

## St. Lucie County Social Studies Scope & Sequence Documents, Grades 6-12

### 2106010/20 7<sup>th</sup> Grade Civics 2013-2014

The St. Lucie County Scope & Sequence and Suggested Pacing Guide should be used in concert as a teaching and learning tool in our continuing effort to improve the rigor of instruction and better prepare our students for future learning (including college and career readiness) and to address skills requirements of the Common Core State Standards for Literacy in History/Social Studies in Grades 6-12.

- Instruction should be based on content / skills from the St. Lucie County Public Schools Scope and Sequence, Suggested Pacing Guides, and the Common Core State Standards Appendix. These documents should serve to guide instruction, rather than a textbook or any other specific resource.
- Use the **Learning Goal** and **Scale** as your starting point: have it posted, and review it regularly with your students to provide them with a framework for instruction and a purpose for learning all the related content. The same holds true for the target(s) you are focusing on each day. They should be visible and discussed before and after instruction.
- Strategies must include Document-Based instruction (analytical reading and writing involving individual and collections of primary and secondary sources), methodology affecting the multiple intelligences, and utilizing both individual and cooperative learning (e.g. History Alive/DBQ Project).
- Students should be engaged in higher order writing on a regular basis, short and extended responses, more in-depth essays such as Document Based Questions (DBQ's), and authentic writing. Students must be able to produce historical writing, that is, they must be able to take a position on a subject (thesis) and defend it with examples (facts) and sound reasoning (logic).
- Students should conduct extended research projects related to the History Fair (Grades 6, 8, 10, and 11) or Project Citizen (Grade 7).
- Social Studies Literacy Strategies should be utilized regularly (Cornell Notes, Dialectical Notes, or similar note-taking method, SOAPStone or APPARTS analysis tools, and PERSIA or G-SPRITE categorization tools).
- Assessment should include both formative assessments “for learning,” and summative assessments. Questions should follow Webb’s Depth of Knowledge / Cognitive Complexity and include **Level 1** items that involve low order, foundational knowledge/skills; **Level 2** items that require students to infer or draw conclusions; and **Level 3** items that require more abstract thought or an extension of the information at hand.
- Students should keep a Notebook as they help students organize information (previews, teacher directed activities, and process assignments). Notebooks provide cohesion and structure to a unit of study, and they place responsibility for learning on students (e.g. an AVID or Interactive Student Notebook).
- Teachers should assign, and students should complete targeted homework - students should be expected to complete homework regularly but homework shouldn’t be assigned simply for the sake of giving homework. Homework can include preview or process activities, vocabulary/concept building, work related to projects, etc. (Read Marzano’s article “The Case For and Against Homework” available on SHARE).
  - Previews involve activating prior knowledge, preparing students for the next topic of instruction.
  - Process activities relate to content/skills recently learned where students are involved in metacognition.
- The Common Core State Standards for Literacy in History/Social Studies are integrated with the Scope and Sequence and are also available on the at [www.corestandards.org](http://www.corestandards.org).

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Timeframe	Topic of Study	Targets	Key Terms, People, Places, Events	Benchmarks
5 days August	Rules, Procedures, Pre-Tests	<ul style="list-style-type: none"> <li>Establish course content (Syllabus).</li> <li>Explain class expectations.</li> <li>Establish rules and procedures.</li> <li>Conduct pre-tests and initial evaluations.</li> <li>Initial Activities.</li> </ul>		
5 Days August	Project Citizen (Public Policy Project)	<p><b>Project Citizen Steps 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>Demonstrate how to work with a primary source</li> <li>Identify school or community public policy problems</li> <li>Identify arguments for and against a public policy proposal</li> <li>Determine which level of government applies</li> <li>Determine Constitutionality of proposals</li> <li>Summarize the intent of a “class project with individual assignments for a common purpose”</li> <li>Edit and organize a detailed portfolio based on the Project Citizen rubric</li> <li>Evaluate three alternative policies</li> <li>Develop an argument for the selection of a final proposal based on researched evidence</li> <li>Evaluate how civic participation can impact public policy</li> </ul>	<p><b>Key Terms</b> citizen, civic responsibility, public policy, consensus, identify, research, Explaining the Problem, evaluate, Alternative Policies, develop, Proposed Policy, create, formulate, Action Plan, portfolio, sources, public hearing</p> <p><a href="#">7th Grade Curriculum Course Outline</a></p> <p><i>(Create username and login prior to access.)</i></p> <p>Click the link to access FLREA’s Civics Curriculum Course Map, complete with PowerPoints, digital flipbooks, and PDF workbooks. All resources are aligned with NGSSS!</p>	<p>SS.7.C.2.12 SS.7.C.2.13</p>

