

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

SOCIAL STUDIES 7

Grade Level: 7

Date of Board Approval: _____2021_____

Planned Instruction

Title of Planned Instruction: SOCIAL STUDIES

Subject Area: CIVICS, GEOGRAPHY, & ECONOMICS

Grade(s): 7

Course Description:

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

Time/Credit for the Course: Full Year

Curriculum Writing Committee: Rebecca Bachelder, Jen Shiner & Adam Penberthy

Course Weighting: Social Studies 7

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

Tests/Major Projects/Essays	100 points each
Classwork/Quizzes	Up to 50 points each
Warm Ups/Homework	Up to 25 points each
Participation /ATBs	Up to 100 points per marking period

Curriculum Map

1. Marking Period One -Overview with time range in days:

Americans, Citizenship, and Governments/ The Constitution (approximately 45 days)

Marking Period One - Goals:

Understanding of:

- Being an American
 - Immigration and Diversity
 - Values and Institutions
- What is Civics?
 - Civics
 - Citizens
 - Aliens
- Duties of Citizens
 - Legal duties
 - Obey laws
 - Pay taxes
 - Defend the nation
 - Serve in court
 - Attend school
 - Civic Responsibilities
 - Be informed
 - Vote
 - Respect the Rights of Others
 - Contribute to the Common Good
- Forms/Importance of Government
 - Importance of Government
 - Keep Order/Provide Security
 - Provide Services
 - Guide the Community

- **Levels of Government**
 - **National/Federal**
 - **State**
 - **Local**
- **Types of Government**
 - **Democratic Governments**
 - **Democracy**
 - **Constitutional Monarchy**
 - **Authoritarian Governments**
 - **Totalitarian**
 - **Socialism**
- **Early Government in the United States**
 - **The Articles of Confederation**
 - **Strengths and Weaknesses**
 - **Shays Rebellion**
- **Constitutional Convention**
 - **The Delegates**
 - **Compromises**
 - **The Virginia Plan**
 - **The New Jersey Plan**
 - **The Great Compromise**
 - **The Three-Fifth Compromise**
 - **Federalists vs. Anti-Federalists**
- **Structure of the Constitution**
 - **The Preamble**
 - **The Articles**
 - **Amending the Constitution**
 - **Interpreting the Constitution**
 - **Necessary and Proper Clause**
 - **Strict vs. Loose Interpretation**
- **Principles of the Constitution**
 - **Popular sovereignty**
 - **Rule of law**
 - **Separation of Power**
 - **Checks and Balances**
 - **Federalism**
- **The Bill of Rights**
 - **The First Amendment**
 - **Freedom of Speech**
 - **Freedom of Religion**
 - **Freedom of Assembly**

- Freedom of Petition
- Freedom of Press
- Limits on Civil Liberties
- Other Bill of Rights Protections
 - Rights of the Accused
 - Fourth Amendment
 - Fifth Amendment
 - Sixth Amendment
 - Eighth Amendment
 - Other Protections
 - Second Amendment
 - Third Amendment
 - Seventh Amendment
 - Ninth Amendment
 - Tenth Amendment

2. Marking Period Two -Overview with time range in days:

How the U.S. Government Works/ The Voting Process (approximately 45 days)?

Marking Period Two -Goals:

Understanding of:

- 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
 - Minority party
 - Speaker of the House
 - President Pro Tempore
 - Committee System
 - Powers of Congress
 - Legislative Powers
 - Expressed vs. Implied Powers
 - Lawmaking powers

- **Non-Legislative Powers**
 - **Impeach**
 - **Limits to Congressional Power**
 - **Writ of Habeas Corpus**
 - **Bill of Attainder**
 - **Ex Post Facto Laws**
 - **How Congress Works**
 - **Qualifications**
 - **Work of Congress**
 - **Lawmaking**
 - **Casework**
 - **Helping the District or State**
 - **How a Bill Becomes a Law**
- **The Executive Branch**
- **The President**
 - **Qualifications**
 - **Term of Office**
 - **Electoral Process**
 - **Salary and Benefits**
 - **The Vice President**
 - **Presidential Succession**
 - **Presidential Powers and roles**
 - **Chief Executive**
 - **Chief Diplomat**
 - **Commander in Chief**
 - **Legislative Leader**
 - **Head of State**
 - **Economic Leader**
 - **Party leader**
- **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
 - Interpreting laws
- Limits of the Supreme Court
- Voting and Elections
 - Qualifications
 - Voting Process

