PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Social Studies 7 Civics

Curriculum Writing Committee:

Brandon Morley

Grade Level: 7

Date of Board Approval: _____

Course Weighting: Civics (Social Studies 7)

Tests (Approx 1-2 per Marking Period)	100 points
Quizzes (Approx. 4-5 per Marking Period)	20-25 points
Classwork / Homework	10-25 points
Projects / Essays (Approx 1-2 per Marking Period)	50-100 points
Participation	50 points per marking period
Total:	Around 500 points per Marking Period

Curriculum Map

Overview:

This course is designed to challenge Seventh Grade Social Studies students to learn and apply the lessons of American government, civics, economics, and geography. The learning focuses of the government and civics units will be on how the United States government is structured, how it functions, the United States's founding documents, and the role American citizens play in our country. At the conclusion of the civics and government unit, the students will complete the PA Assessment of Civic Knowledge. The learning focus of the geography unit will be on the five themes of geography: location, movement, human-environment interaction, movement, and regions. The economics unit will focus on the basic principles of economics and the economy of the United States. The curriculum has been designed to utilize available technology and cross-curricular activities.

Goals:

Marking Period 1 (45 days) - Students will be able to understand, analyze, apply, or compare …

- Unit 1: Being American, Citizenship, and Types of Governments - Approximately 28 Days
    - Goals:
        - Being an American
            - Melting Pot
            - Immigration and Diversity
            - Values and Institutions

- What is Civics?
  - Civics
  - Citizens (Natural Born vs. Naturalization)
  - Naturalization Process
  - Aliens (Legal vs. Illegal Immigrants)
- Duties and Responsibilities of Citizens
  - Legal duties
    - Obey laws, Pay taxes, Defend the nation, Serve in court (Jury Duty), Attend school
  - Civic Responsibilities
    - Be informed, Vote, Respect the Rights of Others (Tolerance), Contribute to the Common Good, Volunteerism
- Forms/Importance of Government
  - Importance of Government
    - Keep Order/Provide Security, Provide Services, Guide the Community
    - The Government's Role in the American Economy
- Levels of Government (Federalism)
  - National/Federal, State, Local
- Types of Government
  - Democratic Governments
    - Democracy (Direct vs. Representative), Constitutional Monarchy, etc.
- Authoritarian Governments
  - Totalitarian, Socialism, Dictatorship, etc.

- Unit 2: Early Influences on the American Government / Our Founding Documents - Approximately 17 Days
  - Goals:
    - Influences on the American Government
      - Judaism - Rule of Law
      - Ancient Greece / Ancient Rome (Democracies)
      - Magna Carta
      - English Bill of Rights
      - The Enlightenment
        - John Locke and other Enlightenment Thinkers
    - The Declaration of Independence
      - Historical Context / Background
      - Historical Purpose / Significance
      - Structure of the Declaration of Independence
      - Main Points of the Declaration of Independence

Marking Period 2 (45 days) - Students will be able to understand, analyze, apply, or compare…

- Unit 3: Early American Governments / The United States Constitution - Approximately 45 days
    - Early Government in the United States (Approximately 5 days)
        - The Articles of Confederation
            - Strengths and Weaknesses
            - Shays Rebellion
    - The United States Constitution (Approximately 20 days)
        - Constitutional Convention
            - The Delegates / Framers
            - Compromises
                - The Virginia Plan
                - The New Jersey Plan
                - The Great Compromise / Connecticut Plan
                - The Three-Fifths Compromise
        - Federalists vs. Anti-Federalists
        - Structure of the Constitution
            - The Preamble, The Articles, The Amendments
            - Amending the Constitution
            - Interpreting the Constitution (Strict vs. Loose Interpretation)
            - Necessary and Proper Clause
        - Principles of the Constitution
            - Popular Sovereignty, Rule of Law, Separation of Powers, Checks and Balances, Federalism
    - The Bill of Rights (Approximately 15 days)
        - The First Amendment
            - Freedom of Speech
            - Freedom of Religion
            - Freedom of Assembly
            - Freedom of Petition
            - Freedom of the Press
        - Limits on Civil Liberties
        - Other Bill of Rights Protections
            - Second Amendment
            - Third Amendment
            - Rights of the Accused
                - Fourth Amendment
                - Fifth Amendment
                - Sixth Amendment
                - Seventh Amendment
                - Eighth Amendment
            - Other Protections
                - Ninth Amendment

        - Tenth Amendment

Marking Period 3 (45 days) - Students will be able to understand, analyze, apply, or compare…

- Unit 4: The Three Branches of the United States Government / How Our Government Functions - Approximately 45 days
    - The Legislative Branch (Approximately 15 days)
        - Structure of Congress
            - House of Representatives
                - Term of Office, Number of Representatives, How elected
            - Senate
                - Term of Office, Number of Senators, How elected
        - Congressional Leadership
            - Majority party vs. Minority party
            - Speaker of the House
            - President Pro Tempore
        - Committee System
        - Powers of Congress
            - Legislative Powers
            - Expressed vs. Implied Powers
            - Lawmaking powers
            - Non-Legislative Powers
            - Impeach
            - Limits to Congressional Power
                - Writ of Habeas Corpus
                - Bill of Attainder
                - Ex Post Facto Laws
        - How Congress Works
        - Qualifications
        - Work of Congress
        - Lawmaking
        - Casework
        - Helping the District or State
        - How a Bill Becomes a Law
    - The Executive Branch (Approximately 15 days)
        - The President
            - Qualifications
            - Term of Office
            - Electoral Process
            - Salary and Benefits
        - The Vice President
        - Presidential Succession
        - Presidential Powers and Roles
            - Chief Executive, Chief Diplomat, Commander in Chief, Legislative Leader, Head of State, Economic Leader, Party leader

        - Limitations on the Executive Branch
        - Executive Offices / Organizations
    - The Judicial Branch (Approximately 15 days)
        - Role of Federal Courts
            - Goal of the courts
            - Federal Court Jurisdiction
        - The Lower Courts
            - District Courts
            - Circuit Court of Appeals
        - Federal Judges
            - Appointment
            - Terms
        - The Supreme Court
            - Jurisdiction
            - Duties
            - Qualifications
            - Powers of the Supreme Court
                - Judicial review
                - Interpreting laws
        - Limits of the Supreme Court
        - Landmark Supreme Court Cases
            - Tinker v. Des Moines, Brown vs. Board of Education, etc.
    - Voting and Elections
        - Qualifications
        - Voting Process
- What is economics?
    - Wants
    - Unlimited wants
    - Limited Resources
    - Scarcity
    - Economic Systems
        - Traditional economy
        - Mixed Economy
        - Command economy
    - The American Economy
        - Mixed market economy
        - Economic Decisions
    - Trade-Offs
        - Opportunity Costs
    - Measuring Costs and Revenues
        - Assessing Costs
        - Fixed costs
        - Variable costs
        - Total costs
        - Marginal costs
    - Different Types of Revenues

