

Social Studies Curriculum Map

Volusia County Schools



CIVICS

UNDERSTANDING THE CURRICULUM MAPS

If you look at the document entitled, “*Social Studies Curriculum Mapping – Teaching With a Purpose in Mind*,” you will see a chart that shows the basic framework for our curriculum maps. Everything begins with the purpose, the Organizing Principle. The OP is like a thesis statement in an essay. It provides the direction for an essay and lets the reader know what the writer is trying to prove. Similarly, an OP provides direction for a unit of study in a classroom. It lets the student know what you as a teacher are trying to prove. All the concepts, essential questions, skills and vocabulary that you teach should come back to the **Organizing Principle** in some way. By the end of the unit of instruction, a student should be able to look the **Organizing Principle** and prove it to you (or perhaps in some instances, disprove it).

The words Essential Questions are used in the maps because these are items essential to the coverage area, the things students should absolutely know. The same holds true for the concepts and terms. The skills listed are examples of Social Studies skills that should go on in classrooms regularly and they correspond to the types of skills tested on FCAT, SAT, AP, IB and other assessments.

On the back side of the maps, you will find examples of teaching resources and assessment. These are only examples of some of the items you can use to teach the unit. Likewise, the assessment section provides only examples.

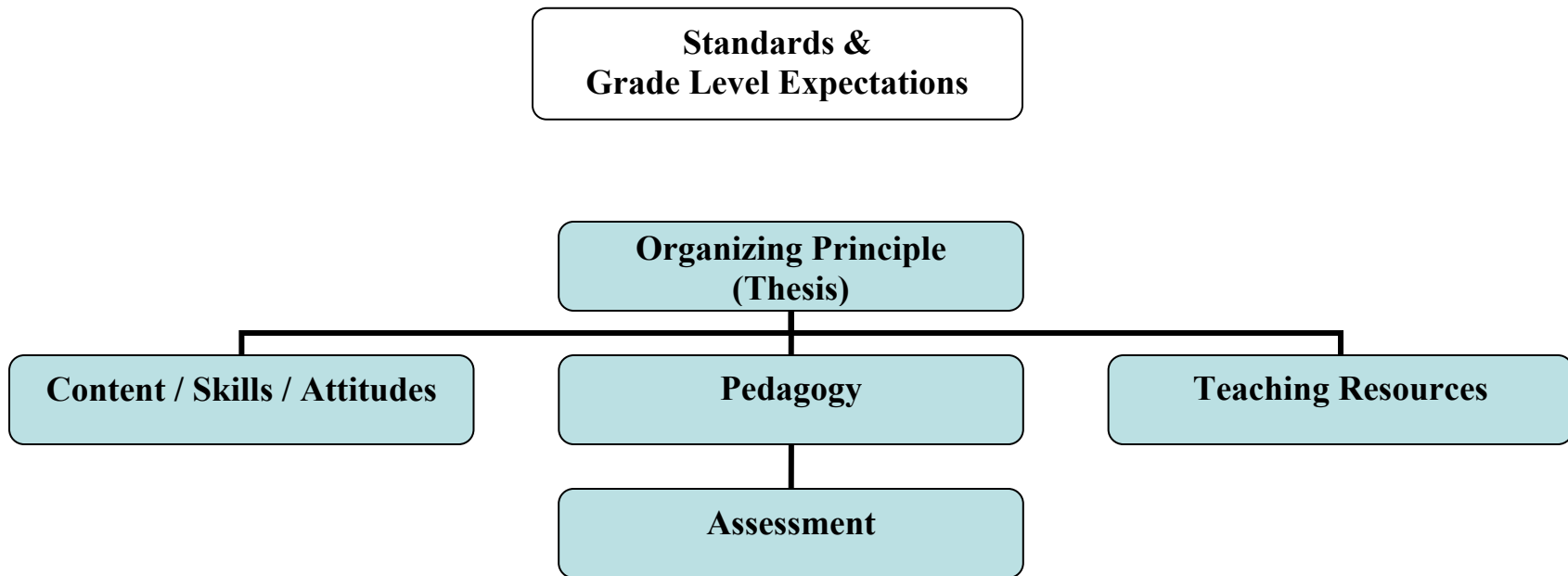
One thing to keep in mind is that each of our courses are survey-type courses; we cannot possibly teach everything there is to know about geography and history. We are bound to the Sunshine State Standards and have a responsibility to teach the necessary timeline (for instance, in American History teachers should make it to contemporary periods).

The maps are designed to help teachers determine areas of coverage and to avoid trying to teaching 34 chapters in a textbook. Instead the maps are designed around the **Organizing Principles** and teachers are encouraged to use a variety of resources to teach the content and skills. The textbook should be merely one of the resources.

The mapping teams have done a great job on the maps but something important to know is the curriculum maps are not static documents, they are dynamic and open to revision. If you have questions or suggestions about specific teaching units please use the reflection pages to note ideas.

Jason Caros
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Volusia County Schools

Social studies curriculum mapping
-TEACHING WITH A PURPOSE IN MIND-



CIVICS - ORGANIZING PRINCIPLES

1. Individuals have certain rights, duties and responsibilities in a democratic society.
2. America's political heritage is derived from previous philosophies and systems.
3. The Constitution was created as a framework for our government.
4. The Founders created the three branches of government to prevent governmental abuse of power.
5. The Federal system was created to define the role of the national, state, and local governments.
6. The Bill of Rights and later amendments were created to protect rights and liberties of American citizens.
7. The American legal system exists to protect citizens' rights and freedoms.
8. The way our political parties function greatly influences the political process.
9. Voting gives citizens a voice in government.
10. America's foreign policy directly impacts events throughout the world.
11. The policies and decisions of governments have a major economic impact on societies.
12. The government works with our economy to protect individual and commercial interests.
13. The way people use their money affects the economy and the way they live.

