Grade 7 Social Studies Enrichment

Unit Title: Unit 1: How Does the U.S. Government Work?

Stage 1: Desired Results

Standards & Indicators:

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or	Multiple solutions often exist to solve a problem.

Grade 7 Social Studies Enrichment

	agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Central Idea/Enduring Understanding:

- The United States government was designed to balance power and protect individual rights.
- The Constitution helps prevent one person, group, or branch from becoming too powerful.
- The Constitution establishes important principles, including limited government, consent of the governed, federalism, separation of powers, checks and balances, rule of law, and individual rights.
- Government power is divided among different branches and levels of government.
- Constitutional principles guide how the government operates and makes decisions.
- These principles continue to shape the United States government today.

Essential/Guiding Question:

Compelling Question:

How does the Constitution create a government that balances power and protects the people?

Inquiry Based Questions:

1. Why do people create governments?
2. Who should have power in a government?
3. How does the Constitution prevent one person or group from becoming too powerful?
4. Which branch of government has the most power?
5. Why is it intentionally difficult to make a law?
6. How should power be divided between the federal government and the states?

Content:

- State of Nature
- Purposes of Government
- Limited Government
- Consent of the Governed
- Rule of Law
- The Constitution
- Popular Sovereignty
- Federalism
- Separation of Powers
- Checks and Balances
- Legislative Branch
- Executive Branch
- Judicial Branch
- How a Bill Becomes a Law
- Powers of the President
- Role of Congress
- Role of the Supreme Court
- Federal vs. State Powers

Skills(Objectives):

Students practice:

- Identifying a claim
- Distinguishing between fact and opinion
- Reading primary and secondary sources
- Identifying the main idea of a document
- Identifying an author's point of view
- Using evidence from a source
- Explaining how evidence supports a claim
- Comparing two sources
- Recognizing opposing arguments
- Writing a strong paragraph using evidence

Grade 7 Social Studies Enrichment

Interdisciplinary Connections:
ELA - Reading & Source Analysis: Students analyze primary and secondary sources related to the Constitution and structure of government, identifying central ideas, evaluating evidence, and comparing perspectives across texts.
ELA - Argumentative Writing & Speaking: Students develop claims about government and constitutional principles, support their ideas with relevant evidence, explain their reasoning, and participate in evidence-based discussions and a mini-DBQ.

Stage 2: Assessment Evidence

Performance Task(s):

- Analyze primary and secondary sources related to the Constitution and the structure of the federal government.
- Apply the principles of the Constitution to historical, hypothetical, and current governmental scenarios.
- Compare the powers and responsibilities of the legislative, executive, and judicial branches.
- Analyze examples of checks and balances to determine how government power is limited.
- Examine the relationship between federal and state governments.
- Participate in structured discussions and collaborative inquiry activities about governmental power.
- Construct evidence-based claims using information from multiple sources.
- Complete a mini-DBQ/inquiry task answering a question such as:
- Which principle of the Constitution is most important for preventing government abuse of power?

Other Evidence:
DBQ/Inquiry-Based Evidence:
Students will demonstrate understanding through:

- Source annotations and document analysis
- Primary and secondary source analysis
- Graphic organizers
- Evidence collection charts
- Comparison activities
- Scenario-based applications
- Written claims supported with evidence
- RACES/RACE-style constructed responses
- Collaborative discussions and debates
- Exit tickets and reflection questions
- Mini-DBQ evidence-based response
- Student explanations connecting evidence to constitutional principles

Stage 3: Learning Plan

Learning Opportunities/Strategies:
DBQ/Inquiry Based Learning Opportunities & Strategies

- Compelling and Supporting Questions: Organize instruction around debatable questions rather than isolated topics.
- Document Analysis: Regularly incorporate short primary and secondary sources, political cartoons, charts, diagrams, excerpts, and other forms of evidence.
- Source Analysis: Guide students in identifying the author, purpose, audience, point of view, and historical context of sources.
- Think-Pair-Share: Allow students to develop and revise ideas before participating in whole-class discussions.
- Four Corners: Have students take a position on government-related questions and defend their position with evidence.