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<p>16 Days September</p> <p><b>Includes: Constitution Day (September 17)</b></p>	<p>Foundations of American Government</p> <p><b>DBQ: The Preamble and the Federal Budget: Are We Slicing the Pie Correctly?</b></p>	<ul style="list-style-type: none"> <li>• Examine how the rule of law influenced the development of American legal, political, and governmental systems</li> <li>• Describe how the Constitution limits the powers of government</li> <li>• Identify the ideas and complaints in the Declaration of Independence</li> <li>• Describe the conditions that led to the writing of the Declaration of Independence</li> <li>• Summarize how major historical documents influenced colonists' view of government</li> <li>• Explain how Enlightenment ideas influenced the Founding Fathers</li> <li>• Specify the intentions of the Preamble of the Constitution</li> <li>• Differentiate between the concepts of separation of powers and checks and balances</li> <li>• Compare and contrast the viewpoints of the Federalists and anti-Federalists</li> <li>• Analyze the weaknesses in the Articles of Confederation and how they led to the writing of the Constitution</li> <li>• Evaluate the influences of Enlightenment ideas and historical documents on the Founding Fathers</li> </ul>	<p><b>Key Terms</b> Parliament, English Common Law, delegate, confederation, Constitutional Convention, Federalists, Anti-Federalists, Great Compromise, popular sovereignty, checks and balances, Preamble, Bill of Rights, rule of law, social contract, tyranny, Shays' rebellion, John Locke, Montesquieu, Magna Carta</p> <ul style="list-style-type: none"> <li>• <b>Philosophers</b> <ul style="list-style-type: none"> <li>○ Montesquieu</li> <li>○ John Locke</li> </ul> </li> <li>• <b>Earlier Influences</b> <ul style="list-style-type: none"> <li>○ Rule of Law ( ex. Code of Hammurabi)</li> <li>○ Magna Carta</li> <li>○ Parliament</li> <li>○ English Bill of Rights</li> <li>○ Common Law</li> </ul> </li> <li>• <b>Colonial Resistance</b> <ul style="list-style-type: none"> <li>○ 1<sup>st</sup> and 2<sup>nd</sup> Continental Congress</li> <li>○ Declaration of Independence (3 parts)</li> <li>○ Articles of Confederation: The first formation of government</li> </ul> </li> <li>• <b>Constitutional Convention</b> <ul style="list-style-type: none"> <li>○ Delegates</li> <li>○ Virginia Plan</li> <li>○ New Jersey Plan</li> <li>○ Great Compromise</li> <li>○ Three-fifths Compromise</li> </ul> </li> </ul>	<p>SS.7.C.1.1 SS.7.C.1.2 SS.7.C.1.3 SS.7.C.1.4 SS.7.C.1.5 SS.7.C.1.6 SS.7.C.1.7 SS.7.C.1.8 SS.7.C.1.9 SS.7.G.2.3</p>

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Timeframe	Topic of Study	Targets	Key Terms, People, Places, Events	Benchmarks
2 Days September	Project Citizen (Public Policy Project)	<p><b>Project Citizen Step 2</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to work with a primary source</li> <li>• Identify school or community public policy problems</li> <li>• Identify arguments for and against a public policy proposal</li> <li>• Determine which level of government applies</li> <li>• Determine Constitutionality of proposals</li> <li>• Summarize the intent of a “class project with individual assignments for a common purpose”</li> <li>• Edit and organize a detailed portfolio based on the Project Citizen rubric</li> <li>• Evaluate three alternative policies</li> <li>• Develop an argument for the selection of a final proposal based on researched evidence</li> <li>• Evaluate how civic participation can impact public policy</li> </ul>	<p><b>Key Terms</b></p> <p>citizen, civic responsibility, public policy, consensus, identify, research, Explaining the Problem, evaluate, Alternative Policies, develop, Proposed Policy, create, formulate, Action Plan, portfolio, sources, public hearing</p>	<p>SS.7.C.2.12 SS.7.C.2.13</p>