3. Marking Period Three -Overview with time range in days:

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

Marking Period Three -Goals

Understanding of:

- What is economics?
 - Wants
 - Unlimited wants
 - Limited Resources
 - Scarcity
 - Economic Systems
 - Traditional economy
 - Mixed Economy
 - Command economy
 - The American Economy
 - Mixed market economy
- Economic Decisions
 - Trade-Offs
 - Opportunity Costs
 - Measuring Costs and revenues
 - Assessing Costs
 - Fixed costs
 - Variable costs
 - Total costs
 - Marginal costs
 - Different Types of Revenues
 - Revenue
 - Marginal Analysis
 - Benefit-Costs Analysis
 - Supply and Demand in a Market Economy
 - Consumers and Producers

- Markets and Competition
- How Prices Are Set
 - Equilibrium
 - Price
 - Surplus
 - Shortage
- Factors affecting Supply and Demand
- The American Economy
 - Gross Domestic Product
 - Why is GDP important?
 - Product
 - Output
 - Entrepreneurs
 - Measuring GDP
 - What's included, what's not included?
 - Transferring
 - GDP per capita
 - Standard of Living
 - Capitalism and Free Enterprise
 - Capitalism
 - Free enterprise
 - Markets
 - Voluntary exchange
 - Profit motive
 - Competition
 - Private Property Rights
 - Incentive
 - Origins of U.S. Capitalism
 - Laissez-faire economics
- Government Involvement in the Economy
 - Providing Private and Public Goods
 - Maintaining Competition
 - Monopoly
 - Anti-trust laws
 - Mergers
 - Natural Monopolies
 - Protecting Consumer Health and Safety
 - Recall
 - Income Inequality
 - Education
 - Family Wealth

- Potential
- Discrimination
- Poverty
 - Welfare
 - Temporary Assistance for Needy Families
 - Workfare
 - Compensation

**4. Marking Period Four –Overview with time range in days:
Overview of the 5 Themes of Geography (approximately 45 days)**

Marking Period Four -Goals:

Understanding of:

- The Five Themes of Geography
 - Location
 - Absolute location
 - Longitude and Latitude
 - Equator
 - Hemispheres
 - Prime Meridian
 - Relative Location
 - Reading Maps
 - Cardinal directions
 - Legends
 - Political maps
 - Place
 - Physical Characteristics
 - Landforms
 - Physical maps
 - Cultural Characteristics
 - Traditions
 - Region
 - Physical similarities
 - Demography
 - Metropolitan areas
 - Natural similarities
 - Human similarities
 - Literacy rates
 - Standard of living
 - Cultural similarities
 - Movement
 - People

- Products
 - Information
 - Human –Environment Interaction
 - Urbanization
 - Deforestation
- Continents, Countries, States, and territories will be incorporated throughout the 5 Themes of Geography Unit

Big Ideas:

1. Adherence to the rule of law validates an individual’s responsibility to society.
2. Citizens understand their rights and practice their responsibilities in a vibrant society.
3. Adherence to the rule of law validates an individual’s responsibility to society.
4. Citizens understand their rights and practice their responsibilities in a vibrant society.
5. Active citizens understand the workings of government and use that knowledge for the common good.
6. The choices we make, whether as consumers or as citizens active in politics, impact people around the globe.
7. All economic systems must answer what, and how, goods and services will be produced, and who will consume those goods and services.
8. The interaction of buyers and sellers determines prices and quantities exchanged, except when influenced by governmental policies.
9. Limited resources and unlimited wants require choices by individuals, groups, and nations.
10. Individuals and entities endeavor to obtain goods and services and to accumulate wealth.
11. All economic systems must answer what, and how, goods and services will be produced, and who will consume those goods and services.
12. The interaction of buyers and sellers determines prices and quantities exchanged, except when influenced by governmental policies.
13. Limited resources and unlimited wants require choices by individuals, groups, and nations.
14. Individuals and entities endeavor to obtain goods and services and to accumulate wealth.
15. Human actions modify the physical environment, and physical systems affect human systems.
16. Geographic representations are essential to explain the spatial organization of people, places, and environments.