Resources:
Social Studies Resources:

- 6.3 Suggested Framework K-12
- DBQ Online
- Newsela
- Discovery Education
- EdPuzzle
- Flocabulary
- ICivics
- Pear Assessment
- Library of Congress (Primary Sources)
- National Archives (Primary Sources)
- PBS Learning Media
- Zinn Education Project

LGBTQ and Disabilities Resources:

- LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth
- LGBTQ+ Books

Grade 7 Social Studies Enrichment

• Constitutional Scenario Stations: Students determine which constitutional principle, branch, or power applies to different situations. • Evidence Sorting: Students categorize evidence according to different claims or constitutional principles. • Claim-Evidence-Reasoning Practice: Students practice making a claim, selecting appropriate evidence, and explaining how that evidence supports their argument. • Structured Academic Discussion: Students evaluate competing perspectives and respond to classmates using evidence. • Mini-DBQ: Students complete a shortened inquiry process that introduces document analysis, evidence selection, and argument writing without requiring a full five-paragraph essay. • DBQ Writing Scaffolds: Use sentence stems, graphic organizers, modeling, and teacher think-alouds to explicitly teach evidence-based writing.	DEI Educational Resources: • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide opportunities for greater independence in document analysis and inquiry. Include more complex or additional primary sources that offer conflicting perspectives. Encourage students to develop their own supporting inquiry questions. Require students to evaluate source credibility, bias, purpose, and limitations more deeply. Ask students to identify and address counterclaims and alternative interpretations. Allow students to	Provide a structured set of primary and secondary sources aligned to the inquiry question. Model sourcing, contextualization, corroboration, and close reading before students practice independently. Use graphic organizers and evidence trackers to help students organize claims and supporting evidence. Provide guiding questions that gradually decrease as students become more independent. Use partner and	Maintain the same essential inquiry question while increasing accessibility and support. Chunk longer documents into shorter, manageable sections. Provide modified or adapted texts when appropriate while preserving the document's central meaning and historical perspective. Use visual sources, maps, political cartoons, photographs, and artifacts alongside written documents.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Grade 7 Social Studies Enrichment

independently select and organize the strongest evidence for their argument. Reduce reliance on graphic organizers, sentence stems, and teacher-created annotations. Provide opportunities for Socratic seminars, debates, and student-led discussions. Challenge students to make connections across multiple historical events, time periods, or civic issues. Offer extension opportunities that require additional research or synthesis beyond the provided DBQ documents.	small-group document analysis before independent analysis. Provide models of strong claims, CER paragraphs, thesis statements, and DBQ responses. Teach students how to distinguish between strong and weak evidence. Incorporate structured discussions and debates before writing. Provide opportunities for peer review and teacher conferencing. Gradually remove scaffolds throughout the year as students demonstrate mastery of inquiry skills.	Preteach essential historical vocabulary and provide student-friendly definitions. Highlight or guide students toward important sections of documents when necessary. Use guided annotation, teacher think-alouds, and document analysis modeling. Provide sentence stems for claims, evidence, reasoning, sourcing, and counterclaims. Use color-coded CER/DBQ organizers to visually separate claim, evidence, and reasoning. Allow collaborative or teacher-led small-group document analysis before independent work. Provide text-to-speech/audio versions and other accommodations as appropriate. Break larger DBQs into smaller checkpoints: analyze → claim → evidence → reasoning → paragraph → essay. Provide frequent checks for understanding and individual feedback. Gradually fade scaffolds as students	

		demonstrate greater independence.	

Unit Title: Unit 2: How Do Citizens Choose Their Government?

Stage 1: Desired Results

Standards & Indicators:

6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.
6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.
6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and

Grade 7 Social Studies Enrichment

	design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NJ.IPERS.6, 8.2.8.ETW.4).	innovative thinking.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	

Central Idea/Enduring Understanding:

- Citizens influence government through voting, civic participation, political parties, campaigns, and elections.
- In a representative democracy, citizens choose leaders to represent their interests and make decisions.
- The way votes are translated into political power can create debates about representation and fairness.
- Democratic and electoral systems can be examined, evaluated, and changed over time.
- Citizens can use evidence and multiple perspectives to evaluate how well the government represents the people.
- Understanding elections and representation helps citizens make informed decisions and participate effectively in democracy.

Essential/Guiding Question:

Compelling Question:

How well does the American political system represent the voice of the people?

Inquiry Based Questions:

1. What makes someone a good citizen?
2. Is voting a right, a responsibility, or both?
3. Why don't all eligible Americans vote?
4. Do political parties help or hurt democracy?
5. How do campaigns influence voters?
6. Should every citizen's vote have the same influence in a presidential election?
7. Should presidents be elected directly by the people?

Content:

- Citizenship
- Rights of Citizens
- Civic Duties
- Civic Responsibilities
- Civic Participation
- Voting
- Voter Eligibility
- Voter Turnout
- Political Parties
- Candidates and Campaigns
- Primary Elections
- General Elections
- Popular Vote
- Representation
- Presidential Elections
- Electoral College

Skills(Objectives):

Building on the foundational DBQ skills developed in Unit 1, students will practice increasingly independent source analysis and evidence-based argumentation in preparation for the culminating DBQ.