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**2007-2008
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ORGANIZING PRINCIPLE 1: Individuals have certain rights, duties and responsibilities in a democratic society.		ESTIMATED # OF WEEKS: 3	PACING: August-September	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Citizen Democracy Republic Higher law Private Domain Constitution Government Constitutional Monarchy Absolute Monarchy Communism Dictatorship (autocratic government) Socialism Oligarchy Aristocracy Anarchy Theocracy Naturalization Immigrant Melting Pot Assimilation Emigrant Alien Deport Census Migration Refugee Political Asylum Activist Electorate Interest Groups Volunteer Voting Elections Quota Patriotism Selective Service	SS.C.2.3.1 SS.C.2.3.2 SS.C.2.3.5 SS.C.2.3.6 SS.C.2.3.7 SS.A.6.3.1 SS.C.1.3.2 SS.A.6.3.4	<ol style="list-style-type: none"> Define civics. Define American democracy and how it compares to other governmental systems worldwide. Describe the duties and responsibilities of citizenship. 	<p>Examine various forms of government worldwide and prepare a world map identifying governmental forms.</p> <p>Analyze current events related to governmental systems, immigration, citizenship, civic participation, and patriotism.</p> <p>Create a concept map showing the duties and responsibilities of an American citizen (adult v. student).</p> <p>Sing the Star Spangled Banner with a group from memory.</p> <p>Evaluate the current federal policy of legal and illegal immigration.</p> <p>Read the Pledge of Allegiance and summarize its meaning, line by line.</p>	<p>Star Spangled Banner Francis Scott Key Pledge of Allegiance Uncle Sam Statue of Liberty Immigration Naturalization Services (INS) Ellis Island Angel Island Florida Immigration Issues U.S.-Mexico Relations "Antigone" Sophocles</p>
		<ol style="list-style-type: none"> Identify the process by which one may become a citizen. Understand the impact of immigration on the local community. 		
		<ol style="list-style-type: none"> Describe the ways in which citizens can participate in their community and bring about changes in government actions. (*Introduce <i>Project Citizen</i>, Step 1) 		
		<ol style="list-style-type: none"> Define patriotism and describe ways it is practiced. 		

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ACTIVITIES (Teaching Resources)	ASSESSMENT
<p><i>We the People:</i> Lessons 4, 29, and 30</p> <p><i>Supplemental Resources (*See Civics Resource Packet):</i></p> <ul style="list-style-type: none">• <u>Antigone</u> Play (supplemental resource)• Newspaper Article from <i>The United American</i> pg. 68 in <u>Doing History</u> DBQ book-primary source (*See CRP)• “Pondering Patriotism” handout (*See CRP)• History Alive! Binder: <i>The Rise of Industrial America</i> Lessons 2.1-2.5 <p><i>Constitutional Rights Foundation</i> Lessons http://www.crf-usa.org/lessons.html</p> <p><i>Websites:</i> US Citizenship and Immigration Services http://www.uscis.gov/portal/site/uscis</p> <p>http://www.goodcharacter.com/ISOC/citizenship.html</p> <p>http://www.census.gov</p>	<ul style="list-style-type: none">• Citizenship Test Questions <p>This can be used as a pretest at the beginning of the year.</p>

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ORGANIZING PRINCIPLE 2: America’s political heritage is derived from previous philosophies and systems.		ESTIMATED # OF WEEKS: 3	PACING: September	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Monarchy Oligarchy Tyranny Democracy State of Nature Natural Rights Social Contract Divine Right Rights of Englishmen Republic Compromise Common Law Rule of Law Legislature Parliament Colony Charter Compact Independence Taxes Delegate Boycott Congress Town meeting Diplomacy Repeal Mercantilism Grievance Suffrage Popular Sovereignty Unalienable Rights Committees of Correspondence Equal Protection Senate Sovereignty Civic Virtue Common Good Consent of the Governed Limited Government Separation of Power Checks and Balances Representative Representative Democracy Direct Democracy	SS.C.2.3.1 SS.C.1.3.3 SS.A.4.3.3 SS.C.1.3.6 SS.C.1.3.2 SS.C.2.3.4	1. Describe the ancient origins of democratic and republican government and its impact on the creation of the American system of government? 2. What impact did the following historical documents have on the creation of the American system of government: Magna Carta (1215), Mayflower Compact (1620), English Bill of Rights (1689)? 3. Identify the concepts and people during the Age of Enlightenment that influenced the American Founders.	Using a graphic organizer, compare and contrast the ancient Athenian democracy to The Roman Republic. Identify democratic concepts within the Magna Carta and Mayflower Compact that influenced the Founders. Create a timeline of events that led to the drafting of the Declaration of Independence. Restate the grievances in the Declaration of Independence into today’s language. Translate the first two paragraphs of the Declaration of Independence into five modern paragraphs.	Athens Sparta Solon Pericles Roman Republic 12 Tables Cincinnatus John Locke Two Treatises of Government Montesquieu Abigail Adams Benjamin Banneker Hiawatha Iroquois League Thomas Hobbes Louis XIV William Laud Mary Wollstonecraft Plymouth King George III George Washington James Madison Loyalists Patriots Tories Stamp Act Intolerable Acts Townshend Acts Sugar Act Sons of Liberty Daughters of Liberty 1st and 2 nd Continental Congress Declaration of Independence Thomas Jefferson Philadelphia Independence Hall Founders
		4. Evaluate the connection between colonial traditions and the way our nation was organized. 5. Examine the daily life of the multiple classes of people in the colonies and how that shaped their values. 6. Analyze the grievances outlined in the Declaration of Independence.		
	Factions Feudalism			

