

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:  
HONORS 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 Honors Seventh Grade Social Studies students to learn and apply the lessons of American government, civics, economics and geography. The learning focus of the government and civics units will be on how the United States government functions, the United States Constitution and the role of American citizens. The learning focus of the geography unit will be on the Five Themes of Geography. The economics unit will focus on the basic principles of economics and the economy of the United States. The curriculum has been designed to utilize available technology and cross-curricular activities. Students will be exposed to Pre-AP techniques and skills, including Document Based Questions. At the conclusion of the civics and government unit, the students will take the [PA Assessment of Civic Knowledge](#).**

**Time/Credit for the Course: Full Year**

**Curriculum Writing Committee: Rebecca Bachelder, Adam Penberthy and Jen Shiner**

## 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 20 points each
Participation /ATBs	Up to 100 points per marking period

# Curriculum Map

## 1. Marking Period One -

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**
- **Civil War Amendments**
  - **Thirteenth Amendment**
  - **Fourteenth Amendment**
  - **Fifteenth Amendment**
- **Electoral Process and Voting Rights**
  - **Seventeenth Amendment**
  - **Nineteenth Amendment**
  - **Twenty-Third Amendment**
  - **Twenty-Fourth Amendment**
  - **Twenty-Sixth Amendment**

**2. Marking Period Two -**

**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 Executive Office of the President**
    - **White House Office**
    - **Office of Management and Budget**
    - **National Security Council**
    - **Council of Economic Advisors**
  - **The President's Cabinet**
    - **Responsibilities**
    - **Homeland Security**
- **The Judicial Branch**
  - **Role of Federal Courts**

- Goal of the courts
    - Federal Court Jurisdiction
  - The Lower Courts
    - District courts
    - Circuit Court of Appeals
  - Federal Judges
    - Appointment
    - Terms
  - The Supreme Court
    - Jurisdiction
    - Duties
    - Qualifications
    - Powers of the Supreme Court
      - Judicial review
      - Marbury vs. Madison
      - Interpreting laws
    - Limits of the Supreme Court
    - Procedures
      - New cases
      - Selected cases
      - Caseload
      - How Rulings Are Made
        - Written and Oral Arguments
        - Conference
        - Factors influencing decisions
          - Law
          - Social Conditions
          - Personal beliefs
        - Writing Opinions
- State Government
  - The Federal System
    - Stated in the Constitution
    - Sharing and Dividing of Powers
      - Reserved powers
      - Concurrent powers
    - Limits on State Power
      - Supremacy clause
    - State Constitutions
      - Similarities
      - Differences
  - The State Legislative Branch
    - Legislators and Leaders
    - Representation

- Citizen Power
      - Legislative referendum
      - Popular referendum
    - Economic Problems
      - Revenue and Spending
  - The State Executive Branch
    - Governor
      - Office of the governor
      - Roles of the governor
      - Succession
    - State Executive Departments
  - The State Judicial Branch
    - Lower Courts
    - Higher Courts
    - State Supreme Court
      - Staffing the courts
- Local Government
  - How City Governments Are Created
    - Paying for local governments
    - Becoming a city
  - County Government
    - Organization
      - County characteristics
      - County seats
    - Functions of County Government
      - Who runs a county
      - Forms of county government
      - Sheriffs
      - District Attorney
- Political Parties
  - History of Political Parties
    - The First Parties
  - Today's Political Parties
    - Republicans
    - Democrats
    - Third Parties
- Voting and Elections
  - Qualifications
  - Voting Process
  - Types of Elections
    - Primaries and General Elections
    - Presidential Election
      - Running for Office