- Analyze primary and secondary sources for main idea, purpose, perspective, and reliability.
- Interpret maps, charts, graphs, election results, and other data as evidence.
- Compare and corroborate multiple sources to identify similarities, differences, and patterns.
- Distinguish between claims, evidence, and reasoning.
- Evaluate the strength and relevance of evidence when supporting an argument.
- Develop a clear and defensible thesis/claim in response to a compelling question.
- Organize evidence into categories/reasons that support

Grade 7 Social Studies Enrichment

- Electoral Votes
- Winner-Take-All System
- Swing States
- Popular Vote vs. Electoral Vote
- Arguments for the Electoral College
- Arguments against the Electoral College

a larger argument.
- Explain how and why evidence supports a claim, rather than simply summarizing a document.
- Identify and evaluate multiple perspectives on a civic issue.
- Develop a counterclaim and rebuttal using evidence.
- Participate in evidence-based discussions and debates to test and revise arguments.
- Synthesize evidence from multiple documents into an organized argument.
- Plan and construct an independent five-paragraph DBQ essay using a thesis, evidence, reasoning, and a conclusion.
- Apply these skills to the culminating inquiry: Should the Electoral College Be Abolished?

Interdisciplinary Connections:

ELA - Reading, Data & Source Analysis: Students analyze primary and secondary sources, political cartoons, maps, graphs, and election data to evaluate different perspectives on voting, representation, and the Electoral College.
ELA - Argumentative Writing & Speaking: Students evaluate competing claims, select and cite relevant evidence, address counterclaims, and construct a five-paragraph argumentative DBQ answering “Should the Electoral College Be Abolished?”.

Stage 2: Assessment Evidence

Performance Task(s):

- Analyze data related to voting, elections, representation, and the Electoral College.
- Evaluate the rights, duties, and responsibilities of citizens in a democracy.
- Examine different forms of civic and political participation.
- Analyze the role of political parties, candidates, campaigns, and voters in elections.
- Compare the popular vote and Electoral College systems.
- Interpret electoral maps and Electoral College data.
- Evaluate arguments supporting and opposing the Electoral College.
- Participate in evidence-based discussions and debates about representation and presidential elections.
- Develop claims and counterclaims using evidence from multiple documents.
- Complete the culminating five-paragraph DBQ:
- Should the Electoral College Be Abolished?

Other Evidence:

DBQ/Inquiry-Based Evidence:

Students will demonstrate understanding through:

- Primary and secondary source analysis
- Electoral maps and geographic data
- Election-result data
- Charts, graphs, and infographics
- Political cartoons
- Constitutional excerpts
- Evidence collection charts
- Source annotations
- Claims and counterclaims
- RACES/RACE-style written responses
- Structured discussions and debates
- Document categorization
- DBQ graphic organizers
- Thesis development
- Body paragraph planning
- Evidence-based five-paragraph writing
- Culminating Electoral College DBQ

Stage 3: Learning Plan

Learning Opportunities/Strategies:

DBQ/Inquiry Based Learning Opportunities & Strategies - Building:

- Compelling and Supporting Questions: Use increasingly complex questions about

Resources:

Social Studies Resources:

- 6.3 Suggested Framework K-12
- DBQ Online
- Newsela

Grade 7 Social Studies Enrichment

citizenship, voting, representation, and elections to lead students toward the culminating DBQ.

- Data-Based Inquiry: Students analyze voter turnout, election results, state populations, electoral votes, and other quantitative evidence.
- Map Analysis: Students examine electoral maps to identify patterns and consider how geography influences presidential elections.
- Document Stations: Students rotate through primary and secondary sources presenting different perspectives on voting and the Electoral College.
- Political Cartoon Analysis: Students identify message, symbolism, perspective, and argument.
- Four Corners / Take a Stand: Students respond to debatable statements about voting and elections and support their positions with evidence.
- Socratic Seminar / Structured Discussion: Students discuss whether the current presidential election system provides fair representation.
- Evidence Sorting: Students categorize documents as supporting keeping, reforming, or abolishing the Electoral College.
- Claim and Counterclaim Practice: Students develop arguments and respond to opposing perspectives using evidence.
- Document Corroboration: Students compare sources to identify agreements, disagreements, and differences in perspective.
- Collaborative DBQ Analysis: Students analyze documents with peers before independently selecting evidence for their essays.
- Gradual Release of Writing Support: Begin with modeled responses and sentence stems, move into guided paragraph construction, and gradually transition students toward independent writing.
- DBQ Graphic Organizers: Students organize their thesis, reasons, document evidence, reasoning, and counterclaim before beginning the essay.
- Peer Review: Students evaluate whether classmates' claims are supported by relevant evidence and reasoning.
- Culminating DBQ: Students independently synthesize multiple sources to construct and defend an argument answering