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ACTIVITIES (Teaching Resources)	ASSESSMENT
<p><i>We the People:</i> Lessons 1, 2, 3, 6, 7, 8, 9</p> <p><i>History Alive: The Constitution in a New Nation</i> Lesson 1.1 Can People Be Trusted to Govern?</p> <p><i>History Alive: Ancient History Sampler</i> The Rise of Democracy pages 18-39</p> <p><i>Bill of Rights in Action lesson</i> Solon Put Athens on the Road to Democracy</p> <p><i>Representative Democracy in America</i> video series Program 1: What Are the Roots of Representative Democracy? <ul style="list-style-type: none"> -Ancient Greece, the Roman Republic, and Renaissance Italy - The Reformation - Developments in England, beginning with the Magna Carta - Locke, Montesquieu, and the Age of Enlightenment - The development of representative democracy in colonial America and the United States </p> <p><i>Constitutional Rights Foundation</i> Lessons http://www.crf-usa.org/lessons.html</p>	<p><i>History Alive: Ancient History Sampler</i> Assessment pages included pg. 18-39 Timeline assessment activity</p>

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ORGANIZING PRINCIPLE 3: The Constitution was created as a framework for our government.		ESTIMATED # OF WEEKS: 3	PACING: October	
Concepts	Benchmark(s)	Essential Questions	Skills	
Confederation Ratify Amend Interpret Preamble Federalism Checks and Balances Separation of Powers Compromise Electoral College Legislative Judicial Executive Veto Override Articles Popular Sovereignty Enumerated Powers Reserved Powers Supremacy Clause Amendment Implied Powers Concurrent Powers Convention Framers Equal Representation Proportional Representation Tariff Fugitive Slave Clause General Welfare Clause Necessary and Proper Clause 3/5 Clause Habeas Corpus	SS.A.4.3.3 SS.C.1.3.1 SS.C.1.3.2 SS.C.1.3.4 SS.C.1.3.6 SS.C.2.3.1 SS.C.2.3.2 SS.C.2.3.3 SS.C.2.3.4	<ol style="list-style-type: none"> Explore the state constitutions created after 1775 and identify the basic ideas that were used from them to create the federal constitution. Describe the organization of government created by the Articles of Confederation and identify the strengths and weaknesses of this government. Justify the creation of a written constitution for the United States. Describe the purpose and procedures for a constitutional convention. Introduce the key historical events and compromises involved in writing the United States Constitution. Show how the goals stated in the Preamble address the needs of society. Illustrate the design of the Constitution. Identify key concepts for limiting governmental power. Describe the process of ratification of the Constitution including the debates between federalists and anti-federalists which reshaped the document. Explain the purpose of adding the Bill of Rights to the Constitution. 	Using an organizer compare and contrast the Massachusetts constitution with other state constitutions. Identify the weaknesses of the Articles of Confederation and show how they were addressed in the Constitution (HA 1.3). Hold a Constitutional convention and write a class constitution. Memorize the Preamble to the Constitution and paraphrase it. Create a flowchart illustrating the design of the constitution. Graphically illustrate the concept of separation of powers and checks and balances. Read and analyze Federalist # 10 (or another Federalist Paper).	Articles of Confederation Shay's Rebellion Daniel Shays Northwest Ordinance Treaty of Paris Constitutional Convention Philadelphia Independence Hall New Jersey Plan Virginia Plan Great Compromise Federalist Anti-Federalist James Madison John Adams Benjamin Franklin George Washington Thomas Jefferson George Mason Gouverneur Morris Virginia Declaration of Rights The Federalist (Papers) Alexander Hamilton John Jay

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ACTIVITIES (Teaching Resources)	ASSESSMENT
<p><i>We the People:</i> Lessons 10, 11, 12, 13, 14, 15, and 18</p> <p><i>History Alive: The Constitution in a New Nation</i> Lesson 1.2 Experiencing the Weakness of the Articles of Confederation Lesson 1.3 Analyzing Features of the Articles of Confederation Lesson 1.4 Spelling Out the Weaknesses of the Articles Lesson 2.1 The Convening of the Constitutional Convention Lesson 2.2 The Compromises of the Constitution</p> <p><i>Supplemental Resources (*See Civics Resource Packet):</i></p> <ul style="list-style-type: none">• James Madison Biography reading activity from <u>American Biographies</u> –from American Journey page 10• Sample activities and ideas from <u>American Republic</u> (*See CRP) <p><i>Websites:</i> National Constitution Center <u>www.constitutioncenter.org</u></p> <p><i>Constitutional Rights Foundation</i> Lessons <u>http://www.crf-usa.org/lessons.html</u></p>	<p>Test Bank</p>

