A PLANNED COURSE FOR:

HONORS SOCIAL STUDIES 7
CIVICS

Curriculum Writing Committee:

Adam Penberthy

Grade Level: 7

Date of Board Approval: _____

Course Weighting: Honors Civics Social Studies 7

Student scores will be calculated using a points system; student points earned divided by total possible points for each marking period.

Tests/Major Projects/Essays (Approx 1-2 per Marking Period)	100 points each
Classwork/Quizzes (Approx. 4-5 per Marking Period)	Up to 50 points each 20-25 points
Warm Ups/ Classwork / Homework	Up to 20 points each 10-25 points each
Participation /ATBs Projects / Essays (Approx 1-2 per Marking Period)	Up to 100 points 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 Honors Seventh Grade Social Studies students to learn and apply the lessons of American government, civics, economics, and geography. The learning focus of the government and civics units will be on how the United States government functions, a detailed overview of the 3 branches of government, the roles/powers of each branch, the origin of the United States Constitution, a breakdown and analysis of the U.S Constitution, what it means to be an American, immigration/naturalization, and the rights and duties role of American citizens. The learning focus of the geography unit will be on the Five Themes of Geography. The five themes will be analyzed in depth, including Location, Place, Region, Movement, and Human-Environment interaction. 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. Students will be exposed to Pre-AP techniques and skills, including Document-Based Questions. At the conclusion of the civics and government unit, the students will take the PA Assessment of Civic Knowledge.

Goals:

Marking Period 1 (45 days) - Students will be able to analyze the principles and values that define the identities of the American people, explain the rights, duties, and responsibilities of citizenship, identify who is a citizen, how citizenship is obtained, and roles of non citizens, and compare the structures and functions of Authoritarian governments with Democratic governments to understand their impact on individuals and societies.

- Unit 1: Being American Americans, Citizenship, and Types of Governments/ The Constitution (approximately 45 23 days)
    - Goals of units
        - 1. Marking Period One -
        - Americans, Citizenship, and Governments(approximately 45 days) Marking Period One - Goals:
    - Goals: Students will identify, analyze, compare or be able to explain…
        - What Does it Mean to Be Being an American
            - Immigration, Citizenship, and Diversity of Americans
            - Origins of American Values and Institutions that instil shared values.
        - What is Civics?
            - Civics Why is civics and citizenship important?
            - Citizens Compare and contrast Citizens vs. different types of immigrant residents.
            - Aliens Identify the different types of aliens/immigrants that come to America and their rights.
        - Duties of Citizens Analyze the civic responsibilities and duties of citizens.
            - Legal Duties of Citizens
                - Obey laws
                - Pay taxes
                - Defend the nation
                - Serve in court
                - Attend school
            - Civic Responsibilities of Citizens
                - Be informed
                - Vote
                - Respect the Rights of Others
                - Contribute to the Common Good
        - Compare and contrast forms of authoritarian and democratic governments.
        - Identify characteristics and principles of democracy and authoritarian regimes
        - Analyze the importance of government, and understand/identify the functions of government. Forms/Importance of Government
        - Importance of Government and Why Government Exists
        - Functions of Government
            - Keep Order/Provide Security
            - Provide Services
            - Guide the Community
            - The Government's Role in the American Economy
        - Levels of Government
            - National/Federal
            - State
            - Local
        - Types of Government

- Democratic Governments
- Direct Democracy
- Representative Democracy/Republic
- Constitutional Monarchy
- Authoritarian Governments
- Totalitarian
- Socialism
- Dictatorship
- Communism

- Unit 2: Early Influences on the American Government / Our Founding Documents - Approximately 17 22 Days
  - Goals of Unit:
  - Goals: Students will identify, analyze, compare or be able to explain…
    - Influences on the American Government
    - Judaism
      - Rule of Law
    - Ancient Greece and Ancient Rome's political systems
    - Direct democracy vs. republic
    - Early English influences
      - Magna Carta
      - English Bill of Rights
      - Colonial Influences
        - Jamestown/House of Burgesses
        - Plymouth/Mayflower Compact
    - The Enlightenment
      - John Locke
      - Voltaire
      - Jean-Jacques Rousseau
      - Marie Wollstonecraft
      - Charles De Montesquieu
    - 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- Students will analyze the evolution of the American government from its origins to the Constitution that governs the United States today. Students will understand the structure of the United States Constitution and the Bill of Rights. Students will be able to apply the amendments of the Bill of Rights to real world situations. Students will be able to identify the key components of Amendments 11-27.

- Unit 3: Early American Governments, The United States Constitution, The Bill of Rights, and Amendments 11-27. (45 Days) How the U.S. Government Works/ The Voting Process:(approximately 45 days)? Marking Period Two - Goals:

- Understanding of:
- Goals: Students will identify, analyze, compare or be able to explain…
- Early Government in the United States
- The Articles of Confederation
    - Strengths and Weaknesses
    - Shays Rebellion
- Constitutional Convention
    - The Delegates
    - Compromises
    - The Virginia Plan
    - The New Jersey Plan
    - The Great Compromise
    - The Three-Fifth Compromise
    - Federalists vs. Anti-Federalists
- Structure of the Constitution
    - The Preamble
    - The Articles
    - Amending the Constitution
    - Interpreting the Constitution
        - Necessary and Proper Clause
        - Strict vs. Loose Interpretation
- Principles of the Constitution
    - Popular sovereignty
    - Rule of law
    - Separation of Power
    - Checks and Balances
    - Federalism
- The Bill of Rights
    - The First Amendment
        - Freedom of Speech
        - Freedom of Religion
        - Freedom of Assembly
        - Freedom of Petition
        - Freedom of Press
        - Limits on Civil Liberties Limits to the First Amendment
- Other Bill of Rights Protections
    - o Rights of the Accused
        - Fourth Amendment
        - Fifth Amendment
        - Sixth Amendment
        - Eighth Amendment
    - o Other Protections
        - Second Amendment
        - Third Amendment
        - Seventh Amendment
        - Ninth Amendment

        - Tenth Amendment
- Amendments 2-10
    - Second Amendment
    - Third Amendment
    - Fourth Amendment
    - Fifth Amendment
    - Sixth Amendment
    - Seventh Amendment
    - Eight Amendment
    - Ninth Amendment
    - Tenth Amendment
  - Civil War Amendments
        - Thirteenth Amendment
        - Fourteenth Amendment
        - Fifteenth Amendment
  - Electoral Process and Voting Rights
        - Seventeenth Amendment
        - Nineteenth Amendment
        - Twenty-Third Amendment
        - Twenty-Fourth Amendment
        - Twenty-Sixth Amendment
- Amendments 11-27
    - Eleventh Amendment
    - Twelfth Amendment
    - Thirteenth Amendment
    - Fourteenth Amendment
    - Fifteenth Amendment
    - Sixteenth Amendment
    - Seventeenth Amendment
    - Eighteenth Amendment
    - Nineteenth Amendment
    - Twentieth Amendment
    - Twenty-first Amendment
    - Twenty-second Amendment
    - Twenty-third Amendment
    - Twenty-fourth Amendment
    - Twenty-fifth Amendment
    - Twenty-sixth Amendment
    - Twenty-seventh Amendment

2. Marking Period Two -
How the U.S. Government Works/ The Voting Process (approximately 45 days)? Marking Period Two - Goals:
Understanding of:

Marking Period 3 (45 days) -Students will analyze the structure of each of the three branches of government. Students will understand what the qualifications are for members of each branch. Students will be able to describe how a bill becomes a law. Students will identify what the Electoral College is and describe the election process for President. Students will identify the different levels of federal courts. Students will analyze several landmark supreme court cases and be able to apply them to Amendments they learned about in the Unit 3.