- Marginal Analysis
  - Benefit-Costs Analysis
- Supply and Demand in a Market Economy
  - Consumers and Producers
  - Markets and Competition
  - How Prices Are Set
  - Equilibrium Price
  - Surplus/Shortage
- Factors affecting Supply and Demand
  - The American Economy
- Gross Domestic Product
  - Why is GDP important?
  - Product
  - Output
  - Entrepreneurs
  - Measuring GDP
  - What's included, what's not included?
  - Transferring GDP per capita
  - Standard of Living
- Capitalism and Free Enterprise
  - Capitalism
  - Free enterprise
    - Markets
    - Voluntary exchange
    - Profit motive
    - Competition
    - Private Property Rights
    - Incentive
- Origins of U.S. Capitalism
  - Laissez-faire economics
  - Government Involvement in the Economy
    - Providing Private and Public Goods
    - Maintaining Competition
      - Monopoly
      - Antitrust laws
      - Mergers
      - Natural Monopolies
    - Protecting Consumer Health and Safety Recall
    - Income Inequality
      - Education
      - Family Wealth
      - Potential Discrimination
      - Poverty
      - Welfare
    - Temporary Assistance for Needy Families
    - Workfare Compensation

Marking Period 4 (45 days) - Students will be able to understand, analyze, apply, or compare…

- Unit 5: The Five Themes of Geography- Approximately 45 days
    - The Five Themes of Geography
        - Location
            - Absolute Location
                - Longitude and Latitude
                - Equator · Hemispheres
                - Prime Meridian
            - Relative Location
            - Reading Maps / Map Skills
                - Cardinal directions
                - Legends
                - Political maps
        - Place
            - Physical Characteristics
                - Landforms
                - Physical Maps
            - Cultural Characteristics
                - Traditions
                - Diversity
        - Region
            - Physical similarities
                - Demography
                - Metropolitan Areas vs. Rural Areas
            - Natural similarities
            - Human similarities
                - Life Expectancy
                - Education Rates
                - Literacy Rates
                - Standard of Living
            - Cultural similarities
        - Movement
            - Movement of People
            - Movement of Products
            - Movement of Information / Ideas
        - Human –Environment Interaction
            - Urbanization
            - Deforestation
            - Pollution
            - Desertification
        - The study of continents, countries, states, and territories will be incorporated throughout the 5 Themes of Geography Unit

Big Ideas:

- Adherence to the rule of law validates an individual's responsibility to society.
- Citizens understand their rights and practice their responsibilities in a vibrant society.
- Having an understanding of the duties and responsibilities of citizens allows those individuals to actively participate in their society and country in productive ways.
- Examining influences on our government and how our country came to be allows citizens to understand how our government can develop over time.
- Active citizens understand the workings of government and use that knowledge for the common good.
- The choices we make, whether as consumers or as citizens active in politics, impact people around the globe.
- All economic systems must answer what, and how, goods and services will be produced, and who will consume those goods and services.
- The interaction of buyers and sellers determines prices and quantities exchanged, except when influenced by governmental policies.
- Limited resources and unlimited wants require choices by individuals, groups, and nations.
- Individuals and entities endeavor to obtain goods and services and to accumulate wealth.
- All economic systems must answer what, and how, goods and services will be produced, and who will consume those goods and services.
- The interaction of buyers and sellers determines prices and quantities exchanged, except when influenced by governmental policies.
- Limited resources and unlimited wants require choices by individuals, groups, and nations.
- Individuals and entities endeavor to obtain goods and services and to accumulate wealth.
- Human actions modify the physical environment, and physical systems affect human systems.
- Geographic representations are essential to explain the spatial organization of people, places, and environments.
- Having an understanding of where we are on this earth, in relation to others, helps us to understand how we impact other populations, environments, and cultures.

Textbook and Supplemental Resources:

- **Primary Textbook Name: Exploring Civics & Economics**
  - **Textbook ISBN: 978-0-07-902054-3**
  - **Textbook Publisher/Year of Publication: McGraw-Hill / 2024**

- **Supplemental Resources:**
  - ADDITIONAL TEXT RESOURCES: Original Text of the Declaration of Independence, United States Constitution, and Bill of Rights. Various geography texts/workbook materials are used while completing the unit on the Five Themes of Geography.

- Websites frequently utilized include GoogleEarth, Kahoot!, Blooket, EdPuzzle, Slido, Nearpod, AutoDraw, Canva, LucidPress, iCivics, HelloHistory, and MagicSchool AI.
- In most cases, selected clips from films rather than a full screening will be used. A variety of films are provided from which teachers may choose to illustrate the Big Ideas.

Curriculum Plan

Unit 1: Being American, Citizenship, and Types of Governments (Approximately 28 Days)

- **PA Academic Civics / Government Standards:**
  - **5.1.7. A:** Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.
  - **5.1.7.B:** Identify the different types of government and the processes they use in making laws.
  - **5.1.7.C:** Explain how the principles and ideals shape local, state, and national government.
    - Liberty / Freedom
    - Democracy
    - Justice
    - Equality
  - **5.1.7.D**: Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:
    - Declaration of Independence
    - United States Constitution
    - Bill of Rights
    - Pennsylvania Constitution
  - **5.1.7.E:** Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.
  - **5.2.7. A:** Compare and contrast the rights and responsibilities of citizenship in the community, state, and nation.
  - **5.2.7.B:** Compare the methods citizens use to resolve conflicts in society and government.
  - **5.2.7.C:** Describe the role of political leadership and public service.
  - **5.2.7.D:** Describe the citizen's role in the political process.
  - 6.3.7 A: Explain the factors that influence consumer decisions.
  - 6.4.7 B: Explain the impact of scarcity, competition, and economic systems on economic decision-making.
  - 6.5.7 A: Describe the roles of government in the economy.
  - 6.5.7 B: Explain how government policies affect the economy and individuals

  - **PACCS Reading in History and Social Studies:** CC.8.5.6.-8. A, CC.8.5.6.-8. B, CC.8.5.6.-8. C, CC.8.5.6.-8. D, CC.8.5.6.-8. E, CC.8.5.6.-8. F 10 CC.8.5.6.-8. G, CC.8.5.6.-8.H, CC.8.5.6.-8. I, CC.8.5.6.-8. J

- **PACCS Writing in History and Social Studies**: CC.8.6.6.-8. A, CC.8.6.6.-8. B, CC.8.6.6.-8. C, CC.8.6.6.-8. D, CC.8.6.6.-8. E, CC.8.6.6.-8. F, CC.8.6.6.-8. G, CC.8.6.6.-8. H, CC.8.6.6.-8. I
- National Education Technology Standards 1-6

Objectives:

- Students will be able to identify from which countries immigrants have come to the U.S. (DOK Level 1)
- Students will describe the populations, ethnicities, and cultures that make up the United States of America (DOK Level 2)
- Students will be able to explain what it is to be an American (DOK Levels 2, 3)
- Students will analyze what it means to be "American" and develop an understanding of why the American culture is seen as a "melting pot." (DOK Levels 2,3)
- Students will define values and evaluate the role that they play in American society. (DOK Levels 1, 3)
- Students will be able to analyze a primary source from an American immigrant. (DOK Level 4)
- Students will be able to describe who is a citizen. (DOK Level 2)
- Students will define civics and explain the importance of its study. (DOK Levels 1, 2)
- Students will differentiate between Natural-Born and Naturalized Citizens while analyzing the Naturalization Process. (DOK Level 3)
- Students will infer how an individual can lose their Citizenship or live in the U.S. without it. (DOK Level 2)
- Students will be able to compare and contrast the rights of legal aliens with the rights of citizens. (DOK Level 3)
- Students will be able to identify and describe the duties and responsibilities of citizens. (DOK Levels 1, 2)
- Students will differentiate between duties and responsibilities while analyzing examples of each for United States Citizens. (DOK Levels 2, 3)
- Students will analyze why individuals volunteer and how it impacts their society.
- Students will be able to describe why governments are necessary. (DOK Level 2)
- Students will identify, compare, and contrast the various forms of democratic and authoritarian governments. (DOK Levels 3, 4)
- Students will analyze the purposes of government and the role governments play in society. (DOK Level 3)
- Students will be able to define the characteristics of the American economy and explain why the United States is considered a mixed market economy. (DOK Levels 1 & 2)
- Students will explain and evaluate how supply and demand impact prices in a market economy. (DOK Levels 2, 3, & 4)
- Students will evaluate factors that affect supply and demand, including advertising, trends, population changes, political events, technology, and production costs. (DOK Levels 3 & 4)

- Students will analyze the role of government involvement in the economy, including maintaining competition, protecting consumers, and providing public goods and services. (DOK Levels 2, 3, & 4)
- Students will evaluate the impact of income inequality and government assistance programs such as Temporary Assistance for Needy Families (TANF) and workfare compensation. (DOK Levels 3 & 4)
- Students will identify the form of government present in the United States while examining its key features. (DOK Level 1, 2)

Core Activities and Suggested Corresponding Instructional Methods:

- The instructor can prepare and lead class lectures and/or discussions that cover the essential content and objectives of the course.
- The instructor can assign the guided reading and review or section assessments from the McGraw-Hill resource book.
- Students can prepare vocabulary lists for Chapter 1 in the textbook. They can utilize 11 vocabulary strategies such as Give One, Get One; Think, Pair, Share; vocabulary stories, etc.
- Students can read Chapter 1 in the textbook and take notes using several note-taking strategies, such as Cornell notes, Marking Up the Text, Golden Lines, Summarizing, and Outlining.
- The students can read Chapter 1 in the textbook and complete the critical thinking, graph skills, geography connection, 21st century skills, progress checks, and section assessment questions.
- Virtual Tour of the Statue of Liberty
- The students can complete the Interactive Smart Board Activity: World Map: Immigration to the United States.
- History of Immigration Interactive Map
- "Where Did It Come From" Quiz (examining origins of popular cultural components in America)
- Conduct an interview and create a multimedia presentation on an immigrant's experience in America.
- Meet Young Immigrant Activity
- Young Immigrant Suitcase Activity
- Write a constructed response or create a timeline describing the trend in immigration in the 1900s.
- Write an essay explaining what being an American means to them.
- View the video selection Who is an American, and describe the diversity in the United States. (online textbook resource)
- Practice "Who is a Citizen" Worksheets
- Students can complete sample citizenship questions.
- Mock Naturalization Exam
- Immigration Nation Game (ICivics)
- Students can present current events that focus on immigration or immigrants in America.
- Create a Venn Diagram that compares and contrasts citizens and aliens.

- Students can view video clips from West Side Story and/or Avalon and discuss what life was like for immigrants in America.
- Students can read the Dred Scott vs. Sanford Supreme Court Case Study and complete the questions.
- Students can create a chart on how people become U.S. Citizens and how people can lose those rights.
- How to Become a U.S. Citizen (EdPuzzle Video)
- View the video clip Immigration: The Next Generation and describe immigration in the 21st century. (online textbook resource)
- Create an infographic on the duties and responsibilities of a citizen.
- Citizen Me Pyramid Worksheet
- Duties and Responsibilities Pixton Comic Strip
- Life Without Duties and Responsibilities Activity
- Duties and Responsibilities of Citizens Writing Assignment
- View the video clip, Electing the President: Right to Vote and explain why voting is the duty of a citizen. (online textbook resource)
- Students can categorize examples of economic systems as command, market, or mixed.
- Students can analyze various real-world economic situations and determine the role of consumers and producers in the forces of supply and demand. Simulate a pandemic, a war, or a disaster that disrupts transportation routes. Evaluate the scenarios involving shortages and surpluses and predict price changes. Students can then hypothesize how the government can intervene.
- Students can identify examples of government-provided public goods and privately owned goods. They can then design a community and determine which services should be public or private.
- Students can analyze examples of product recalls and discuss government consumer protections. Students can log onto the Consumer Product Safety Commission's website and look up recent government recalls. Students can complete an exit ticket answering, "Why do governments recall some products?"
- Students evaluate fictional family situations and determine how assistance programs could help. Students can compare and contrast the government programs of Aid to Families with Dependent Children and Temporary Assistance for Needy Families.
- Research the government of a country and explain if it is democratic or authoritarian.
- Create a Venn Diagram on Direct vs. Representative Democracies.
- Write a constructed response on whether or not you agree with all of the citizenship requirements.
- Who Rules? - Forms of Government Activity (ICivics)
- My Ideal Government Exercise
- Types of Governments: Straw Tower STEM Activity and Reflection
- Students can write a constructed response on the impact of illegal immigration in America. Is it helpful or harmful?

Assessments:

- **Diagnostic:**
  - Pre-tests, Class Discussion, Teacher Observation, Brainstorming, Graphic Organizers, Questioning

- **Formative:**
  - Section Quizzes, Writing assignments, Classwork, Cooperative Learning Activities (See Core Activities listed above)

- **Summative:**
  - Unit/Chapter test, Informational Essay, Research Projects, Presentations, Quizzes, as decided by the Social Studies 7 PLC
    - **Chapter 1 Exam**

- **Correctives:**
  - **Options include but are not limited to:**
  - Vocabulary Match-Up: Students will be provided a list of key terms and definitions. Students must match them correctly.
  - Identity Reflection Prompt: Ask students to write a short paragraph explaining what being American means to them, using at least two concepts from our lessons.
  - Duties vs. Responsibilities Sort: Give students cards with examples and have them sort the cards into "Duties" or "Responsibilities."
  - Scenario Analysis: Present a situation (someone refuses to serve on a jury). Students explain which civic responsibility is being ignored and why it matters.
  - Verbal Questioning / Mini Quiz: Short questions like "Name one way a person can become a U.S. citizen."
  - Quick Compare: Ask students to list two differences between a democracy and a dictatorship.

- **Extensions:**
  - **Options include but are not limited to:**
  - Research Project: Students investigate how the concept of "Being American" has evolved (examples - immigration waves).
  - Debate: "What does it mean to be American today?" Students prepare arguments using historical and contemporary examples.
  - Media Analysis: Examine how "Being American" is portrayed in movies, music, or advertisements
  - Community Action Plan: Design a plan for addressing a local issue (recycling, voter turnout) that demonstrates active citizenship.
  - Global Comparison: Compare U.S. citizenship requirements with those of another country and present findings in a short report or infographic.
  - Case Study Analysis: Research a country that transitioned from one type of government to another and analyze the causes and effects.

