|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grading Period | Standard and Description | Unit | Pacing | Chapter | Vocabulary/Resources |
| \*These are on going throughout the year  | **Primary** **SS.7.G.1.1** Locate the fifty states and their capital cities in addition to the nation's capital on a map. **SS.7.G.1.2** Locate on a world map the territories and protectorates of the United States of America. **SS.7.G.1.3**  Interpret maps to identify geopolitical divisions and boundaries of places in North America. **SS.7.G.2.1** Locate major cultural landmarks that are emblematic of the United States. **SS.7.G.2.2** Locate major physical landmarks that are emblematic of the United States.**SS.7.G.2.4** Describe current major cultural regions of North America. **SS.7.G.3.1** Use maps to describe the location, abundance, and variety of natural resources in North America. **SS.7.G.4.1** Use geographic terms and tools to explain cultural diffusion throughout North America.**SS.7.G.6.1** Use Global Information Systems (GIS) or other technology to view maps of current information about the United States.  | North American Geography  |  | 1, 2 | **Resources:****Vocabulary:** |
| \*These are on going throughout the year  | **Primary** **SS.7.C.2.14** Conduct a service project to further the public good.**SS.7.C.2.12** Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.**Secondary** **SS.7.G.5.1** Use a choropleth or other map to geographically represent current information | Civic and Political Engagement |  | 12 | **Resources:****Vocabulary:** |
| 1 | **Primary****SS.7.C.1.1** Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.**SS.7.C.1.2** Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.**SS.7.C.3.1** Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).**SS.7.C.3.2** Compare parliamentary, federal, confederal, and unitary systems of government.**SS.7.C.1.3** Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.**SS.7.C.1.4** Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.**SS.7.G.2.3** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America. **Secondary****SS.7.C.1.5** Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.**SS.7.C.1.8** Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.**SS.7.G.1.1** Locate the fifty states and their capital cities in addition to the nation's capital on a map. *(ongoing)***SS.7.C.3.1** Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). | 1: Foundations of American Democracy  | 20-22 | 4 | **Resources:**Cicero Lessons: James Madison, Shay’s Rebellion, Federalists and Anti-Federalists, Stamp Act[iCivics:](http://www.icivics.org/teachers)Foundations of Government:Limiting Gov’t, Roots of Democracy, Rule of Law, State of the State, Who Rules?, Why Gov’t?**FIRST QUARTER DBQ’s** (tied to 1st quarter material)* The Ideals in the Declaration
* How Does the Constitution Guard Against Tyranny?

**Vocabulary:**Democracy direct democracyrepublic Representative democracylimited government legislaturenatural rights delegatesliberty proclamationduties  |
| 1 | **Primary****SS.7.C.1.5** Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.**SS.7.C.1.6** Interpret the intentions of the Preamble of the Constitution.**SS.7.C.1.7** Describe how the Constitution limits the powers of government through separation of powers and checks and balances.**SS.7.C.1.8** Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.**SS.7.C.2.5** Distinguish how the Constitution safeguards and limits individual rights.**SS.7.C.3.3** Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.**Secondary****SS.7.C.1.9** Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.**SS.7.C.3.5** Explain the Constitutional amendment process.**SS.7.C.3.6** Evaluate Constitutional rights and their impact on individuals and society.**SS.7.C.3.13** Compare the constitutions of the United States and Florida.**SS.7.C.3.14** Differentiate between local, state, and federal governments' obligations and services. | 2:The Constitution | 20-22 | 5 | **Resources****Vocabulary:**Constitution confederationRatify Articles of Confederationfederalism FederalistAnti-Federalist PreambleArticles amendmentLegislative Branch Judicial BranchExecutive Branch separation of powersChecks and balances enumerated powersReserved powers concurrent powersJudicial review  |
| 2 | **Primary****SS.7.C.2.4** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution**SS.7.C.3.5** Explain the Constitutional amendment process.**SS.7.C.3.6** Evaluate Constitutional rights and their impact on individuals and society.**SS.7.C.3.12**  Tinker v. Des Moines, Hazelwood v. Kuhlmier**Secondary****SS.7.C.1.8** Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights. | 3The Bill of Rights and the Constitutional Amendment Process | 10-15 | 6 | **SECOND QUARTER DBQ’s** (tied to 2nd quarter material)* Should Schools Be Allowed to Limit Student’s Online Speech?
* Search and Seizure: Did the Government Go To Far?

