

# Wallenpaupack Area School District Planned Course Curriculum Guide

## Social Studies

### 7<sup>th</sup> Grade History

#### Course Description:

Seventh grade Social Studies is an opportunity for students to review geography skills, to learn about medieval history, the Renaissance, Reformation, Age of Discovery, Age of Absolutism, England's American Colonization, Thirteen English colonies, Fight for Independence, and the Growth of America as a new nation. We will also be studying civics and governments to learn about citizens' responsibilities and types of governments.

This PCCG is designed as an ACTIVE document capable of technological modifications as needed.

**Revision Date: September 2015**

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: Social Studies</b>	<b>GRADE/S: 7</b>
<b>UNIT 1: US Constitution</b>	<b>TIMEFRAME: 1/2 Week</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

5.1: Principles and Documents of Government

5.1.7.A: Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.

5.1.7.B: Identify the different types of government and the processes they use in making laws.

5.1.7.C: Explain how the principles and ideals shape local, state, and national government. (liberty/freedom, democracy, justice, equality)

5.1.7.D: Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.

5.3.7.A: Compare and contrast the responsibilities and powers of the three branches of government.

**UNIT OBJECTIVES (SWBATS):**

- Students will be able to discuss the purpose of the United States Constitution.
- Students will be able to identify general timeline of events leading to the writing of the Constitution.
- Students will discuss general differences between the Declaration of Independence and the Constitution.
- Students will identify rights described in the Bill of Rights.
- Students will demonstrate a general understanding of the three branches of government.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Oral questioning
- Short answers
- Class discussion
- Homework
- Projects
- Peer discussion
- Worksheets
- Visual presentations
- Internet resources
- Essay
- Study guide

**ANCHOR VOCABULARY:**

- Civics
- Government
- Rights and Responsibilities
- Relationships
- Geographic tools

- Physical regions
- Human features
- Culture
- Democracy
- Equality
- Policy
- Government
- Diplomacy
- Politics
- Economics
- Civics
- Social
- Commerce
- Industry
- Artifacts
- Technology

**ASSESSMENTS:**

- Tests
- Quizzes
- Projects
- Homework

**EVIDENCE OF MASTERY:**

- Formative assessments
- Teacher/department generated exams/quizzes
- Mastery is demonstrated by the passing of the course.

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Remediation:

- Appropriate accommodations based on the student's IEP/504 Plan
- Colored highlighter for focus
- Explicit modeling followed by systematic guided practice
- Assign narrative selections that are appropriate level of student comprehension

Extension:

- Assign narrative selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Discovery Education Tech Book
- ICivics
- Nystrom Atlas Activities
- Maps
- Primary Sources
- The World and Its People – book

- Teacher created resources
- Notes/lecture
- Student group work
- Student worksheets
- Powerpoint presentations
- Video clips

**RESOURCE SPECIFIC VOCABULARY:**

Democracy  
 Bill of Rights  
 Rule of law  
 Constitution  
 Citizens  
 Leadership  
 Public service  
 Mass media

**Wallenpaupack Area School District Curriculum**

**COURSE: Grade Social Studies**

**GRADE/S: 7**

**UNIT 2: Geography**

**TIMEFRAME: 2 Weeks**

**PA COMMON CORE/NATIONAL STANDARDS:**

- 7.1.6.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.6.B - Describe and locate places and regions as defined by physical and human features.
- 7.1.7.A - Explain how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.7.B - Explain and locate places and regions as defined by physical and human features.
- 7.1.8.A - Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.1.8.B - Explain and locate places and regions as defined by physical and human features.
- 7.2.6.A - Describe the characteristics of places and regions.
- 7.2.7.A - Explain the characteristics of places and regions.
- 7.2.8.A - Explain the characteristics of places and regions

**UNIT OBJECTIVES (SWBATS):**

- Students will know basic geography skills.
- Students will learn how geographers use maps to answer questions and solve problems.
- Students will learn how geographers look at the world.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Oral questioning
- Short answers
- Class discussion
- Homework
- Projects

- Peer discussion
- Worksheets
- Visual presentations
- Internet resources
- Essay
- Study guide

**ANCHOR VOCABULARY:**

- Geographic tools
- Physical regions
- Human features
- Culture
- Democracy
- Equality
- Policy
- Government
- Diplomacy
- Politics
- Economics
- Civics
- Social
- Commerce
- Industry
- Artifacts
- Technology

**ASSESSMENTS**

- Tests
- Quizzes
- Projects
- Homework

**EVIDENCE OF MASTERY**

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- Teacher/department generated exams/quizzes
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- Student worksheets
- Powerpoint presentations
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**RESOURCE SPECIFIC VOCABULARY:**

Human features  
 Physical features  
 Place  
 Region  
 Human environment interaction  
 Movement  
 Location  
 Latitude  
 Longitude  
 Cartographer

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: Grade Social Studies</b>	<b>GRADE/S: 7</b>
<b>UNIT 3: United States and Canada</b>	<b>TIMEFRAME: 3 Weeks</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

- 5.1.6.C.1.a - Liberty / Freedom
- 5.1.6.C.1.b - Democracy
- 5.1.6.C.1.c - Justice
- 5.1.6.C.1.d - Equality
- 5.1.7.B.1 - Identify the different types of government and the processes they use in making laws.
- 5.1.7.C.1.a - Liberty / Freedom
- 5.1.7.C.1.b - Democracy
- 5.1.7.C.1.c - Justice

5.1.7.C.1.d - Equality

5.1.8.B.1 - Outline how different systems of government function.