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ORGANIZING PRINCIPLE 4: The Founders created the three branches of government to prevent governmental abuse of power.		ESTIMATED # OF WEEKS: 3	PACING: October-November	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Human Nature Bicameral Constituent Session Censure Standing Committee Subcommittee Select/Joint Committee Conference Committee Seniority System Expressed Powers Impeach Appropriation Filibuster Veto Pocket Veto Bureaucracy Treaty Executive Order Pardon Amnesty Administration Domestic Cabinet Appointment Advise and Consent Foreign Policy Embassy Passport Visa Separation of Powers Checks and Balances Judicial Review Bill/Law Interpret	SS.C.1.3.1 SS.C.1.3.2 SS.C.1.3.3 SS.C.1.3.4 SS.C.1.3.6 SS.C.2.3.5 SS.C.2.3.7 SS.A.4.3.3	<ol style="list-style-type: none"> Describe how and why the framers divided the national government into three branches. Identify the Constitutional and implied responsibilities of the federal government. Explain the structure and function of the legislative branch. 	<p>Discuss current events dealing with three separate branches of government.</p> <p>Describe the process of how a bill becomes a law.</p>	Majority Leader Minority Leader Party Whip Speaker of the House President Pro Tempore Party Leader Chief Executive Judicial Leader Consulate Ambassador Consul Supreme Court Justice Supreme Court Chief Justice President Vice President Department Secretaries Secretary of State Secretary of Defense Attorney General Judiciary Act of 1789 Marbury v. Madison John Marshall Federal Hall
		<ol style="list-style-type: none"> Explain the structure and function of the executive branch. 	<p>Create a formal letter addressing a current issue to your local representative.</p>	
		<ol style="list-style-type: none"> Explain the structure and function of the judicial branch. Analyze the four main methods justices utilize to interpret the Constitution. 	<p>Compare the requirements and terms of office for every branch.</p> <p>Compare the powers and duties of each branch.</p>	
		<ol style="list-style-type: none"> Describe the system of checks and balances. Evaluate the concepts of separation of powers and checks and balances. Is this the most effective structure for a federal government? Why or why not? 		

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ACTIVITIES (Teaching Resources)	ASSESSMENT
<p><i>We the People:</i> Lessons 5, 16, 19, 21, and 22</p> <p><i>History Alive: The Constitution in a New Nation</i> Lesson 2.3 Constitutional Card Sort Lesson 2.4 Maintaining the Balance of Power Lesson 2.5 Creating Metaphors for the Constitution Lesson 4.3 Building “A More Perfect Union” Lesson 5.3 Understanding the Legislative Process</p> <p><i>Supplemental Resources (*See Civics Resource Packet):</i></p> <ul style="list-style-type: none"> • “Government in Action” – Checks and balances- reading notes 9 from the <u>History Alive Notebook</u> page 52-54. • U.S. Government- 3 Legged Stool Analogy Graphic Organizer – <u>History Alive – America’s Past</u> pg. 67 (*See CRP) • Dissecting the Preamble worksheet page 1 (*See CRP) • “Legislative Process 101” – Political Cartoon (*See CRP) • “Three Branches at Work” – <u>Hands On Social Studies</u> (*See CRP) <p><i>Constitutional Rights Foundation</i> Lessons http://www.crf-usa.org/lessons.html</p>	<p>Test Bank</p>

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ORGANIZING PRINCIPLE 5: The Federal system was created to define the role of the national, state, and local governments.		ESTIMATED # OF WEEKS: 3	PACING: November		
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events	
Unitary Government Confederation Federalism Unicameral Charter Ordinance Township Village Special Districts Home rule Metropolitan Urban Renewal Supremacy Clause Enumerated Powers Concurrent Powers Reserved Powers Demographic Extradition	SS.A.5.3.2 SS.A.6.3.2 SS.C.1.3.2 SS.C.1.3.3 SS.C.1.3.4 SS.C.1.3.5 SS.C.2.3.5 SS.C.2.3.6 SS.C.2.3.7 SS.C.3.1.6	1. Explain the concept of federalism and how it distributes power between national and state governments. 2. Compare the structure of the Florida state government and the national government. 3. List services provided by the state governments and describe how the government pays for these services.	Describe how the unique demographics of Volusia County have influenced the decisions of the local government. Create a Venn Diagram illustrating the powers of the national, state, and local governments. Write a professional letter to your local representative about a current issue.	Volusia County Council Volusia County School Board Superintendent of Schools City Manager City Commissioners Mayor Council Members Governor Lieutenant Governor Governor's Cabinet State Board of Education Police Chief Fire Chief County Sheriff FEMA	
		4. Analyze the different types of city governments. 5. Identify the type of government used in your community. 6. Describe how local governments provide services and how these services affect you. 7. Describe the ways in which citizens can participate in their community and bring about changes in government actions. (*Project Citizen Steps 2 & 3) 8. Analyze how local, state, and federal governments work together. 9. Which government (local, state, or federal) do you believe makes a larger impact on an American citizen?			