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Timeframe	Topic of Study	Targets	Key Terms, People, Places, Events	Benchmarks
14 Days September – October	Rights and Responsibilities of Citizens  <b>DBQ: How Did the Constitution Guard Against Tyranny?</b>	<ul style="list-style-type: none"> <li>Identify who is a “citizen” and the steps to becoming a citizen</li> <li>Summarize the responsibilities of citizens at the national, state, and local level</li> <li>Determine how federal, state, and local taxes support the economy</li> <li>Identify constitutional protections in the Bill of Rights and other amendments</li> <li>Explain the trial process and the role of juries in the administration of justice</li> <li>Compare and contrast the rights and responsibilities of citizens</li> <li>Distinguish how the Constitution safeguards and limits individual rights</li> <li>Evaluate Constitutional rights and their impact on individuals and society</li> <li>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process</li> </ul>	<b>Key Terms</b> Naturalization, alien, immigrant, law of blood, law of soil, resident, 14th Amendment, selective service, petition, common good, cruel and unusual punishment, eminent domain, double jeopardy, due process, suffrage, unenumerated rights, pleading the fifth, appellate process, ex post facto, habeas corpus, independent judiciary, precedent, privacy, summary judgment, civil disobedience, Civil Rights, states’ rights	SS.7.C.2.1 SS.7.E.2.1 SS.7.C.2.2 SS.7.C.2.3 SS.7.C.2.4 SS.7.C.2.5 SS.7.C.2.6 SS.7.C.3.6 SS.7.C.3.7

End of Q1

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Timeframe	Topic of Study	Targets	Key Terms, People, Places, Events	Benchmarks
<p>12 Days October – November</p>	<p>Project Citizen (Public Policy Project)</p>	<p><b>Project Citizen Step 3</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to work with a primary source</li> <li>• Identify school or community public policy problems</li> <li>• Identify arguments for and against a public policy proposal</li> <li>• Determine which level of government applies</li> <li>• Determine Constitutionality of proposals</li> <li>• Summarize the intent of a “class project with individual assignments for a common purpose”</li> <li>• Edit and organize a detailed portfolio based on the Project Citizen rubric</li> <li>• Evaluate three alternative policies</li> <li>• Develop an argument for the selection of a final proposal based on researched evidence</li> <li>• Evaluate how civic participation can impact public policy</li> </ul>	<p><b>Key Terms</b> citizen, civic responsibility, public policy, consensus, identify, research, Explaining the Problem, evaluate, Alternative Policies, develop, Proposed Policy, create, formulate, Action Plan, portfolio, sources, public hearing</p>	<p>SS.7.C.1.9 SS.7.C.2.3 SS.7.C.2.12 SS.7.C.3.4 SS.7.C.3.9 SS.7.C.3.14</p>

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Timeframe	Topic of Study	Targets	Key Terms, People, Places, Events	Benchmarks
18 Days November – December	Political Process and Active Citizenship  <b>DBQ: Should the Electoral College Be Abolished?</b>	<ul style="list-style-type: none"> <li>Identify America’s major political parties and explain their ideas about government</li> <li>Identify the constitutional requirements to run for federal public office</li> <li>Recognize the requirements to run for state and local political offices</li> <li>Demonstrate the voting process and its impact on a school or community with a mock election</li> <li>Summarize the political process (campaigns, primaries, general elections)</li> <li>Identify the role of the Electoral College in presidential elections</li> <li>Compare America’s current political parties ideas about government</li> <li>Evaluate the impact political parties have on society, government, and the political system</li> <li>Evaluate candidates’ qualifications, experience, and stance on issues</li> <li>Assess the various methods citizens have for influencing government</li> </ul>	<p><b>Key Terms</b> Republican Party, Democratic Party, Libertarian Party, Socialist Party, Communist Party, political party, two-party system, third party, platform, nomination, delegate, caucus, Electoral College, elector</p> <ul style="list-style-type: none"> <li><b>Development of American Political Parties</b> <ul style="list-style-type: none"> <li>Origins of Our Two-Party System: (i.e. Jeffersonians vs. Hamiltonians)</li> <li>Democrats</li> <li>Republicans</li> <li>Third Parties</li> <li>Other Party Systems: (One Party, Two Party, Multi-Party systems)</li> <li>American Political Party Organization: (National, State, Local)</li> </ul> </li> <li><b>Voting</b> <ul style="list-style-type: none"> <li>Voting Process</li> <li>Voting Requirements</li> </ul> </li> <li><b>Elections and Campaigning</b> <ul style="list-style-type: none"> <li>Presidential Elections</li> <li>Nomination</li> <li>Primary</li> <li>General</li> <li>Campaigning</li> <li>Financing</li> <li>Endorsements</li> </ul> </li> </ul>	SS.7.C.2.7 SS.7.C.2.8 SS.7.C.2.9

