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| 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 democracy  republic Representative democracy  limited government legislature  natural rights delegates  liberty proclamation  duties |
| 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 confederation  Ratify Articles of Confederation  federalism Federalist  Anti-Federalist Preamble  Articles amendment  Legislative Branch Judicial Branch  Executive Branch separation of powers  Checks and balances enumerated powers  Reserved powers concurrent powers  Judicial 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. | 3  The 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 minority  Free speech censorship  Petition slander  Libel search warrant  Probable cause indictment  Due process double jeopardy  Self-incrimination bail  suffrage |
| 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. | 4  The Executive Branch | 10 | 8 | **Resources:**  **Vocabulary:**    Implied powers  Veto  Elector  Pardon  Pocket veto  Electoral college  Amnesty  Executive order  National security  Cabinet  Embargo  Ambassadors  Foreign policy  Treaty  Trade sanctions  Federal 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:**    Constituent  Majority  Seniority  Impeach  Pork-barrel project  Rider  Cloture  Filibuster  Special-interest group  Lobbyist  Minority  Gerrymander  Census |
| 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 precedent  subpoena nullify  constitutional writ of certiorari  criminal law military law  constitutional law Miranda Warning  double jeopardy plaintiff  defendant tort  damages summons  negligence misdemeanor  felony plea bargain  cross 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 to  geographically represent current information  about issues of conservation or ecology in the  local 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. | 7  State 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 information  about issues of conservation or ecology in the local community.  **SS.7.G.2.4** Describe current major cultural regions of North America. | 8  Voting, Elections, and Public Issues | 20  days | 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 qualification  Candidate platform  Demographics polling  Primary caucus  Precinct plurality  Register ballot  Apathy recall  Referendum 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. | 9  Citizenship | 10 days | 3 | **Resources:**  United States Citizenship Test  (from US Naturalization and Immigration website)  iCivics “Just the Facts” Lesson  the Democracy Project (pbskids.org/democracy)  textbook online videos- immigration, citizens, volunteering  Cicero 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 values  Institutions popular sovereignty  Citizen naturalization  Alien refugee  Territories protectorate  State |
| 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 United  States 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 taxes  support the economy as a function of the  United States government.  **SS.7.E.2.2** Describe the banking system in the United  States 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/> |