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ACTIVITIES (Teaching Resources)	ASSESSMENT
<p><i>We the People:</i> Lesson 17</p> <p><i>Supplemental Resources (*See Civics Resource Packet):</i></p> <ul style="list-style-type: none">• “Florida’s Constitutional Government” <u>American Journey</u> pg. FL90• “How Florida’s Local Government Operates” <u>American Journey</u> pg. FL93• Federalism Graphic Organizer <u>History Alive</u> workbook pg. 55• Guest Speakers from County and City Governments <p><i>Constitutional Rights Foundation</i> Lessons http://www.crf-usa.org/lessons.html</p>	<p>Test Bank</p>

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ORGANIZING PRINCIPLE 6: The Bill of Rights and later amendments were created to protect rights and liberties of American citizens.		ESTIMATED # OF WEEKS: 3	PACING: December	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Due Process of Law Equal Protection Clause Establishment of Religion Free exercise of religion Freedom of expression Censorship Probable Cause Search Warrant Eminent Domain Bail Double Jeopardy Indict Slander Liable Treason Petition Suffrage Civil Rights Discrimination Affirmative Action Segregation Duties Responsibilities Draft Tolerance General Welfare Term Limit	SS.A.5.3.2 SS.C.1.3.1 SS.C.1.3.6 SS.C.2.3.2 SS.C.2.3.3 SS.C.2.3.4 SS.C.2.3.7	<ol style="list-style-type: none"> Identify the rights contained in the Bill of Rights and the other amendments to the United States Constitution. Give examples of how rights are applied and limited throughout American history. Cite examples of cases brought before the Supreme Court which established precedents for future court decisions. Define civil rights and cite examples of efforts made to secure these rights for all groups in the United States. Looking at the issues of today, what amendment do you believe should be added to the Constitution? 	<p>Describe current issues before the Supreme Court which apply to the Bill of Rights.</p> <p>Act out scenarios showing a freedom and its limits.</p> <p>Choose an amendment from the Bill of Rights and write an essay showing how it impacts daily life.</p> <p>Rank the first eight amendments in order of importance and justify the position of each in the ranking.</p> <p>Create a timeline illustrating how the amendments have evolved over time.</p> <p>Create a graphic organizer describing the process of how the Constitution is amended.</p> <p>After researching multiple perspectives, debate the idea of the Constitution being a “living document.”</p>	<p>Women’s Suffrage Susan B. Anthony Martin Luther King Jr. Plessy v. Ferguson Brown v. Board of Education Prohibition Commerce Clause Tinker v. Des Moines Hazelwood School District v. Kuhlmeier Equal Rights Amendment Kelo Case</p>

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ACTIVITIES (Teaching Resources)	ASSESSMENT
<p><i>We the People:</i> Lessons 23 and 24</p> <p><i>History Alive: The Constitution in a New Nation</i> Lesson 3.1 Considering A Parents’ Bill of Rights Lesson 3.2 Creating a Students’ Bill of Rights Lesson 3.3 Understanding the Bill of Rights Lesson 3.4 Imagining Life Without the Bill of Rights</p> <p><i>Supplemental Resources (*See Civics Resource Packet):</i></p> <ul style="list-style-type: none"> • Political Cartoon Activity 7 “Foundations of Government” pg. 13 (*See CRP) • Reading Notes 10 – <u>History Alive</u> workbook pg. 62-63. • First Amendment Supreme Court Cases <u>History Alive</u> workbook Activity 5.1 • “Meaning of Freedom” DBQ by Scott Graham (*See CRP) • Political Cartoon – Women’s Suffrage <u>American Journey</u> Political Cartoon workbook page 37. • <u>American Journey</u> Political Cartoon workbook “Achieving Equality for Women” pg. 59. • “Constitutional Conflict” – Bill Of Rights Activity <u>Colonies to Constitution</u> (*See CRP) • “The Suffrage Movement” Amendment 19 (*See CRP) • “Civil Rights Movement” Amendment 14 and 15 (*See CRP) <p><i>Constitutional Rights Foundation</i> Lessons http://www.crf-usa.org/lessons.html</p> <p><i>Websites:</i> www.billofrightsinstitute.org</p>	<p>Test Bank</p>

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ORGANIZING PRINCIPLE 7: The American legal system exists to protect citizens' rights and freedoms.		ESTIMATED # OF WEEKS: 3	PACING: January	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Criminal Case Civil Case District Court Original Jurisdiction Subpoena Court of Appeals Appellate Jurisdiction Circuit Remand Judicial Review Unconstitutional Brief Writ of Certiorari Majority Opinion Concurring Opinion Dissenting Opinion Parole Misdemeanor Felony Plea Bargain Jurisprudence Stare Decisis Habeas Corpus Bill of Attainder Burden of Proof Reasonable Doubt Presumption of Innocence Grand Jury Ex Post Facto Law Contempt of Court Bench Trial Juvenile Defendant Law suit Plaintiff Contract Injunction Complaint Fraud Sentence Penal Code Summons Arraignment	SS.C.1.3.2 SS.C.1.3.6 SS.C.2.3.1 SS.C.2.3.3 SS.A.5.3.2	1. Explain why laws are important in our society. 2. Trace the origins and development of laws in Western society from Hammurabi to the present. 3. Describe the role of citizens in the creation and enforcement of laws.	Compare and contrast civil versus criminal court cases. Describe the appeals system. Summarize a Supreme Court case that directly impacts a student's daily life.	Hammurabi's Code Mosaic Law Justinian's Code Napoleonic Code Court Reporter Attorney Judge Justice of the Peace Mediator Magistrate Supreme Court Miranda v. Arizona Gideon v. Wainwright Tinker v. Des Moines Gobitis Case West Virginia Board of Education v. Barnett Reynolds Case Wisconsin v. Yoder
		4. Describe the differences between civil, criminal, and juvenile law. 5. Identify the rights and protections afforded to juveniles and adults accused of a crime. 6. Chart the steps in the criminal justice process from the arrest to sentencing.	Participate in a mock trial, which demonstrates many of the aspects of the American Legal System.	
		7. Identify and analyze the problems in the civil justice system and formulate possible solutions. 8. Using what you have learned, is a jury necessary in civil suit? Why or why not? (Example: Criminal v. Civil case of O.J. Simpson)	Develop a flowchart that shows the criminal justice process from arrest to sentencing including the rights of individuals accused of crimes.	
			Propose solutions to law related issues.	
	Prosecution Testimony Cross-examination Acquittal Hung Jury Verdict Bond			