Unit 2: Early Influences on the American Government / Our Founding Documents
(Approximately 17 Days)

- **PA Academic Civics / Government Standards:**
  - **5.1.7.C:** Explain how the principles and ideals shape local, state, and national government.
    - Liberty / Freedom
    - Democracy
    - Justice
    - Equality
  - **5.1.7.D**: Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:
    - Declaration of Independence
    - United States Constitution
    - Bill of Rights
    - Pennsylvania Constitution
  - **8.1.7.B:** Identify and use primary and secondary sources to analyze multiple points of view for historical events.
  - **8.3.7.A:** Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.
  - **8.3.7.B:** Examine the importance of significant historical documents, artifacts, and places critical to United States history.
  - **8.3.7.D:** Examine conflict and cooperation among groups and organizations in U.S. history.

Objectives:

- Students will analyze and evaluate the role that earlier influences, like the governments of Europe, had on the formation of the United States Government. (DOK Levels 3 & 4)
- Students will differentiate between the Enlightenment Thinkers and identify their core beliefs. (DOK Level 2)
- Students will be able to identify the key parts that make up the structure of the Declaration of Independence. (DOK Level 1)
- Students will analyze and evaluate the main points that are conveyed in the Declaration of Independence and its purpose, while recalling their origins. (DOK Levels 3 & 4)

Core Activities and Suggested Corresponding Instructional Methods:

- The instructor can prepare and lead class lectures and/or discussions that cover the essential content and objectives of the course.
- The instructor can assign the guided reading and review or section assessments from the McGraw‑Hill resource book.
- Students can prepare vocabulary lists for Chapter 2 in the textbook. They can utilize 11 vocabulary strategies such as Give One, Get One; Think, Pair, Share; vocabulary stories, etc.

- Students can read Chapter 2 in the textbook and take notes using several note-taking strategies, such as Cornell notes, Marking Up the Text, Golden Lines, Summarizing, and Outlining.
- The students can read Chapter 2 in the textbook and complete the critical thinking, graph skills, geography connection, 21st century skills, progress checks, and section assessment questions.
- Enlightenment Thinkers Graphic Organizer
- Early Influences on American Government Timeline
- Declaration of Independence Scavenger Hunt
- Structure of the Declaration of Independence Review
- Declaration of Independence "I Quit" Letter Writing Assignment

Assessments:

- **Diagnostic:**
  - Pre-tests, Class Discussion, Teacher Observation, Brainstorming, Graphic Organizers, Questioning

- **Formative:**
  - Section Quizzes, Writing assignments, Classwork, Cooperative Learning Activities (See Core Activities listed above)

- **Summative:**
  - Unit/Chapter test, Informational Essay, Research Projects, Presentations, Quizzes, as decided by the Social Studies 7 PLC
    - **Chapter 2 Exam**

- **Correctives:**
  - **Options include but are not limited to:**
  - Matching Cards: Philosophers & Ideas: Students receive cards with names (e.g., John Locke, Montesquieu, Magna Carta) and separate cards with their core ideas.
  - Visual Sort: Government Principles: Students sort images into categories such as: Limited Government, Rule of Law, Natural Rights, Social Contract.
  - Concept Map Reconstruction: Students receive a partially completed concept map linking influences to American democratic ideas.
  - "Break It Down" Text Simplification: Provide short, simplified versions of famous lines from the Declaration of Independence with the original beside them.
  - Cause & Effect Table: Why Declare Independence?: Students use a table to match grievances with the British actions that caused them.

- **Extensions:**
  - **Options include but are not limited to:**
  - Enlightenment Influence Gallery Walk: Students each take an Enlightenment thinker or historical document. They create a mini poster, a quote analysis, and a "What would America look like without this idea?" prompt.

- Government Concept Debate: Sample prompts include “Was the social contract more important than natural rights in shaping the U.S. government?” and “Which Enlightenment thinker had the largest influence on America?”
- Analyze Revolutions That Cited the Declaration: Students research how the DOI inspired later movements like the French Revolution, Haitian Revolution, and Latin American independence movements.

Unit 3: Early American Governments / The United States Constitution - Approximately 45 days

- **PA Academic Civics / Government Standards:**
  - **5.1.7.C:** Explain how the principles and ideals shape local, state, and national government.
    - Liberty / Freedom
    - Democracy
    - Justice
    - Equality
  - **5.1.7.D**: Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:
    - Declaration of Independence
    - United States Constitution
    - Bill of Rights
    - Pennsylvania Constitution
  - **5.2.7A.:** Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.
  - **5.2.7.C**: Describe the role of political leadership and public service.
  - **5.2.7.D:** Describe the citizen's role in the political process.
  - **5.3.7.A:** Compare and contrast the responsibilities and powers of the three branches of government.
  - **5.3.7.B:** Define and compare the role and structure of local, state, and national governments.
  - **8.1.7.B:** Identify and use primary and secondary sources to analyze multiple points of view for historical events.
  - **8.3.7.A:** Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.
  - **8.3.7.B:** Examine the importance of significant historical documents, artifacts, and places critical to United States history.
- **PACCS Reading in History and Social Studies:** CC.8.5.6.-8. A, CC.8.5.6.-8. B, CC.8.5.6.-8. C, CC.8.5.6.-8. D, CC.8.5.6.-8. E, CC.8.5.6.-8. F 10 CC.8.5.6.-8. G, CC.8.5.6.-8.H, CC.8.5.6.-8. I, CC.8.5.6.-8. J
- **PACCS Writing in History and Social Studies**: CC.8.6.6.-8. A, CC.8.6.6.-8. B, CC.8.6.6.-8. C, CC.8.6.6.-8. D, CC.8.6.6.-8. E, CC.8.6.6.-8. F, CC.8.6.6.-8. G, CC.8.6.6.-8. H, CC.8.6.6.-8. I
- National Education Technology Standards Standards 1-6

Objectives:

- Students will be able to describe why there was a need for a national government, as well as explain what that first government looked like. (DOK Levels 2 & 3)
- Students will analyze and evaluate the many weaknesses and a few strengths of the Articles of Confederation. (DOK Levels 3 & 4)

- Students will be able to identify problems and solutions of the governmental structure that is provided by the Articles of Confederation. (DOK Level 2)
- Students will examine Shays's Rebellion and determine how this event demonstrated the weaknesses of the Articles of Confederation. (DOK Level 1)
- Students will understand what the Constitutional Convention was, as well as what the original intentions of this meeting were. (DOK Level 1)
- Students will determine how the Constitution solved problems created by the Articles of Confederation. (DOK Level 2)
- Students will examine and analyze the various plans that were presented to create our new form of government. (DOK Level 4)
- Students will define compromise and identify major compromises made during the Constitutional Convention. (DOK Level 1)
- Students will be able to debate the viewpoints of Federalists and Anti-Federalists. (DOK Level 3)
- Students will be able to define the term "preamble," as well as interpret the opening of the U.S. Constitution. (DOK Levels 1 & 2)
- Students will be able to analyze the Preamble of the U.S. Constitution. (DOK Level 4)
- Students will be able to identify the main parts of the Constitution, differentiating between Articles and Amendments. (DOK Levels 1 & 2)
- Students will analyze how individuals may have a strict or loose interpretation of the U.S. Constitution. (DOK Level 4)
- Students will be able to organize each of the articles within the Constitution. (DOK Level 1)
- Students will be able to discuss the principles of government. (DOK Level 2)
- Students will be able to explain federal and state powers. (DOK Level 2)
- Students will explain what an Amendment and the Bill of Rights are. (DOK Level 2)
- Students will be able to list and describe the Five Freedoms included within the Bill of Rights. (DOK Levels 1 & 2)
- Students will evaluate and analyze various limits to the First Amendment Freedoms. (DOK Levels 3 & 4)
- Students will identify and evaluate the freedoms and protections that are provided to citizens through Amendments 2-10 of the Bill of Rights. (DOK Levels 1 & 3)
- Students will be able to think critically about the effect amendments have on citizens. (DOK Levels 3 & 4)