5.1.8.C.1.a - Liberty / Freedom

5.1.8.C.1.b - Democracy

5.1.8.C.1.c - Justice

5.1.8.C.1.d - Equality

5.2.8.A.1 - Summarize the role of citizens in terms of right and responsibilities in different government systems.

5.3.6.A.1 - Describe the responsibilities and powers of the three branches of government.

5.3.7.A.1 - Compare and contrast the responsibilities and powers of the three branches of government.

5.3.7.J.1 - Identify various types of governments.

5.3.8.A.1 - Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.

6.1.6.A.1 - Explain how limited resources and unlimited wants cause scarcity.

6.1.6.B.1 - Compare ways that people meet their needs with how they meet their wants.

6.1.6.B.2 - Describe how resources are combined to produce different goods and services.

6.1.6.D.1 - Identify incentives that affect personal choices.

6.1.7.A.1 - Explain how limited resources and unlimited wants cause scarcity.

6.1.7.B.1 - Compare decisions made because of limited resources and unlimited wants.

6.1.7.B.2 - Describe how resources are combined to produce different goods and services.

6.1.7.D.1 - Explain how positive and negative incentives affect behavior.

6.1.8.A.1 - Explain how limited resources and unlimited wants cause scarcity.

6.1.8.B.1 - Compare decisions made because of limited resources and unlimited wants.

6.1.8.B.2 - Analyze the resources that are combined to create goods and services.

6.2.6.A.1 - Describe the interaction of consumers and producers of goods and services in the state and national economy.

6.2.6.B.1 - Explain why and how market competition takes place.

6.2.6.F.1 - Explain the influence of private economic institutions on the local and state economy.

6.2.6.G.1.a - What to produce?

6.2.6.G.1.b - How?

6.2.6.G.1.c - For whom?

6.2.7.A.1 - Describe the interaction of consumers and producers of goods and services in the state and national economy.

6.2.7.B.1 - Explain why and how market competition takes place.

6.2.7.C.1 - Explain how advertising influences economic decisions.

6.2.7.F.1 - Explain the influence of private economic institutions on the local and state economy.

6.2.7.G.1.a - What to produce?

6.2.7.G.1.b - How?

6.2.7.G.1.c - For whom?

6.2.8.A.1 - Describe the interaction of consumers and producers of goods and services in the state and national economy.

6.2.8.B.1 - Identify positive and negative effects of market competition.

6.2.8.C.1 - Explain how advertising influences economic decisions.

6.2.8.F.1 - Analyze the functions of private economic institutions in the national economy.

6.2.8.G.1.a - What to produce?

6.2.8.G.1.b - How?

6.2.8.G.1.c - For whom?

6.3.6.A.1 - Examine government's role in providing public goods and services.

6.3.6.B.1 - Describe the impact of government involvement in state and national economic activities.  
6.3.6.C.1 - Explain the cost and benefits of taxation.  
6.3.6.D.1 - Explain the benefits of international trade.  
6.3.7.A.1 - Explain the impact of public goods and services on the local community and state.  
6.3.7.B.1 - Describe the impact of government involvement in state and national economic activities.  
6.3.7.C.1 - Explain the cost and benefits of taxation.  
6.3.7.D.1 - Identify how governments limit or promote international trade.  
6.3.8.A.1 - Assess the value of public goods and services.  
6.3.8.B.1 - Predict how changes to government involvement at the state and national levels may affect the economy.  
6.3.8.C.1 - Compare and contrast the effects of different taxation policies.  
6.3.8.D.1 - Explain how government actions may affect international trade.  
6.4.6.A.1 - Explain why people specialize in the production of goods and services and divide labor.  
6.4.6.B.1 - Explain how trade affects standards of living.  
6.4.6.D.1 - Explain how transportation, communication networks, and technology contribute to economic interdependence.  
6.4.7.A.1 - Explain why people specialize in the production of goods and services and divide labor.  
6.4.7.B.1 - Analyze how changes in trade affect standards of living.  
6.4.7.D.1 - Explain how transportation, communication networks, and technology contribute to economic interdependence.  
6.4.8.A.1 - Explain how specialization contributes to economic interdependence on a national level.  
6.4.8.B.1 - Compare the standard of living in different times and places.  
6.4.8.D.1 - Explain how the level of transportation, communication networks, and technology affect economic interdependence.  
6.5.8.F.1 - Explain the role of entrepreneurship across the nation.

7.1.6.B - Describe and locate places and regions as defined by physical and human features.  
7.1.7.B - Explain and locate places and regions as defined by physical and human features.  
7.1.8.B - Explain and locate places and regions as defined by physical and human features.  
7.2.6.A - Describe the characteristics of places and regions.  
7.2.7.A - Explain the characteristics of places and regions.  
7.2.8.A - Explain the characteristics of places and regions  
7.3.6.A.1 - Population  
7.3.6.A.2 - Culture  
7.3.6.A.3 - Settlement  
7.3.7.A.1 - Population  
7.3.7.A.2 - Culture  
7.3.7.A.3 - Settlement  
7.3.8.A.1 - Population  
7.3.8.A.2 - Culture  
7.3.8.A.3 - Settlement  
7.4.6.A - Describe and explain the effects of the physical systems on people within regions.  
7.4.6.B - Describe and explain the effects of people on the physical systems within regions.  
7.4.7.A - Describe and explain the effects of the physical systems on people within regions.  
7.4.7.B - Describe and explain the effects of people on the physical systems within regions.  
7.4.8.A - Illustrate the effects of the physical systems on people within regions.  
7.4.8.B - Interpret the effects of people on the physical systems within regions.