End of 1<sup>st</sup> Semester

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Timeframe	Topic of Study	Targets	Key Terms, People, Places, Events	Benchmarks
10 Days January	Political Process & the Media  <b>DBQ: Campaign Propaganda: Which Strategies Would You Use?</b>	<ul style="list-style-type: none"> <li>Identify how multiple perspectives shape participation in the political process</li> <li>List groups that influence public perspectives</li> <li>Summarize how various interest groups (economic, public, social), use the media, and their role in the political process</li> <li>Identify bias, symbolism, and propaganda is specific scenarios</li> <li>Describe the seven propaganda techniques (assertion, bandwagon, card stacking, glittering generality, lesser of two evils, name calling, pinpointing the enemy, plain folks, stereotyping, testimonials, transfer)</li> <li>Explain how the media, individuals, and interest groups monitor and influence government</li> <li>Compare the influence of different forms of media (broadcast, print, social)</li> <li>Evaluate the role of interest-based ads and opinion polls in influencing the political process</li> <li>Evaluate how bias, symbolism, and propaganda can impact public opinion</li> <li>Assess how the media, individuals, and interest groups monitor and influence government (public policy)</li> <li>Compare the political ads of different candidates for public office</li> </ul>	<p><b>Key Terms</b> Public opinion, campaign ad, mass media, interest group, public opinion poll, pollster, print media, social media, public interest group, public policy, political action committee (PAC), lobbyist, propaganda, 7 propaganda techniques (assertion, bandwagon, card stacking, glittering generality, lesser of two evils, name calling, pinpointing the enemy, plain folks, stereotyping, testimonials, transfer), soft money, watchdog</p> <ul style="list-style-type: none"> <li><b>Public Opinion</b> <ul style="list-style-type: none"> <li>Mass Media</li> <li>Print Media</li> <li>Social Media</li> <li>Watch Dog Role</li> </ul> </li> <li><b>Measuring Public Opinion</b> <ul style="list-style-type: none"> <li>Public Opinion Polls</li> </ul> </li> <li><b>Interest Groups</b> <ul style="list-style-type: none"> <li>Economic Interest Groups (e.g., Labor Unions)</li> <li>Public Interest Groups</li> <li>Social Interest Groups</li> </ul> </li> <li><b>Public Policy</b> <ul style="list-style-type: none"> <li>Election Activities</li> <li>Challenging Laws in Court</li> <li>Lobbyists</li> </ul> </li> <li><b>Propaganda</b> <ul style="list-style-type: none"> <li>7 Techniques</li> </ul> </li> </ul>	SS.7.C.2.9 SS.7.C.2.10 SS.7.C.2.11 SS.7.C.2.13