Core Activities and Suggested Corresponding Instructional Methods:

- The instructor can prepare and lead class lectures and/or discussions that cover the essential content and objectives of the course.
- The instructor can assign the guided reading and review or section assessments from the McGraw-Hill resource book.
- Students can prepare vocabulary lists for Chapters 3 and 4 in the textbook. They can utilize vocabulary strategies such as Give One, Get One; Think, Pair, Share; vocabulary stories, etc.
- Students can read Chapters 3 and 4 in the textbook and take notes using several note 14 taking strategies such as Cornell notes, Marking Up the Text, Golden Lines, Summarizing, and Outlining.

- The students can read Chapters 3 and 4 in the textbook and complete the critical thinking, graph skills, geography connection, 21st century skills, progress checks, and section assessment questions.
- Students will create a chart with the strengths and weaknesses of the Articles of Confederation.
- View the video clip, 10 Days that Changed America: Shay's Rebellion and complete the during viewing questions.
- Write a constructed response about the problems behind the Articles of Confederation and try to come up with possible solutions to those problems.
- Articles of Confederation True/False Practice Worksheets
- Weaknesses of the Articles of Confederation Analysis Activity
- Students can create a timeline on when states ratified the Constitution.
- Analyze Constitutional Scenarios.
- Research the delegates at the Constitutional Convention.
- Conduct a read aloud of the play To Sign, or Not to Sign.
- Constitutional Convention Role Play Skit and Comprehension
- Constitutional Convention Plans Comparison
- Write a letter convincing a family member to agree to the Great Compromise.
- Constitutional Convention: Draft Your Own Plan!
- Create a Venn Diagram/Chart on the Federalists vs. Anti-Federalists.
- View the video clip, Freedom Train Starts U.S. Tour and explain what the Freedom Train is and why it is important. (online textbook resource)
- Virtual Field Trip of Independence Hall in Philadelphia, PA
- Students can read the biography, American Leaders: James Madison.
- Students can create a chart to compare the governments proposed in the Articles of Confederation and the Constitution.
- Translate the Preamble of the Constitution.
- Preamble of the Constitution Dissection
- Anatomy of the Constitution ICivics Activities
- View the video clip, Separation of Power in the New Government and explain how the powers of government have been separated in the Constitution. (online textbook resource)
- Branches of Government ICivics Game
- Students can write a paper defending one of the five principles of government.
- Students can create a digital chart of the five principles of government.
- Principles of the Constitution Graphic Organizer
- View the video clip, Constitutional Connection and discuss the drafting of the Constitution. (online textbook resource)
- Write journal entries on how individuals were affected by the Articles of Confederation, the Constitutional Convention, the debate over the Constitution, and the new government created by the Constitution.
- Constitutional Convention "Fakebook" Profile Project
    - Template
- Students can create a flyer or pamphlet using Microsoft Publisher on the First Amendment rights.
- First Amendment Rights Practice

- You Can't Say That! First Amendment Scenarios
- First Amendment Poster Assignment
- Students can create a chart on the Amendments to the Constitution.
- Using the Bill of Rights Activity
- MY Using the Bill of Rights Activity
- Do I Have A Right? ICivics Game
- Students can read and analyze the Supreme Court Case Study on Tinker vs. Des Moines School District on students' rights to free speech.
- Tinker vs. Des Moines ICivics Case Study
- Write a constructed response on the U.S. Patriot Act.
- Analyze the Declaration of Independence.
- View Liberty Kids: Episode 13 The First Fourth of July.
- Research the signers of the Declaration of Independence.
- Analyze the U.S. Constitution.

Assessments:

- **Diagnostic:**
  - Pre-tests, Class Discussion, Teacher Observation, Brainstorming, Graphic Organizers, Questioning

- **Formative:**
  - Section Quizzes, Writing assignments, Classwork, Cooperative Learning Activities (See Core Activities listed above) as decided by the Social Studies 7 PLC
    - Constitutional Convention Project, Bill of Rights Poster

- **Summative:**
  - Unit/Chapter test, Informational Essay, Research Projects, Presentations, Quizzes, as decided by the Social Studies 7 PLC
    - Chapter 3 Exam, Chapter 4 Exam

- **Correctives:**
  - **Options include but are not limited to:**
  - "What Problem Does It Solve?" Activity: Give scenarios from the Articles of Confederation (e.g., "States arguing over taxes"). Students match the constitutional solution (e.g., "Congress can tax," "Federal government has more power").
  - Bill of Rights Illustrated Examples: Provide 10 simple real-world scenarios (e.g., a student starting a school newspaper). Students match the scenario to the correct amendment.
  - Amendment "Translation" Task: Students rewrite each amendment into their own everyday language with sentence starters.
  - Rights in Action Matching Cards: Applying rights to real-life situations, Students match the Amendment, Right protected, or Example situation.

- **Extensions:**

- **Options include but are not limited to:**
- Create a “Mini-Constitution” for a New Community
- Constitution vs. Articles of Confederation: Compare & Evaluate: Give students a list of government problems from the Articles. Instead of just identifying solutions, they evaluate: Which constitutional change was MOST important and why?
- “What If?” Alternate History Essay: Students choose a constitutional element and imagine: What if the U.S. did NOT have checks and balances? What if the Constitution had kept a weak federal government? Or what if the Framers hadn’t allowed amendments?
- Bill of Rights “Commercial” or PSA
- Landmark Supreme Court Case Connections
- Create a New Amendment: Students propose an amendment they believe the U.S. needs today.