**UNIT OBJECTIVES (SWBATS):**

Students will learn how stability and change has impacted life in the United States and Canada.

- Describe physical features and climates of the United States and Canada.
- Describe economic activities and challenges in different regions of USA and Canada.
- Examine cultural influences of the people of U.S. and Canada.
- Describe how the American economy is changing.
- Describe how the United States has changed throughout history.
- Explain what form of governments the United States and Canada have.
- Identify what groups make up the American and Canadian people.
- Discuss the influences on American and Canadian culture.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Oral questioning
- Short answers
- Class discussion
- Homework
- Projects
- Peer discussion
- Worksheets
- Visual presentations
- Internet resources
- Essay
- Study guide

**ANCHOR VOCABULARY:**

- Civics
- Government
- Rights and Responsibilities
- Relationships
- Geographic tools
- Physical regions
- Human features
- Culture
- Democracy
- Equality
- Policy
- Government
- Diplomacy
- Politics
- Economics
- Civics
- Social
- Commerce
- Industry
- Artifacts

- Technology

**ASSESSMENTS**

- Tests
- Projects
- Quizzes
- Homework

**EVIDENCE OF MASTERY**

- Formative assessments
- Teacher/department generated tests and quizzes
- Mastery is demonstrated by the passing of the course.

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Remediation:

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- Colored highlighter for focus
- Explicit modeling followed by systematic guided practice
- Assign narrative selections that are appropriate level of student comprehension

Extension.

- Assign narrative selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

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- Primary Sources
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- Teacher created resources
- Notes/lecture
- Student group work
- Student worksheets
- Powerpoint presentations
- Video clips

**RESOURCE SPECIFIC VOCABULARY:**

Appalachian Mountains, Arctic, arid, Basin and Ranges, biome, Canadian Shield, Central Plains, climate, climate region, Coastal Range, cultural region, culture, deciduous forest, desert, East, ecosystem, elevation, grasslands, Great Lakes, Great Plains, Gulf and Atlantic Coastal Plains, habitat, highland,

humid continental, humid subtropical, Kansas, landform - US, Louisiana Territory, Maine, marine west coast, Mediterranean Sea, Mexico, Nebraska, New Mexico, nomadic, Northwest, Oklahoma (Indian Territory), Oregon Territory, Oregon Trail, Ozark Plateau, Pacific Northwest, plain, plateau, prairie, precipitation, region, Rocky Mountains, Santa Fe Trail, semiarid, Southwest, temperate zone, Texas, Washington, DC

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: Grade Social Studies</b>	<b>GRADE/S: 7</b>
<b>UNIT 4: Medieval Eurasia</b>	<b>TIMEFRAME: 2 Weeks</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

8.1.6.A.1 - Explain continuity and change over time using sequential order and context of events.

8.1.6.B.1 - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.

8.1.6.C.1 - Identify a thesis statement using appropriate primary and secondary sources.

8.1.7.A.1 - Demonstrate continuity and change over time using sequential order and context of events.

8.1.7.B.1 - Identify and use primary and secondary sources to analyze multiple points of view for historical events.

8.1.7.C.1 - Form a thesis statement on an assigned topic using appropriate primary and secondary sources.

8.1.8.A.1 - Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B.1 - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.1.8.C.1 - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.

8.4.6.A.1 - Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B.1 - Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C.1.a - Belief systems and religions

8.4.6.C.1.b - Commerce and industry

8.4.6.C.1.d - Politics and government

8.4.6.C.1.f - Social organizations

8.4.6.D.1 - Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

8.4.7.A.1 - Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B.1 - Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C.1.a - Belief systems and religions

8.4.7.C.1.b - Commerce and industry

8.4.7.C.1.d - Politics and government

8.4.7.C.1.f - Social organizations

8.4.7.D.1 - Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

8.4.8.A.1 - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.B.1 - Illustrate how historical documents, artifacts, and sites are critical to world history.

8.4.8.C.1.a - Belief systems and religions

8.4.8.C.1.b - Commerce and industry

8.4.8.C.1.d - Politics and government

8.4.8.C.1.f - Social organizations

8.4.8.D.1 - Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

**UNIT OBJECTIVES (SWBATS):**

Students will learn what factors shaped daily life and continent wide trends in medieval Eurasia.

- Discuss how the fall of Rome impacted Europe.
- Discuss the political system that arose in Europe after the fall of the Western Roman Empire.
- Discuss what feudal society was like in the Middle Ages.
- Discuss how kings gained more power in this time period.
- Discuss how the kingdoms of England, France and Russia developed.
- Discuss the major events in the Crusades.
- Discuss the Hundred Years war.
- Discuss the origin of the bubonic plague and how it spread throughout Europe.
- Discuss the social changes that resulted from the Black Death.
- Discuss the reduction in population after the Black Death and how it affected European economies and politics.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Oral questioning
- Short answers
- Class discussion
- Quizzes
- Tests
- Homework
- Projects
- Peer discussion
- Worksheets
- Visual presentations
- Internet resources
- Essay
- Study guide

**ANCHOR VOCABULARY:**

- Civics
- Government
- Rights and Responsibilities
- Relationships
- Geographic tools
- Physical regions
- Human features

- Culture
- Democracy
- Equality
- Policy
- Government
- Diplomacy
- Politics
- Economics
- Civics
- Social
- Commerce
- Industry
- Artifacts
- Technology

#### **ASSESSMENTS**

- Tests
- Quizzes
- Projects
- Homework

#### **EVIDENCE OF MASTERY**

- Formative assessments
- Teacher/department generated tests and quizzes
- Mastery is demonstrated by the passing of the course.