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Timeframe	Topic of Study	Targets	Key Terms, People, Places, Events	Benchmarks
8 Days January	Public Policy Project	<b>Project Citizen Steps 4-6</b> <ul style="list-style-type: none"> <li>• Demonstrate how to work with a primary source</li> <li>• Identify school or community public policy problems</li> <li>• Identify arguments for and against a public policy proposal</li> <li>• Determine which level of government applies</li> <li>• Determine Constitutionality of proposals</li> <li>• Summarize the intent of a “class project with individual assignments for a common purpose”</li> <li>• Edit and organize a detailed portfolio based on the Project Citizen rubric</li> <li>• Evaluate three alternative policies</li> <li>• Develop an argument for the selection of a final proposal based on researched evidence</li> <li>• Evaluate how civic participation can impact public policy</li> </ul>	<b>Key Terms</b> citizen, civic responsibility, public policy, consensus, identify, research, Explaining the Problem, evaluate, Alternative Policies, develop, Proposed Policy, create, formulate, Action Plan, portfolio, sources, public hearing showcase	SS.7.C.1.9 SS.7.C.2.3 SS.7.C.2.12 SS.7.C.3.4 SS.7.C.3.9 SS.7.C.3.14

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Timeframe	Topic of Study	Targets	Key Terms, People, Places, Events	Benchmarks
<p>10 Days February</p>	<p>Government Types</p>	<ul style="list-style-type: none"> <li>• Recognize examples of parliamentary, federal, confederal, and unitary systems of government</li> <li>• Identify different forms of government based on political philosophy or organizational structure</li> <li>• Describe parliamentary, federal, confederal, and unitary systems of government</li> <li>• Examine influences that determine a nation’s form of government</li> <li>• Categorize the characteristics of the different government systems</li> <li>• Compare the organizational structures of various system of government</li> <li>• Compare and contrast the advantages and disadvantages of the different forms of government</li> <li>• Analyze scenarios describing various systems of government</li> </ul>	<p><b>Key Terms</b> absolute monarchy, republic, monarch, legislature, Parliament, constitution, common law, bicameral, unicameral, confederation, president, prime minister, governor, socialism, dictatorship, communism, totalitarianism, direct democracy, representative democracy, oligarchy, federal, unitary</p> <ul style="list-style-type: none"> <li>• <b>Forms of Government</b> <ul style="list-style-type: none"> <li>○ Democracy (e.g., Direct, Representative, Republic, Parliamentary)</li> <li>○ Dictatorship (e.g., Authoritarian, Totalitarian)</li> <li>○ Oligarchy (e.g., Wealthy, Military Junta, etc.)</li> <li>○ Monarchy (e.g., Absolute, Constitutional)</li> </ul> </li> <li>• <b>Introduction to Types of Political States</b> <ul style="list-style-type: none"> <li>○ Federal System</li> <li>○ Unitary System</li> <li>○ Confederal System</li> </ul> </li> </ul>	<p>SS.7.C.3.1 SS.7.C.3.2</p>

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Timeframe	Topic of Study	Targets	Key Terms, People, Places, Events	Benchmarks
<p>14 Days February – March</p>	<p>Congress: the Legislative Branch</p>	<ul style="list-style-type: none"> <li>• Examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection)</li> <li>• Identify the historical background of the Founders’ rationale for a bicameral legislature</li> <li>• Compare and contrast the organization and responsibilities of the House of Representatives and the Senate</li> <li>• Analyze the external influences on the legislative process</li> <li>• Compare the US Congress and the Florida Legislature</li> <li>• Compare local, state, and federal lawmakers (city/county commissioners/council members; state legislators [representatives and senators]; and U.S. congressmen/congresswomen [representatives and senators])</li> <li>• Distinguish among ordinances, statutes, and acts on the local, state, and federal levels</li> <li>• Compare and contrast the lawmaking process at the local, state, and federal levels</li> </ul>	<p><b>Key Terms</b> bicameral, Congressional committee (standing, special, conference), constituent, filibuster, gerrymander, majority leader, majority vote, minority leader, President pro tempore of the Senate, school boards, Speaker of the House, special interest group</p> <ul style="list-style-type: none"> <li>• <b>Legislative Branch</b> <ul style="list-style-type: none"> <li>○ Bicameral</li> <li>○ Terms of Congress (e.g. 112<sup>th</sup> Congress began in 2010)</li> <li>○ Senate: requirements, leaders, committees</li> <li>○ House of Representatives: requirements, leaders, committees</li> <li>○ Powers of Congress: Legislative(expressed and implied), Non-legislative</li> <li>○ Limits on Power(according to Article I)</li> <li>○ How A Bill Becomes A Law: committee action, floor debates, voting, presidential action</li> </ul> </li> </ul>	<p>SS.7.C.3.3 SS.7.C.3.4 SS.7.C.3.8 SS.7.C.3.9 SS.7.G.4.2</p>