Textbook and Supplemental Resources:

Name of Textbook: Building Citizenship: Civics & Economics

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

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

Curriculum Plan

Unit 1: Americans, Citizenship, and Government

Time Range in Days: 23

Standard(s):

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

PA Academic Standards

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

PACCS Reading in History and Social Studies

CC.8.5.6.-8. A, CC.8.5.6.-8. B, CC.8.5.6.-8. C, CC.8.5.6.-8. D, CC.8.5.6.-8. E, CC.8.5.6.-8. F
CC.8.5.6.-8. G, CC.8.5.6.-8.H, CC.8.5.6.-8. I, CC.8.5.6.-8. J

PACCS Writing in History and Social Studies

CC.8.6.6.-8. A, CC.8.6.6.-8. B, CC.8.6.6.-8. C, CC.8.6.6.-8. D, CC.8.6.6.-8. E, CC.8.6.6.-8. F,
CC.8.6.6.-8. G, CC.8.6.6.-8. H, CC.8.6.6.-8. I

National Education Technology Standards

Standards 1-6

Anchor(s):

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

Eligible Content:

The diversity of Americans and what they value
How to become a citizen in the U.S.
The duties and responsibilities of citizens
The purpose of government
Different types of government

Objectives:

Students will be able to identify from which countries immigrants have come to the U.S. (1)
Students will be able to explain what it is to be an American (2, 3)
Students will be able to analyze a primary source from an American immigrant. (4)
Students will be able to describe who is a citizen. (2)
Students will define civics and explain the importance of it study. (1, 2)
Students will be able to compare and contrast the rights of legal aliens with the rights
of citizens. (3)
Students will be able to identify and describe the duties and responsibilities of citizens. (1,

2)

Students will be able to describe why governments are necessary. (2)

Students will identify, compare, and contrast the various forms of democratic and authoritarian governments. (3, 4)

Core Activities and Corresponding Instructional Methods:

1. The instructor can prepare and lead class lectures and/or discussions that cover the essential content and objectives of the course.
2. The instructor can assign the guided reading and review or section assessments from the McGraw-Hill resource book.
3. Students can prepare vocabulary lists for Chapter 1 in the textbook. They can utilize vocabulary strategies such as Give One, Get One; Think, Pair, Share; vocabulary stories, etc.
4. Students can read Chapter 1 in the textbook and take notes using several note taking strategies such as Cornell notes, Marking Up the Text, Golden Lines, Summarizing, and Outlining.
5. 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.
6. The students can complete the Interactive Smart Board Activity: World Map: Immigration to the United States.
7. Conduct an interview and create a multimedia presentation on an immigrant's experience in America.
8. Write a constructed response or create a timeline describing the trend in immigration in the 1900s.
9. Write an essay explaining what being an American means to them.
10. View the video selection [Who is an American](#), and describe the diversity in the United States. (online textbook resource)
11. Students can [complete sample citizenship questions](#).
12. Students can present current events that focus on immigration or immigrants in America.
13. Create Venn Diagram comparing and contrasting citizens and aliens.
14. Students can view video clips from *West Side Story* and/or *Avalon* and discuss what life was like for immigrants in America.
15. Students can read the Dred Scott vs. Sanford Supreme Court Case Study and

complete the questions.

16. Students can create a chart on [how people become U.S. Citizens](#) and how people can lose those rights.
17. View the video clip [Immigration: The Next Generation](#) and describe immigration in the 21st century. (online textbook resource)
18. Create an [infographic on the duties and responsibilities of a citizen](#).
19. View the video clip, [Electing the President: Right to Vote](#) and explain why voting is duty of a citizen. (online textbook resource)
20. [Research the government of a country](#) and explain if it is democratic or authoritarian.
21. Create a Venn Diagram on Direct vs. Representatives Democracies.
22. Write a constructed response on whether or not you agree with all of the citizenship requirements.
23. Students can write a constructed response on the impact of illegal immigration in America. [Is it helpful or harmful?](#)

Assessments:

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

Formative: Writing assignments, Classwork, Cooperative Learning Activities (See Core Activities listed above)

Summative: can be modified based on learning level of students

Chapter Tests - [Chapter 1 Test](#)

Chapter Quizzes – [Articles of Confederation Quiz](#), [The Enlightenment & The Declaration of Independence](#)

Unit 2: The Constitution

Time Range in Days: 22

Standard(s):