- **Financing**

### **3. Marking Period Three -**

**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
  - Economic Flow and Economic Growth
    - Circular Flow Model
      - Sectors
      - Factor market and Product market
      - Consumer and Business Sector
    - Promoting Economic Growth
      - Additional productive resources
      - Increasing productivity
        - Specialization
        - Division of Labor
        - Human Capital
  - Capitalism and Free Enterprise
    - Capitalism
    - Free enterprise
    - Markets
    - Voluntary exchange
    - Profit motive
    - Competition
    - Private Property Rights
      - Incentive
    - Origins of U.S. Capitalism
      - Laissez-faire economics
- Business in America
  - How Businesses Are Organized
    - Sole proprietorship
      - Consult
      - Financial capital
      - Liability
    - Partnerships
      - Advantages and Disadvantages
    - Corporations
  - The Corporate Structure
    - Charter
    - Board of directors
    - Advantages and Disadvantages
    - Other forms of Business

- Franchise
  - Nonprofit organization
- Labor
  - Organized Labor
    - Labor unions
    - Labor negotiations
      - Collective bargaining
    - Labor's Tools
      - Strike
      - Picketing
    - Employer's Tools
      - Lockout
      - Injunction
    - Outside Help
      - Mediation
      - Arbitration
- Government Involvement in the Economy
  - Providing Private and Public Goods
  - Maintaining Competition
    - Monopoly
      - Anti-trust laws
    - Mergers
    - Natural Monopolies
  - Protecting Consumer Health and Safety
    - Recall
  - Measuring the Economy
    - Real GDP
    - Business Cycle
      - Recession
    - The Great Depression
    - Other Measures of Performance
      - Employment and unemployment
        - Unemployment rate
      - Price stability
        - Fixed income
        - Inflation
      - Economic Indicators
        - Stock indexes
        - Bear market
        - Bull Market
  - Income Inequality
    - Education
    - Family Wealth

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

#### 4. Marking Period Four –

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
        - Urbanization
      - Population Density Maps
    - Natural similarities
      - Climate Maps
    - Human similarities
      - Literacy rates
      - Standard of living
    - Cultural similarities
  - Movement

- **People**
      - **Diffusion**
      - **Acculturation**
    - **Products**
    - **Information**
    - **Special Purpose Maps**
  - **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, National Education Technology Standards

**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 evaluate why governments are necessary. (4)

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 note, Talking to 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, 21<sup>st</sup> 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 immigrants' experience in America.
8. Write a constructed response describing the trend in immigration in the 1900s.
9. Write a constructed response 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 21<sup>st</sup> century. (online textbook resource)
18. Write a constructed response or 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?
24. Students can create a descriptive list of volunteer opportunities in our area.
25. Students can research the history of volunteerism in the United States.
26. Write a Public Service Announcement aimed to convince people to be active and responsible citizens.
27. DBQ Essay – can be found in textbook resource book
28. Students can read We are Americans: Voices of the Immigrant Experience by Dorothy Hobbler and Thomas Hobbler and write a response to the book.
29. Students can read Bound for America: The Story of the European Immigrants by Milton Meltzer and write a response to the book.
30. Students can research and present on reasons emigrants left their homelands to come to the United States.
31. Students can create a map of where immigrants settled in the United States.

#### **Assessments:**

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

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

**Summative:** Chapter 1 Test, Chapter 2 Test

**Unit: 2 The Constitution and Bill of Rights**

**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 are the principles of government as established by the Constitution?  
How is power shared under federalism?  
Which civil liberties are protected by the Bill of Rights?  
Why must there be some limits on individual rights?