**Resources:**Cicero: Bill of Rights[Bill of Rights Institute](http://billofrightsinstitute.org/): Landmark Supreme Court Cases**Vocabulary:**Bill of Rights minorityFree speech censorshipPetition slanderLibel search warrantProbable cause indictmentDue process double jeopardySelf-incrimination bailsuffrage |
| 2 | **Primary****SS.7.C.3.4** Identify the relationship and division of powers between the federal government and state governments.**SS.7.C.3.8** Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.**SS.7.C.3.9** Illustrate the law making process at the local, state, and federal levels.**SS.7.C.3.12**  Bush v. Gore**SS.7.C.4.1** Differentiate concepts related to United States domestic and foreign policy.**SS.7.C.4.2** Recognize government and citizen participation in international organizations.**SS.7.C.4.3** Describe examples of how the United States has dealt with international conflicts**Secondary****SS.7.C.1.7** Describe how the Constitution limits the powers of government through separation of powers and checks and balances.**SS.7.C.1.9** Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.**SS.7.C.3.13** Compare the constitutions of the United States and Florida.**SS.7.G.2.1** Locate major cultural landmarks that are emblematic of the United States. **SS.7.G.2.2** Locate major physical landmarks that are emblematic of the United States. **SS.7.G.2.3** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America. | 4The Executive Branch  | 10 | 8 | **Resources:****Vocabulary:** Implied powersVetoElectorPardonPocket vetoElectoral collegeAmnestyExecutive orderNational security CabinetEmbargoAmbassadorsForeign policy TreatyTrade sanctionsFederal bureaucracy Regulatory commission |
| 2 | **Primary****SS.7.C.3.4** Identify the relationship and division of powers between the federal government and state governments.**SS.7.C.3.8** Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.**SS.7.C.3.9** Illustrate the law making process at the local, state, and federal levels.**Secondary****SS.7.C.1.7** Describe how the Constitution limits the powers of government through separation of powers and checks and balances.**SS.7.C.1.9** Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.**SS.7.C.3.13** Compare the constitutions of the United States and Florida.**SS.7.G.2.1** Locate major cultural landmarks that are emblematic of the United States. **SS.7.G.2.2** Locate major physical landmarks that are emblematic of the United States. **SS.7.G.2.3** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.  | 5 The Legislative Branch | 10-15 | 7 | **Resources:****Vocabulary:** ConstituentMajority Seniority ImpeachPork-barrel project RiderClotureFilibusterSpecial-interest groupLobbyist Minority GerrymanderCensus |
| 3 | **Primary****SS.7.C.3.4** Identify the relationship and division of powers between the federal government and state governments.**SS.7.C.3.8** Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.**SS.7.C.3.9** Illustrate the law making process at the local, state, and federal levels.**SS.7.C.3.12**  Marbury v. Madison, Gideon v. Wainwright, Miranda v. Arizona**SS.7.C.1.9** Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.**SS.7.C.2.6** Simulate the trial process and the role of juries in the administration of justice.**SS.7.C.3.10** Identify sources and types (civil, criminal, constitutional, military) of law.**SS.7.C.3.11** Diagram the levels, functions, and powers of courts at the state and federal levels.**Secondary****SS.7.C.1.7** Describe how the Constitution limits the powers of government through separation of powers and checks and balances.**SS.7.C.3.13** Compare the constitutions of the United States and Florida.**SS.7.G.2.1** Locate major cultural landmarks that are emblematic of the United States. **SS.7.G.2.2** Locate major physical landmarks that are emblematic of the United States. **SS.7.G.2.3** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.  | 6 The Judicial Branch  | 20 days |  9 | **Resources:****THIRD QUARTER DBQ’s**(tied to third quarter material)* Is the American Jury System Still a Good Idea?
* Campaign Propaganda
* Should the Electoral College Be Abolished?