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

PA Academic Standards

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

PACCS Reading in History and Social Studies

CC.8.5.6.-8. A, CC.8.5.6.-8. B, CC.8.5.6.-8. C, CC.8.5.6.-8. D, CC.8.5.6.-8. E, CC.8.5.6.-8. F

CC.8.5.6.-8. G, CC.8.5.6.-8.H, CC.8.5.6.-8. I, CC.8.5.6.-8. J

PACCS Writing in History and Social Studies

CC.8.6.6.-8. A, CC.8.6.6.-8. B, CC.8.6.6.-8. C, CC.8.6.6.-8. D, CC.8.6.6.-8. E, CC.8.6.6.-8. F,

CC.8.6.6.-8. G, CC.8.6.6.-8. H, CC.8.6.6.-8. I

National Education Technology Standards

Standards 1-6

Anchor(s):

E07.A.-C.3. Integration of Knowledge and Ideas, E07.A-V.4. Vocabulary Acquisitions and Use

E07.B-K.1. Key Ideas and Details, E07.C.1 Text Types and Purposes, E07.D.1. Conventions of Standard English, E07.D.2. Knowledge of Language, E07.E.1. Evidence-Based Analysis of Text

Eligible Content:

How the weaknesses of the Articles of Confederation led to formation of the Constitution?

How the Constitution limits the powers of government?

How the federal government is organized?

How the amendment process works?

What the principles of government as established by the Constitution are.

How power is shared under federalism.

Which civil liberties are protected by the Bill of Rights?

Why there must be some limits on individual rights.

Objectives:

Students will be able to identify problems and solutions of the governmental structure that is provided by the Articles of Confederation. (2)

Students will determine how the Constitution solved problems created by the Articles of Confederation. (2)

Students will be able to debate viewpoints of Federalists and Anti-Federalists. (3)

Students will be able to analyze the Preamble of the U.S. Constitution. (4)

Students will be able to organize each of the articles within the Constitution. (1)

Students will be able to discuss the principles of government. (2)

Students will be able to explain federal and state powers. (2)

Students will be able to think critically about the effect amendments have on citizens. (3, 4)

Core Activities and Corresponding Instructional Methods:

1. The instructor can prepare and lead class lectures and/or discussions that cover the essential content and objectives of the course.
2. The instructor can assign the guided reading and review or section assessments from the McGraw-Hill resource book.
3. Students can prepare vocabulary lists for Chapter 3 and 4 in the textbook. They can utilize vocabulary strategies such as Give One, Get One; Think, Pair, Share; vocabulary stories, etc.
4. Students can read Chapter 3 and 4 in the textbook and take notes using several note taking strategies such as Cornell notes, Marking Up the Text, Golden Lines, Summarizing, and Outlining.
5. The students can read Chapter 3 and 4 in the textbook and complete the critical thinking, graph skills, geography connection, 21st century skills, progress checks and section assessment questions.
6. Students will create a chart with the strength and weaknesses of the Articles of Confederation.
7. View the video clip, [10 Days that Changed America: Shay's Rebellion](#) and complete the during viewing questions.
8. Write a constructed response about the problems behind the Articles of Confederation and try to come up with possible solutions to those problems.
9. Students can create a timeline on when states ratified the Constitution.
10. Analyze [Constitutional Scenarios](#).
11. Research the [delegates at the Constitutional Convention](#).
12. Conduct a read aloud of the play [To Sign, or Not to Sign](#).
13. [Write a letter](#) convincing a family member to agree to the Great Compromise.
14. Create a Venn [Diagram/Chart](#) on [the Federalists vs. Anti-Federalists](#).
15. 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)
16. [Virtual Field Trip](#) of Independence Hall in Philadelphia, PA
17. Students can read the biography, [American Leaders: James Madison](#).
18. Students can create a chart to compare the governments proposed in the Articles of Confederation and the Constitution.
19. Translate [the Preamble of the Constitution](#).
20. 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)

21. Students can write a paper defending one of the five principles of government.
22. Students can create a digital chart of the five principles of government.
23. View the video clip, [Constitutional Connection](#) and discuss the drafting of the Constitution. (online textbook resource)
24. 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.
25. Students can create a flyer or pamphlet using Microsoft Publisher on the [First Amendment rights](#).
26. Students can create a chart on the [Amendments of the Constitution](#).
27. Students can read and analyze the Supreme Court Case Study on *Tinker vs. Des Moines School District* on students' rights to free speech.
28. Write a constructed response on the U.S. Patriot Act.
29. [Analyze the Declaration of Independence](#).
30. View [Liberty Kids: Episode 13 The First Fourth of July](#).
31. Research the [signers of the Declaration of Independence](#).
32. [Analyze the U.S. Constitution](#).