#### **DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Remediation:

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- Explicit modeling followed by systematic guided practice
- Assign narrative selections that are appropriate level of student comprehension

Extension:

- Assign narrative selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

#### **RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Discovery Education Tech Book
- ICivics
- Nystrom Atlas Activities
- Maps

- Primary Sources
- The World and Its People – book
- Teacher created resources
- Notes/lecture
- Student group work
- Student worksheets
- Powerpoint presentations
- Video clips

**RESOURCE SPECIFIC VOCABULARY**

Middle Ages, Europe, Renaissance, Roman Empire, Charlemagne, fiefs, Rome, Diocletian, agriculture, feudalism, knight, England, lords, vassals, chivalry, manorialism, manors, serfs, goods, trade, nation-states, peasants, France, Spain, William of Normandy, Magna Carta, Inquisition, Russia, civil war, Genghis Khan, Mongols, Tsar, Mediterranean Sea, Byzantine Empire, Egypt, Syria, monarchs, Joan of Arc, flagellants

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: Grade Social Studies</b>	<b>GRADE/S: 7</b>
<b>UNIT 5: Renaissance</b>	<b>TIMEFRAME: 3 Weeks</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

- 8.1.6.A.1 - Explain continuity and change over time using sequential order and context of events.
- 8.1.6.B.1 - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.
- 8.1.6.C.1 - Identify a thesis statement using appropriate primary and secondary sources.
- 8.1.7.A.1 - Demonstrate continuity and change over time using sequential order and context of events.
- 8.1.7.B.1 - Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- 8.1.7.C.1 - Form a thesis statement on an assigned topic using appropriate primary and secondary sources.
- 8.1.8.A.1 - Compare and contrast events over time and how continuity and change over time influenced those events.
- 8.1.8.B.1 - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.
- 8.1.8.C.1 - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.
- 8.4.6.A.1 - Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.6.B.1 - Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.6.C.1.b - Commerce and industry
- 8.4.6.C.1.f - Social organizations
- 8.4.6.D.1 - Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

8.4.7.A.1 - Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B.1 - Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C.1.b - Commerce and industry

8.4.7.C.1.f - Social organizations

8.4.7.D.1 - Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

8.4.8.A.1 - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.B.1 - Illustrate how historical documents, artifacts, and sites are critical to world history.

8.4.8.C.1.b - Commerce and industry

8.4.8.C.1.f - Social organizations

8.4.8.D.1 - Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

**UNIT OBJECTIVES (SWBATS):**

Students will learn how the Renaissance impacted Europe and the world.

- Discuss the types of governments that Italian city-states had.
- Discuss how a change in thinking led to the development of the Renaissance.
- Discuss how humanism developed.
- Discuss why the Renaissance began in Italy.
- Explain how regions outside of Europe influenced the Renaissance.
- Explain how the Renaissance spread throughout Europe.
- Discuss the importance of Machiavelli's book *The Prince*.
- Discuss artists/writers/scientists that made significant contributions to Renaissance art.
- Explain how the invention of the printed press impacted culture in the Renaissance.
- Explain how the Renaissance led to the "Age of Exploration."

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

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- Short answers
- Class discussion
- Homework
- Projects
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- Worksheets
- Visual presentations
- Internet resources
- Essay
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**ANCHOR VOCABULARY:**

- Civics
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- Tests
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**RESOURCE SPECIFIC VOCABULARY:**

Renaissance, signoria, Florence, republic, merchants, Christianity, Europe, humanism, Greece, Rome, Middle Ages, City-states, Holy Roman Empire, trade, goods, Michelangelo, Muslims, Spain, France, England, Sir Thomas Moore, Johannes Gutenberg, Italy, Machiavelli, Leonardo da Vinci, Raphael, Jan van Eyck, William Shakespeare, Age of Exploration, Andreas Vesalius

**Wallenpaupack Area School District Curriculum**

**COURSE: Grade Social Studies**

**GRADE/S: 7**

**UNIT 6: Exploration and Conquest**

**TIMEFRAME: 2 Weeks**

**PA COMMON CORE/NATIONAL STANDARDS:**

8.1.6.A.1 - Explain continuity and change over time using sequential order and context of events.

8.1.6.B.1 - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.

8.1.6.C.1 - Identify a thesis statement using appropriate primary and secondary sources.

8.1.7.A.1 - Demonstrate continuity and change over time using sequential order and context of events.

8.1.7.B.1 - Identify and use primary and secondary sources to analyze multiple points of view for historical events.

8.1.7.C.1 - Form a thesis statement on an assigned topic using appropriate primary and secondary sources.

8.1.8.A.1 - Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B.1 - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.1.8.C.1 - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.

8.4.6.A.1 - Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B.1 - Identify and explain the importance of historical documents, artifacts, and sites which

are critical to world history.

