

Grade 7: Classical Foundations of Democracy

Stage 1 Desired Results				
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze the roles of individuals, laws, institutions, and social mechanisms in order to justify the existence of social and political systems. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). - Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings. - Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings. - Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. - Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended. - Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems. - Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. - Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. - Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. - Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from	Transfer			
	Students will be able to independently use their learning to make informed decisions and act responsibly based upon their understanding of the foundations of democracy.			
	Meaning			
	ENDURING UNDERSTANDINGS Students will understand that... - governments represent the will of the people to varying degrees. - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - earth’s human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. - when buyers and sellers interact in well-functioning, competitive markets, prices are determined that reflect the relative scarcity of the goods and services in the market. - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.		ESSENTIAL QUESTIONS - Who should have power in society? - How does a society communicate its values?	
	Acquisition			
Students will know... - the historical and cultural forces that led to the rise of democracy in Athens. - the structure of direct democracy in Athens. - that the Etruscan monarchy was the impetus for the rise of the Roman republic. - the structure and function of the Roman republic. - the foundations of Roman Law in the 12 Tables.		Students will be skilled at... - explaining the varied roles of citizens. - applying civic virtues and democratic principles. - comparing varied deliberative processes. - explaining the relevance of personal interests and perspectives. - differentiating among decision making procedures.		

other places. • Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. • Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. • Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. • His.1.6-8. Analyze connections among events and developments in broader historical contexts. • His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. • His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. • His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. • His.5.6-8. Explain how and why perspectives of people have changed over time. • His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. • His.14.6-8. Explain multiple causes and effects of events and developments in the past. • His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. • His.16.6-8. Organize applicable evidence into a coherent argument about the past. • His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media. • Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. • Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets. • Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy. • D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. • D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.	• the reasons for the failures of Athenian democracy and the Roman republican government. • the relative geography of Greece and the Roman Republic and Empire. • the role of the Roman citizen in the military and government. • that Rome adopted and changed Greek concepts and ways of life. • the accomplishments of the centralized government of the Roman Empire. • that laws should be based on fairness; and the idea of fairness is embedded in culture. <u>vocabulary:</u> city-state, democracy, republic, civic duty, jury, Senate, emperor, empire, army vs navy, province, long distance trade, war vs battle, monarchy, legislative, philosopher, practical, goods, martyr	• assessing how laws address public issues. • explaining the impact of economic decisions. • explaining the roles of buyers and sellers. • analyzing the role of innovation in an economy. • constructing and using maps to explain and analyze spatial patterns. • explaining the impact of decisions on humans and the environment. • comparing and contrasting cultural and environmental characteristics. • explaining how innovation impacts cultural practices. • analyzing the relationships between humans and their environment. • analyzing connections in history. • classifying events. • explaining and analyzing influences on historical perspectives. • evaluating the limitations of historical evidence. • explaining, analyzing, and evaluating cause and effect relationships. • organizing evidence into a coherent argument. • comparing arguments in secondary works. • taking informed action.
Content Area Literacy Standards	21st Century Skills	
• RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. • RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	• <i>make judgements and decisions</i> • <i>communicate clearly</i> • <i>access and evaluate information</i> • <i>collaborate with others</i> • <i>manage goals and time</i>	

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| <ul style="list-style-type: none">• RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).• RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.• RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.• RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.• WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.• WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.• WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.• WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. | |
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	