Assessments:

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

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

Summative: Chapter Quizzes & Tests, Projects (May be adjusted to meet the needs of the students)

Quizzes – [Constitutional Principles](#), [Lesson 2, 3 & 4 Quick Quizzes](#), [Constitutional Convention Quiz](#)

Tests - [Chapter 3 Test](#), [Chapter 4 Test](#)

Projects – [Amendments Project 1](#), [Amendments Project 2](#),

Unit 3: How the U.S. Government Works/ The Voting Process Time Range in Days: 45

Standard(s): PA Academic Standards, PACCS Reading/Writing for History and Social Studies

PA Academic Standards

5.3.7 A, 5.3.7 B, 5.3.7 C, 5.3.7 D, 5.3.7 E, 5.3.7 F, 5.3.7 G, 5.3.7 H, 5.3.7 I.,
5.3.7 J 5.4.7 A, 5.4.7 B, 5.4.7 D,

PACCS Reading in History and Social Studies

CC.8.5.6.-8. A, CC.8.5.6.-8. B, CC.8.5.6.-8. C, CC.8.5.6.-8. D, CC.8.5.6.-8. E, CC.8.5.6.-8. F
CC.8.5.6.-8. G, CC.8.5.6.-8.H, CC.8.5.6.-8. I, CC.8.5.6.-8. J

PACCS Writing in History and Social Studies

CC.8.6.6.-8. A, CC.8.6.6.-8. B, CC.8.6.6.-8. C, CC.8.6.6.-8. D, CC.8.6.6.-8. E, CC.8.6.6.-8. F,
CC.8.6.6.-8. G, CC.8.6.6.-8. H, CC.8.6.6.-8. I

National Education Technology Standards

Standards 1-6

Anchor(s):

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

Eligible Content:

Congress is the lawmaking branch of the federal government.
Congress's expressed and implied powers are set by the Constitution.
Qualifications for becoming a member of Congress.
Very little legislation brought before Congress becomes law.
Requirements for becoming president and how the president is selected.
The functions and roles of the president.
The United States has many methods to carry out American foreign policy.
The federal courts including the Supreme Court, district courts, and appeals courts make
up the judicial branch of the U.S. government.
How federal judges are selected.
Powers and limits placed on the Supreme Court.
Decisions made by the Supreme Court can have a big impact on society.
The importance of voting and the process for doing so.
The role of the Electoral College in selecting the president of the United States.

Objectives:

Students will be able to compare and contrast the House of Representatives and the Senate. (3)
Students will be able to discuss the qualifications needed to become a Congressman. (2)
Students will be able to explain the responsibilities given to members of Congress. (2)
Students will be able to put in sequence the steps in getting legislation passed. (2)
Students will be able to analyze reasons why it is so difficult to get legislation passed. (4)
Students will be able to organize information about expressed and implied powers. (2)

Students will be able to explain and debate the pros and cons of the Electoral College. (2,4)
Students will be able to explain the goals and tools of foreign policy. (2)
Students will be able to explain how foreign policy affects them personally. (2)
Students will be able to organize information on the federal court system. (2)
Students will be able to identify key vocabulary terms. (1)
Students will be able to classify types of cases the federal courts handle. (3)
Students will be able to describe the court process. (2)
Students will be able to identify types of cases heard by the Supreme Court. (2)
Students will be able to define terms related to the voting process. (1)
Students will be able to describe the steps in the voting process. (2)

Core Activities and Corresponding Instructional Methods:

1. The instructor can prepare and lead class lectures and/or discussions that cover the essential content and objectives of the course.
2. The instructor can assign the guided reading and review or section assessments from the McGraw-Hill resource book.
3. Students can prepare vocabulary lists for Chapter 3 in the textbook. They can utilize vocabulary strategies such as Give one, Get One; Think, Pair, Share; vocabulary stories, etc.
4. Students can read Chapter 3 in the textbook and take notes using several note taking strategies such as Cornell notes, Marking Up the Text, Golden Lines, Summarizing, and Outlining.
5. The students can read Chapter 3 in the textbook and complete the critical thinking, graph skills, geography connection, 21st century skills, progress checks and section assessment questions.
6. Watch video clips from *Mrs. Smith Goes to Washington* and discuss how this film portrays Congress and if it is an accurate depiction.
7. Students can analyze a [political cartoon about gerrymandering](#).
8. Students can create a chart on the structure and qualifications of Congress.
9. Students can create a chart on the different types of Congressional committees.
10. Role-play the work of congressional committee members.
11. Students can write questions that they would like to ask their legislators in Congress.
12. View the video clip, [History and Function of Congress](#), and discuss how the three levels of government work together. (online textbook resource)
13. Students can write a constructed response on the importance of the Bill of Rights.
14. Students can create an informational brochure on the [first amendment rights](#).
15. Students can collaborate to illustrate a comic strip/book on the powers of Congress.
16. Students can view [School House Rock: How a Bill Becomes a Law](#).