Unit 4:Basic principles of Economics/Economy of the United States (approximately 45 days)

- Unit 4: The Branches of Government (45 days)
  - Students will identify, analyze, compare or be able to explain…
  - The Legislative Branch
    - 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
    - Minority party
    - Speaker of the House
    - Vice President
    - 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
  - The President
  - Qualifications
  - Term of Office
  - Electoral Process
    - The Electoral College
  - 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
  - The Executive Office of the President
    - White House Office
    - Office of Management and Budget
    - National Security Council
    - Council of Economic Advisors
    - The President's Cabinet
      - Responsibilities
      - Homeland Security
- The Judicial Branch
  - 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
    - Marbury vs. Madisom
    - Interpreting laws
    - Limits of the Supreme Court
  - Landmark Supreme Court Cases
    - Tinker v. Des Moines, Brown vs. Board of Education, etc.

- Procedures
- New cases
- Selected cases
- Caseload
- How Rulings Are Made

o Written and Oral Arguments
o Conference
o Factors influencing decisions

- Law
- Social Conditions
- Personal beliefs

o Writing Opinions

- State Government
- o The Federal System
- Stated in the Constitution
- Sharing and Dividing of Powers
- Reserved powers
- Concurrent powers
- Limits on State Power
- Supremacy clause
- State Constitutions
- Similarities
- Differences

o The State Legislative Branch

- Legislators and Leaders
- Representation
- Citizen Power
- Legislative referendum
- Popular referendum
- Economic Problems
- Revenue and Spending

o The State Executive Branch

- Governor
- Office of the governor
- Roles of the governor
- Succession
- State Executive Departments

o The State Judicial Branch

- Lower Courts
- Higher Courts
- State Supreme Court
- Staffing the courts
- Local Government

o How City Governments Are Created

- Paying for local governments
- Becoming a city

- o County Government
  - Organization
  - County characteristics
  - County seats
  - Functions of County Government
  - Who runs a county
  - Forms of county government
  - Sheriffs
  - District Attorney
  - Political Parties
- o History of Political Parties
  - The First Parties
- o Today's Political Parties
  - Republicans
  - Democrats
  - Third Parties
  - Voting and Elections
- o Qualifications
- o Voting Process
- o Types of Elections
  - Primaries and General Elections
  - Presidential Election
  - Running for Office
- o Financing

Marking Period Three -

Basic principles of Economics/Economy of the United States (approximately 45 days)

Marking Period Three -Goals

Understanding of:

- What is economics?
  - o Wants
    - ▪ Unlimited wants
  - o Limited Resources
  - o Scarcity
  - o Economic Systems
    - ▪ Traditional economy
    - ▪ Mixed Economy
    - ▪ Command economy
  - o The American Economy
    - ▪ Mixed market economy
- Economic Decisions
  - o Trade-Offs
    - ▪ Opportunity Costs
  - o Measuring Costs and revenues
    - ▪ Assessing Costs

- Fixed costs
- Variable costs
- Total costs
- Marginal costs

- Different Types of Revenues
  - Revenue
  - 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
  - Economic Flow and Economic Growth
    - Circular Flow Model
      - Sectors
        - Factor market and Product market
        - Consumer and Business Sector
    - Promoting Economic Growth
      - Additional productive resources
      - Increasing productivity
        - Specialization
        - Division of Labor
        - Human Capital
  - 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
- Business in America
    - How Businesses Are Organized
        - Sole proprietorship
            - Consult
            - Financial capital
            - Liability
        - Partnerships
            - Advantages and Disadvantages
        - Corporations
    - The Corporate Structure
        - Charter
        - Board of directors
        - Advantages and Disadvantages
        - Other forms of Business
            - Franchise
            - Nonprofit organization
- Labor
    - Organized Labor
        - Labor unions
        - Labor negotiations
            - Collective bargaining
        - Labor's Tools
            - Strike
            - Picketing
        - Employer's Tools
            - Lockout
            - Injunction
        - Outside Help
            - Mediation
            - Arbitration
- Government Involvement in the Economy o Providing Private and Public Goods
    - Maintaining Competition
        - Monopoly
            - Anti-trust laws
        - Mergers
        - Natural Monopolies
    - Protecting Consumer Health and Safety

        - Recall
    - Measuring the Economy
        - Real GDP
        - Business Cycle
            - Recession
        - The Great Depression
        - Other Measures of Performance
            - Employment and unemployment
                - Unemployment rate
            - Price stability
                - Fixed income
                - Inflation
            - Economic Indicators
                - Stock indexes
                - Bear market
                - Bull Market
    - Income Inequality
        - Education
        - Family Wealth
            - Potential
        - Discrimination
    - Poverty
        - Welfare
            - Temporary Assistance for Needy Families
        - Workfare
        - Compensation

Marking Period 4 (45 days) -Students will understand and apply geographic concepts that help explain the world around them. Students will develop the skills to read and interpret maps, globes and other geographic tools. Students will be able to apply the concepts of location, place, region, movement, and human-environment interaction as geographic themes. Students will explore how physical features such as landforms and climate influence development and human activity. Students will be able to analyze geographic information, make connections between geography and civil life, and use this knowledge to understand local, national, and global political systems.