Unit 4: The Three Branches of the United States Government / How Our Government Functions - Approximately 45 days

- **PA Academic Civics / Government Standards:**
    - 5.3.7 A - Compare and contrast the responsibilities and powers of the three branches of **government.**
    - 5.3.7 B - Define and compare the role and structure of local, **state**, and national **governments.**
    - 5.3.7 C - Describe how local, **state**, and national **governments** provide services.
    - 5.3.7 D - Identify leadership positions and the role of political party affiliation at the local, **state**, and national levels.
    - 5.3.7 E
    - 5.3.7 F - Identify the different levels of the court system.
    - 5.3.7 G
    - 5.3.7 H - Describe the influence of **mass media** on society.
    - 5.3.7 I. - Identify types of local, **state**, and national taxes.
    - 5.3.7 J
    - 5.4.7 A
    - 5.4.7 B,
    - 5.4.7 D,
    - PACCS Reading in History and Social Studies CC.8.5.6.-8. A, CC.8.5.6.-8. B, CC.8.5.6.-8. C, CC.8.5.6.-8. D, CC.8.5.6.-8. E, CC.8.5.6.-8. F CC.8.5.6.-8. G, CC.8.5.6.-8.H, CC.8.5.6.-8. I, CC.8.5.6.-8. J
    - PACCS Writing in History and Social Studies CC.8.6.6.-8. A, CC.8.6.6.-8. B, CC.8.6.6.-8. C, CC.8.6.6.-8. D, CC.8.6.6.-8. E, CC.8.6.6.-8. F, 16 CC.8.6.6.-8. G, CC.8.6.6.-8. H, CC.8.6.6.-8. I
    - National Education Technology Standards 1-6
    - Anchor(s): E07.A.-C.3. Integration of Knowledge and Ideas, E07.A-V.4. Vocabulary Acquisitions and Use E07.B-K.1. Key Ideas and Details, E07.C.1 Text Types and Purposes, E07.D.1. Conventions of Standard English, E07.D.2. Knowledge of Language, E07.E.1. Evidence-Based Analysis of Text

Eligible Content:
Congress is the lawmaking branch of the federal government.
Congress's expressed and implied powers are set by the Constitution.
Qualifications for becoming a member of Congress.
Very little legislation brought before Congress becomes law.
Requirements for becoming president and how the president is selected.
The functions and roles of the president.
The United States has many methods to carry out American foreign policy.
The federal courts including the Supreme Court, district courts, and appeals courts make up the judicial branch of the U.S. government.
How federal judges are selected.

Powers and limits placed on the Supreme Court.
Decisions made by the Supreme Court can have a big impact on society.
The importance of voting and the process for doing so.
The role of the Electoral College in selecting the president of the United States.

Objectives:

- Students will examine and analyze the structure and powers of the Legislative Branch and evaluate the jobs it is responsible for. (DOK Levels 3 & 4)
- Students will be able to compare and contrast the House of Representatives and the Senate. (DOK Level 3)
- Students will be able to discuss the qualifications needed to become a Congressman. (DOK Level 2)
- Students will be able to explain the responsibilities given to members of Congress. (DOK Level 2)
- Students will evaluate the leadership roles within the United States Congress. (DOK Level 3)
- Students will analyze the powers of the Legislative Branch and detail the process of passing laws in Congress. (DOK Levels 2 & 4)
- Students will be able to put the steps for getting legislation passed in sequence. (DOK Level 2)
- Students will be able to analyze reasons why it is so difficult to get legislation passed. (DOK Level 4)
- Students will be able to organize information about expressed and implied powers. (DOK Level 2)
- Students will evaluate and analyze the individuals within the Executive Branch and the powers they hold. (DOK Levels 3 & 4)
- Students will evaluate and analyze a variety of different Presidential Powers that the President holds (DOK Levels 3 & 4)
- Students will be able to explain and debate the pros and cons of the Electoral College. (DOK Levels 2 & 4)
- Students will examine the individuals within the Executive Branch, as well as the executive agencies under the President's control. (DOK Level 2)
- Students will be able to explain the goals and tools of foreign policy. (DOK Level 2)
- Students will be able to explain how foreign policy affects them personally. (DOK Level 2)
- Students will understand the benefits and challenges that are presented while being the President of the United States. (DOK Level 1)
- Students will be able to organize information on the federal court system. (DOK Level 2)
- Students will be able to identify key vocabulary terms. (DOK Level 1)
- Students will evaluate what the main job of the Judicial Branch is, while analyzing its structure and makeup (DOK Levels 3 & 4)
- Students will be able to classify types of cases the federal courts handle. (DOK Level 3)
- Students will be able to describe the court process. (DOK Level 2)
- Students will be able to differentiate between the district, appeals, and supreme courts that make up the Federal Court System. (DOK Level 2)

- Students will be able to identify types of cases heard by the Supreme Court. (DOK Level 2)
- Students will analyze how cases reach the Supreme Court and why the Supreme Court is the highest in the land. (DOK Levels 2 & 4)
- Students will be able to define terms related to the voting process. (DOK Level 1)
- Students will be able to describe the steps in the voting process. (DOK Level 2)

Core Activities and Suggested Corresponding Instructional Methods:

- The instructor can prepare and lead class lectures and/or discussions that cover the course's essential content and objectives.
- The instructor can assign the guided reading and review or section assessments from the McGraw-Hill resource book.
- Students can prepare vocabulary lists for Chapters 5, 6, and 7 in the textbook. They can utilize vocabulary strategies such as Give one, Get One; Think, Pair, Share; vocabulary stories, etc.
- Students can read Chapters 5, 6, and 7 in the textbook and take notes using several note-taking strategies, such as Cornell notes, Marking Up the Text, Golden Lines, Summarizing, and Outlining.
- The students can read Chapters 5, 6, and 7 in the textbook and complete the critical thinking, graph skills, geography connection, 21st century skills, progress checks, and section assessment questions.
- Watch video clips from Mrs. Smith Goes to Washington and discuss how this film portrays Congress and if it is an accurate depiction.
- Legislative Branch Preview
- Students can analyze a political cartoon about gerrymandering.
- Gerrymandering Practice Game
- Gerrymandering Practice Activity (ICivics)
- Students can create a chart on the structure and qualifications of Congress.
- Students can create a chart on the different types of Congressional committees.
- Role-play the work of congressional committee members.
- Students can write questions that they would like to ask their legislators in Congress.
- Legislative Branch in My State WebQuest
- View the video clip, History and Function of Congress, and discuss how the three levels of government work together. (online textbook resource)
- Students can write a constructed response on the importance of the Bill of Rights.
- Students can create an informational brochure on the First Amendment rights.
- Congress in a Flash! Activity (ICivics)
- Students can collaborate to illustrate a comic strip/book on the powers of Congress.
- Students can view Schoolhouse Rock: "How a Bill Becomes a Law."
- Students can write a song or a children's book on how a bill becomes a law.
- Create a flow chart on how a bill becomes a law.
- Students can research an impeachment case and create a multimedia presentation on their findings.
- Create an editorial/political cartoon about pork-barrel spending.
- Create a Venn diagram comparing the House of Representatives and the Senate.
- Two Houses of Congress Sorting Activity