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ACTIVITIES (Teaching Resources)	ASSESSMENT
<p><i>We the People:</i> Lessons 26 and 27</p> <p><i>History Alive: The Constitution in a New Nation</i> Lesson 5.1 Judging Court Cases Lesson 5.2 Drafting a Legal Opinion <i>History Alive: Ancient Egypt and the Near East</i> Mesopotamia: Land of Conflict 2.1 Examining the Code of Hammurabi 2.2 Applying the Code of Hammurabi to Babylonian Court Cases</p> <p><i>Supplemental Resources (*See Civics Resource Packet):</i></p> <ul style="list-style-type: none"> • Jury Selection Simulation “Many are called few are chosen” National Constitution Center (*See CRP) • “Federal and State Court Systems” <u>Hands on Social Studies</u> (*See CRP) • “Planning your Mock Trial” handout (*See CRP) <p><i>Constitutional Rights Foundation</i> Lessons http://www.crf-usa.org/lessons.html</p> <p><i>Websites:</i> Mock Trial http://www.mrdonn.org/government.html#mock American Bar Association-Teacher’s Link www.abanet.org/publiced/lawday/schools/lessons</p> <p>Videos: <i>To Kill A Mockingbird</i></p>	<p><i>History Alive: The Constitution in a New Nation</i> Culminating Project: Create a Parade Float</p> <p>Test Bank</p>

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ORGANIZING PRINCIPLE 8: The way our political parties function greatly influences the political process.		ESTIMATED # OF WEEKS: 3	PACING: January-February	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Candidate Majority Coalition Plurality Two Party System Multi-Party System Third Party Nominate Campaign Patronage Precinct Ward Platform Plank Political Machine Grassroots Non-partisan Delegate Roll Call Vote	SS.C.2.3.1 SS.C.2.3.6 SS.A.5.3.2	1. Trace the history of political parties. 2. Explain the nomination process. 3. Identify America’s major political parties and list the major principles of each. 4. Explain the role third parties have played in elections throughout American history. 5. Point out how local, state, and national committees are organized. 6. Identify ways political machines sometimes emerge. 7. Summarize how political parties nominate and campaign for candidates. 8. In George Washington’s farewell address, he warned against political parties or factions. Do you believe they are beneficial to the political process or a hindrance?	Describe the political party platforms of today and compare them with the same party in 1900 and 1950. Compare and contrast the first two political parties and their views. Analyze a speech/debate of political candidates. All students research contemporary issues based on the class size and then debate them. Create a diagram or flowchart showing the nomination process.	National Convention Party Chairman George Washington Alexander Hamilton Thomas Jefferson Democratic-Republicans Federalists Whigs Republicans Democrats Free-Soil Party Know-Nothing Party Tammany Hall Reform Party Green Party Progressive Party Populist Party Libertarian Party

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ACTIVITIES (Teaching Resources)	ASSESSMENT
<p><i>We the People:</i> Lesson 20</p> <p><i>History Alive: The Constitution in a New Nation</i> Lesson 4.1 Illustrating Hamiltonian and Jeffersonian Ideals Lesson 4.2 Giving Voice to Jefferson and Hamilton</p> <p><i>Supplemental Resources (*See Civics Resource Packet):</i></p> <ul style="list-style-type: none"> • Political Party Survey (*See CRP) • <u>History Alive</u> Lesson 11 workbook – Early Political Developments <p><i>Constitutional Rights Foundation</i> Lessons http://www.crf-usa.org/lessons.html</p> <p><i>Websites:</i> The Democracy Project http://pbskids.org/democracy/educators</p> <p>Political Party Websites http://www.democrats.org http://www.rnc.org http://www.reformparty.org http://www.libertarianparty.org http://www.greenparty.org/index/php</p> <p>Videos: <i>Mr. Smith Goes to Washington</i></p>	<p>Test Bank</p>

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ORGANIZING PRINCIPLE 9: Voting gives citizens a voice in government.		ESTIMATED # OF WEEKS: 3	PACING: February-March	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Electorate Literacy Test Poll Tax Grandfather clause Apathy Primary Election Caucus Propaganda Canvassing PACs Polling Place Straight Ticket Split Ticket Exit Poll Popular Vote Proposition Referendum Recall Gerrymandering Public Opinion Mass Media Interest Group Pollster Bias Impartial Lobby Conservative Liberal Moderate Radical Reactionary Soft Money	SS.A.5.3.2 SS.C.2.3.1 SS.C.2.3.3 SS.C.2.3.6	1. Describe voting rights and privileges and show how they have changed throughout American history. 2. Analyze how interest groups, polls, and the media influence elections. 3. Explain how campaigns are financed. 4. Compare and contrast primaries and general elections. 5. Describe the purpose of the Electoral College. 6. When the Founders created the Constitution, only educated male land-owners could vote. Today, any citizen over 18 years of age has the right to vote. Do you believe there should be more requirements for a citizen to vote other than age?	Describe methods in which students become involved with the political process. Students will participate in a school-wide mock election by role-playing the different candidates and then the class votes on the candidate based on the platform.	Supervisor of Elections Secretary of State Super Tuesday Inauguration Electoral College Vote Lobbyist
			Analyze questions within a political poll to examine for bias.	
			Analyze television campaign advertisements to determine if they are focusing on issues or personal attacks.	
			Analyze the impact of the McCain-Feingold Act to determine if it limits Amendment 1 rights.	
			Research the electoral college system and determine if reform is needed.	

