

**WARREN COUNTY SCHOOL DISTRICT**  
**PLANNED INSTRUCTION**

**COURSE DESCRIPTION**

**Course Title:** American Civics 7

**Course Number:** 00105

**Course Prerequisites:** \_\_\_\_\_

**Course Description:** (Include “no final exam” or “final exam required”)

**American Civics:** This class is designed to introduce the seventh grade students to the political processes of the United States. Civics will provide the students with the evolution of those processes and the basic organization of our government. The students will understand the roles of local, state, and federal government in citizens’ lives. A deeper knowledge of the Constitution as the foundation of the United States government and the Bill of Rights as our basic freedoms will be explored. This course also introduces our students to the importance of being engaged in good citizenship through service projects and the political process.

**Suggested Grade Level:** Grade 7

**Length of Course:**    X One Semester                      \_\_\_\_\_ Two Semesters                      \_\_\_\_\_ Other

**Units of Credit:**    None    Insert NONE if appropriate.)

***PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s)***

(Insert certificate title and CSPG#)    Secondary Social Studies / 18 Credits Social Studies/ Middle Level

Social Studies Praxis

**Certification verified by WCSD Human Resources Department:**

  X   Yes                      \_\_\_\_\_ No

**Board Approved Textbooks, Software, Materials:**

**Title:**

**Publisher:**

**ISBN #:**

**Copyright Date:**

**Date of WCSD Board Approval:**

**BOARD APPROVAL:**

**Date Written:** September 9, 2010

**Date Approved:** \_\_\_\_\_

**Implementation Year:** 2011-2012

**Suggested Supplemental Materials:** (List or insert None)

SmartBoard

Project Citizen – one classroom set (30)

*We the People- The Citizen & the Constitution* – one classroom set (30)

## Course Standards

**PA Academic Standards:** (List by Number and Description)

5.1.9 A,B,C,E,F,H,I,J,L,M / 5.2.9 A,B,C,D,E,F,G / 5.3.9 A,B,C,D,E,F,G,H,I,J,K

#### 5.4.9 A,B,C,D,E

6.3.7 A,B,C,D / 6.4.7 A,B,C,D

8.1.7 A,B / 8.3.7 A,B,C,D / 8.4.7 A,B,C,D

**WCSD Academic Standards:** (List or None)

*NONE*

**Industry or Other Standards:** (List, Identify Source or None)

*NONE*

## SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

# SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

(List Objectives, PA Standards #'s, Other Standards (see samples at end))

## PA Standard: 5.1.9 (Civics)

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	Identify and explain the major arguments advanced for the necessity of government.	X		Quizzes Tests Projects Presentations Simulations Observation
B.	Describe historical examples of the importance of the rule of law. Sources, Purposes, Functions	X		
C.	Analyze the principles and ideals that shape government. Constitutional government Liberal democracy, Classical republicanism, Federalism	X		
E.	Analyze the basic documents shaping the government of the United States. Magna Carta, English Bill of Rights, Mayflower Compact, Articles of Confederation, Declaration of Independence, Federalist papers, Anti-federalist writings, United States Constitution	X		
F.	Contrast the individual rights created by the Pennsylvania Constitution and those created by the Constitution of the United States.	X		
H.	Explain and interpret the roles of framers of basic documents of government from a national and Pennsylvania perspective.	X		
I.	Explain the essential characteristics of limited and unlimited governments and explain the advantages and disadvantages of systems of government. Confederal, Federal, Unitary	X		
J.	Explain how law protects individual rights and the common good.	X		
L.	Interpret Pennsylvania and United States court decisions that have impacted the principles and ideals of government.	X		
M.	Interpret the impact of famous speeches and writings on civic life (e.g., The Gospel of Wealth, Declaration of Sentiments).	X		

## PA Standard: 5.2.9 (Civics)

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	Contrast the essential rights and responsibilities of citizens in systems of government. Autocracy, Democracy, Oligarchy, Republic	X		Quizzes Tests Projects Presentations Simulations Observation
B.	Analyze citizens' rights and responsibilities in local, state and national government.	X		
C.	Analyze skills used to resolve conflicts in society and government.	X		
D.	Analyze political leadership and public service in a republican form of government.	X		
E.	Explain the importance of the political process to competent and responsible participation in civic life.	X		
F.	Analyze the consequences of violating laws of Pennsylvania compared to those of the United States.	X		
G.	Analyze political and civic participation in government and society.	X		