17. Students can write a song or children's book on how a bill becomes a law.
18. Create a [flow chart](#) on how a bill becomes a law.
19. Students can research a case of impeachment and create multimedia presentation about their findings.
20. Create an editorial/political cartoon about pork-barrel spending.
21. Create a Venn diagram comparing the House of Representatives and the Senate.
22. Students can brainstorm and create a list on how members of Congress help their home state or district.
23. Students can view the video clip, [Differences in the Houses of Congress](#) and write a paragraph about those differences. (online textbook resource)
24. Create a political cartoon about the filibuster.
25. Groups of students can hold a mock session of Congress.
26. Students can watch the video clip, [How Congress Makes Laws](#) and share what they learned from the clip. (online textbook resource)
27. Students can research and [label a map of electoral votes](#).
28. Write a constructed response about why some people favor the Electoral College and some do not.
29. Students can create a flow chart on presidential succession.
30. Students write a constructed response on the jobs of the president.
31. Students can write their own State of the Union Address about their school.
32. Students can create a [multimedia presentation](#) or a poster on the accomplishments of presidents.
33. View the video clip, [President of the United States](#) and discuss the roles and responsibilities of the president. (online textbook resource)
34. Students can create a chart on foreign policy tools.
35. Brainstorm, research and create a list on the various places that the United States has provided foreign aid.
36. List and discuss military actions in which the United States has been involved.
37. Create a map to discuss where U.S. foreign aid is distributed.
38. Students can write a paper agreeing or disagreeing with a Supreme Court case.
39. Watch video clips from *Sacco and Vanzetti* and *A Civil Action* to see how films view the courtroom scenes and explain if you think they are portrayed accurately.
40. Students can create an illustration of a courtroom.
41. Write a paragraph explaining how the *Miranda vs. Arizona* case led to the Miranda warning.

42. View the video clip, [Framework for Democracy](#) and explain the role of legal precedents in court decisions.
43. Students debate whether judges should be appointed or elected.
44. View the video, [Birth of the Supreme Court](#) and discuss the history of the Supreme Court. (online textbook resource)
45. Create a timeline on landmark Supreme Court cases.
46. Create a flow chart which summarizes the steps in the voting process.
47. View video clips from *John Adams* and *Thirteen Days* and discuss how they show the personal qualities and qualifications a person should have in order to do the president's job and do they think the challenges were portrayed correctly.
48. Students can create a political cartoon on voter apathy.
49. Students can complete a [web quest on the U.S. Congress](#).
50. Play interactive role-playing games on [I Civics](#).

Assessments:

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

Formative: Writing assignments, Classwork, Cooperative Learning Activities (See Core Content Activities above)

Summative: Chapter Quizzes & Tests, Projects

Chapter Tests – [Chapter 5 Test](#), [Chapter 6 Test](#), [Chapter 7 Test](#), [Civics Common Assessment](#)

Chapter Quizzes – [Chapter 5 Vocabulary Quiz](#), [Quick Quiz 5-1](#), [Quick Quiz 5-2](#), [Quick Quiz 5-3](#), [Quick Quiz 6-1](#), [Quick Quiz 6-2](#), [Quick Quiz 6-3](#), [Quick Quiz 6-4](#), [Quick Quiz 7-1](#), [Quick Quiz 7-2](#), [Quick Quiz 7-3](#), [Quick Quiz 7-4](#)

Chapter Projects – [Presidents Project 1 Slides](#), [Presidents Project 2 PowToon](#), [Supreme Court Case Research Project Infographic](#)

Unit 4: Basic Principles of Economics/ The Economy of the U.S. Time Range in Days: 45

Standard(s): PA Academic Standards, PACCS Reading/Writing for History and Social Studies