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ACTIVITIES (Teaching Resources)	ASSESSMENT
<p><i>We the People:</i> Lesson 25</p> <p><i>Supplemental Resources (*See Civics Resource Packet):</i></p> <ul style="list-style-type: none"> • Youth Leadership Initiative (Elections) • <u>The Kid Who Ran for President</u> • Sample Voter Registration card to be used in mock election (*See CRP) • American Journey political cartoon about Third Party and debate process pg. 67 • American Journey political cartoon Apathy among American voters pg. 71 • Newspapers in Education Program (NIE) Free Resource on Elections – <i>Daytona Beach News Journal</i> • “Gerrymandering” History and Connection to Present Activity (*See CRP) <p><i>Constitutional Rights Foundation</i> Lessons http://www.crf-usa.org/lessons.html</p>	<p>Test Bank</p>

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ORGANIZING PRINCIPLE 10: America’s foreign policy directly impacts events throughout the world.		ESTIMATED # OF WEEKS: 2	PACING: March	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Foreign Policy Protectionism Nationalism Isolationism Containment Disarmament Diplomacy Alliance Interdependence Free Trade Foreign Aid Self-interest of country Philanthropy Humanitarianism Conservationism Globalization Genocide Apartheid Sanctions Treaty International Law	SS.C.1.3.2 SS.C.2.3.7 SS.A.5.3.2 SS.B.1.3.4 SS.B.2.3.6 SS.B.2.3.9	<ol style="list-style-type: none"> Describe the goals of American foreign policy and how policies are enacted. Discuss ways the United States foreign policy affects other nations. Identify worldwide contemporary issues that affect the local, state, national, and international community. Identify events or struggles since 1945, that have caused a change in American foreign policy (i.e. 9/11, creation of Israel, WWII, Cold War, Oil Embargo, Nuclear Proliferation). Choose a humanitarian organization and explain how it affects a specific region of the world. Discuss ways an individual can make a positive impact on the world. Evaluate the United Nations Declaration of Human Rights, the Declaration of Independence, and the Bill of Rights. Do you believe the United Nation’s document compliments or conflicts with the American founding documents? 	<p>Create a timeline focusing on the evolution of America’s foreign policy using the presidencies of Washington, Monroe, Polk, McKinley, T. Roosevelt, Wilson, Truman, Reagan, and G.W. Bush.</p> <p>Research the topic of global warming/climate change and debate the issue from multiple perspectives.</p> <p>Students will research a person who made a positive impact in the world and then create a biography, PowerPoint, or website, with an oral presentation of that person.</p>	<p>Secretary of State Secretary of Defense Diplomat/Ambassador League of Nations United Nations Nuremberg Trials UNICEF Secretary General NATO European Union Environmental Protection Terrorism OPEC Middle East NAFTA American Red Cross International Red Cross Al-Qaeda 9/11</p>

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ACTIVITIES (Teaching Resources)	ASSESSMENT
<p><i>We the People:</i> Lesson 28</p> <p><i>Supplemental Resources (*See Civics Resource Packet):</i></p> <ul style="list-style-type: none">• “World Institutions & Organizations” <u>Global Studies</u> pg. 34-35 (*See CRP) <p><i>Websites:</i> United Nations http://www.un.org</p> <p>CIA http://www.cia.gov/worldfactbook</p> <p><i>Constitutional Rights Foundation</i> Lessons http://www.crf-usa.org/lessons.html</p>	<p>Test Bank</p>

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ORGANIZING PRINCIPLE 11: The policies and decisions of governments have a major economic impact on societies.		ESTIMATED # OF WEEKS: 3	PACING: April	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Macroeconomics Market Economy Traditional-based Economy Command Economy Mixed Economic Systems Free Enterprise System Capitalism Socialism Consumer Product / Service Needs Wants Supply Demand Capital Scarcity Opportunity Cost Division of Labor Entrepreneur Gross Income Profit Marketing Sole Proprietorship Partnership Corporation Stocks Dividend Limited Liability Non-Profit Organization GNP GDP Per Capita Income Depression Recession Fiscal Policy Monetary Policy Standard of Living Inflation Imports Exports	SS.A.5.3.2 SS.A.6.3.3 SS.A.6.3.5 SS.C.2.3.2 SS.C.2.3.4 SS.D.2.3.1 SS.D.2.3.3	<ol style="list-style-type: none"> Demonstrate an understanding of key macroeconomic concepts. Identify the characteristics of the major types of economies (command, market, traditional, and mixed). Discuss the historical development and benefits of the free enterprise system. Examine the role of the free enterprise system in the emergence of America as a world economic power. Identify the major businesses and industries contributing to Florida's economy. Compare and contrast ways that businesses are owned and operated. Discuss the roles of producers and consumers in protecting the environment. 	Create a compare/contrast graphic organizer for a command, market, mixed, and traditional economy. Students will research Adam Smith's "Wealth of Nations" and identify the benefits of a free enterprise system that he describes. Create a graphic showing the relationship between the price of gasoline and the concepts of supply and demand. Compose a letter to a president of another country to encourage them to change their nation to a free enterprise system. Write an editorial discussing the ethical question of the sugar industry's responsibility to keep the Everglades clean from pollution.	Adam Smith "The Wealth of Nations" Federal Reserve Board Stock Market Wall Street Dow Jones NASDAQ Great Depression Stock Holders OPEC