- Discovery Education
- EdPuzzle
- Flocabulary
- ICivics
- Pear Assessment
- Library of Congress (Primary Sources)
- National Archives (Primary Sources)
- PBS Learning Media
- Zinn Education Project

LGBTQ and Disabilities Resources:

- LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth
- LGBTQ+ Books

DEI Educational Resources:

- Learning for Justice
- GLSEN Educator Resources
- Supporting LGBTQIA Youth Resource List
- Respect Ability: Fighting Stigmas, Advancing Opportunities
- NJDOE Diversity, Equity & Inclusion Educational Resources

Grade 7 Social Studies Enrichment

"Should the Electoral College Be Abolished?"	

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide opportunities for greater independence in document analysis and inquiry. Include more complex or additional primary sources that offer conflicting perspectives. Encourage students to develop their own supporting inquiry questions. Require students to evaluate source credibility, bias, purpose, and limitations more deeply. Ask students to identify and address counterclaims and alternative interpretations. Allow students to independently select and organize the strongest evidence for their argument. Reduce reliance on graphic organizers, sentence stems, and teacher-created annotations. Provide opportunities for Socratic seminars, debates, and student-led discussions. Challenge students to make connections across multiple historical events, time periods, or civic issues.	Provide a structured set of primary and secondary sources aligned to the inquiry question. Model sourcing, contextualization, corroboration, and close reading before students practice independently. Use graphic organizers and evidence trackers to help students organize claims and supporting evidence. Provide guiding questions that gradually decrease as students become more independent. Use partner and small-group document analysis before independent analysis. Provide models of strong claims, CER paragraphs, thesis statements, and DBQ responses. Teach students how to distinguish between strong and weak evidence. Incorporate structured discussions and debates before writing.	Maintain the same essential inquiry question while increasing accessibility and support. Chunk longer documents into shorter, manageable sections. Provide modified or adapted texts when appropriate while preserving the document's central meaning and historical perspective. Use visual sources, maps, political cartoons, photographs, and artifacts alongside written documents. Preteach essential historical vocabulary and provide student-friendly definitions. Highlight or guide students toward important sections of documents when necessary. Use guided annotation, teacher think-alouds, and document analysis modeling. Provide sentence stems for claims, evidence, reasoning, sourcing, and	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Grade 7 Social Studies Enrichment

Offer extension opportunities that require additional research or synthesis beyond the provided DBQ documents.	Provide opportunities for peer review and teacher conferencing. Gradually remove scaffolds throughout the year as students demonstrate mastery of inquiry skills.	counterclaims. Use color-coded CER/DBQ organizers to visually separate claim, evidence, and reasoning. Allow collaborative or teacher-led small-group document analysis before independent work. Provide text-to-speech/audio versions and other accommodations as appropriate. Break larger DBQs into smaller checkpoints: analyze → claim → evidence → reasoning → paragraph → essay. Provide frequent checks for understanding and individual feedback. Gradually fade scaffolds as students demonstrate greater independence.	

Pacing Guide

Content	Resources	Standards
Unit 1 · How Does the U.S. Government Work?		
1. **Why Do We Need Government? (2 Days)** - State of Nature; purposes/functions of government; government and society	State of Nature scenario/simulation; classroom society challenge; short informational text; primary/secondary source excerpts; claim-evidence discussion	6.3.8.CivicsPI.1 6.3.8.CivicsPI.2 6.3.8.CivicsPI.3 6.3.8.CivicsPI.4 6.3.8.CivicsPD.1 6.3.8.CivicsPD.2 6.3.8.CivicsPD.3 6.3.8.CivicsDP.1 6.3.8.CivicsDP.2 6.3.8.CivicsDP.3 6.1.8.CivicsPI.3.a
2. **Foundations of American Government (2 Days) -** Influences on American government; Magna Carta;	Magna Carta excerpts; Locke excerpts; Declaration of Independence excerpts; source comparison chart; document analysis	