Marking Period Four – Overview of the 5 Themes of Geography (approximately 45 days)

- Unit 5: Geography (45 days)
- Students will identify, analyze, compare or be able to explain…
  Understanding of:
    - The Five Themes of Geography
        - Location
            - Absolute location

- Longitude and Latitude
- Equator
- Hemispheres
- Prime Meridian

▪ Relative Location

▪ Reading Maps

- Cardinal directions
- Legends
- Political maps

o Place

▪ Physical Characteristics

- Landforms
- Physical maps

▪ Cultural Characteristics

- Traditions

o Region

▪ Physical similarities

- Demography
- Metropolitan areas
  - o Urbanization
- Population Density Maps

▪ Natural similarities

- Climate Maps

▪ Human similarities

- Literacy rates
- Standard of living

▪ Cultural similarities

o Movement

▪ People

- Diffusion
- Acculturation

▪ Products

▪ Information

▪ Special Purpose Maps

o Human –Environment Interaction

▪ Urbanization

▪ Deforestation

• 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.
- American identity is shaped by shared values—not by a single culture, background, or belief system.
- 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.
- Civic values—such as honesty, tolerance, respect, and responsibility—are essential for a functioning democracy.
- Laws and governments protect individual freedoms while setting limits to maintain order and safety.
- Different types of governments distribute power in different ways, shaping how citizens live and participate.
- The idea of popular sovereignty—the authority of the government comes from the people—is the foundation of modern democracy.
- 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.
- 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
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- **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 Google Earth, 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 is provided from which teachers may choose to illustrate the Big Ideas.

Curriculum Plan

Unit 1: Being American, Citizenship, and Types of Governments Americans, Citizenship, and Government Time Range in Days: 23 Days.

- **Standards:**
- PA Academic Standards, PACCS Reading/Writing for History and Social Studies, National Education Technology Standards
    - **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 Standards 1-6

National Education Technology Standards

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:

The diversity of Americans and what they value

How to become a citizen in the U.S.?

The duties and responsibilities of citizens

The purpose of government

Different types of government

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 identify key social institutions in America and explain how these social institutions are paramount in shaping the values of American society. (DOK Levels 1,2)
- 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 immigrants 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. (DOK Level 4)
- 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 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 analyze the purposes of government and what role governments play in society. (DOK Level 3)
- Students will identify the form of government present in the United States while examining its key features. (DOK Level 1, 2)

Core Activities and 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 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, Talking to the Text, Golden Lines, Summarizing, and Outlining.

- The students can take a Virtual Tour of the Statue of Liberty.
- 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.
- The students can complete the Interactive Smart Board Activity: World Map: Immigration to the United States.
- The students can investigate and complete a History of Immigration Interactive Map
- Students can complete the "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.
- Write a constructed response describing the trend in immigration in the 1900s.
- Write a constructed response 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)
- Students can complete the "Who is a Citizen" Worksheets
- Students can complete the Meet Young Immigrant Activity.
- Analyze immigration perspectives using AI and complete the Young Immigrant Suitcase Activity.
- 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 comparing and contrasting 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 v. 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)
- Write a constructed response or 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
- 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.
- View the video clip, Electing the President: Right to Vote, and explain why voting is a duty of a citizen. (online textbook resource)
- 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.
- Students can participate in an interactive online activity, Who Rules? - Forms of Government Activity (ICivics).
- Students can complete the My Ideal Government Exercise.
- Students will participate in a group activity highlighting the Types of Governments, and they will construct Straw Towers as a STEM Activity and Reflection.
- Students can write a constructed response on the impact of illegal immigration in America. Is it helpful or harmful?
- Students can create a descriptive list of volunteer opportunities in our area.
- Students can research the history of volunteerism in the United States. 26. Write a Public Service Announcement aimed to convince people to be active and responsible citizens.
- DBQ Essay – can be found in the textbook resource book
- Students can read We are Americans: Voices of the Immigrant Experience by Dorothy Hobbler and Thomas Hobbler and write a response to the book.
- Students can read Bound for America: The Story of the European Immigrants by Milton Meltzer and write a response to the book.
- Students can research and present on the reasons emigrants left their homelands to come to the United States.
- Students can create a map of where immigrants settled in the United States.

Assessments:

- **Diagnostic:**
    - Pre-tests, Class Discussion, Teacher Observation, Homework, What Do You Know work sheet, Brainstorming, Graphic Organizers, Questioning, KWL's **Formative:** Writing assignments, Classwork, Cooperative Learning Activities.

- **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 Test Exam, Chapter 2 Test

  - **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 over time (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 The Constitution and Bill of Rights Early Influences on the American Government / Our Founding Documents Time Range in Days: 22

Standards:

- PA Academic Standards, PACCS Reading/Writing for History and Social Studies, National Education Technology Standards

PA Academic Civics / Government Standards:

5.1.7. A, 5.1.7.B, 5.1.7.C, 5.1.7.D, 5.1.7.E, 5.2.7. A, 5.2.7.B, 5.2.7.C, 5.2.7.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, 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

- **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.

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:**

How the weaknesses of the Articles of Confederation led to formation of the Constitution?
How the Constitution limits the powers of government?
How the federal government is organized?
How the amendment process works?
What are the principles of government as established by the Constitution?
How is power shared under federalism?
Which civil liberties are protected by the Bill of Rights?
Why must there be some limits on individual rights?

Objectives:

- Students will analyze and evaluate the role that earlier influences on American Democracy, like the governments of Europe ,Enlightenment Thinkers, and Ancient Civilizations had on the formation of the United States Government. (DOK Level 4)
- Students will differentiate between the Enlightenment Thinkers and identify their core beliefs. (DOK Level 3)
- 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 Level 4)
- Students will analyze how key ideas of the Enlightenment time period formed the basis of American Democracy. (DOK Level 4)
- Students will identify democratic governments in colonial America. (DOK Level 1)
- Students will compare early colonial governments to modern forms of democracy. (DOK Level 2)
- Students will be able to analyze problems and solutions of the governmental structure that is provided by the Articles of Confederation. (4)
- Students will evaluate how the Constitution solved problems created by the Articles of Confederation. (4)
- Students will be able to debate viewpoints of Federalists and Anti-Federalists. (3) Students will be able to analyze the Preamble of the U.S. Constitution. (4) Students will be able to organize each of the articles within the Constitution. (1) Students will be able to discuss the principles of government. (2)
- Students will be able to explain federal and state powers. (2)
- Students will be able to explain why particular amendments were added to the Constitution. (2)
- Students will be able to write a paragraph analyzing the effect of constitutional amendments on the political process. (4)
- Students will be able to think critically about the effects amendments have on citizens, (4) Students will be able to defend a viewpoint on affirmative action. (3)