**Objectives:**

Students will be able to analyze problems and solutions of the governmental structure that is provided by the Articles of Confederation. (4)

Students will evaluate how the Constitution solved problems created by the Articles of Confederation. (4)

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

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

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

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

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

Students will be able to explain why particular amendments were added to the Constitution. (2)

Students will be able to write a paragraph analyzing the effect of constitutional amendments on the political process. (4)

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

Students will be able to defend a viewpoint on affirmative action. (3)

**Core Activities and 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 note, Talking to 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, 21<sup>st</sup> 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. Write a summary of the steps involved in making the Constitution into law.
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 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. Write a paper analyzing 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. Analyze the Declaration of Independence.
29. View Liberty Kids: Episode 13 The First Fourth of July
30. Research the signers of the Declaration of Independence.
31. Analyze the U.S. Constitution.
32. Write a constructed response on the U.S. Patriot Act.
33. Students will write a paper/speech defending a viewpoint on affirmative action.
34. Students will explore and present the reasons three amendments were passed after the Civil War.
35. Create visual displays of constitutional amendments and laws that protect civil rights.
36. Research and report on civilizations that utilized direct democracy.
37. Students will write a speech advocating the strengthening of the national government. Students must identify the weaknesses of the Articles of Confederation as well as explain the consequences of creating a more powerful national government.
38. Create a television advertisement from the perspective of a Federalist or Anti-Federalist. Students will persuade their fellow Americans to vote for or against the proposed Constitution.
39. Write an essay that addresses the following prompt. *In what ways has the Constitution strengthened, yet limited, the national government?*
40. DBQ Essays – can be found in textbook resource book
41. Students can read Creating the Constitution: 1787 by Christopher Collier and James Lincoln Collier and write a response to the book.
42. Students can read The United States: A Graphic Adaptation by Jonathon Hennessey and Aaron McConnell and write a response to the book.

43. Write a paper analyzing and discussing the various times that presidents have deployed troops without Congressional approval.

**Assessments:**

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

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

**Summative:** Chapter 3 Test, Chapter 4 Test, Amendments Project

**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.

**Objectives:**

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

Students will be able to explain the goals and tools of foreign policy. (2)  
Students will be able to explain how foreign policy affects them personally. (2)  
Students will be able to organize information on the federal court system. (2)  
Students will be able to identify key vocabulary terms. (1)  
Students will be able to classify types of cases federal courts handle. (3)  
Students will be able to describe the court process. (2)  
Students will be able to identify types of cases heard by the Supreme Court. (2)  
Students will be able to analyze major third parties in America's political history. (4)  
Students will be able to define terms related to the voting process. (1)  
Students will be able to describe the steps in the voting process. (2)  
Students will be able to compare the organization of their state government to that of the federal government. (3)  
Students will be able to list the powers the federal government shares with the states and those that are exclusive to each. (1)  
Students will be able to analyze the roles and duties of a governor. (4)  
Students will be able to define responsibilities of county government officials. (1)  
Students will be able to compare governments below the state level. (2)

#### **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 Chapters 5, 6, 7 and portions of Chapters 8, 9, and 11 in the textbook. They can utilize vocabulary strategies such as Give one, Get One; Think, Pair, Share; vocabulary stories, etc.
4. Students can read Chapters 5, 6, 7 and portions of Chapters 8, 9, and 11 in the textbook and take notes using several note taking strategies such as Cornell note, Talking to the Text, Golden Lines, Summarizing, and Outlining.
5. The students can read Chapters 5, 6, 7 and portions of Chapters 8, 9, and 11 in the textbook and complete the critical thinking, graph skills, geography connection, 21<sup>st</sup> century skills, progress checks and section assessment questions.
6. Watch video clips from *Mrs. Smith Goes to Washington* and discuss how this film portrays Congress and if it is an accurate depiction.
7. Students can analyze a political cartoon about gerrymandering.
8. Students can create a chart on the structure and qualifications of Congress.
9. Students can create a chart on the different types of Congressional committees.
10. Role-play the work of congressional committee members.
11. Students can write questions that they would like to ask their legislators in Congress.
12. View the video clip, History and Function of Congress, and discuss how the three levels of government work together. (online textbook resource)