- Students can brainstorm and create a list of how members of Congress help their home state or district.
- Students can view the video clip, Differences in the Houses of Congress and write a paragraph about those differences. (online textbook resource)
- Create a political cartoon about the filibuster.
- Groups of students can hold a mock session of Congress.
- LawCrafter Game (ICivics)
- Students can watch the video clip, "How Congress Makes Laws," and share what they learned from it. (online textbook resource)
- President / Executive Branch - All in a Day's Work
- President / Executive Branch - Duties and Responsibilities
- President / Executive Branch - Cabinet and Departments
- Presidential Baseball Card Project
- Build Your Own Presidential Cabinet Activity
- White House Virtual Tour
- Executive Command Game (ICivics)
- Students can research and label a map of electoral votes.
- Write a constructed response about why some people favor the Electoral College, and some do not.
- Electoral College / Presidential Election Simulation
- Students can create a flow chart on presidential succession.
- Students write a constructed response on the jobs of the president.
- Students can write their own State of the Union Address about their school.
- Students can create a multimedia presentation or a poster on the accomplishments of presidents.
- View the video clip, President of the United States and discuss the roles and responsibilities of the president. (online textbook resource)
- Students can create a chart on foreign policy tools.
- Brainstorm, research, and create a list of the various places that the United States has provided foreign aid.
- List and discuss military actions in which the United States has been involved.
- Create a map to discuss where U.S. foreign aid is distributed.
- Students can write a paper agreeing or disagreeing with a Supreme Court case.
- Federal Court System Graphic Organizer
- No Vehicles on the Sidewalk - Judicial Branch Simulation
- Supreme Court Cases All Teens Should Know!
- Watch video clips from Sacco and Vanzetti and A Civil Action to see how films view the courtroom scenes and explain if you think they are portrayed accurately.
- Students can create an illustration of a courtroom.
- Write a paragraph explaining how the Miranda vs. Arizona case led to the Miranda warning.
- View the video clip, Framework for Democracy and explain the role of legal precedents in court decisions.
- Students debate whether judges should be appointed or elected.
- View the video, Birth of the Supreme Court and discuss the history of the Supreme Court. (online textbook resource)

- Create a timeline of landmark Supreme Court cases.
- Landmark Supreme Court Case Research Project
- Judicial Branch in a Flash! Activity (ICivics)
- Argument Wars Game (ICivics)
- Court Quest Game (ICivics)
- Create a flow chart that summarizes the steps in the voting process.
- View video clips from John Adams and Thirteen Days and discuss how they show the personal qualities and qualifications a person should have to do the president's job, and whether they think the challenges were portrayed correctly.
- Students can create a political cartoon on voter apathy.
- Students can complete a web quest on the U.S. Congress..
- Three Branches of Government Comparative Writing Assignment
- Three Branches of Government Reading
- Play interactive role-playing games on iCivics.

Assessments:

- **Diagnostic:**
  - Pre-tests, Class Discussion, Teacher Observation, Homework Check, Brainstorming, Graphic Organizers, Questioning
- **Formative:**
  - Writing assignments, Classwork, Cooperative Learning Activities (See Core Content Activities above) as decided by the Social Studies 7 PLC
- **Summative**:
  - Chapter Quizzes & Tests, Projects Unit/Chapter test, Informational Essay, Research Projects, Presentations, Quizzes, as decided by the Social Studies 7 PLC
  - Three Branches of Government Exam, Common Assessment Civics Final, Executive & Judicial Branch Research Projects
  - Chapter Tests – Chapter 5 Test, Chapter 6 Test, Chapter 7 Test, Civics Common Assessment
  - Chapter Quizzes – Chapter 5 Vocabulary Quiz, Quick Quiz 5-1, Quick Quiz 5-2, Quick Quiz 5-3, Quick Quiz 6-1, Quick Quiz 6-2, Quick Quiz 6-3, Quick Quiz 6-4, Quick Quiz 7-1, Quick Quiz 7-2, Quick Quiz 7-3, Quick Quiz 7-4
  - Chapter Projects – Presidents Project 1 Slides, Presidents Project 2 PowToon, Supreme Court Case Research Project Infographic
- **Correctives:**
  - **Options include but are not limited to:**
  - "Branches Sort" Hands-On Sorting Activity: Give students cards with powers, examples, people, and vocab words pertaining to each branch. Students sort them into Legislative, Executive, or Judicial piles.
  - "Who Does What?" Scenario Practice: Provide real-life examples written in kid-friendly language, such as: "A new law is proposed about making school lunch free." "Someone argues their rights were violated." "The President signs a treaty with another country." Students identify which branch is involved and explain why.

    - Two-Paragraph Reteach Reading + Comprehension Check: Provide a short, teacher-written reading explaining each branch in simple language. Follow with 4–5 comprehension questions (multiple choice + 1 short answer).
- **Extensions:**
    - **Options include but are not limited to:**
    - Create-a-Law Challenge (Legislative Branch Simulation): Students brainstorm a school-related issue (e.g., phone use, cafeteria rules), then draft a simple bill, form committees to "mark up" and revise each other's bills, and conduct a floor debate and vote.
    - Executive Branch Decision-Making Scenario: Present a fictional national problem (e.g., "mysterious algae outbreak threatens fishing industry").
      Students, acting as the President's advisory team, must identify which executive departments would be involved, draft an executive order or press statement, and explain how federal agencies would implement it.
    - "You Be the Judge!" Case Study Stations: Students rotate through stations with simplified, age-appropriate court case scenarios. At each station, they must: Determine what the constitutional issue might be, explain how the judicial branch would resolve it, and justify their decision with a simple rule
    - Branches of Government Infographic Design: Students design a digital or paper infographic comparing the roles, powers, and limits of each branch of government

Unit 5: The Five Themes of Geography- Approximately 45 days

- **PA Academic Geography Standards:**
  - 7.1.7 A: Explain how common geographic tools are used to organize and interpret information about people, places, and the environment.
  - 7.1.7 B: Explain and locate places and regions as defined by physical and human features.
  - 7.2.7 A: Explain the characteristics of places and regions.
  - 7.2.7 B: Describe the physical processes that shape patterns on Earth's surface.
  - 7.3.7 A: Describe the human characteristics of places and regions using the following criteria:
    - Population
    - Culture
    - Settlement
    - Economic activities
    - Political activities
  - 7.4.7 A: Describe and explain the effects of the physical systems on people within regions.
  - 7.4.7 B: Describe and explain the effects of people on the physical systems within regions.
- PACCS Reading in History and Social Studies CC.8.5.6.-8. A, CC.8.5.6.-8. B, CC.8.5.6.-8. C, CC.8.5.6.-8. D, CC.8.5.6.-8. E, CC.8.5.6.-8. F CC.8.5.6.-8. G, CC.8.5.6.-8.H, CC.8.5.6.-8. I, CC.8.5.6.-8. J
- PACCS Writing in History and Social Studies 23 CC.8.6.6.-8. A, CC.8.6.6.-8. B, CC.8.6.6.-8. C, CC.8.6.6.-8. D, CC.8.6.6.-8. E, CC.8.6.6.-8. F, CC.8.6.6.-8. G, CC.8.6.6.-8. H, CC.8.6.6.-8. I
- National Education Technology Standards 1-6

Anchor(s):
E07.A.-C.3. Integration of Knowledge and Ideas, E07.A-V.4. Vocabulary Acquisitions and Use E07.B-K.1. Key Ideas and Details, E07.C.1 Text Types and Purposes, E07.D.1. Conventions of Standard English, E07.D.2. Knowledge of Language, E07.E.1. Evidence-Based Analysis of Text

Eligible Content:

- Geographers study the location of places and the people who live there.
- Geographers use themes and elements to understand the world.
- Geographers divide the world into regions, and physical and human processes shape each region.
- Globes and maps are tools for studying places on Earth.
- Differences between political, physical, and thematic maps.
- Landforms are physical features on Earth's surface.
- Weather and climate are different. Natural resources are central to economic development

- and basic human needs.
- Culture is the way that people speak, eat, work, play, and worship.

