

# 7th Grade Civics Unit 4, Civics, Government, and Human Rights: Processes, Rules and Laws

Content Area: **Social Studies**  
Course(s): **Social Studies 7**  
Time Period: **Marking Period 3**  
Length: **Marking Period 3**  
Status: **Published**

## **Performance Expectations: Active Citizenship in the 21st Century**

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SOC.6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
SOC.6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
SOC.6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
SOC.6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
SOC.6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
SOC.6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.

## **Performance Expectations: Interdisciplinary Connections**

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LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

## **Performance Expectations: 21st Century Life and Career Skills**

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

## **Performance Expectations: Technology**

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TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

## **Accommodations and Modifications**

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### *English Language Learners*

Strategies may include:

- - Use graphic organizer web chart
  - Identify words that create an image
  - Use pair work for students to choose recurring themes and main idea in different resources
  - Ask students to recall stories in their cultures and identify common themes
  - Post essential questions to help students identify themes

### *Special Education/504 Plans*

Strategies may include:

- Use visuals
- Introduce key vocabulary before the lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use strong student as a "buddy"
- choral reading
- chants/songs

- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- use books on tape
- allow extra time to complete assignments or tests
- work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow IEP Modifications/504 plans
- Chunking of information
- Study Guides
- Leveled Texts
- Visual Cues and modeling
- word walls and word banks

### *Gifted and Talented*

Strategies may include:

- personal word walls/ word rings
- introducing key vocabulary before the lesson (word clusters)
- teacher modeling
- pattern sentences

### *Students at Risk of School Failure*

Strategies may include:

- Provide peer tutoring
- Use a strong student as a "buddy"
- use books on tape
- allow extra time to complete assignments or tests
- work in a small group
- one on one instruction
- multisensory techniques
- brain breaks
- scaffolded questioning
- modified assignments
- study guides

## **Assessments**

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### Formative Assessments

- Participation/Observations
- Questioning
- Socratic Seminars
- Anecdotal Notes
- Exit Slips
- Peer/Self Assessment
- Rubrics
- Teacher-created project-based assessment
- Turn & Talk

#### Alternate Assessments

- Teacher-created project-based assessment
- Alternate running records
- Discussion Circles
- Turn and Talks

#### Benchmark Assessments

- Unit Assessment

#### Summative Assessments

- Final Writing Assessment
- Final Unit Assessment

## Core Idea

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- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

## Content

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- Democratic processes (hearings, proceedings, elections)
- Fundamental principles of the Constitution (consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights)
- How ideas become laws at the local, state, and national level
- Impact ancient societies had on democratic ideas in the United States (i.e., England and the North American colonies)
- Local budget issues
- Public policy related to climate change

## Resources

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We the People textbook

Actively Learn

Primary and secondary sources