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ACTIVITIES (Teaching Resources)	ASSESSMENT
<p><i>Supplemental Resources (*See Civics Resource Packet):</i></p> <ul style="list-style-type: none">• “Making Economic Decisions” American Journey pg. FL95• “What is stock? Who owns McDonalds?” Lesson Plan – EcEdWeb• “The Stock Market” Activity and sample certificate (*See CRP) <p><i>Bill of Rights in Action lesson</i> Adam Smith and The Wealth of Nations</p> <p><i>Websites:</i> http://www.econedlink.org/lessons/-lessonplans/printerfriendly http://www.teach-nology.com/teachers/lesson_plans/economics/ National Council for Economic Education http://www.ncee.net/</p> <p><i>Constitutional Rights Foundation</i> Lessons http://www.crf-usa.org/lessons.html</p>	<p>Test Bank</p>

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ORGANIZING PRINCIPLE 12: The government works with our economy to protect individual and commercial interests.		ESTIMATED # OF WEEKS: 3	PACING: April-May	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Monopoly Laissez-Faire Trust Merger Conglomerate Labor Union Collective Bargaining Strike Mediation Arbitration Cash Reserve Interest Collateral Revenue Regressive Tax Progressive Tax Income Tax Social Security Medicare Medicaid Property Tax Sales Tax Tax Return Exemption Deduction Taxable Income Excise Tax Tariff Budget National Debt Deficit	SS.A.5.3.2 SS.C.1.3.2 SS.C.1.3.3 SS.C.1.3.5 SS.D.1.3.1 SS.D.2.3.1 SS.D.2.3.3	<ol style="list-style-type: none"> 1. Explain the constitutional role government has with respect to the economy. 2. Describe how the government can protect citizens in the economy. 3. What has been the impact of big business to the American economy since the 19th century? 4. Describe labor unions and discuss how they have protected the rights of workers throughout history. 5. Identify the kind of national, state, and local taxes individuals may be required to pay and describe how decisions about spending tax money are made. 6. Identify the impact of the Federal Reserve on our economy. 7. Analyze and explain how and why the government spends money. 8. Describe the types of activities in which the government engages to reform, change, and support the economy. 9. Evaluate whether or not labor unions are still necessary in America, and cite examples where they may be helpful to the economy or detrimental. 	Create a web to describe the different types of taxes. Complete a 1040EZ form. Create a graph illustrating the creation and growth of our national debt. Find the top five categories within the federal budget for the last five years. Examine the trends in relation to current events. Research the effects of NAFTA on the American economy and write a letter to the President outlining your position on the merits or detriments of the treaty.	Federal Reserve Board Sherman Anti-Trust Act Andrew Carnegie John Rockefeller J.P Morgan Henry Ford Henry Flagler Henry DeLand Captains of Industry Robber Barons Cornelius Vanderbilt 16 th Amendment Knights of Labor American Federation of Labor United Farm Workers

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ACTIVITIES (Teaching Resources)	ASSESSMENT
<p><i>Websites:</i> http://www.econedlink.org/lessons</p> <p><i>Constitutional Rights Foundation</i> Lessons http://www.crf-usa.org/lessons.html</p>	<p>Test Bank</p>

ORGANIZING PRINCIPLE 13: The way people use their money affects the economy and the way they live.		ESTIMATED # OF WEEKS: 3	PACING: May-June	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Micro-Economics Fixed Expenses Variable Expenses Cost of Living Investment Principal Bankruptcy Interest Premium Life Insurance Medical Insurance Beneficiary Credit Debt Default Loans Term Savings Annual Percentage Rate (APR) Credit Score Installments 401K/403B 529B Mutual Fund Pension Benefits Salary Minimum Wage Income Budget	SS.D.1.3.2 SS.D.1.3.3	<ol style="list-style-type: none"> 1. Explain how wants and needs determine how people spend and save their money. 2. Describe the need for a personal budget. 3. Compare and contrast the different types of income. 4. Identify and describe various appeals used to influence consumers. 5. Describe several basic services provided by financial institutions. 6. List the advantages and disadvantages of using credit. 	Create a personal budget. Create a conceptual graphic for the five C's of credit. Role-play the process of purchasing a car. Log real-life expenses for one week and examine how much money was spent in different expense categories. Compare the benefits of savings, money-market, CDs, and checking accounts. Create a conceptual graphic for the differences between job v. career, fixed v. variable expenses, gross v. net income.	Investment Companies Stock Broker Employer Employee Credit Union FDIC Savings and Loan SMART Goals
		*** Career Planning Modules		

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ACTIVITIES (Teaching Resources)	ASSESSMENT
<p><i>NEFE Financial Planning Program – Student book and Teacher Guide</i> Units 1, 2, 3, 4, and 5</p> <p>Websites: “Consumer Credit: Buy now, pay later, and more” Lesson 10 National Council for Economic Education website</p> <p>http://www.econedlink.org/lessons</p>	