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 3 and 4 2 in the textbook. They can utilize vocabulary strategies such as Give one, Get One; Think, Pair, Share; vocabulary stories, etc.
- Students can read Chapter 3 and 4 2 in the textbook and take notes using several note taking strategies such as Cornell note, Talking to the Text, Golden Lines, Summarizing, and Outlining.
- The students can read Chapter 3 and 4 2 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 ideas of Enlightenment Thinkers and compare them to core democratic principles of American Democracy strength and weaknesses of the Articles of Confederation.
- View the video clip, Enlightenment Thinkers: John Locke and Montesquieu 10 Days that Changed America: Shay's Rebellion and complete the during viewing questions.
- Write a constructed response about Natural Rights and the purpose of government. the problems behind the Articles of Confederation and try to come up with possible solutions to those problems.
- Students can create a timeline of Early Influences on American Government.on when states ratified the Constitution.
- Write a summary of the influences on American Democracy. steps involved in making the Constitution into law.
- Research the delegates at the Constitutional Convention. Complete the Enlightenment Thinkers DBQ and research worksheet.
- Conduct a read aloud of the play to Sign, or Not to Sign.
- Write a letter convincing a family member to agree to the Great Compromise. Complete the Declaration of Independence 'I Quit' Letter.
- Create a Venn Diagram on the Federalists vs. Anti-Federalists. Complete the Enlightenment Thinkers Graphic Organizer.
- 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) Complete the Declaration of Independence Scavenger Hunt.
- Virtual Field Trip of Independence Hall in Philadelphia, PA Complete the structure of the Declaration of Independence review.
- Students can read the biography, American Leaders: James Madison. 18. Students can create a chart to compare the governments proposed in the Articles of Confederation and the Constitution.
- Write a paper analyzing the Preamble of the Constitution.
- 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)
- Students can write a paper defending one of the five principles of government. 22. Students can create a digital chart of the five principles of government. 23. 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, and the debate over the Constitution, and the new government created by the Constitution.
- Students can create a flyer or pamphlet using Microsoft Publisher on the First Amendment rights.
- Students can create a chart on the Amendments of the Constitution. 27. Students can read and analyze the Supreme Court Case Study on *Tinker vs. Des Moines School District* on students' rights to free speech.
- 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.
- Write a constructed response on the U.S. Patriot Act.
- Students will write a paper/speech defending a viewpoint on affirmative action. 34. Students will explore and present the reasons three amendments were passed after the Civil War.
- Create visual displays of constitutional amendments and laws that protect civil rights.
- Research and report on civilizations that utilized direct democracy.
- Students will write a speech advocating the strengthening of the national government.
- Students must identify the weaknesses of the Articles of Confederation as well as explain the consequences of creating a more powerful national government.
- Create a television advertisement from the perspective of a Federalist or Anti-Federalist. Students will persuade their fellow Americans to vote for or against the proposed Constitution.
- Write an essay that addresses the following prompt. *In what ways has the Constitution strengthened, yet limited, the national government?*
- DBQ Essays – can be found in textbook resource book
- Students can read Creating the Constitution: 1787 by Christopher Collier and James Lincoln Collier and write a response to the book.
- Students can read The United States: A Graphic Adaptation by Jonathon Hennessey and Aaron McConnell and write a response to the book.
- Write a paper analyzing and discussing the various times that presidents have deployed troops without Congressional approval.

Assessments:

Diagnostic: Pre-tests, Class Discussion, Teacher Observation, Homework, What Do You Know work sheet, Brainstorming, Graphic Organizers, Questioning, KWL

Formative: Writing assignments, Classwork, Cooperative Learning Activities (See core activities above)

Summative: Chapter 3 2 Exam Test, Chapter 4 Test Chapter 2.1 Quiz, and the Chapter 2 Writing Assignment. Amendments Project

- **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: How the U.S. Government Works/ The Voting Process Time Range in Days Early American Governments, The United States Constitution, The Bill of Rights, and Amendments 11-27: (Approximately 45 days)

Standards:

- PA Academic Standards, PACCS Reading/Writing for History and Social Studies, National Education Technology Standards

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.

5.3.7 A, 5.3.7 B, 5.3.7 C, 5.3.7 D, 5.3.7 E, 5.3.7 F, 5.3.7 G, 5.3.7 H, 5.3.7 I. 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, 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

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.

Objectives:
Students will be able to compare and contrast the House of Representatives and the Senate. (3)
Students will be able to discuss the qualifications needed to become a Congressman. (2)
Students will be able to explain the responsibilities given to members of Congress. (2) Students will be able to put in sequence the steps in getting legislation passed. (2) Students will be able to analyze reasons why it is so difficult to get legislation passed. (4) Students will be able to organize information about expressed and implied powers. (2) Students will be able to explain and debate the pros and cons of the Electoral College. (2,4)
Students will be able to explain the goals and tools of foreign policy. (2)
Students will be able to explain how foreign policy affects them personally.
(2) Students will be able to organize information on the federal court system.
(2) Students will be able to identify key vocabulary terms. (1)
Students will be able to classify types of cases federal courts handle. (3)
Students will be able to describe the court process. (2)
Students will be able to identify types of cases heard by the Supreme Court. (2)
Students will be able to analyze major third parties in America's political history.
(4) Students will be able to define terms related to the voting process. (1)
Students will be able to describe the steps in the voting process. (2)

Students will be able to compare the organization of their state government to that of the federal government. (3)
Students will be able to list the powers the federal government shares with the states and those that are exclusive to each. (1)
Students will be able to analyze the roles and duties of a governor. (4)
Students will be able to define responsibilities of county government officials.
(1) Students will be able to compare governments below the state level. (2)

- Students will be able to identify and analyze problems and solutions of the governmental structure that is provided by the Articles of Confederation. (DOK Levels 2, 4)
- Students will identify Shays's Rebellion and understand how this event demonstrated the weaknesses of the Articles of Confederation. (DOK Level 1)
- Students will identify what the Constitutional Convention was, as well as the original intentions of this meeting. (DOK Level 1)
- Students will evaluate how the Constitution solved problems created by the Articles of Confederation. (DOK Level 4)
- Students will be able to debate viewpoints of Federalists and Anti-Federalists. (DOK Level 3)
- Students will analyze the importance of compromise at the Constitutional Convention and understand how it helped the founding fathers achieve their goal in creating a stronger more effective form of government. (DOK Levels 1, 4)
- Students will identify the parts of the Constitution. (DOK Level 1)
- Students will be able to analyze the Preamble 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 be able to explain why particular amendments were added to the Constitution. (DOK Level 2)
- Students will identify what the Bill of Rights is and the first 10 amendments. (DOK Level 1)
- Students will analyze all parts of amendment 1 and understand the limitations of the first amendment. (DOK Level 4)
- Students will apply the first amendment to historical examples of when the government limited first amendment rights and analyze the constitutionality of those limits. (DOK Level 4)
- Students will Identify Amendments. 11-27. (DOK Level 1)
- Students will be able to write a paragraph analyzing the effect of constitutional amendments on the political process. (DOK Level 4)
- Students will be able to think critically about the effects amendments have on citizens. (DOK Level 4)
- Students will be able to defend a viewpoint on affirmative action. (DOK Level 3)

Core Activities and Suggested Corresponding Instructional Methods:

1. The instructor can prepare and lead class lectures and/or discussions that cover the essential content and objectives of the course.
2. The instructor can assign the guided reading and review or section assessments from the McGraw-Hill resource book.
3. Students can prepare vocabulary lists for Chapters 5, 6, 7 and portions of Chapters 8, 9, and 11 in the textbook. They can utilize vocabulary strategies such as Give one, Get One; Think, Pair, Share; vocabulary stories, etc.
4. Students can read Chapters 5, 6, 7 and portions of Chapters 8, 9, and 11 in the textbook and take notes using several note taking strategies such as Cornell note, Talking to the Text, Golden Lines, Summarizing, and Outlining.
5. The students can read Chapters 5, 6, 7 and portions of Chapters 8, 9, and 11 in the textbook and complete the critical thinking, graph skills, geography connection, 21st century skills, progress checks and section assessment questions.
6. Watch video clips from *Mrs. Smith Goes to Washington* and discuss how this film portrays Congress and if it is an accurate depiction.
7. Students can analyze a political cartoon about gerrymandering.
8. Students can create a chart on the structure and qualifications of Congress. 9. Students can create a chart on the different types of Congressional committees. 10. Role-play the work of congressional committee members.
11. Students can write questions that they would like to ask their legislators in Congress.
12. View the video clip, History and Function of Congress, and discuss how the three levels of government work together. (online textbook resource)
13. Students can write a constructed response on the importance of the Bill of Rights.
14. Students can create an informational brochure on the first amendment rights. 15. Students can collaborate to illustrate a comic strip/book on the powers of Congress. 16. Students can view School House Rock: How a Bill Becomes a Law.
17. Students can write a song or children's book on how a bill becomes a law. 18. Create a flow chart on how a bill becomes a law.
19. Students can research a case of impeachment and create multimedia presentation about their findings.
20. Create an editorial/political cartoon about pork-barrel spending.
21. Students can create a dialogue journal in pairs about why people serve in Congress.
22. Create a Venn diagram comparing the House of Representatives and the Senate. 23. Write a skit about the lobbying process.
24. Students can brainstorm and create a list on how members of Congress help their home state or district.
25. Students can create a chart analyzing the pros and cons of pork-barrel projects. 26. Students can view the video clip, Differences in the Houses of Congress and write a paragraph about those differences. (online textbook resource)
27. Create a political cartoon about the filibuster.
28. Students can write a paragraph on the role of the president in the law making process.
29. Groups of students can hold a mock session of Congress.
30. Students can watch the video clip, How Congress Makes Laws and share what they learned from the clip. (online textbook resource)

31. Students can research and label a map of electoral votes.
32. Write a constructed response about why some people favor the Electoral College and some do not.
33. Write a constructed response discussing the importance of the president being a native born citizen.
34. Students can create a flow chart on presidential succession.
35. Students can create a Venn diagram comparing Electoral votes and popular votes. 36. Students can create a commercial about the benefits of becoming president. 37. Watch the video clip, Presidential Succession and discuss it. (online textbook resource) 38. Students write a constructed response on the jobs of the president. 39. Students can write their own State of the Union Address about their school. 40. Create a political cartoon about the impact executive orders have on Americans. 41. Students use a photo and a caption to discuss the importance of the presidents' good relations with other world leaders.
42. Students can create a multimedia presentation or a poster on the accomplishments of presidents.
43. View the video clip, President of the United States and discuss the roles and responsibilities of the president. (online textbook resource)
44. Students can create a chart on foreign policy tools.
45. Write a constructed response on the role of ambassadors in United States foreign policy.
46. Brainstorm, research and create a list on the various places that the United States has provided foreign aid.
47. List and discuss military actions in which the United States has been involved. 48. Create a map to discuss where U.S. foreign aid is distributed.
49. View the video clip, President's Address to a Joint Session of Congress and discusses what they viewed. (online textbook resource)
50. Students can write a paper agreeing or disagreeing with a Supreme Court case. 51. Students can summarize their research on the *Brown vs. Board of Education* or the *Rasul vs. Bush* case.
52. 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. 53. Students can create an illustration of a courtroom.
54. Students can create Venn diagrams on criminal and civil cases and federal and state crimes.
55. Write a paragraph explaining how the *Miranda vs. Arizona* case led to the Miranda warning.
56. View the video clip, Framework for Democracy and explain the role of legal precedents in court decisions. (online textbook resource)
57. Students debate whether judges should be appointed or elected.
58. View the video, Birth of the Supreme Court and discuss the history of the Supreme Court. (online textbook resource)
59. Students can write a summary of the *Marbury vs. Madison* case.
60. View the video clip, The Election of 2000 and discuss how the Supreme Court was important in the 2000 presidential election. (online textbook resource) 61. Create a timeline on landmark Supreme Court cases.

62. View video clips for *The Last Hurrah* and *The Best Man* and explain what portrait of politics and political parties these movies portray.
63. Write a summary of how and why Americans split into political parties. 64. Create a flow chart which summarizes the steps in the voting process. 65. Write a constructed response on the exclusion from voting of people who have committed serious crimes.
66. Students can create a political cartoon on voter apathy.
67. Students can complete a web quest on the U.S. Congress
68. Play interactive role-playing games on I Civics.
69. Write a constructed response answering *What is the purpose of committees? How do they assist in the law-making process?*
70. Create a chart identifying and explaining legislative and non-legislative powers of Congress.
71. Write a constructed response supporting or reputing the following statement, *American citizens do NOT elect their president.*
72. Debate which role of the president is the most important and why.
73. Support the following statement with evidence from your studies: *Despite the fact that the president is only one person, the office of the president is made up of many people. It is this group of people that carry out the laws passed by Congress.*
74. Write an essay describing the four factors that go into a Supreme Court decision.
75. Students can write a summary on the jobs of a state legislator.
76. Students can create a Venn diagram comparing and contrasting gerrymandering and malapportionment.
77. Debate the pros and cons of initiatives and referendums.
78. Create a poster illustrating the duties and responsibilities of state officials. 79. Create a Venn diagram contrasting the veto power of the governor with that of the president.
80. Write a constructed response discussing the qualities that a judge should possess.
81. Debate whether there should be separate justice systems for adults and juveniles.
82. Create a pie chart on the sources of local government funding.
83. Students can role play *Plessy vs. Ferguson.*
84. Students can research and present on their city or town council.
85. Students can view the video clip, New Power of State and Local Governments and write about the role of these governments in their lives. (online textbook resource) 86. Create an advertisement for a county government position.
87. Create a visual representation of local units of government.
88. Students can hold a mock open town meeting.
89. Students can create an imaginary community that wants to apply for village status.
90. DBQ Essay – can be found in textbook resource book.