13. Students can write a constructed response on the importance of the Bill of Rights.
14. Students can create an informational brochure on the first amendment rights.
15. Students can collaborate to illustrate a comic strip/book on the powers of Congress.
16. Students can view School House Rock: How a Bill Becomes a Law.
17. Students can write a song or children's book on how a bill becomes a law.
18. Create a flow chart on how a bill becomes a law.
19. Students can research a case of impeachment and create multimedia presentation about their findings.
20. Create an editorial/political cartoon about pork-barrel spending.
21. Students can create a dialogue journal in pairs about why people serve in Congress.
22. Create a Venn diagram comparing the House of Representatives and the Senate.
23. Write a skit about the lobbying process.
24. Students can brainstorm and create a list on how members of Congress help their home state or district.
25. Students can create a chart analyzing the pros and cons of pork-barrel projects.
26. Students can view the video clip, Differences in the Houses of Congress and write a paragraph about those differences. (online textbook resource)
27. Create a political cartoon about the filibuster.
28. Students can write a paragraph on the role of the president in the law making process.
29. Groups of students can hold a mock session of Congress.
30. Students can watch the video clip, How Congress Makes Laws and share what they learned from the clip. (online textbook resource)
31. Students can research and label a map of electoral votes.
32. Write a constructed response about why some people favor the Electoral College and some do not.
33. Write a constructed response discussing the importance of the president being a native born citizen.
34. Students can create a flow chart on presidential succession.
35. Students can create a Venn diagram comparing Electoral votes and popular votes.
36. Students can create a commercial about the benefits of becoming president.
37. Watch the video clip, Presidential Succession and discuss it. (online textbook resource)
38. Students write a constructed response on the jobs of the president.
39. Students can write their own State of the Union Address about their school.
40. Create a political cartoon about the impact executive orders have on Americans.
41. Students use a photo and a caption to discuss the importance of the presidents' good relations with other world leaders.
42. Students can create a multimedia presentation or a poster on the accomplishments of presidents.



43. View the video clip, President of the United States and discuss the roles and responsibilities of the president. (online textbook resource)
44. Students can create a chart on foreign policy tools.
45. Write a constructed response on the role of ambassadors in United States foreign policy.
46. Brainstorm, research and create a list on the various places that the United States has provided foreign aid.
47. List and discuss military actions in which the United States has been involved.
48. Create a map to discuss where U.S. foreign aid is distributed.
49. View the video clip, President's Address to a Joint Session of Congress and discuss what they viewed. (online textbook resource)
50. Students can write a paper agreeing or disagreeing with a Supreme Court case.
51. Students can summarize their research on the *Brown vs. Board of Education* or the *Rasul vs. Bush* case.
52. Watch video clips from *Sacco and Vanzetti* and *A Civil Action* to see how films view the courtroom scenes and explain if you think they are portrayed accurately.
53. Students can create an illustration of a courtroom.
54. Students can create Venn diagrams on criminal and civil cases and federal and state crimes.
55. Write a paragraph explaining how the *Miranda vs. Arizona* case led to the Miranda warning.
56. View the video clip, Framework for Democracy and explain the role of legal precedents in court decisions. (online textbook resource)
57. Students debate whether judges should be appointed or elected.
58. View the video, Birth of the Supreme Court and discuss the history of the Supreme Court. (online textbook resource)
59. Students can write a summary of the *Marbury vs. Madison* case.
60. View the video clip, The Election of 2000 and discuss how the Supreme Court was important in the 2000 presidential election. (online textbook resource)
61. Create a timeline on landmark Supreme Court cases.
62. View video clips for *The Last Hurrah* and *The Best Man* and explain what portrait of politics and political parties these movies portray.
63. Write a summary of how and why Americans split into political parties.
64. Create a flow chart which summarizes the steps in the voting process.
65. Write a constructed response on the exclusion from voting of people who have committed serious crimes.
66. Students can create a political cartoon on voter apathy.
67. Students can complete a web quest on the U.S. Congress

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

#### **Assessments:**

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

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

**Summative:** Chapter 5 Test, Chapter 6 Test, Chapter 7 Test, Common Assessment for Civics, Presidents Project, Supreme Court Case Project

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

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

**PA Academic Standards**

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

**PACCS Reading in History and Social Studies**

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

**PACCS Writing in History and Social Studies**

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

**National Education Technology Standards**

Standards 1-6

**Anchor(s):**

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

**Eligible Content:**

Why we must make economic choices.