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Timeframe	Topic of Study	Targets	Key Terms, People, Places, Events	Benchmarks
10 Days March	The Presidency: The Executive Branch	<ul style="list-style-type: none"> <li>Identify eligibility requirements for the office of president</li> <li>Examine the processes of the executive branch (executive order, veto, appointments)</li> <li>Diagram the cabinet posts and the responsibilities of each.</li> <li>Summarize the responsibilities of the President</li> <li>Analyze the role of the Electoral College in the election of the President</li> <li>Examine the role the president plays in resolving international conflicts</li> <li>Analyze how presidents exercise influence over United States domestic and foreign policy</li> </ul>	<p><b>Key Terms</b></p> <p>25th Amendment, appointment, cabinet, Electoral College, executive order, pardon, amnesty, foreign policy, national security, treaty, political appointee, President Pro Tempore of the Senate (Vice President), veto</p> <ul style="list-style-type: none"> <li><b>Executive Branch</b> <ul style="list-style-type: none"> <li>Presidential Qualifications</li> <li>Electoral College: Map the 50 states, 50 capitals and number of electors per state</li> <li>Term of Office</li> <li>Benefits</li> <li>Vice President</li> <li>Presidential Succession (25<sup>th</sup> Amendment)</li> <li>Constitutional Powers</li> <li>Roles of the President</li> <li>President and Foreign Policy</li> <li>Executive Office of the President (EOP)</li> <li>Cabinet Departments: Federal Bureaucracy</li> </ul> </li> </ul>	<p>SS.7.C.3.3</p> <p>SS.7.C.3.8</p> <p>SS.7.C.4.1</p> <p>SS.7.G.4.2</p>

End of Q3

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Timeframe	Topic of Study	Targets	Key Terms, People, Places, Events	Benchmarks
12 Days April	<p>Law and the Legal System: the Judicial Branch</p> <p><b>DBQ: Is the American Jury System Still a Good Idea?</b></p>	<ul style="list-style-type: none"> <li>• Explain the role that the Executive and Legislative branches play in the selection process of Supreme Court justices and federal judges</li> <li>• Identify the sources of law (constitutional, statutory, case, and common law)</li> <li>• Identify the levels, functions, and powers of state and federal courts</li> <li>• Recognize the source of the powers and jurisdictions of state and federal courts</li> <li>• Distinguish between the levels, functions, and powers of courts at the state and federal levels</li> <li>• Evaluate the role of juries in the American legal system</li> <li>• Compare the appellate and trial processes</li> <li>• Evaluate the causes and effects of specific landmark Supreme Court cases</li> <li>• Compare civil, criminal, constitutional, and military law</li> </ul>	<p><b>Key Terms</b> juvenile law, appeal, appellate court, circuit court, county court, District Court of Appeals, Florida Supreme Court, judge, judicial review, jurisdiction, justice, U.S. Circuit Court of Appeals, U.S. District Courts, U.S. Supreme Court, Chief Justice, trial court, juvenile rights, rights of the accused, segregation, court order, writ of certiorari, <i>Marbury v. Madison</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Gideon v. Wainwright</i>, <i>Miranda v. Arizona</i>, <i>In re Gault</i>, <i>Tinker v. Des Moines</i>, <i>Hazelwood v. Kuhlmeier</i>, <i>United States v. Nixon</i>, <i>Bush v. Gore</i>, <i>District of Columbia v. Heller</i></p> <ul style="list-style-type: none"> <li>• <b>Judicial Branch</b> <ul style="list-style-type: none"> <li>○ Federal Court System (Article III)</li> <li>○ Cases heard in Federal Court System</li> <li>○ Levels of Federal Court System (organization)– District courts, Appellate Courts and the Supreme Court</li> <li>○ Selection and Tenure of Federal Judges</li> <li>○ U.S. Supreme Court</li> <li>○ Landmark Decisions of the U.S. Supreme Court</li> </ul> </li> <li>• <b>Sources of Our Laws</b> <ul style="list-style-type: none"> <li>○ Code of Hammurabi</li> <li>○ Roman Law</li> <li>○ English Common Law</li> </ul> </li> <li>• <b>Types of Laws</b> <ul style="list-style-type: none"> <li>○ Public Law</li> <li>○ International Law</li> <li>○ Criminal Law</li> <li>○ Civil Law</li> <li>○ Juvenile Laws and Courts</li> </ul> </li> </ul>	<p>SS.7.C.3.8 SS.7.C.3.10 SS.7.C.3.11 SS.7.C.3.12</p>

