



A PLANNED COURSE FOR:

HONORS CIVICS

Curriculum Writing Committee:

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Grade Level: 7

Date of Board Approval: June 2026

Course Weighting: Honors Civics

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

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

Curriculum Map

Overview:

This course is designed to challenge Honors Seventh Grade Social Studies students to learn and apply the lessons of American government, civics, 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 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 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 Citizenship, and Types of Governments (approximately 23 days)
 - Goals: Students will identify, analyze, compare or be able to explain...
 - What Does it Mean to Be an American
 - Immigration, Citizenship, and Diversity of Americans
 - Origins of American Values and Institutions that instill shared values.
 - What is Civics?
 - Why is civics and citizenship important?
 - Compare and contrast Citizens vs. different types of immigrant residents.
 - Identify the different types of aliens/immigrants that come to America and their rights.
 - 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.
 - 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 22 Days
 - 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)
 - 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 to the First Amendment
 - Amendments 2-10
 - Second Amendment
 - Third Amendment
 - Fourth Amendment
 - Fifth Amendment
 - Sixth Amendment
 - Seventh Amendment
 - Eighth Amendment
 - Ninth Amendment
 - Tenth 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

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: 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
 - 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
 - How Congress Works
 - Qualifications
 - Work of Congress
 - 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
 - The President's Cabinet
 - Responsibilities
- 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. Madison
 - Interpreting laws
 - Limits of the Supreme Court
 - Landmark Supreme Court Cases
 - Tinker v. Des Moines, Brown vs. Board of Education, etc.

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.

- Unit 5: Geography (45 days)
- Students will identify, analyze, compare or be able to explain...
 - The Five Themes of Geography
 - o 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.
- 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

Time Range in Days: 23 Days.

- **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
 - **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

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 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 immigrants with the rights of citizens. (DOK Level 3)
- 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, 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.
- 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 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 \(EdPuzzle Video\)](#)
- 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.
- 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.
- 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 Exam
 - **Correctives:**
 - **Options include but are not limited to:**
 - **Vocabulary Match-Up:** Students will be provided a list of key terms and definitions. Students must match them correctly.
 - **Identity Reflection Prompt:** Ask students to write a short paragraph explaining what being American means to them, using at least two concepts from our lessons.
 - **Duties vs. Responsibilities Sort:** Give students cards with examples and have them sort the cards into "Duties" or "Responsibilities."
 - **Scenario Analysis:** Present a situation (someone refuses to serve on a

jury). Students explain which civic responsibility is being ignored and why it matters.

- **Verbal Questioning / Mini Quiz:** Short questions like “Name one way a person can become a U.S. citizen.”
- **Quick Compare:** Ask students to list two differences between a democracy and a dictatorship.
- **Extensions:**
 - **Options include but are not limited to:**
 - **Research Project:** Students investigate how the concept of “Being American” has evolved 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 Early Influences on the American Government/Our Founding Documents

Time Range in Days: 22

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
- **8.1.7.B:** Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- **8.3.7.A:** Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.
- **8.3.7.B:** Examine the importance of significant historical documents, artifacts, and places critical to United States history.
- **8.3.7.D:** Examine conflict and cooperation among groups and organizations in U.S.

history.

Objectives:

- Students will analyze and evaluate the role that earlier influences 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)

Core Activities and Suggested Corresponding Instructional Methods:

- The instructor can prepare and lead class lectures and/or discussions that cover the essential content and objectives of the course.
- The instructor can assign the guided reading and review or section assessments from the McGraw-Hill resource book.
- Students can prepare vocabulary lists for Chapter 2 in the textbook. They can utilize vocabulary strategies such as Give one, Get One; Think, Pair, Share; vocabulary stories, etc.
- Students can read Chapter 2 in the textbook and take notes using several note taking strategies such as Cornell note, Talking to the Text, Golden Lines, Summarizing, and Outlining.
- The students can read Chapter 2 in the textbook and complete the critical thinking, graph skills, geography connection, 21st century skills, progress checks and section assessment questions.
- Students will create a chart with the ideas of Enlightenment Thinkers and compare them to core democratic principles of American Democracy.
- View the video clip, [Enlightenment Thinkers: John Locke and Montesquieu](#)
- Write a constructed response about Natural Rights and the purpose of government.
- Students can create a timeline of Early Influences on American Government.
- Write a summary of the influences on American Democracy.
- Complete the Enlightenment Thinkers DBQ and research worksheet.
- Complete the Declaration of Independence 'I Quit' Letter.
- Complete the Enlightenment Thinkers Graphic Organizer.
- Complete the Declaration of Independence Scavenger Hunt.

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 2 Exam Chapter 2.1 Quiz, and the Chapter 2 Writing Assignment.

- **Correctives:**
 - **Options include but are not limited to:**
 - Matching Cards: Philosophers & Ideas: Students receive cards with names (e.g., John Locke, Montesquieu, Magna Carta) and separate cards with their core ideas.
 - Visual Sort: Government Principles: Students sort images into categories such as: Limited Government, Rule of Law, Natural Rights, Social Contract
 - Concept Map Reconstruction: Students receive a partially completed concept map linking influences to American democratic ideas.
 - “Break It Down” Text Simplification: Provide short, simplified versions of famous lines from the Declaration of Independence with the original beside them.
 - Cause & Effect Table: Why Declare Independence?: Students use a table to match grievances with the British actions that caused them.
- **Extensions:**
 - **Options include but are not limited to:**
 - Enlightenment Influence Gallery Walk: Students each take an Enlightenment thinker or historical document. They create a mini poster, a quote analysis, and a “What would America look like without this idea?” prompt
 - Government Concept Debate: Sample prompts include “Was the social contract more important than natural rights in shaping the U.S. government?” and “Which Enlightenment thinker had the largest influence on America?”
 - Analyze Revolutions That Cited the Declaration: Students research how the DOI inspired later movements like the French Revolution, Haitian Revolution, and Latin American independence movements

Unit 3: Early American Governments, The United States Constitution, The Bill of Rights, and Amendments 11-27: (45 days)

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.

Objectives:

- 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:

- 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, Chapter 4 Exam, Chapter 3.1, 3.2, and 3.3 Quizzes, Chapter 4.1 and 4.2 Quizzes.

- **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: The Three Branches of Government (45 Days)

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.

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 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)
- students 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.
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](#).
- [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 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.
- 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 \(ICivics\)](#)
- [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.](#)
- [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.
- 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 \(ICivics\)](#)
- Students debate whether judges should be appointed or elected.
- Students can write a summary of the *Marbury vs. Madison* case.
- Create a timeline on landmark Supreme Court cases.
- 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.
- 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.

- 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 research and present on their city or town council.
- 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.
- 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: 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)

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.

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 able 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.
- 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.
- 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

