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| Course Name: | | Civics (7th & 8th grades) | |
| Credits: | 1 | | |
| Prerequisites: | none | | |
| Description: | Course emphasizing a basic understanding of U.S. government, economics, and citizenship. (Taught in conjunction with the junior high trip to Washington D.C.) | | |
| Academic Standards: | NCSS Standards | | |
| Units: | Unit Length: | Unit Standards: | Unit Outcomes: |
| Political Parties, Voting, and Elections | 2-2.5 months | MS. TTC.1, MS. TCC.4, MS.CIP.10, MS. CIP.1, MS. CIP.2, MS. PAG.2 | Identify the origin, structure, function, and types of U.S. political parties. Explain voting requirements and the process of voting in elections. |
| Economics and the American Economy | 2-2.5 months | MS. PDC. 3, MS. PDC. 1 MS. PDC. 2, MS. PDC. 5, MS. PDC. 6 | Distinguish between wants and needs and identify how scarcity affects economic decisions. Identify how democratic capitalism and free enterprise work in the American economy. Relate personal finance choices and decisions to economic principles. Explain the relationship between demand and supply in an economic system. |
| Foundations of American Citizenship | 2-2.5 months | MS.PAG.1, MS.PAG.3, MS.TCC.4, MS. TCC.2, MS.PAG.4, MS.CIP.10, MS. PAG.2 | Explain the role of government in everyday life. Understand the history of our country's government. Describe the principles in the Constitution. Discuss the freedoms guaranteed by the Bill of Rights. |
| The National Government | 1.5-2 months | MS. CIP. 6 MS. PAG. 1, MS.PAG.2 | Identify the structure and functions of the legislative branch. Analyze the duties, qualifications, and powers of the executive branch. Recognize the structure and authority of the judicial branch. |
| Individual and Digital Citizenship | 1-1.5 months | MS.CIP.1, MS.CIP.5, MS.STS.2 | Differentiate between the duties and responsibilities of citizens. Define and explain what it means to be a digital citizen and potential risks involved. |

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| Unit Name: Political Parties, Voting, and Elections | Length: ~ 2-2.5 months |
| Standards: MS. TTC.1, MS. TCC.4, MS.CIP.10, MS.CIP.1, MS. CIP.2, MS. PAG.2 | Outcomes: Identify the origin, structure, function, and types of U.S. political parties. Explain voting requirements and the process of voting in elections. |
| Essential Questions: Why do we have political parties? Why would people join them? Why is it important for citizens in a democracy to exercise their right to vote? | Learning Targets: Compare the history of the Republican Party to the Democratic Party. Understand the role of third parties. Analyze political party organization. Dissect the voting requirements. Identify the requirements for voting and voting locations. Classify the types of elections. |
| Topic 1: Political Parties | Length: ~1-1.5 months |
| Standard(s): MS. TCC.1, MS. TCC.4, MS. CIP.10 | Academic Vocabulary: political party, two-party system, third party, precinct, direct primary, plurality, majority |
| Lesson Frame: a) Development of Political Parties b) Political Parties Today | We will: Investigate the development of political parties. Explore the organization of political parties. I will: Compare the history of the Republican Party to the Democratic Party. I will understand the role of third parties. Analyze political party organization. |
| Performance Tasks: Quiz, Venn Diagram, Debate | Notes: |
| Topic 2: Voting and Elections | Length: ~1 month |
| Standard(s): MS.CIP.1, MS. CIP.2, MS. PAG.2 | Academic Vocabulary: polling place, ballot, returns, apathy, Electoral College, referendum, recall, electors |
| Lesson Frame: a) Who Can Vote b) Elections | We will: examine who is able to vote. We will learn the process of how and where to vote. We will discuss the different types of elections. I will: dissect the voting requirements. I will identify the requirements for voting and voting locations. I will classify the election types. |
| Performance Tasks: Quiz, Summary Writing | Notes: |

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| Unit Name: Economics and the American Economy | Length: ~2-2.5 months |