PA Academic Standards

6.1.7. A, 6.1.7 B, 6.1.7 C, 6.1.7 D, 6.2.7. A, 6.2.7 B, 6.2.7 C, 6.2.7 D, 6.2.7 E, 6.2.7 F, 6.2.7 G
6.4.7. A, 6.4.7 B, 6.4.7 C, 6.4.7 D, 6.5.7 A, 6.5.7 B, 6.5.7 D, 6.5.7 E, 6.5.7 F, 6.5.7 G, 6.5.7 H

PACCS Reading in History and Social Studies

CC.8.5.6.-8. A, CC.8.5.6.-8. B, CC.8.5.6.-8. C, CC.8.5.6.-8. D, CC.8.5.6.-8. E, CC.8.5.6.-8. F
CC.8.5.6.-8. G, CC.8.5.6.-8.H, CC.8.5.6.-8. I, CC.8.5.6.-8. J

PACCS Writing in History and Social Studies

CC.8.6.6.-8. A, CC.8.6.6.-8. B, CC.8.6.6.-8. C, CC.8.6.6.-8. D, CC.8.6.6.-8. E
CC.8.6.6.-8. F, CC.8.6.6.-8. G, CC.8.6.6.-8. H, CC.8.6.6.-8. I

National Education Technology Standards

Standards 1-6

Anchor(s):

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

Eligible Content:

Why we must make economic choices.

The three basic economic questions.

Considerations when making economic decisions.

Effects of supply and demand on an economic market.

How prices aid consumers.

The four factors of production are.

How Gross Domestic Product serves as an indicator of a country's economy.

Definition and features of capitalism.

The differences between private goods and public goods.

How the economy is measured?

What leads to income inequality and how the government deals with poverty.

Objectives:

Students will be able to define key vocabulary terms. (1)

Students will be able to explain the concept of scarcity and how it affects economic decisions. (2)

Students will be able to explain and carry out a benefit-cost analysis. (3)

Students will be able to analyze the effects of supply and demand on a product. (4)

Students will be able to classify purchases and services. (2)

Students will be able to identify and provide examples of the four factors of production. (2)

Students will be able to explain the differences between capital goods and consumer goods. (2)

Students will be able to explain how Gross Domestic Product is calculated. (2)

Students will be able to determine the relative roles of the factors of production in the American economy. (2)

Students will be able to analyze how the features of capitalism relate to growth and productivity. (4)

Students will be able to analyze graphs and make income comparisons. (4)

Core Activities and Corresponding Instructional Methods:

1. The instructor can prepare and lead class lectures and/or discussions that cover the essential content and objectives of the course.
2. The instructor can assign the guided reading and review or section assessments from the McGraw-Hill resource book.
3. Students can prepare vocabulary lists for Chapter 16 through Chapter 20 in the textbook. They can utilize vocabulary strategies such as Give one, Get One; Think, Pair, Share; vocabulary stories, etc.
4. Students can read Chapter 16 through Chapter 20 in the textbook and take notes using several note taking strategies such as Cornell note, Talking to the Text, Golden Lines, Summarizing, and Outlining.
5. The students can read Chapter 16 through Chapter 20 in the textbook and complete the critical thinking, graph skills, geography connection, 21st century skills, progress checks and section assessment questions.
6. Students can analyze political cartoons regarding economics.
7. Determine the difference between needs and wants. [Survival Plan](#) activity and [Essay](#).
8. Create a chart analyzing the three types of resources a country has.
9. Students can write a constructed response discussing how societies answer the three basic economic questions.
10. Students can create a [Venn diagram](#) on traditional economies and market economies.
11. Students can research and present on the economy of a country.
12. View the video clip, [Characteristics of Resources](#) and discuss how climate, geography and other factors influence what resources a county has. (textbook resource)
13. Write a constructed response summarizing daily costs of a business.
14. View the video clip, [Advertising and the Economy](#) and discuss advertising techniques that can influence choices. (textbook resource)

15. Create [advertising slogans](#), ads, and commercials.
16. Students can write a constructed response discussing three factors that affect a Demand for goods or services.
17. Create an infographic about [competition](#) between businesses.
18. View video clips from *The Social Network* and *Tucker: The Man and His Dream* and compare Zuckerberg and Tucker.
19. Create a poster on the [factors of production](#).
20. Students can create a flow chart on the steps used to calculate a country's GDP.
- 21.. Interpret data on the GDP of several countries.
22. Students can act out skits of specific economic activities.
23. Students can create a graphic organizer on private and public goods.
24. Students can research and present on a [recent product recall](#).
25. Students can create a poster about education and income.
26. Debate the government's role regarding income inequality and [poverty in the U.S.](#)
27. Students can view *The Men Who Built America* and compare and contrast the entrepreneurs and their business strategies.