8.4.6.C.1.b - Commerce and industry

8.4.6.C.1.c - Technology

8.4.6.C.1.e - Physical and human geography

8.4.6.D.1 - Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

8.4.7.A.1 - Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B.1 - Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C.1.b - Commerce and industry

8.4.7.C.1.c - Technology

8.4.7.C.1.e - Physical and human geography

8.4.7.D.1 - Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

8.4.8.A.1 - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.B.1 - Illustrate how historical documents, artifacts, and sites are critical to world history.

8.4.8.C.1.b - Commerce and industry

8.4.8.C.1.c - Technology

8.4.8.C.1.e - Physical and human geography

8.4.8.D.1 - Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

**UNIT OBJECTIVES (SWBATS):**

Students will learn how the increased interaction of international cultures changed the course of world history.

- Explain what events led to European exploration.
- Explain the role Christianity played in European expansion to Africa.
- Discuss how advances in sailing technology impacted European exploration.
- Discuss how Europe first encountered Africa.
- Explain how the African slave trade began and where the slaves came from.
- Discuss how Europeans established trade in Asia.
- Discuss how China and Japan responded to European traders.
- Explain why Europeans first arrived in the Americas.
- Explain Columbus's role in the exploration and colonization of the Caribbean and the American continents.
- Discuss the conquering of the Americas, especially the Aztec and Inca empires.
- Explain the role of missions and missionaries in the Americas.
- Discuss the first British, Dutch and French colonies in the Americas.
- Explain how the Columbian Exchange affected life in Europe and the Americas.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Oral questioning
- Short answers
- Class discussion

- Homework
- Projects
- Peer discussion
- Worksheets
- Visual presentations
- Internet resources
- Essay
- Study guide

**ANCHOR VOCABULARY:**

- Civics
- Government
- Rights and Responsibilities
- Relationships
- Geographic tools
- Physical regions
- Human features
- Culture
- Democracy
- Equality
- Policy
- Government
- Diplomacy
- Politics
- Economics
- Civics
- Social
- Commerce
- Industry
- Artifacts
- Technology

**ASSESSMENTS**

- Tests
- Quizzes
- Projects
- Homework

**EVIDENCE OF MASTERY**

- Formative assessments
- Teacher/department generated tests and quizzes
- Mastery is demonstrated by the passing of the course.

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

**Remediation:**

- Appropriate accommodations based on the student’s IEP/504 Plan
- Colored highlighter for focus
- Explicit modeling followed by systematic guided practice
- Assign narrative selections that are appropriate level of student comprehension

**Extension:**

- Assign narrative selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Discovery Education Tech Book
- ICivics
- Nystrom Atlas Activities
- Maps
- Primary Sources
- The World and Its People – book
- Teacher created resources
- Notes/lecture
- Student group work
- Student worksheets
- Powerpoint presentations
- Video clips

**RESOURCE SPECIFIC VOCABULARY:**

goods, Asia, Europe, trade, Silk Road, England, France, Middle East, Africa, South America, Age of Exploration, merchants, Christianity, missionary, compass, China, Johannes Gutenberg, Ptolemy, Muslims, Spain, Longitude, Latitude, caravel, Africa, Prince Henry the Navigator, Congo River, Vasco da Gama, colony, Bartholomeau Dias, Dutch East India Company, France, plantations, slavery, Gobi desert, Marco Polo, Renaissance, culture, Christopher Columbus, Atlantic Ocean, Japan, John Capot, Amerigo Vespucci, Ferdinand Magellan, expedition, conquistadors, Aztec Empire, Inca Empire, Mexico, Montezuma, Francisco Pizarro, Atahualpa, epidemic, Peru, encomienda, missions, population, John Cabot, Jamestown, Plymouth, Giovanni da Verrazzano, Samuel de Champlain, Jacques Cartier

**Wallenpaupack Area School District Curriculum**

**COURSE: Grade Social Studies**

**GRADE/S: 7**

**UNIT 7: The Seeds of Modern Europe**

**TIMEFRAME: 2 Weeks**

**PA COMMON CORE/NATIONAL STANDARDS:**

- 8.1.6.A.1 - Explain continuity and change over time using sequential order and context of events.
- 8.1.6.B.1 - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.
- 8.1.6.C.1 - Identify a thesis statement using appropriate primary and secondary sources.

8.1.7.A.1 - Demonstrate continuity and change over time using sequential order and context of events.

8.1.7.B.1 - Identify and use primary and secondary sources to analyze multiple points of view for historical events.

8.1.7.C.1 - Form a thesis statement on an assigned topic using appropriate primary and secondary sources.

8.1.8.A.1 - Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B.1 - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.1.8.C.1 - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.

8.4.6.A.1 - Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B.1 - Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C.1.a - Belief systems and religions

8.4.6.C.1.f - Social organizations

8.4.6.D.1 - Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

8.4.7.A.1 - Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B.1 - Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C.1.a - Belief systems and religions

8.4.7.C.1.f - Social organizations

8.4.7.D.1 - Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

8.4.8.A.1 - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.B.1 - Illustrate how historical documents, artifacts, and sites are critical to world history.

8.4.8.C.1.a - Belief systems and religions

8.4.8.C.1.f - Social organizations

8.4.8.D.1 - Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

8.1.6.A.1 - Explain continuity and change over time using sequential order and context of events.

8.1.6.B.1 - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.

8.1.6.C.1 - Identify a thesis statement using appropriate primary and secondary sources.

8.1.7.A.1 - Demonstrate continuity and change over time using sequential order and context of events.