| Standards: MS. PDC. 3, MS. PDC. 1 MS. PDC. 2, MS. PDC. 5, MS. PDC. 6 | Outcomes: Distinguish between wants and needs and identify how scarcity affects economic decisions. Identify how democratic capitalism and free enterprise work in the American economy. Relate personal finance choices and decisions to economic principles. Explain the relationship between demand and supply in an economic system. |
| Essential Questions: Why do we need an effective economic system? How does supply and demand affect pricing? | Learning Targets: Understand what economics means and differentiate between needs and wants. Construct a flow-chart regarding scarcity. Practice economic decision making. List factors of production. Explain the circular flow of economic activity. Define what type of economic system the US has. Identify smart buying strategies. Demonstrate monetary planning. Demonstrate how change in price affects demand and supply. Explain the law of demand and supply and how it can change. |
| Topic 1: What is Economics? | Length: ~ 2 weeks |
| Standard(s): MS. PDC.3 | Academic Vocabulary: need, want, economics, microeconomics, macroeconomics, economic systems, resources, scarcity, trade-off, opportunity cost, marginal cost, marginal benefit, cost-benefit analysis |
| Lesson Frame: a) How Economic Systems Work b) Making Economic Decisions | We will: define economics and distinguish between needs and wants. We will analyze the problem of scarcity. We will discuss economic decision making. I will: understand what economics means and differentiate between needs and wants. I will construct a flow-chart regarding scarcity. I will practice economic decision making. |
| Performance Tasks: Quiz, Comic Strip | Notes: |
| Topic 2: The American Economy | Length: ~ 2.5 weeks |
| Standard(s): MS. PDC. 1 | Academic Vocabulary: goods, services, factors of production, capital, factor markets, product markets, productivity, capitalism, free enterprise, profit |
| Lesson Frame: a) Economic Resources b) Economic Activity c) Capitalism and Free Enterprise | We will: Investigate the factors of production. Analyze the circular flow of economic activity. Discuss important characteristics of the US economy. I will: list factors of production. I will explain the circular flow of economic activity. Define what type of economic system the US has. |
| Performance Tasks: Graphic Organizer, Descriptive Writing (circular flow of economic activity) | Notes: |
| Topic 3: Personal Finance and Economics | Length: ~ 2 weeks |
| Standard(s):MS. PDC. 2, MS. PDC. 5 | Academic Vocabulary: consumer, discretionary income, budget, income, expenses, impulse buying |
| Lesson Frame: a) Managing Your Money b) Planning and Budgeting c) Achieving Your Financial Goals | We will: Talk about consumer rights and responsibilities. We will understand the importance of budgeting. I will: Identify smart buying strategies. I will demonstrate monetary planning. |
| Performance Tasks: Mock Budget Spreadsheet | Notes: |

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| Topic 4: Demand and Supply | Length: ~ 2.5 weeks |
| Standard(s): MS. PDC. 6 | Academic Vocabulary: demand, demand schedule, demand curve, law of demand, substitute, compliment, supply, law of supply, supply schedule, supply curve, surplus, shortage, equilibrium price |
| Lesson Frame: a) Demand b) Factors Affecting Demand c) Supply and the Supply Curve d) Demand and Supply at Work | We will: Introduce the concept of demand and supply. Examine the law of demand and supply. We will discuss how demand and supply can change. I will: demonstrate how change in price affects demand and supply. I will explain the law of demand and supply and how it can change. |
| Performance Tasks: Quiz, Food Truck Project | Notes: |
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| Unit Name: Foundations of American Citizenship | Length: ~ 2-2.5 months |
| Standards: MS.PAG.1, MS.PAG.3, MS.TCC.4, MS.TCC.2, MS.PAG.4, MS.CIP.10, MS.PAG.2 | Outcomes: Explain the role of government in everyday life. Understand the history of our country's government. Describe the principles in the Constitution. Discuss the freedoms guaranteed by the Bill of Rights. |