**PA Standard: 5.3.9 (Civics)**

X – performance assessed during that semester

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
A.	Explain the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.	X		Quizzes Tests Projects Presentations Simulations Observation
B.	Compare the responsibilities and powers of the three branches within the national government.	X		
C.	Explain how a bill becomes a law on a federal, state, and local level.	X		
D.	Explain how independent government agencies create, amend and enforce regulatory policies. Local (e.g., Zoning Board), State (e.g., Pennsylvania Public Utility Commission), National (e.g., Federal Communications Commission)	X		
E.	Explain how citizens participate in choosing their leaders through political parties, campaigns and elections.	X		
F.	Explain the election process. Voter registration, Primary Elections, Caucuses, Political party conventions General Elections, Electoral College	X		
G.	Explain how the government protects individual rights. Equal protection, Habeas Corpus, Right Against Self Incrimination, Double Jeopardy, Right of Appeal, Due Process	X		
H.	Analyze how interest groups provide opportunities for citizens to participate in the political process.	X		
I.	Analyze how and why government raises money to pay for its operation and services.	X		
J.	Analyze the importance of freedom of the press.	X		
K.	Identify and explain systems of government. Autocracy, Democracy, Oligarchy, Republic	X		

**PA Standard: 5.4.9 (International Relationships)**

X – performance assessed during that semester

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
A.	Explain how the United States is affected by policies of nation-states, governmental and non-governmental organizations.	X	X	Current Events connection Channel One Junior Scholastic Minimal 1X a week
B.	Explain the role of the United States in world affairs.	X	X	
C.	Explain the effects United States political ideas have had on other nations.	X	X	
D.	Contrast how the three branches of federal government function in foreign policy.	X	X	
E.	Explain the development and the role of the United Nations and other international organizations, both governmental and non-governmental.	X	X	

**PA Standard: 6.3.7 (Functions of Government)**

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
A.	Explain the impact of <b>public goods</b> and <b>services</b> on the local community and state.	X		Quizzes Tests Projects Presentations Simulations
B.	Describe the impact of government involvement in state and national <b>economic</b> activities.	X		

C.	Explain the <b>cost</b> and benefits of taxation.	X		Observation
D.	Identify how governments limit or promote international <b>trade</b> .	X		

**PA Standard: 6.4.7 (Economic Interdependence)**

	Performance Indicators	1	2	Assessment
A.	Explain why people <b>specialize</b> in the <b>production</b> of <b>goods</b> and services and divide labor.	X		Quizzes Tests Projects Presentations Simulations Observation
B.	Analyze how changes in <b>trade</b> affect standards of living.	X		
C.	Explain how <b>multinational corporations</b> and other non-government organizations contribute to <b>economic interdependence</b> .	X		
D.	Explain how transportation, communication networks, and technology contribute to <b>economic interdependence</b> .	X		

**PA Standard: 8.1.7 (Historical Analysis/Skills Development)**

	Performance Indicators	1	2	Assessment
A.	Demonstrate continuity and change over time using sequential order and <b>context of events</b> .	X		Quizzes Tests Projects Presentations Simulations Observation
B.	Identify and use <b>primary and secondary sources</b> to analyze multiple points of view for historical events.	X		

**PA Standard: 8.3.7 (United States History)**

	Performance Indicators	1	2	Assessment
A.	Classify the <b>social, political</b> , cultural, and <b>economic</b> contributions of individuals and groups throughout United States history.	X		Quizzes Tests Projects Presentations Simulations Observation
B.	Examine the importance of significant historical <b>documents, artifacts</b> , and places critical to United States history.	X		
C.	Compare how continuity and change have impacted U.S. history. <b>Belief systems</b> and religions ,Commerce and industry, Technology, <b>Politics</b> and government, Physical and <b>human geography, Social</b> organizations	X		
D.	Examine <b>conflict</b> and cooperation among groups and organizations in U.S. history. <b>Ethnicity</b> and race, Working conditions, Immigration, Military <b>conflict</b> , <b>Economic</b> stability	X		