8.1.7.B.1 - Identify and use primary and secondary sources to analyze multiple points of view for historical events.

8.1.7.C.1 - Form a thesis statement on an assigned topic using appropriate primary and secondary sources.

8.1.8.A.1 - Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B.1 - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.1.8.C.1 - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.

8.4.6.A.1 - Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B.1 - Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C.1.a - Belief systems and religions

8.4.6.C.1.f - Social organizations

8.4.6.D.1 - Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

8.4.7.A.1 - Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B.1 - Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C.1.a - Belief systems and religions

8.4.7.C.1.f - Social organizations

8.4.7.D.1 - Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

8.4.8.A.1 - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.B.1 - Illustrate how historical documents, artifacts, and sites are critical to world history.

8.4.8.C.1.a - Belief systems and religions

8.4.8.C.1.f - Social organizations

8.4.8.D.1 - Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

**UNIT OBJECTIVES (SWBATS):**

Students will learn how developments in religion, philosophy, and science shaped the Western world.

- Explain what the Catholic Church was like during the early 1500's.
- Explain the role Martin Luther played in the Reformation.
- Explain how the Reformation spread across Europe and the changes that occurred.
- Discuss how the Catholic Church responded to the Reformation.
- Discuss how the Renaissance led to the Scientific Revolution.
- Explain the role ancient Greek philosophers played in the Scientific Revolution.
- Discuss how the Scientific Revolution changed the way Europeans explained the world. Discuss some of the philosophers/thinkers of the Scientific Revolution.
- Discuss where Enlightenment ideas came from.
- Discuss the fundamental concepts of the Enlightenment.
- Discuss some of the philosophers/thinkers of the Enlightenment period.

- Explain how Enlightenment thinkers affected society and government in Europe and America
- Explain the role the Enlightenment played in the American and French Revolutions.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Oral questioning
- Short answers
- Class discussion
- Homework
- Projects
- Peer discussion
- Worksheets
- Visual presentations
- Internet resources
- Essay
- Study guide

**ANCHOR VOCABULARY:**

- Government
- Rights and Responsibilities
- Relationships
- Geographic tools
- Physical regions
- Human features
- Culture
- Democracy
- Equality
- Policy
- Government
- Diplomacy
- Politics
- Economics
- Civics
- Social
- Commerce
- Industry
- Artifacts
- Technology

**EVIDENCE OF MASTERY**

- Formative assessments
- Teacher/department generated tests and quizzes
- Mastery is demonstrated by the passing of the course.

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Remediation:

- Appropriate accommodations based on the student's IEP/504 Plan

- Colored highlighter for focus
- Explicit modeling followed by systematic guided practice
- Assign narrative selections that are appropriate level of student comprehension

Extension:

- Assign narrative selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Discovery Education Tech Book
- ICivics
- Nystrom Atlas Activities
- Maps
- Primary Sources
- The World and Its People – book
- Teacher created resources
- Notes/lecture
- Student group work
- Student worksheets
- Powerpoint presentations
- Video clips

**RESOURCE SPECIFIC VOCABULARY:**

Europe, pope, taxes, indulgences, Latin, Martin Luther, Catholic church, Ninety-Five Theses, Johannes Gutenberg, Protestant Reformation, William Tyndale, England, King James Bible, John Calvin, Calvinism, France, New Testament, Sir Thomas More, Protestantism, Parliament, Henry VII, King Ferdinand, Queen Isabella, Muslims, heretics, France, Leonardo da Vinci, Machiavelli, humanism, Renaissance, Scientific Revolution, Aristotle, Nicolaus Copernicus, Johannes Kepler, Galileo, Isaac Newton, philosophy, democracy, republicanism, John Locke, Thomas Hobbes, social contract, Voltaire, Montesquieu, Immanuel Kant, Jean-Jacques Rousseau, Denis Diderot, rationalism, parliament, King George II.

**Wallenpaupack Area School District Curriculum**

**COURSE: Grade Social Studies**

**GRADE/S: 7**

**UNIT 8: Three Cultures Meet**

**TIMEFRAME: 2 Weeks**

**PA COMMON CORE/NATIONAL STANDARDS:**

**Students will learn how global interactions shaped early American society.**

8.1.6.A.1 - Explain continuity and change over time using sequential order and context of events.

8.1.6.B.1 - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.

8.1.6.C.1 - Identify a thesis statement using appropriate primary and secondary sources.

8.1.7.A.1 - Demonstrate continuity and change over time using sequential order and context of events.

8.1.7.B.1 - Identify and use primary and secondary sources to analyze multiple points of view for



historical events.

8.1.7.C.1 - Form a thesis statement on an assigned topic using appropriate primary and secondary sources.

8.1.8.A.1 - Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B.1 - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.1.8.C.1 - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.

8.3.6.A.1 - Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.

8.3.6.B.1 - Explain the importance of significant historical documents, artifacts, and places critical to United States history.

8.3.6.C.1.e - Physical and human geography

8.3.7.A.1 - Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.

8.3.7.B.1 - Examine the importance of significant historical documents, artifacts, and places critical to United States history.

8.3.7.C.1.e - Physical and human geography

8.3.8.A.1 - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.B.1 - Evaluate the importance of historical documents, artifacts and places critical to United States history.