| Essential Questions: What rights do United States citizens have? What does the Constitution say? | Learning Targets: Identify where my ancestors came from before entering the U.S. Categorize the paths to U.S. citizenship and qualifications needed. Identify the functions of government and the principles of American democracy. Summarize the events leading up to the Declaration of Independence. Examine the initial colony governments and the Articles of Confederation. Compare/Contrast the proposals discussed at the Convention. Identify the sections of the Constitution and the principles of government stated in the Constitution. Identify the first amendment freedoms. Examine the rights promised in amendments 2-10. Identify the purposes of amendments 11-27. |
| Topic 1: The American People | Length: ~ 2 weeks |
| Standard(s): MS.PAG.1, MS.PAG.3, MS.TCC.4 | Academic Vocabulary: civics, values, naturalization, immigrant, representative democracy, republic, majority rule, authoritarian, totalitarian |
| Lesson Frame: a) The Diversity of Americans b) Who Are America's Citizens? c) Government and the People | We will: Review our country's immigration history and discuss how our diversity formed our shared American values. Discuss the qualifications for U.S. citizenship. Examine the purpose for government. I will: Identify where my ancestors came from before entering the U.S. Categorize the paths to U.S. citizenship and qualifications needed. Identify the functions of government and the principles of American democracy. |
| Performance Tasks: Test, Compare and Contrast Graphic Organizer | Notes: |
| Topic 2: Roots of American Democracy | Length: ~ 1.5 weeks |
| Standard(s): MS.TCC.2, MS.TCC.4, MS.PAG.4 | Academic Vocabulary: egalitarianism, delegates |
| Lesson Frame: a) Colonial Society b) Birth of a Democratic Nation | We will: Review the colonial settlements, growing tensions with the British, and the decision to declare independence. I will: Summarize the events leading up to the Declaration of Independence. |
| Performance Tasks: Quiz | Notes: inspect the Declaration of Independence |
| Topic 3: The Constitution | Length: ~ 2.5 weeks |
| Standard(s): MS.TCC.2, MS.TCC.4, MS.PAG.4, MS.CIP.10 | Academic Vocabulary: constitution, bicameral, confederation, ratified, Constitutional Convention, Great Compromise, Three-Fifths Compromise, Electoral College, Federalists, federalism, Anti-Federalists, Preamble, legislative branch, executive branch, judicial branch amendment, popular sovereignty, rule of law, separation of powers, checks and balances, expressed powers, reserved powers, concurrent powers |

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| Lesson Frame: a) The Nation's First Governments b) The Road to The Constitution c) The Structure of Our Constitution d) Principles Underlying the Constitution | We will: Discuss the first attempts of Americans to form a new government. Examine the plans and compromises of the Constitutional Convention. Disect the structure and major principles of our Constitution. I will: Examine the initial colony governments and the Articles of Confederation. Compare/Contrast the proposals discussed at the Convention. Identify the sections of the Constitution and the principles of government stated in the Constitution. |
| Performance Tasks: Quiz, Venn Diagram, Comparison Chart, Opinion Writing | Notes: |
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| Topic 4: The Bill of Rights | Length: ~ 2.5 weeks |
| Standards: MS.PAG.2, MS.PAG.3, MS.TCC.2, MS.TCC.4 | Academic Vocabulary: civil liberties, slander, libel, double jeopardy, due process, eminent domain, suffrage, poll taxes |
| Lesson Frame: a) The First Amendment b) The Bill of Rights c) Extending the Bill of Rights | We will: Discuss the freedoms and rights guaranteed by the Bill of Rights. Discuss the Constitutional amendments beyond the Bill of Rights. I will: Identify the first amendment freedoms. Examine the rights promised in amendments 2-10. Identify the purposes of amendments 11-27. |
| Performance Tasks: Quiz, Bill of Rights Song Parody Project | Notes: |
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| Unit Name: The National Government | Length: ~1.5-2 months |