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Timeframe	Topic of Study	Targets	Key Terms, People, Places, Events	Benchmarks
6 Days April	US Foreign and Domestic Policy	<ul style="list-style-type: none"> <li>• Recognize the difference between domestic and foreign policy</li> <li>• Identify issues that relate to US domestic and foreign policy</li> <li>• Identify goals and objectives of US domestic and foreign policy</li> <li>• Recognize the role of the US Department of State in foreign affairs</li> <li>• Identify major international organizations in which the government plays a role</li> <li>• Recognize that international organizations may be located in the United States</li> <li>• Describe ways that individual citizens and government can seek participation in international organizations</li> <li>• Examine the ways that government and individuals may support international organizations</li> <li>• Identify specific examples of international conflicts in which the United States has been involved</li> <li>• Identify the reasons for the United States becoming involved in past international conflicts</li> <li>• Identify the different methods used by the United States to deal with international conflicts</li> <li>• Analyze the domestic implications of US domestic and foreign policy</li> <li>• Analyze the international implications of US foreign policy</li> <li>• Analyze the United States' role in international organizations in humanitarian and peacekeeping efforts</li> <li>• Evaluate the reasons the United States became involved in past international conflicts</li> </ul>	<p><b>Key Terms</b> alliances, allies, ambassadors, Bay of Pigs, Cuban Missile Crisis, diplomacy, diplomats, doctrine, domestic affairs, embassies, foreign affairs, Gulf Wars I and II, international relations, Iran Hostage Crisis, Korean War, non-governmental organizations/International non-governmental organizations (NGO/INGO), North American Free Trade Agreement (NAFTA), North Atlantic Treaty Organization (NATO), International Red Cross/Red Crescent, peacekeeping operations, Secretary of State, treaty, United Nations (UN), United Nations Children's Fund (UNICEF), Vietnam War, World Court, World Trade Organization (WTO), World War I, World War II</p> <ul style="list-style-type: none"> <li>• Global Interdependence               <ul style="list-style-type: none"> <li>○ Trade</li> <li>○ Foreign Aid</li> <li>○ Environment</li> </ul> </li> <li>• International Organizations               <ul style="list-style-type: none"> <li>○ United Nations</li> <li>○ Organizations (e.g., International Court of Justice; Security Council; General Assembly; Secretariat)</li> </ul> </li> <li>• International Trade</li> <li>• U.S. Trading Partners               <ul style="list-style-type: none"> <li>○ Value of Currency Affecting Trade</li> <li>○ Gross Domestic Product (GDP): Comparison of U.S. to Major Trading Partners</li> </ul> </li> </ul>	SS.7.C.4.1 SS.7.C.4.2 SS.7.C.4.3

