	<p>Newtown Alive: <a href="http://www.newtownalive.org">http://www.newtownalive.org</a> Sarasota Alive: <a href="http://www.sarasotahistoryalive.com">http://www.sarasotahistoryalive.com</a></p>

institutions, and list the advantages and disadvantages of using credit.

SS.7.E.1.5(I)

Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

SS.7.E.2.4(I)

Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

SS.7.G.1.3(I)

Interpret maps to identify geopolitical divisions and boundaries of places in North America.

rights history-  
Beach segregation,  
Rosemary District  
Compare the  
nonviolent and  
violent approaches  
utilized by groups  
(African  
Americans,  
women, Native  
Americans,  
Hispanics) to  
achieve civil rights.  
Examples may  
include, but are  
not limited to,  
sit-ins, Freedom  
Rides, boycotts,  
riots, and protest  
marches.  
Identify the  
expansion of civil  
rights and liberties  
by examining the  
principles  
contained in  
primary  
documents.  
Examples are the  
Preamble, the  
Declaration of  
Independence, the  
Constitution, the  
Emancipation  
Proclamation, the  
13th, 14th, 15th,  
19th, 24th, and  
26th Amendments,  
and the Voting  
Rights Act of 1965.  
Identify the  
fundamental rights  
of all citizens as  
enumerated in the  
Bill of Rights.  
Explain why United  
States citizens  
have guaranteed  
rights and  
identified rights.  
Examples are the  
right to vote,  
freedom of speech,  
and freedom of  
religion.  
Analyze significant  
Supreme Court  
decisions relating  
to integration,  
busing, affirmative  
action, the rights  
of the accused,  
and reproductive  
rights.  
Clarifications  
Examples may  
include, but are  
not limited  
to, Plessy v.  
Ferguson [1896],  
Brown v. Board of  
Education [1954]

in civil rights movements,  
such as women, Latinos,  
Native Americans, and people  
with disabilities. Ask them to  
find information about a  
specific group to create a  
digital presentation. Tell  
students to include names of  
leaders, dates, cause issue(s),  
amendments or laws  
passed/not passed, as well as  
illustrations and other images  
in their presentations. If  
possible, post the  
presentation to a class Web  
site, or have students share  
their presentations in class.

**Curriculum Map - Social Studies - Social Studies 7**

			How the media motivate the moderate population to be called to action			
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