8.3.8.C.1.e - Physical and human geography

8.3.8.D.1.a - Ethnicity and race

#### **UNIT OBJECTIVES (SWBATS):**

**Students will learn how global interactions shaped early American society.**

- Explain what climate regions are found in the United States.
- Explain what landform regions are found in the United States.
- Explain what ecosystems do to help define the regions of the United States.
- Explain how the United States can be divided into economic regions.
- Discuss how human life first arrived in the Americas.
- Discuss who the earliest people were that settled in the Americas.
- Explain how the environment shaped the lives of the people living in the Americas.
- Discuss the changes in art and literature that took place in Renaissance Europe.
- Discuss the new challenges the Catholic Church faced during the Reformation and the Counter-Reformation.
- Discuss who controlled the West African trade before the arrival of Europeans.
- Explain the cultural practices of the Dahomey, and Asante tribes.
- Discuss how ocean exploration started in the 1400s and 1500s.
- Discuss the technical innovations that led to an increase in exploration.
- Discuss how the European explorers found the Americas.
- Discuss the early expeditions that explored the Americas.
- Explain how the Europeans and the conquered Native Americans treated each other.
- Discuss how Spain, Portugal, England and Holland competed for land.

- Explain the slave trade and triangular trade.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Oral questioning
- Short answers
- Class discussion
- Homework
- Projects
- Peer discussion
- Worksheets
- Visual presentations
- Internet resources
- Essay
- Study guide

**ANCHOR VOCABULARY:**

- Civics
- Government
- Rights and Responsibilities
- Relationships
- Geographic tools
- Physical regions
- Human features
- Culture
- Democracy
- Equality
- Policy
- Government
- Diplomacy
- Politics
- Economics
- Civics
- Social
- Commerce
- Industry
- Artifacts
- Technology

**ASSESSMENTS**

Tests  
Quizzes  
Projects  
Homework

**EVIDENCE OF MASTERY**

- Formative assessments
- Teacher/department generated tests and quizzes
- Mastery is demonstrated by the passing of the course.

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

## Remediation:

- Appropriate accommodations based on the student's IEP/504 Plan
- Colored highlighter for focus
- Explicit modeling followed by systematic guided practice
- Assign narrative selections that are appropriate level of student comprehension

## Extension:

- Assign narrative selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Discovery Education Tech Book
- ICivics
- Nystrom Atlas Activities
- Maps
- Primary Sources
- The World and Its People – book
- Teacher created resources
- Notes/lecture
- Student group work
- Student worksheets
- Powerpoint presentations
- Video clips

**RESOURCE SPECIFIC VOCABULARY:**

Appalachian Mountains, Arctic, arid, Basin and Ranges, biome, Canadian Shield, Central Plains, climate, climate region, Coastal Range, cultural region, culture, deciduous forest, desert, East, ecosystem, elevation, grasslands, Great Lakes, Great Plains, Gulf and Atlantic Coastal Plains, habitat, highland, humid continental, humid subtropical, Kansas, landform - US, Louisiana Territory, Maine, marine west coast, Mediterranean Sea, Mexico, Nebraska, New Mexico, nomadic, Northwest, Oklahoma (Indian Territory), Oregon Territory, Oregon Trail, Ozark Plateau, Pacific Northwest, plain, plateau, prairie, precipitation, region, Rocky Mountains, Santa Fe Trail, semiarid, Southwest, temperate zone, Texas, Washington, DC



Wallenpaupack Area School District Curriculum	
<b>COURSE: Social Studies</b>	<b>GRADE/S: 7</b>
<b>UNIT 9: Life in the Colonies</b>	<b>TIMEFRAME: 2 Weeks</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

- 8.1.6.A.1 - Explain continuity and change over time using sequential order and context of events.
- 8.1.6.B.1 - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.
- 8.1.6.C.1 - Identify a thesis statement using appropriate primary and secondary sources.
- 8.1.7.A.1 - Demonstrate continuity and change over time using sequential order and context of events.
- 8.1.7.B.1 - Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- 8.1.7.C.1 - Form a thesis statement on an assigned topic using appropriate primary and secondary sources.
- 8.1.8.A.1 - Compare and contrast events over time and how continuity and change over time influenced those events.
- 8.1.8.B.1 - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.
- 8.1.8.C.1 - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.
- 8.3.6.A.1 - Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.
- 8.3.6.B.1 - Explain the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.3.6.C.1.e - Physical and human geography
- 8.3.7.A.1 - Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.
- 8.3.7.B.1 - Examine the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.3.7.C.1.e - Physical and human geography
- 8.3.8.A.1 - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 8.3.8.B.1 - Evaluate the importance of historical documents, artifacts and places critical to United States history.
- 8.3.8.C.1.e - Physical and human geography

**UNIT OBJECTIVES (SWBATS):**

Students will learn the factors that shaped the development of the American Identity.

- Explain how the New England colonies were established.
- Explain how the geography of the New England, Middle and Southern colonies affected how people lived.
- Explain how the colonists in the New England, Middle and Southern colonies interacted with Native Americans.
- Explain the democratic practices that were formed in the New England, Middle and Southern colonies.
- Discuss the prominent political and religious characteristics of the settlers in the New England,

Middle and Southern colonies.