Assessments:

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

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

Summative: Chapter Quizzes & Tests, Projects

Chapter Quizzes – [16-1 Quiz](#), [16-2 Quiz](#), [17-1 & 17-3 Quiz](#)

Projects – [Advertising Project](#),

Chapter Tests – [Chapter 16 Test](#), [Economics Common Assessment](#)

Unit 5: The Five Themes of Geography

Time Range in Days: 45

Standard(s): PA Academic Standards, PACCS Reading/Writing for History and Social Studies

PA Academic Standards

7.1.7 A, 7.1.7 B, 7.2.7 A, 7.2.7 B, 7.3.7 A, 7.4.7 A, 7.4.7 B

PACCS Reading in History and Social Studies

CC.8.5.6.-8. A, CC.8.5.6.-8. B, CC.8.5.6.-8. C, CC.8.5.6.-8. D, CC.8.5.6.-8. E, CC.8.5.6.-8. F
CC.8.5.6.-8. G, CC.8.5.6.-8.H, CC.8.5.6.-8. I, CC.8.5.6.-8. J

PACCS Writing in History and Social Studies

CC.8.6.6.-8. A, CC.8.6.6.-8. B, CC.8.6.6.-8. C, CC.8.6.6.-8. D, CC.8.6.6.-8. E, CC.8.6.6.-8. F,
CC.8.6.6.-8. G, CC.8.6.6.-8. H, CC.8.6.6.-8. I

National Education Technology Standards

Standards 1-6

Anchor(s):

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

Eligible Content:

Geographers study the location of places and the people who live there.

Geographers use themes and elements to understand the world.

Geographers divide the world into regions and that each region is shaped by physical and human processes.

Globes and maps are tools to study places on earth.

Differences between political, physical, and thematic maps.

Landforms are physical features on earth's surface.

Weather and climate are different.

Natural resources are central to economic development and basic human needs.

Culture is the way that people speak, eat, work, play and worship.

Objectives:

Students will be able to use map and globe skills to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (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. (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). (4)

Students will be to explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (2)

Students will be able to explain how language, art music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. (2)

Students will analyze how the physical characteristics of Earth influence the environment? (4)

Students will be able to explain how geography affects the way humans live? (2)

Students will be able to describe how technology and culture have influenced migration. (2)

Core Activities and Corresponding Instructional Methods:

1. 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.
2. Students can make an illustrated dictionary of [landforms](#) or geographical terms.
3. Students can write a constructed response discussing how people adapt to geographical features or alter them for economic reasons.
4. Students can discuss the [ethics of altering the environment and write a Public Service Announcement](#).
5. Students can research a country and identify its major geographical features, then explain how these features affected how that country was settled and developed in a multimedia presentation.
6. Students work in cooperative groups to create an electronic database of population size in regions of the world and use the information collected to graphically compare the regions.
7. Students can write a Pole-to-Pole Travelogue. Assign students a line of longitude to travel along from the North to the South Pole and have them keep a travelogue of countries visited along the way.
8. Students can follow and plot a ship's travels: cargo ship, cruise ship, local fishing vessel, ship in the America's Cup or other race, etc.
9. 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.
10. Students choose a culture and make a culture capsule containing samples to illustrate that culture: music, art, language, crafts, traditions, etc.
11. Compare the diversity of the people of the United States with more ethnically homogeneous nations.
12. Identify the major ethnic, religious, and linguistic groups in the regions of the world.
13. Work in groups to prepare a presentation on ethnic or religious conflict in a particular world region.

14. 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 then analyze the data.
15. Take virtual tours of the National Parks.
16. Research and create [brochures on America's National Parks](#).
17. Plot your favorite [sports team or musician on a map](#) using longitude and latitude.

Assessments:

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

Formative: Writing assignments, Classwork, Cooperative Learning Activities (See Core Content & Activities above)

Summative: Quizzes & Tests, Projects

Projects – [National Park Brochure Project](#), [HEI Project](#)

Quizzes – 50 States (Sheppardsoftwre.com) [Location Quiz](#), [Themes 3-5 Quiz](#), [Landforms Quiz](#)

DELAWARE VALLEY SCHOOL DISTRICT

Checklist to Complete and Submit with Curriculum:

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

_____ Hard copies of all supplemental resources not available electronically

_____ The primary textbook form(s)

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

_____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers.

Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____