- 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 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 Chapter 3 and 4 in the textbook and take notes using several note taking strategies such as Cornell note, Talking to the Text, Golden Lines, Summarizing, and Outlining.
- The students can read Chapter 3 and 4 in the textbook and complete 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.
- Students can create a timeline on when states ratified the Constitution.
- Write a summary of the steps involved in making the Constitution into law.
- Research the delegates at the Constitutional Convention.
- Conduct a read aloud of the play to Sign, or Not to Sign.
- Write a letter convincing a family member to agree to the Great Compromise.
- Create a Venn Diagram 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.
- Write a paper analyzing the Preamble of the Constitution.
- 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)
- 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.
- 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, and the debate over the Constitution, and the new government created by the Constitution.
- Students can create a flyer or pamphlet using Microsoft Publisher on the First Amendment rights.
- Students can create a chart on the Amendments of the Constitution.
- Students can read and analyze the Supreme Court Case Study on *Tinker vs. Des Moines School District* on students' rights to free speech.
- Analyze the U.S. Constitution.
- Write a constructed response on the U.S. Patriot Act.
- Students will write a paper/speech defending a viewpoint on affirmative action.

- Students will explore and present the reasons three amendments were passed after the Civil War.
- Create visual displays of constitutional amendments and laws that protect civil rights. 33. Research and report on civilizations that utilized direct democracy.
- Students will write a speech advocating the strengthening of the national government.
- Students must identify the weaknesses of the Articles of Confederation as well as explain the consequences of creating a more powerful national government.
- Create a television advertisement from the perspective of a Federalist or Anti-Federalist. Students will persuade their fellow Americans to vote for or against the proposed Constitution.
- Write an essay that addresses the following prompt. *In what ways has the Constitution strengthened, yet limited, the national government?*
- DBQ Essays – can be found in textbook resource book
- Students can read Creating the Constitution: 1787 by Christopher Collier and James Lincoln Collier and write a response to the book.

Assessments:

Diagnostic: Pre-tests, Class Discussion, Teacher Observation, Homework, What Do You Know work sheet, Brainstorming, Graphic Organizers, Questioning, KWL

Formative: Writing assignments, Classwork, Cooperative Learning Activities (See core activities above)

Summative: Chapter 3 Exam 5 Test, Chapter 4 Exam 6 Test, Chapter 3.1, 3.2, and 3.3 Quizzes, Chapter 4.1 and 4.2 Quizzes. Chapter 7 Test, Common Assessment for Civics, Presidents Project, Supreme Court Case Project

- **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?
- Create a road to the Constitution comic strip.
- "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: Basic Principles of Economics/ The Economy of the U.S. Time Range in Days: 45

Standard(s): PA Academic Standards, PACCS Reading/Writing for History and Social Studies PA Academic Standards
6.1.7. A, 6.1.7 B, 6.1.7 C, 6.1.7 D, 6.2.7. A, 6.2.7 B, 6.2.7 C, 6.2.7 D, 6.2.7 E, 6.2.7 F, 6.2.7 G 6.4.7. A, 6.4.7 B, 6.4.7 C, 6.4.7 D. 6.5.7 A, 6.5.7 B, 6.5.7 D, 6.5.7 E, 6.5.7 F, 6.5.7 G, 6.5.7 H **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, 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

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:
Why we must make economic choices.
The three basic economic questions.
Considerations when making economic decisions.
Effects of supply and demand on an economic market.
How prices aid consumers.
The four factors of production are.
How Gross Domestic Product serves as an indicator of a country's economy.
Definition and features of capitalism.
The differences between private goods and public goods.

How the economy is measured?
What leads to income inequality and how the government deals with poverty.

Objectives

Students will be able to define key vocabulary terms. (1)
Students will be able to explain the concept of scarcity and how it affects economic decisions. (2)
Students will be able to explain and carry out a benefit-cost analysis. (3)
Students will be able to analyze the effects of supply and demand on a product. (4)
Students will be able to classify purchases and services. (2)
Students will be able to identify and provide examples of the four factors of production. (2)
Students will be able to analyze the differences between capital goods and consumer goods. (4)
Students will be able to explain how Gross Domestic Product is calculated. (2)
Students will be able to evaluate the relative roles of the factors of production in the American economy. (4)
Students will be able to analyze how the features of capitalism relate to growth and productivity. (4)
Students will be able to identify and give examples of the main types of business organizations. (1)
Students will be able to explain why workers organize. (2)
Students will be able to analyze graphs and make income comparisons. (4) Students will be able to describe how money and resources flow in an economy and the circular flow of economic activity. (2)
Students will be able to analyze ways to promote economic growth and the economic freedoms that Americans enjoy. (4)
Students will be able to explain the history of capitalism. (2)
Students will be able to define and describe their role as human capital. (2)
Students will be able to explain the beliefs about government involvement in the economy. (2)

Core Activities and Corresponding Instructional Methods:

1. The instructor can prepare and lead class lectures and/or discussions that cover the essential content and objectives of the course.
2. The instructor can assign the guided reading and review or section assessments from the McGraw-Hill resource book.
3. Students can prepare vocabulary lists for Chapter 16 through Chapter 20 in the textbook. They can utilize vocabulary strategies such as Give one, Get One; Think, Pair, Share; vocabulary stories, etc.
4. Students can read Chapter 16 through Chapter 20 in the textbook and take notes using several note taking strategies such as Cornell note, Talking to the Text, Golden Lines, Summarizing, and Outlining.

5. The students can read Chapter 16 through Chapter 20 in the textbook and complete the critical thinking, graph skills, geography connection, 21st century skills, progress checks and section assessment questions.
6. Students can analyze political cartoons regarding economics.
7. Write a paragraph describing the values that influence the U.S. economy. 8. Determine the difference between needs and wants. Survival Plan activity and Essay 9. Create a chart analyzing the three types of resources a country has.
10. Students can write a constructed response discussing how societies answer the three basic economic questions.
11. Students can create a Venn diagram on traditional economies and market economies. 12. Students can research and present on the economy of a country. 13. View the video clip, Characteristics of Resources and discuss how climate, geography and other factors influence what resources a county has. (online textbook resource) 14. Write a constructed response summarizing daily costs of a business. 15. View the video clip, Advertising and the Economy and discuss advertising techniques that can influence choices. (online textbook resource)
16. Students can write a constructed response discussing three factors that affect a Demand for goods or services.
17. View video clips from *The Social Network* and *Tucker: The Man and His Dream* and compare Zuckerberg and Tucker.
18. Create advertising slogans, ads, and commercials.
19. Create an infographic about competition between businesses.
20. Create a poster on the factors of production.
21. Students can create a flow chart on the steps used to calculate a country's GDP.
22. Interpret data on the GDP of several countries.
23. Students can act out skits of specific economic activities.
24. Students can act out skits of specific economic activities.
25. Students can create a Venn diagram comparing general and limited partnerships.
26. Students can create timelines showing a company's growth.
27. Students can create charts illustrating advantages and disadvantages of franchises.
28. Students can research and write about the structure of a specific corporation. 29. Create a collage showing tools that labor unions use to meet their goals. 30. Students can create a graphic organizer on private and public goods. 31. Students can research and present on a recent product recall.
32. Students can create a poster about education and income.
33. Debate the government's role regarding income inequality and poverty in the U.S. 34. Students can write a constructed response on what they think would happen if one of the factors of production were missing.
35. Students can create a poster illustrating the circular flow of economic activities. 36.