- Discuss how cities shaped life.
- Explain how daily responsibilities shaped family life on colonial farms.
- Explain what life was like on plantations in the backcountry.
- Explain what life was like for men, women and children in the colonies.
- Discuss what distinguished colonial social classes.
- Explain what life was like for indentured servants and enslaved people.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Oral questioning
- Short answers
- Class discussion
- Homework
- Projects
- Peer discussion
- Worksheets
- Visual presentations
- Internet resources
- Essay
- Study guide

**ANCHOR VOCABULARY:**

- Civics
- Government
- Rights and Responsibilities
- Relationships
- Geographic tools
- Physical regions
- Human features
- Culture
- Democracy
- Equality
- Policy
- Government
- Diplomacy
- Politics
- Economics
- Civics
- Social
- Commerce
- Industry
- Artifacts
- Technology

**ASSESSMENTS**

- Tests

- Quizzes
- Projects
- Homework

**EVIDENCE OF MASTERY**

- Formative assessments
- Teacher/department generated tests and quizzes
- Mastery is demonstrated by the passing of the course.

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Remediation:

- Appropriate accommodations based on the student’s IEP/504 Plan
- Colored highlighter for focus
- Explicit modeling followed by systematic guided practice
- Assign narrative selections that are appropriate level of student comprehension

Extension:

- Assign narrative selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Discovery Education Tech Book
- ICivics
- Nystrom Atlas Activities
- Maps
- Primary Sources
- The World and Its People – book
- Teacher created resources
- Notes/lecture
- Student group work
- Student worksheets
- Powerpoint presentations
- Video clips

**RESOURCE SPECIFIC VOCABULARY:**

agriculture, Anne Hutchinson, assembly, Bacon's Rebellion, Boston, cash crop, corporate colony, cultural region, democracy, House of Burgesses, indentured servant, James Oglethorpe, Jamestown, John Winthrop, King Philip's War, Lenni Lenape, Lord Baltimore, Maine, Massachusetts Bay Colony, Massasoit, Mayflower Compact, Metacom, Middle Colonies, New England colonies, Pennsylvania, Pequot War, Peter Stuyvesant, Philadelphia, Pilgrim, plantation, Plymouth Bay Colony, Powhatan Indian Confederacy, Powhatan War, proprietary colony, proprietor, Puritan, Quakers / Religious Society of Friends, reservation, Roger Williams, self-government, slavery, Southern Colonies, subsistence farming, Thomas Hooker, town meeting, treaty, William Penn





Wallenpaupack Area School District Curriculum	
<b>COURSE: Social Studies</b>	<b>GRADE/S: 7</b>
<b>UNIT 10: Civics and Government</b>	<b>TIMEFRAME: 1 Week</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

5.1: Principles and Documents of Government

5.1.7.A: Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.

5.1.7.B: Identify the different types of government and the processes they use in making laws.

5.1.7.C: Explain how the principles and ideals shape local, state, and national government. (liberty/freedom, democracy, justice, equality)

5.1.7.D: Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.

5.1.7.F: Describe how the media uses political symbols to influence public opinion.

5.2: Rights and Responsibilities of Citizenship

5.2.7.A: Compare and contrast the responsibilities of citizenship in the community, state and nation.

5.2.7.B: Compare the methods citizens use to resolve conflicts in society and government.

5.2.7.C: Describe the role of political leadership and public service.

5.2.7.D: Describe the citizen's role in the political process.

5.3: How Government Works

5.3.7.A: Compare and contrast the responsibilities and powers of the three branches of government.

5.3.7.H: Describe the influence of mass media on society.

5.3.7.J: Identify various types of governments.

**UNIT OBJECTIVES (SWBATS):**

**Students will learn basic types of governments in the world today.**

- Discuss the basic ideas of government form Thomas Hobbes and John Locke.
- Identify and describe four features of a state.
- Differentiate between a sovereign state and the "states" in the United States.
- Explain the four major roles of governments.
- Identify and explain the major forms of governments.
- Compare and contracts the major features of different forms of government.
- Discuss five limits on governments.
- Discuss the benefits and drawbacks of giving one leader total control.
- Discuss the necessity of the Rule of Law.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Oral questioning
- Short answers
- Class discussion
- Homework

- Projects
- Peer discussion
- Worksheets
- Visual presentations
- Internet resources
- Essay
- Study guide

**ANCHOR VOCABULARY:**

- Civics
- Government
- Rights and Responsibilities
- Relationships
- Geographic tools
- Physical regions
- Human features
- Culture
- Democracy
- Equality
- Policy
- Government
- Diplomacy
- Politics
- Economics
- Civics
- Social
- Commerce
- Industry
- Artifacts
- Technology

**ASSESSMENTS**

- Tests
- Quizzes
- Projects
- Homework

**EVIDENCE OF MASTERY**

- Formative assessments
- Teacher/department generated tests and quizzes
- Mastery is demonstrated by the passing of the course.

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Remediation:

- Appropriate accommodations based on the student's IEP/504 Plan
- Colored highlighter for focus

- Explicit modeling followed by systematic guided practice
- Assign narrative selections that are appropriate level of student comprehension

Extension:

- Assign narrative selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

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- ICivics
- Nystrom Atlas Activities
- Maps
- Primary Sources
- The World and Its People – book
- Teacher created resources
- Notes/lecture
- Student group work
- Student worksheets
- Powerpoint presentations
- Video clips

**RESOURCE SPECIFIC VOCABULARY:**

Government, civics, democracy, dictatorship, anarchy, state of nature, Rule of Law, monarchy, theocracy, junta. direct democracy, representative democracy, sovereign, ruler, Leviathan, social contract, Thomas Hobbes, John Locke, blank slate, tabula rasa, territory, population, state, sovereignty, autocracy, oligarchy, anarchy, life, liberty, property, separation of power, minority,