Grade 7 Social Studies Enrichment

natural rights; consent of the governed; limited government		6.1.8.CivicsPI.3.b 6.1.8.CivicsPI.3.c 6.1.8.CivicsPI.3.d 6.1.8.CivicsPD.3.a 6.1.8.GeoSV.3.a 6.1.8.EconET.3.a 6.1.8.HistoryCC.3.c 6.1.8.HistoryCC.3.d 6.1.8.HistoryUP.3.a
3. **Foundations of American Government (2 Days) -** Influences on American government; Magna Carta; natural rights; consent of the governed; limited government	Articles vs. Constitution comparison; historical scenarios; Shays' Rebellion source(s); evidence sorting; short constructed response	
4. **Creating the Constitution (2 days)** - Constitutional Convention; Virginia Plan; New Jersey Plan; Great Compromise; representation	Population data; Virginia/New Jersey Plan comparison; Constitutional Convention role-play; representation simulation; map/data analysis	
5. **Principles of the Constitution (3 Days)** - Popular sovereignty/consent of governed; limited government; rule of law; federalism; separation of powers; checks and balances; individual rights	Constitutional principle stations; scenario cards; Constitution excerpts; principle matching/sorting; political cartoons; inquiry questions	
6. **Three Branches of Government (3 Days)** - Legislative, Executive, Judicial; powers and responsibilities of each branch	Branch graphic organizer; Constitution excerpts; branch stations; "Which Branch?" scenarios	
7. **Checks and Balances (2 Days)** - How branches limit one another; why governmental power is intentionally divided	Checks-and-balances flowchart; scenario analysis; government decision simulation; evidence-based Four Corners	
8. **Federalism (2 Days)** - Federal vs. state powers; shared powers; relationship between levels of government	Federal/state/local sorting activity; real-world scenarios; Venn diagram; Constitution excerpts; inquiry discussion	
9. **How a Bill Becomes a Law (1 Day)** - Role of Congress and the President in lawmaking	Bill-to-law flowchart/foldable; mock legislative process; scenario activity; short source analysis	
10. **Unit Inquiry/Mini DBQ (2 Days)** - Apply constitutional principles and practice DBQ skills	Mini-DBQ documents; evidence organizer; thesis/claim practice; RACES paragraph; peer evidence review	

Grade 7 Social Studies Enrichment

Unit 2 · How Do Citizens Choose Their Government?		
1. **What Does it Mean to Be a Citizen? (1 Day)** - Citizenship; rights; responsibilities; duties	Citizenship scenarios; Bill of Rights excerpts; rights vs. responsibilities sort; civic participation examples	6.3.8.CivicsPR.1 6.3.8.CivicsPR.2 6.3.8.CivicsPR.3 6.3.8.CivicsPR.4 6.3.8.CivicsPR.5 6.3.8.CivicsPR.6 6.3.8.CivicsPR.7 6.3.8.CivicsHR.1 6.3.8.EconET.1 6.3.8.EconET.2 6.1.8.EconET.3.a 6.1.8.HistoryCC.3.b 6.1.8.HistoryCC.3.d 6.1.8.HistoryUP.3.a 6.1.8.HistorySE.3.a 6.1.8.CivicsPI.3.a 6.1.8.CivicsPI.3.b 6.1.8.CivicsPI.3.c 6.1.8.CivicsPI.3.d 6.1.8.CivicsPD.3.a
2. **How Can Citizens Participate? (1 Day)** - Voting and other forms of civic participation	Civic action stations; community scenarios; Three Types of Citizens activity; evidence-based discussion	
3. **Voting in the United States (2 Days)** - Voting rights; voter eligibility; expansion of voting rights; voter turnout	Voting-rights timeline; constitutional amendments; voter-turnout graphs/data; primary sources; data analysis	
4. **Campaigns and Elections (2 Days)** - Primaries; campaigns; political advertising; media; general elections	Campaign advertisement analysis; mock campaign; primary vs. general election organizer; media/source analysis	
5. **Understanding the Electoral College (1 Day) -** Origins; electors; electoral votes; 270 votes; state allocation	Electoral College map; electoral-vote calculations; interactive election simulation	
6. **Does Every Vote Have the Same Impact? (1 Day) -** population vs. electoral votes; winner-take-all; swing states	Electoral maps; state population data; electoral-vote data; campaign-visit maps; graph/data analysis	
7. **DBQ Document Analysis (2-3 Days)**	DBQ Online/document packet; sourcing organizer; document annotations; collaborative analysis	
8. **Developing the Argument (1 Day)**	Bucketing/evidence organizer; thesis practice; claim/counterclaim activity; teacher modeling	
9. **Culminating DBQ Writing (4-5 Days) -** *Should the Electoral College Be Abolished?*	DBQ Online Essay Builder or Google Classroom; document set; graphic organizers; writing supports	
10. **Revision, Reflection, and Civic Discussion**	Peer/self-review checklist; rubric; reflection; class discussion/debate; final submission	