The three basic economic questions.

Considerations when making economic decisions.

Effects of supply and demand on an economic market.

How prices aid consumers.

The four factors of production are.

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

Definition and features of capitalism.

The differences between private goods and public goods.

How the economy is measured?

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

**Objectives**

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

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

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

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

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

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

Students will be able to analyze the differences between capital goods and consumer goods. (4)

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

Students will be able to evaluate the relative roles of the factors of production in the American economy. (4)

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

Students will be able to identify and give examples of the main types of business organizations. (1)

Students will be able to explain why workers organize. (2)

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

Students will be able to describe how money and resources flow in an economy and the circular flow of economic activity. (2)

Students will be able to analyze ways to promote economic growth and the economic freedoms that Americans enjoy. (4)

Students will be able to explain the history of capitalism. (2)

Students will be able to define and describe their role as human capital. (2)

Students will be able to explain the beliefs about government involvement in the economy. (2)

#### **Core Activities and Corresponding Instructional Methods:**

1. The instructor can prepare and lead class lectures and/or discussions that cover the essential content and objectives of the course.
2. The instructor can assign the guided reading and review or section assessments from the McGraw-Hill resource book.
3. Students can prepare vocabulary lists for Chapter 16 through Chapter 20 in the textbook. They can utilize vocabulary strategies such as Give one, Get One; Think, Pair, Share; vocabulary stories, etc.
4. Students can read Chapter 16 through Chapter 20 in the textbook and take notes using several note taking strategies such as Cornell note, Talking to the Text, Golden Lines, Summarizing, and Outlining.
5. The students can read Chapter 16 through Chapter 20 in the textbook and complete the critical thinking, graph skills, geography connection, 21<sup>st</sup> century skills, progress checks and section assessment questions.
6. Students can analyze political cartoons regarding economics.
7. Write a paragraph describing the values that influence the U.S. economy.
8. Determine the difference between needs and wants. Survival Plan activity and Essay
9. Create a chart analyzing the three types of resources a country has.
10. Students can write a constructed response discussing how societies answer the three basic economic questions.
11. Students can create a Venn diagram on traditional economies and market economies.

12. Students can research and present on the economy of a country.
13. View the video clip, Characteristics of Resources and discuss how climate, geography and other factors influence what resources a county has. (online textbook resource)
14. Write a constructed response summarizing daily costs of a business.
15. View the video clip, Advertising and the Economy and discuss advertising techniques that can influence choices. (online textbook resource)
16. Students can write a constructed response discussing three factors that affect a Demand for goods or services.
17. View video clips from *The Social Network* and *Tucker: The Man and His Dream* and compare Zuckerberg and Tucker.
18. Create advertising slogans, ads, and commercials.
19. Create an infographic about competition between businesses.
20. Create a poster on the factors of production.
21. Students can create a flow chart on the steps used to calculate a country's GDP.
22. Interpret data on the GDP of several countries.
23. Students can act out skits of specific economic activities.
24. Students can act out skits of specific economic activities.
25. Students can create a Venn diagram comparing general and limited partnerships.
26. Students can create timelines showing a company's growth.
27. Students can create charts illustrating advantages and disadvantages of franchises.
28. Students can research and write about the structure of a specific corporation.
29. Create a collage showing tools that labor unions use to meet their goals.
30. Students can create a graphic organizer on private and public goods.
31. Students can research and present on a recent product recall.
32. Students can create a poster about education and income.
33. Debate the government's role regarding income inequality and poverty in the U.S.
34. Students can write a constructed response on what they think would happen if one of the factors of production were missing.
35. Students can create a poster illustrating the circular flow of economic activities.
36. Write a constructed response tracing a products flow through the cycle of economic activity.
37. Students can create a graph showing U.S. imports of a particular product from various countries.
38. Students research the effects of industrial robots on the U.S. economy.
39. Students can research another economic system and take pro or con position on it.
40. Students can create a poster on monopolies and antitrust laws.
41. Students can create a Venn diagram comparing big and small business.
42. Write a constructed response about the possible recurrence of the Great Depression.