Objectives:

- Students will be able to define "Geography" and describe the job of a geographer and the types of geography. (DOK Level 1)
- Students will identify, evaluate, and analyze the 5 Themes of Geography while applying this information to their neighborhoods. (DOK Levels 1, 3, & 4)
- Students will be able to use map and globe skills to interpret various kinds of projections, including topographic, landform, political, population, and climate maps. (DOK Level 4)
- Students will evaluate, analyze, and differentiate between the various parts and types of maps, including lines of Longitude and Latitude. (DOK Levels 3 & 4)
- Students will differentiate between various landforms, as well as analyze the physical and cultural components that contribute to the Theme - PLACE. (DOK Levels 2 & 4)
- Students will be able to define and use geographic terms correctly, such as delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent region, country, nation, and urbanization. (DOK Level 1)
- Students will be able to interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size data). (DOK Level 4)
- Students will be able to explain what contributes to the Theme of Location and analyze forms of absolute and relative location.(DOK Level 2)
- Students will be asked to explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (DOK Level 2)
- Students will be able to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. (DOK Level 2)
- Students will identify and interpret ways in which humans and the earth interact, such as through adaptation, modification, and how they both mutually change one another. (DOK Levels 1 & 3)
- Students will analyze and evaluate the many ways humans affect our environment, with positive and negative consequences. (DOK Levels 3 & 4)
- Students will analyze how Earth's physical characteristics influence the environment.
- (DOK Level 4)
- Students will be able to explain how geography affects the way humans live. (DOK Level 2)
- Students will be able to describe how technology and culture have influenced 24 migration. (DOK Level 2)
- Students will examine and describe the 5Ws of Movement, discussing how and why people, ideas, goods, and trends move across the world. (DOK Level 1)
- Students will evaluate and analyze population and demographic data while considering how these data are helpful to communities. (DOK Levels 3 & 4)
- Students will define "region" as a theme in geography and differentiate among the types of region, including Formal, Functional, and Perceptual Regions. (DOK Levels 1 & 2)

- Students will identify and analyze the 5 regions that make up the United States of America and evaluate their distinctive features. (DOK Levels 1 & 4)

Core Activities and Suggested Corresponding Instructional Methods:

- Assign a world region to students and have them use atlases to gather information from different types of maps of their assigned regions, then present their findings in regional Fact Sheets.
- Identifying the Five Themes of Geography Postcards
- Five Themes of Geography in My Neighborhood Activity
- Five Themes Review Activity
- This Land is Your Land - LOCATION Reading / Activity
- Relative Location / Map Reading Skills Activity
- Sports Teams LOCATION ACTIVITY / Concert TOUR LOCATION ACTIVITY
- Longitude and Latitude Plotting Practice Game
- Students can make an illustrated dictionary of landforms or geographical terms.
- Cultural Geography Research Activity
- Identify the major ethnic, religious, and linguistic groups in the regions of the world.
- Work in groups to prepare a presentation on ethnic or religious conflict in a particular world region.
- Landforms - Class Digital Word Wall Activity
- Students can write a constructed response discussing how people adapt to geographical features or alter them for economic reasons.
- Students can discuss the ethics of altering the environment and write a Public Service Announcement.
- Human - Environment Interaction in Film: WALL-E / LORAX
- Students can research a country and identify its major geographical features, then explain how these features affected how that country was settled and developed in a multimedia presentation.
- Students work in cooperative groups to create an electronic database of population size in regions of the world and use the information collected to graphically compare the regions.
- Students can write a Pole-to-Pole Travelogue. Assign students a line of longitude to travel along from the North to the South Pole and have them keep a travelogue of countries visited along the way.
- Students can follow and plot a ship's travels: cargo ship, cruise ship, local fishing vessel, ship in the America's Cup or other race, etc.
- Create a class atlas. Each student draws a map of an assigned country and creates a fact sheet about that country. Bind all student maps together to make an atlas that will be used as a reference book.
- Students choose a culture and make a culture capsule containing samples to illustrate that culture: music, art, language, crafts, traditions, etc.
- Compare the diversity of the people of the United States with that of more ethnically homogeneous nations.
- Have students mark on a map the countries of origin of the clothes they are wearing. Have them inventory items in their homes to find the location of origin? Gather data on a world map, then analyze the data.
- Regions of the United States Brochure Assignment

- Take virtual tours of the National Parks.
- Research and create brochures on America's National Parks.
- Where in the U.S. is Marge Peterson Activity
- United States National Parks - Geography FINAL Project
- US National Parks - Geography FINAL Project OUTLINE
- Various Practice Geography Worksheets from Glencoe McGraw-Hill Student Workbook

Assessments:

- **Diagnostic:**
  - Pre-tests, Class Discussion, Teacher Observation, Brainstorming, Graphic Organizers, Questioning
- **Formative:**
  - Writing assignments, Classwork, Cooperative Learning Activities (See Core Content & Activities above) as decided by the Social Studies 7 PLC
- **Summative:**
  - Quizzes, Tests, and Projects as decided by the Social Studies 7 PLC
    - Projects – National Park Brochure Project, HEI Project
    - Quizzes – 50 States (Sheppardsoftware.com) Location Quiz, Themes 3-5 Quiz, Landforms Quiz
    - Geography Unit Exam
- **Correctives:**
  - **Options include but are not limited to:**
  - "Which Theme Is It?" Sorting Cards: Give students cards with short, simple examples (e.g., "using a bridge," "latitude and longitude," "shipping goods by truck"). Students sort cards into the 5 themes. Corrective supports:
    - Color-code each theme
    - Include picture cues
    - Use fewer cards per round
  - Reteach Mini-Reading + Check for Understanding: Provide a teacher-written, two-paragraph simplified reading that explains the Five Themes using kid-friendly examples. Follow with 5 comprehension questions (multiple choice, sorting, or 1 short answer). Corrective supports:
    - Key vocabulary bolded
    - Built-in definitions
    - Visual icons next to each theme
  - Location Practice Sheets (Absolute + Relative): For students who mix up the two types of location, provide worksheets that ask them to:
    - Circle examples of absolute location
    - Underline relative location
    - Write their own example of each with sentence starters
- **Extensions:**
  - **Options include but are not limited to:**
  - Geography in the News: Students locate one current-events article and explain:
    - Which theme does it connect to
    - How it shows humans interacting with the environment
    - Why geography matters in understanding the event

- Five Themes “Escape Room”: Students solve digital or paper clues where each clue represents one theme. To escape, they:
  - Identify the theme
  - Explain their reasoning
  - Use map skills to find a final location
- HEI Sustainability Design Challenge: Students design a solution to a local environmental issue using the Human–Environment Interaction theme. Examples:
  - Reducing waste
  - Managing stormwater
  - Improving transportation
  - Protecting green spaces
- Movement Mapping: How Stuff Gets to Us: Students trace the movement of one product (e.g., sneakers, chocolate, smartphones) from origin to consumer. They identify:
  - Where materials come from
  - Transportation routes
  - How people, goods, and ideas move globally