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Timeframe	Topic of Study	Targets	Key Terms, People, Places, Events	Benchmarks
6 Days May	U.S. Geography	<ul style="list-style-type: none"> <li>• Use GIS or other technology to view maps of current information about the United States</li> <li>• Describe the six essential elements of geography</li> <li>• Identify the five types of maps</li> <li>• Describe the uses of the five types of maps</li> <li>• Locate major physical landmarks that are emblematic of the United States</li> <li>• Locate on a world map the territories and protectorates of the United States</li> <li>• Describe current major cultural regions of North America</li> <li>• Summarize how the six essential elements of geography have influenced settlement of North America</li> <li>• Interpret data presented in a map (i.e., climate, economic, geographic, population)</li> <li>• Analyze the relationships between the earth's ecosystems and the populations that dwell within them</li> <li>• Evaluate the impact of geography relative to the characteristics, distribution, and migration of human populations</li> <li>• Analyze the diffusion of cultures within North America</li> </ul>	<p><b>Key Terms</b> natural resources, GIS, physical landmarks, cultural landmarks, physical regions, cultural regions, population, census, six elements of geography, atlas, demographics</p> <ul style="list-style-type: none"> <li>• <b>Cultural and Physical Landmarks of the United States</b> <ul style="list-style-type: none"> <li>○ Map major cultural landmarks (e.g. Independence Hall, Statue of Liberty, Golden Gate Bridge, Jefferson Memorial Mount Rushmore, White House, Hoover Dam, etc.)</li> <li>○ Map major physical landmarks (e.g., Great Lakes, Mississippi River, Appalachian Mountains, Rocky Mountains, Great Plains, etc.)</li> </ul> </li> <li>• <b>North America's cultural regions</b> <ul style="list-style-type: none"> <li>○ Native American</li> <li>○ English (New England)</li> <li>○ African (South)</li> <li>○ Spanish (Florida, Southwest/West)</li> <li>○ French (Canada, Louisiana)</li> </ul> </li> <li>• <b>North America's natural resources</b> <ul style="list-style-type: none"> <li>○ Forest, water, minerals, oil, natural gas, wildlife</li> </ul> </li> </ul>	<p>SS.7.G.1.2 SS.7.G.1.3 SS.7.G.2.1 SS.7.G.2.2 SS.7.G.2.3 SS.7.G.2.4 SS.7.G.3.1 SS.7.G.4.1 SS.7.G.6.1</p>

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Timeframe	Topic of Study	Targets	Key Terms, People, Places, Events	Benchmarks
<p>10 Days May</p>	<p>Development of the U.S. Economy</p>	<ul style="list-style-type: none"> <li>• Identify the characteristics of market, mixed, and planned economic systems</li> <li>• Explain supply and demand</li> <li>• Examine how scarcity affects economic decisions</li> <li>• Explain the concept of opportunity cost and choice in making economic decisions</li> <li>• Identify the government’s role in controlling financial institutions</li> <li>• Describe the banking system in the United States</li> <li>• Identify the correlation between the money supply and interest rates</li> <li>• Describe the role of the Consumer Finance Protection Bureau</li> <li>• Identify entrepreneurs from various social, economic, and ethnic backgrounds</li> <li>• Explain how international trade benefits consumers and businesses</li> <li>• Assess the advantages and disadvantages of using credit</li> <li>• Evaluate the impact of competition on providing benefits to consumers</li> <li>• Assess the impact of trade agreements on the economy of the United States, (i.e., NAFTA)</li> <li>• Compare market, mixed, and planned economies</li> <li>• Asses how profits, incentives, and competition motivate individuals and businesses in a market economy</li> </ul>	<p><b>Key Terms</b> Consumer Finance Protection Bureau, credit, demand, entrepreneur, exchange rate, Federal Deposit Insurance Corporation (FDIC), Federal Reserve, incentive, inflation, interest rate, market economy, mixed economy, money supply, opportunity cost, planned economy, profit, scarcity, supply</p> <ul style="list-style-type: none"> <li>• <b>MONEY</b> <ul style="list-style-type: none"> <li>○ Functions of Money: medium of Exchange, Store of Value, Measure of Value</li> <li>○ Types of Money: Coins and Currency</li> </ul> </li> <li>• <b>UNITED STATES BANKING SYSTEM</b> <ul style="list-style-type: none"> <li>○ Types of Financial Institutions: Commercial Banks, Savings and Loans Associations, Credit Unions</li> <li>○ Safety of Financial Institutions: regulations, Insurance(FDIC)</li> <li>○ Federal Reserve System (est. 1913)                             <ul style="list-style-type: none"> <li>▪ Regulatory Function: banking regulation, consumer credit, Function as the Government’s Bank: Stores Revenue, Sells Bonds and Treasury Bills, Issues the Nation’s Currency</li> <li>▪ Structure: Federal Advisory Committees, Board of Governors, Federal Open Market Committee (FOMC), 12 Federal Reserve Districts</li> <li>▪ Monetary Policy: Controls the Supply of Money and Interest Rate</li> </ul> </li> </ul> </li> </ul>	<p>SS.7.E.1.2 SS.7.E.1.3 SS.7.E.1.5 SS.7.E.2.2 SS.7.E.2.4 SS.7.E.3.1</p>