43. Write a constructed response discussing the influence of wealth on income earning potential.
44. Create a presentation about local dropout prevention programs.
45. Research government programs that encourage people to go to college.
46. View the video clip, [A Segregated America](#) and discuss the history on income inequality in the United States. (online textbook resource)

**Assessments:**

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

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

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

## Unit 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 able to explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (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 do the physical characteristics of Earth influence the environment? (4)

Students will be able to analyze how geography affects the way humans live? (4)

Students will be able to discuss world-wide patterns of resource distribution. (2)

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

Students will be able to create a chart using the six essential elements to compare their town with another town. (2)

Students will be able to identify and evaluate which regions span more than one continent. (4)

Students will be able to analyze how cartographers decide which map projection to use. (4)

Students will be able to explain how plants and animals depend on their natural habitats for survival. (2)

(Include DOK Levels)

### **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 discuss the ethics of altering the environment and write a Public Service Announcement.
4. Choose a country, identify its major geographical features, and explain how these features affected how that country was settled and developed in a multimedia presentation.
5. Students work in cooperative groups to create an electronic database of population size in regions of the world and use the information collected to graphically compare regions.
6. Students can write a Pole to Pole Travelogue: assign students a line of longitude to travel along from the North to the South Pole. Students keep a travelogue of countries visited along the way.
7. 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.



8. 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.
9. Students choose a culture and make a culture capsule containing samples to illustrate that culture: music, art, language, crafts, traditions, etc.
10. Compare the diversity of the people of the United States with more ethnically homogeneous nations.
11. Discuss the effect of current immigration trends in Europe. Discuss how nations redefine themselves as their population becomes more heterogeneous.
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. Analyze data.
15. Answer questions pertaining to maps, including political, physical, and thematic maps.
16. Students will label physical and political maps.
17. Students can create a presentation on the five Themes of Geography and explain why each theme is useful. Select images and maps to illustrate each theme.
18. Students can write a travel brochure to attract people to a place that you hope to visit.
19. Write a paper on how scientists are helping to lessen the impact of extreme weather.
20. Students can analyze photographs of animal habitats and discuss how/why those areas are desirable to humans.
21. Create a presentation on one part of culture that interests you, for example food, music, and clothing. Use photos to create a visual introduction to that aspect of culture around the world. Show similarities and differences.
22. Research and create brochures on America's National Parks.
23. Plot your favorite sports team or musician on a map using longitude and latitude.

**Assessments:**

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

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

**Summative:** Common Assessment for Geography, 5 Themes Test, 5 Themes Project

## **Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: Building Citizenship: Civics & Economics

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

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

Curriculum Textbook is utilized in (title of course):

7<sup>th</sup> Grade Honors Social Studies: Government, Economics & Geography

Please complete one sheet for each primary textbook.

**DELAWARE VALLEY SCHOOL DISTRICT**

**Checklist to Complete and Submit with Curriculum:**

- \_\_\_\_\_ A copy of the curriculum using The template entitled "Planned Instruction," available on the district website
- \_\_\_\_\_ The primary textbook form(s)
- \_\_\_\_\_ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document

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

**First Reader/Reviewer Printed Name** \_\_\_\_\_

**First Reader/Reviewer Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Second Reader/Reviewer Printed Name** \_\_\_\_\_

**Second Reader/Reviewer Signature** \_\_\_\_\_ **Date** \_\_\_\_\_