Write a constructed response tracing a products flow through the cycle of economic activity.

37. Students can create a graph showing U.S. imports of a particular product from various countries.

38. Students research the effects of industrial robots on the U.S. economy. 39. Students can research another economic system and take pro or con position on it. 40. Students can create a poster on monopolies and antitrust laws.

41. Students can create a Venn diagram comparing big and small business. 42. Write a constructed response about the possible recurrence of the Great Depression.

43. Write a constructed response discussing the influence of wealth on income earning potential.

44. Create a presentation about local dropout prevention programs.

45. Research government programs that encourage people to go to college. 46. View the video clip, A Segregated America and discuss the history on income inequality in the United States. (online textbook resource)

Assessments:

Diagnostic: Pre-tests, Class Discussion, Teacher Observation, Homework, What Do You Know work sheet, Brainstorming, Graphic Organizers, Questioning

Formative: Writing assignments, Classwork, Cooperative Learning Activities (See core activities above)

Summative: Common Assessment for Economics, Chapter 16 Test, Chapter 17 Test

Unit 4: The Three Branches of Government (45 Days) How the U.S. Government Works / The Voting Process Time Range in

Standard(s): 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 F - Identify the different levels of the court system.
- 5.3.7 H - Describe the influence of **mass media** on society.
- 5.3.7 I. - Identify types of local, **state**, and national taxes.

, PACCS Reading/Writing for History and Social Studies PA Academic Standards

5.3.7 A, 5.3.7 B, 5.3.7 C, 5.3.7 D, 5.3.7 E, 5.3.7 F, 5.3.7 G, 5.3.7 H, 5.3.7 I. 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, 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

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.

Objectives:

- Students will examine and analyze the structure and powers of the Legislative Branch and evaluate the jobs it is responsible for. (DOK Level 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 be able to put in sequence the steps in getting legislation passed. (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 be able to explain and debate the pros and cons of the Electoral College. (DOK Levels 2,4)
- Students will evaluate and analyze the individuals within the Executive Branch and the powers they hold. (DOK Level 4)
- Students will evaluate and analyze a variety of different Presidential Powers that the President holds. (DOK LEvel 4)
- Students will identify the different Cabinets of the executive branch. (DOK Level 1)
- Students will re-create the President's Cabinet. (DOK Level 4)
- 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 draw conclusions about the benefits and challenges that are presented while being the President of the United States. (DOK Level 3)
- 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 Level 4)
- Students will be able to classify types of cases 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 3)
- Students will be able to identify types of cases heard by the Supreme Court. (DOK Level 2)
- Students will create a mock simulation of a landmark supreme court case. (DOK Level 4)

- Students will be able to analyze major third parties in America's political history. (4)
- Students will be able to define terms related to the voting process. (DOK Level 1)
- Students will analyze how cases reach the Supreme Court and why the Supreme Court is the highest in the land. (DOK Level 4)
- Students will be able to describe the steps in the voting process. (DOK Level 2)
- Students will be able to compare the organization of their state government to that of the federal government. (DOK Level 3)
- Students will be able to list the powers the federal government shares with the states and those that are exclusive to each. (DOK Level 1)
- Students will be able to analyze the roles and duties of a governor. (DOK Level 4)
- Students will be able to define responsibilities of county government officials. (DOK Level 1)
- tudents will be able to compare governments below the state level. (DOK Level 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 Chapters 5, 6, 7 and portions of Chapters 8, 9, and 11 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, 7 and portions of Chapters 8, 9, and 11 in the textbook and take notes using several note taking strategies such as Cornell note, Talking to the Text, Golden Lines, Summarizing, and Outlining.
- The students can read Chapters 5, 6, 7 and portions of Chapters 8, 9, and 11 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. Students can explore the house.gov and senate.gov to gain an introductory understanding of Congress and learn about our District Rep. and State Senators.
- Students can practice the Gerrymandering Game at https://gametheorytest.com/gerry/
- Gerrymandering Practice Activity (ICivics).
- Students can analyze a political cartoon about gerrymandering.
- 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 School House Rock: How a Bill Becomes a Law.
- Students can write a song or children's book on how a bill becomes a law.
- Create a flow chart on how a bill becomes a law.
- Students can research a case of impeachment and create multimedia presentation about their findings.
- Create an editorial/political cartoon about pork-barrel spending.
- Students can create a dialogue journal in pairs about why people serve in Congress.
- Create a Venn diagram comparing the House of Representatives and the Senate.
- Two Houses of Congress Sorting Activity
- Write a skit about the lobbying process.
- Students can brainstorm and create a list on how members of Congress help their home state or district.
- Students can create a chart analyzing the pros and cons of pork-barrel projects.
- 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.
- Students can write a paragraph on the role of the president in the law making process.
- 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 the clip. (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.
- Write a constructed response discussing the importance of the president being a native born citizen.
- Electoral College / Presidential Election Simulation
- Students can create a flow chart on presidential succession.
- Students can create a Venn diagram comparing Electoral votes and popular votes.
- Students can create a commercial about the benefits of becoming president.
- Watch the video clip, Presidential Succession and discuss it. (online textbook resource)
- Students write a constructed response on the jobs of the president.
- Students can write their own State of the Union Address about their school.
- Create a political cartoon about the impact executive orders have on Americans.
- Students use a photo and a caption to discuss the importance of the presidents' good

relations with other world leaders.

- 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.
- Write a constructed response on the role of ambassadors in United States foreign policy.
- Brainstorm, research and create a list on 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.
- View the video clip, President's Address to a Joint Session of Congress and discusses what they viewed. (online textbook resource)
- Federal Court System Graphic Organizer
- No Vehicles on the Sidewalk - Judicial Branch Simulation
- Supreme Court Cases All Teens Should Know!
- Students can write a paper agreeing or disagreeing with a Supreme Court case.
- Students can summarize their research on the *Brown vs. Board of Education* or the *Rasul vs. Bush* case.
- 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.
- Students can create Venn diagrams on criminal and civil cases and federal and state crimes.
- Write a paragraph explaining how the *Miranda vs. Arizona* case led to the Miranda warning.
- Landmark Supreme Court Case Research Project
- Judicial Branch in a Flash! Activity (ICivics)
- Argument Wars Game (ICivics)
- Court Quest Game (ICivics)
- View the video clip, Framework for Democracy and explain the role of legal precedents in court decisions. (online textbook resource)
- 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)
- Students can write a summary of the *Marbury vs. Madison* case.
- View the video clip, The Election of 2000 and discuss how the Supreme Court was important in the 2000 presidential election. (online textbook resource)
- Create a timeline on landmark Supreme Court cases.
- View video clips for *The Last Hurrah* and *The Best Man* and explain what portrait of politics and political parties these movies portray.
- Write a summary of how and why Americans split into political parties.
- Create a flow chart which summarizes the steps in the voting process.
- Write a constructed response on the exclusion from voting of people who have committed serious crimes.