**PA Standard: 8.4.7 (World History)**

	Performance Indicators	1	2	Assessment
A.	Summarize the <b>social, political</b> , cultural, and <b>economic</b> contributions of individuals and groups in world history.	X		Current Events connection Channel One Junior Scholastic Minimal 1X a week
B.	Explain the importance of historical <b>documents, artifacts</b> , and sites which are critical to world history.	X		

C.	Differentiate how continuity and change have impacted world history. Belief systems and religions, Commerce and industry, Technology, <b>Politics</b> and government, Physical and <b>human geography</b> , <b>Social</b> organizations	X		
D.	Explain how <b>conflict</b> and cooperation among groups and organizations have impacted the history of the world.	X		

## ASSESSMENTS

**PSSA Assessment Anchors Addressed:** The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at [pde@state.pa.us](mailto:pde@state.pa.us).

### Reading Anchors Addressed:

R7.A.1.1 Identify and apply the meaning of vocabulary

R7.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.

R7.A.1.2 Identify and apply word recognition skills.

R7.A.2.2 Identify and apply word recognition skills

R7.A.1.1 Identify and apply the meaning of vocabulary

R7.A.1.3 Make inferences, draw conclusions, and make generalizations based on text.

R7.A.1.4 Identify and explain main ideas and relevant details

R7.A.1.5 Summarize a fictional text as a whole.

R7.A.1.6 Identify, describe, and analyze genre of text

R7.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.

R7.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.

R7.A.2.5 Summarize a nonfictional text as a whole.

R7.A.2.6 Identify, describe, and analyze genre of text

R7.B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.

R7.B.1.2 Make connections between texts.

R7.B.2.1 Identify, interpret, describe, and analyze figurative language in fiction and nonfiction.

R7.B.2.2 Identify, interpret, and describe the point of view of the narrator in fictional and nonfictional text.

R7.B.3.1 Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text

R7.B.3.2 Distinguish between essential and nonessential information within or between texts.

### **Formative Assessments:**

The teacher will develop and use standards-based assessments throughout the course.

### **Portfolio Assessment:**

  X   Yes           No

### **District-wide Final Examination Required:**

       Yes      X   No

**Course Challenge Assessment (Describe):**  
*Not Applicable*

### **REQUIRED COURSE SEQUENCE AND TIMELINE**

(Content must be tied to objectives)

Content Sequence	Dates
<b>Ch.1</b> The American People	10 days
<b>Ch.2</b> Roots of American Democracy	15 days
<b>Ch.3</b> The Constitution/ <b>Ch. 4</b> Bill of Rights	18 days
<b>Ch 5</b> Citizenship & Government in a Democracy	15 days
<b>Ch. 6</b> The Legislative/ <b>Ch.7</b> The Executive/ <b>Ch. 8</b> The Judicial Branches	18 days
<b>Ch. 9</b> Political Parties & Politics	4 days
<b>Ch.10</b> Voting and Elections	4 days
<b>Ch.11</b> Influencing Government	6 days

#### **Objectives:**

1. Examine how citizens understand their rights and practice their responsibilities in society.
2. Explain the history and structure of our Constitution and Bill of Rights.
3. Clarify the differences between federal, state, and local governments.
4. Identify and explain the requirements of becoming an American citizen.
5. Explain how early struggles and written documents shaped the creation of the United States.
6. Investigate the three branches of government and their role in the political system.
7. Identify various forces that shape people's belief system and ideas including the role of all media.

**WRITING TEAM:** Stacey Robinault, Erin Quiggle, Misty Weber, Stephanie Williams

### **WCSD STUDENT DATA SYSTEM INFORMATION**

1. Is there a required final examination? \_\_\_\_\_ Yes   X   No
2. Does this course issue a mark/grade for the report card?   X   Yes \_\_\_\_\_ No
3. Does this course issue a Pass/Fail mark? \_\_\_\_\_ Yes   X   No
4. Is the course mark/grade part of the GPA calculation?   X   Yes \_\_\_\_\_ No
5. Is the course eligible for Honor Roll calculation?   X   Yes \_\_\_\_\_ No
6. What is the academic weight of the course?  
\_\_\_\_\_ No weight/Non credit   X   Standard weight  
\_\_\_\_\_ Enhanced weight (Describe)