**Vocabulary:** jurisdiction precedentsubpoena nullifyconstitutional writ of certioraricriminal law military lawconstitutional law Miranda Warningdouble jeopardy plaintiffdefendant tortdamages summonsnegligence misdemeanorfelony plea bargaincross examine juvenile delinquent  |
| 3 | **Primary****SS.7.C.3.13** Compare the constitutions of the United States and Florida.**SS.7.C.3.14** Differentiate between local, state, and federal governments' obligations and services.**SS.7.G.4.2** Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.**SS.7.G.5.1** Use a choropleth or other map togeographically represent current informationabout issues of conservation or ecology in thelocal community.**Secondary****SS.7.C.2.3** Experience the responsibilities of citizens at the local, state, or federal levels.**SS.7.C.2.12** Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.**SS.7.C.3.4** Identify the relationship and division of powers between the federal government and state governments.**SS.7.C.3.8** Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.**SS.7.C.3.9** Illustrate the law making process at the local, state, and federal levels. | 7State and Local Government | 10 | 13, 14 | **Resources:**iCivics.org: State and Local Gov’t**Vocabulary:**Supremacy clause bicameral |
| 3 | **Primary****SS.7.C.2.10** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.**SS.7.C.2.11** Analyze media and political communications (bias, symbolism, propaganda).**SS.7.C.2.13** Examine multiple perspectives on public and current issues.**SS.7.C.2.7** Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.**SS.7.C.2.8** Identify America's current political parties, and illustrate their ideas about government.**SS.7.C.2.9** Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.**SS.7.G.4.2** Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.**SS.7.C.3.7** Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.**SS.7.C.3.12**  Bush v. Gore, Brown v. the Board of Education, Plessy v. Ferguson**Secondary****SS.7.C.2.12** Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.**SS.7.G.5.1** Use a choropleth or other map to geographically represent current informationabout issues of conservation or ecology in the local community.**SS.7.G.2.4** Describe current major cultural regions of North America. | 8Voting, Elections, and Public Issues  | 20days | 10, 11, 12 | **Resources:**[NieOnline.com](http://nieonline.com/)  Cartoons for the Classroom<http://www.democrats.org/?nosplash=true><http://www.gop.com/getconnected/getconnected.htm>**Vocabulary:**Political party qualificationCandidate platformDemographics pollingPrimary caucusPrecinct plurality Register ballotApathy recallReferendum Political Action Committee |
| 4 | **Primary** **SS.7.C.2.1** Define the term "citizen," and identify legal means of becoming a United States citizen.**SS.7.C.2.2** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.**SS.7.C.2.3** Experience the responsibilities of citizens at the local, state, or federal levels.  | 9Citizenship | 10 days | 3 | **Resources:**United States Citizenship Test (from US Naturalization and Immigration website)iCivics “Just the Facts” Lessonthe Democracy Project (pbskids.org/democracy)textbook online videos- immigration, citizens, volunteeringCicero Lessons- “Enlightenment Thinkers”, “How to Rule a New Government”**FOURTH QUARTER DBQ’s** (tied to fourth quarter material) * What Types of Citizens Does A Democracy Need?
* Should Americans Be Required to Vote?

**Vocabulary:**Immigrant valuesInstitutions popular sovereigntyCitizen naturalizationAlien refugeeTerritories protectorateState |
| 4 | 1. **Introduction to Economy**

**SS.7.E.1.1** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.**SS.7.E.1.3** Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States. **SS.7.E.1.5** Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.1. **International Trade**

**SS.7.E.3.1** Explain how international trade requires a system for exchanging currency between and among nations.**SS.7.E.3.2** Assess how the changing value of currency affects trade of goods and services between nations.**SS.7.E.3.3** Compare and contrast a single resource economy with a diversified economy. **SS.7.E.3.4**  Compare and contrast the standard of living in various countries today to that of the UnitedStates using gross domestic product (GDP) per capita as an indicator.1. **The National Economy**

**SS.7.E.2.1** Explain how federal, state, and local taxessupport the economy as a function of theUnited States government. **SS.7.E.2.2** Describe the banking system in the UnitedStates and its impact on the money supply. **SS.7.E.2.3** Identify and describe United States laws and regulations adopted to promote economic competition. **SS.7.E.2.5** Explain how economic institutions impact the national economy. 1. **Personal Finance**

**SS.7.E.1.2** Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit**SS.7.E.1.4** Discuss the function of financial institutions in the development of a market economy. **SS.7.E.2.4** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit. **SS.7.E.1.6** Compare the national budget process to the personal budget process.  | 10 Economics and Trade | 35 days | 17, 18, 20, 21, 22, & 23 19 last after EOC | **Resources:**<http://www.secretservice.gov/><http://moneyfactory.gov/><http://www.federalreserve.gov/><http://www.usmint.gov/><http://www.nyse.com/> |