- Students can create a political cartoon on voter apathy.
- Students can complete a web quest on the U.S. Congress
- Play interactive role-playing games on I Civics.
- Write a constructed response answering *What is the purpose of committees? How do they assist in the law-making process?*
- Three Branches of Government Comparative Writing Assignment
- Three Branches of Government Reading
- Create a chart identifying and explaining legislative and non-legislative powers of Congress.
- Write a constructed response supporting or reputing the following statement, *American citizens do NOT elect their president.*
- Debate which role of the president is the most important and why.
- Support the following statement with evidence from your studies: *Despite the fact that the president is only one person, the office of the president is made up of many people. It is this group of people that carry out the laws passed by Congress.*
- Write an essay describing the four factors that go into a Supreme Court decision.
- Students can write a summary on the jobs of a state legislator.
- Students can create a Venn diagram comparing and contrasting gerrymandering and malapportionment.
- Debate the pros and cons of initiatives and referendums.
- Create a poster illustrating the duties and responsibilities of state officials.
- Create a Venn diagram contrasting the veto power of the governor with that of the president.
- Write a constructed response discussing the qualities that a judge should possess.
- Debate whether there should be separate justice systems for adults and juveniles.
- Create a pie chart on the sources of local government funding.
- Students can role play *Plessy vs. Ferguson.*
- Students can research and present on their city or town council.
- Students can view the video clip, New Power of State and Local Governments and write about the role of these governments in their lives. (online textbook resource)
- Create an advertisement for a county government position.
- Create a visual representation of local units of government.
- Students can hold a mock open town meeting.
- Students can create an imaginary community that wants to apply for village status.
- DBQ Essay – can be found in textbook resource book.

Assessments:

Diagnostic: Pre-tests, Class Discussion, Teacher Observation, Homework, What Do You Know work sheet, Brainstorming, Graphic Organizers, Questioning, KWL

Formative: Writing assignments, Classwork, Cooperative Learning Activities (See core activities above)

Summative: Chapter 5 Exam Test, Chapter 6 Exam Test, Chapter 7 Exam Test, Legislative Branch Quiz, Executive Branch Quiz, Three Branches Exam Common Assessment for Civics, Presidents Project, Supreme Court Case Project.

- **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: Geography (45 day)
The Five Themes of Geography Time Range in Days: 45

Standards:
PA Academic Civic / Government 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.

PA Academic Standards
7.1.7 A**,** 7.1.7 B, 7.2.7 A, 7.2.7 B, 7.3.7 A, 7.4.7 A, 7.4.7 B
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, 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

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 that each region is shaped by physical and human processes.

Globes and maps are tools to study 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 different kinds of projections, as well as 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 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 do the physical characteristics of Earth influence the environment? (DOK Level 4)
- Students will be able to analyze how geography affects the way humans live? (DOK Level 4)

- Students will be able to discuss world-wide patterns of resource distribution. (DOK Level 2)
- Students will be able to describe how technology and culture have influenced 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)
- Students will be able to create a chart using the six essential elements to compare their town with another town. (DOK Level 2)
- Students will be able to identify and evaluate which regions span more than one continent. (DOK Level 4)
- Students will be able to analyze how cartographers decide which map projection to use. (DOK Level 4)
- Students will be able to explain how plants and animals depend on their natural habitats for survival. (DOK Level 2)

Core Activities and Suggested Corresponding Instructional Methods:

- Assign a world region to students and have the students use atlases to gather information from different types of maps of their particular regions then present their information 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
- Students can discuss the ethics of altering the environment and write a Public Service Announcement.
- Choose a country, identify its major geographical features, and 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 regions.
- Landforms - Class Digital Word Wall Activity
- Students can write a Pole to Pole Travelogue: assign students a line of longitude to travel along from the North to the South Pole. Students 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.
- 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 more ethnically homogeneous nations.
- Discuss the effect of current immigration trends in Europe. Discuss how nations redefine themselves as their population becomes more heterogeneous.
- 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.
- 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 location of origin? Gather data on a world map. Analyze data.
- Answer questions pertaining to maps, including political, physical, and thematic maps.
- Students will label physical and political maps.
- Students can create a presentation on the five Themes of Geography and explain why each theme is useful.
- Select images and maps to illustrate each theme.
- Take virtual tours of the National Parks.
- Research and create brochures on America's National Parks.
- Students can write a travel brochure to attract people to a place that you hope to visit.
- Write a paper on how scientists are helping to lessen the impact of extreme weather.
- Students can analyze photographs of animal habitats and discuss how/why those areas are desirable to humans.
- Regions of the United States Brochure Assignment
- Create a presentation on one part of culture that interests you, for example food, music, and clothing.
- Use photos to create a visual introduction to that aspect of culture around the world.
- Research and create brochures on America's National Parks.
- Plot your favorite sports team or musician on a map using longitude and latitude.
- 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, Homework, What Do

You Know work sheet, Brainstorming, Graphic Organizers, Questioning

Formative: Writing assignments, Classwork, Cooperative Learning Activities (See core activities above)

Summative: Quizzes, Tests, and Projects as decided by grade 7 social studies PLC. Common Assessment for Geography, 5 Themes Test, 5 Themes Project, 50 States Quiz

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
  - 5 Themes Matching (Real-World Images)
    - Students match pictures to the correct theme (cities, maps, trade, migration, etc.).
  - "Fix the Mistake" Geography Challenge
    - Give students incorrect examples and have them correct them.

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
    - Create a New "Sixth Theme" of Geography
        - Students invent their own theme and justify it.
    - Geography Debate: Which Theme Matters Most?
        - Students argue which theme is the most important in understanding the world.
    - Historical Event Through the 5 Themes
        - Students analyze a historical event using geography.

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Building Citizenship: Civics & Economics

Textbook ISBN #: 978-0-07-664811-5

Textbook Publisher &Year of Publication: McGraw-Hill Education 2014

Curriculum Textbook is utilized in (title of course):

7th Grade Honors Social Studies: Government, Economics &

Geography Please complete one sheet for each primary textbook.

DELAWARE VALLEY SCHOOL DISTRICT

Checklist to Complete and Submit with Curriculum:

_____ A copy of the curriculum using The template entitled "Planned Instruction," available on the district website

_____ The primary textbook form(s)

_____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed

Name_____ First Reader/Reviewer

Signature_____ Date_____

Second Reader/Reviewer Printed

Name_____ Second Reader/Reviewer

Signature _____ Date_____