| Standards: MS. CIP. 6 MS. PAG. 1, MS.PAG.2 | Outcomes: Identify the structure and functions of the legislative branch. Analyze the duties, qualifications, and powers of the executive branch. Recognize the structure and authority of the judicial branch. |
| Essential Questions: What is the structure and function of our government? | Learning Targets: Understand the houses in Congress. List the steps of how laws are passed. Categorize the qualifications and responsibilities of the president and vice president. Understand how the federal court system is organized and what powers it has. Identify who can become a Supreme Court justice and what those justices are responsible for. |
| Topic 1: The Legislative Branch | Length: ~ 2 weeks |
| Standard(s): MS. CIP. 6, MS. PAG. 1 | Academic Vocabulary: constituents, filibuster, veto |
| Lesson Frame: a) How Congress is Organized b) Representing the People c) How a Bill Becomes a Law | We will: analyze how Congress is organized and the powers they have. I will: understand the houses in Congress. I will list the steps of how laws are passed. |
| Performance Tasks: Quiz, Graphic Organizer, Collage | Notes: |
| Topic 2: The Executive Branch | Length: ~ 2 weeks |
| Standard(s): MS. PAG. 1 | Academic Vocabulary: executive order, pardon, cabinet |
| Lesson Frame: a) The President and the Vice President b) The President's Job c) Presidential Advisers and Executive Agencies | We will: Discuss the roles and duties of the president and vice president. I will: Categorize the qualifications and responsibilities of the president and vice president. |
| Performance Tasks: Quiz, Collage | Notes: |
| Topic 3: The Judicial Branch | Length: ~ 2 weeks |
| Standard(s): MS.PAG.1, MS.PAG.2 | Academic Vocabulary: district courts, appeals courts, judicial review, constitutional |
| Lesson Frame: a) How Federal Courts are Organized b) The Supreme Court | We will: Discuss the structure and authority of the judicial branch. Examine the qualifications and responsibilities of the Supreme Court. I will: understand how the federal court system is organized and what powers it has. Identify who can become a Supreme Court justice and what those justices are responsible for. |
| Performance Tasks: Quiz, Collage | Notes: |

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| Unit Name: Individual and Digital Citizenship | Length: ~1-1.5 months |
| Standards: MS.CIP.1, MS.CIP.5, MS.STS.2 | Outcomes: Differentiate between the duties and responsibilities of citizens. Define and explain what it means to be a digital citizen and potential risks involved. |
| Essential Questions: How does fulfilling our duties and responsibilities as citizens help the government to be effective? What role does digital citizenship play in today's world? | Learning Targets: Categorize duties and responsibilities. Define digital citizenship. Identify the risks of being online. List what makes a website trustworthy. |
| Topic 1: Citizenship in a Democracy | Length: ~1.5-2 weeks |
| Standard(s): MS.CIP.1 | Academic Vocabulary: responsibilities, duties, draft, tolerance |
| Lesson Frame: a) Duties and Responsibilities | We will: Discuss why citizens have duties and responsibilities to fulfill. I will: Categorize duties and responsibilities. |
| Performance Tasks: Graphic Organizer, Summary writing | Notes: |
| Topic 2: Digital Citizenship | Length: ~1.5-2 weeks |
| Standard(s): MS.CIP.5, MS.STS.2 | Academic Vocabulary: digital footprint, clickbait, fake news, reliable resource |
| Lesson Frame: a) What is Digital citizenship? b) Problems and Dangers with Being Online c) Rights and Responsibilities of a Digital Citizen | We will: Explain what is meant by digital citizen. Discuss potential dangers and problems. Determine characteristics of high quality websites. I will: Define digital citizenship. Identify the risks of being online. List what makes a website trustworthy. |
| Performance Tasks: Website evaluation, Reflection Writing | Notes: collaboration with Library Media Specialist |

| September | October | November | December | January | February | March | April | May | June |
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| Political Parties, Voting, and Elections | | | | | | | | | |
| | Economics and the American Economy | | | | | | | | |
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