

Curriculum Unit

Name of Course:	Civics and Economics	Grade Level(s):	7 th
Brief Description (Course Catalog):	Students will be exposed to topics related to civics and economics. Each concept will reinforce skills, content, and culminating assessments to check for understanding.		
Length of Course (Qtr, Sem or Year):	1 year		

Instructional Unit

Name of Unit/Big Idea:	Decision Making/Colonization		
Brief Description:	Decision making is an integral part of our everyday lives. Students will understand the idea of identifying and choosing alternatives on their values and preferences. Students will reduce uncertainty and doubt to conclude on a specific decision.		
Length of Course (Days/Weeks):	3-4 weeks		
Essential Questions:	<ul style="list-style-type: none"> • What are different forms of decision-making? • How do individuals make decisions? • How do you evaluate the results of an important decision? • What motivates people to leave their homeland and settle in a new place? • How were early American colonies settled and how did they grow? • What happens when cultures collide? • What rights and responsibilities did different groups of people have during the Colonial Period? 		
Content Standards:	14.D.3, 16.C.3c		
Common Core State ELA or Math Standards:	RH6-8.8, RH6-8.6		
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments	
<ol style="list-style-type: none"> 1. Cost-Benefit Analysis 2. Primary/Secondary Sources 3. Developing an argument 4. Making informed choices 5. Prioritizing 6. Identifying facts v. opinions 7. Conflict resolution 	<ul style="list-style-type: none"> • Compare and contrast different types of decision-making. • Give examples of how individuals make decisions. • Evaluate the results of an important decision. • Follow a systematic decision-making model. • Compare and contrast the different colonial regions 	Resources: <ul style="list-style-type: none"> • Virtual Economic – Lesson 2 • Financial Literacy • WTP – Unit 1 Lesson 1 • Haiku Page 	

<p>8. Vocabulary – PACED; Jamestown; Plymouth; Triangular Trade; Middle Passage; Indentured Servants; Human Capital; New England Colonies; Middle Colonies; Southern Colonies; cash crops; staple crops; charter;</p>	<ul style="list-style-type: none">• Explain the effects of European settlement in North America• Identify reasons for colonization	<p>Assessment:</p> <ul style="list-style-type: none">• Colonies RAFT
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Instructional Unit

Name of Unit/Big Idea:	Decision Making/Causes of Revolution		
Brief Description:	Decision making is an integral part of our everyday lives. Students will understand the idea of identifying and choosing alternatives on their values and preferences. Students will reduce uncertainty and doubt to conclude on a specific decision.		
Length of Course (Days/Weeks):	4-5 weeks		
Essential Questions:	<ul style="list-style-type: none"> • What are different forms of decision-making? • How do individuals make decisions? • How do you evaluate the results of an important decision? • What factors contribute to war? • Which side of the independence issue would you have been on? • Does change only come through compromise? • Can an individual person make a difference? 		
Content Standards:	14.D.3, 16.C.3c		
Common Core State ELA or Math Standards:	RH6-8.8, RH6-8.6		
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments	
<ol style="list-style-type: none"> 1. Cost-Benefit Analysis 2. Debating 3. Developing an argument 4. Making informed choices 5. Prioritizing 6. Identifying facts v. opinions 7. Conflict resolution 8. Vocabulary - John Locke; Natural Rights; Social Contract; State of Nature; Purpose of Government; Republican Government; Direct Democracy; Representative Democracy; Civic Virtue; Constitutional Government; Parliament; Magna Carta; English Bill of Rights; Proclamation of 1763; Sugar Act; Stamp Act; Quartering Act; Declaratory Act; Tea Act; Boston Massacre; Propaganda; Boston Tea Party; Sons of 	<ul style="list-style-type: none"> • Compare and contrast different types of decision-making. • Give examples of how individuals make decisions. • Evaluate the results of an important decision. • Follow a systematic decision-making model. • Identify key concepts in British government that led to the Revolution • Compare and contrast the Patriot and Loyalist arguments. • Identify key individuals and impact on the Revolution. • Explain the causes and effects of the key events leading to the Revolution. 	<p>Resources:</p> <ul style="list-style-type: none"> • WTP – Unit 1 Lessons 2-4; Unit 2 Lessons 6-8 • Haiku Page <p>Assessments:</p> <ul style="list-style-type: none"> • Causes of the Revolutionary War “Comic Strip” 	

Liberty; The First Continental Congress; Second Continental Congress; Declaration of Independence; Loyalist; Patriots;		
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Instructional Unit

Name of Unit/Big Idea:	Decision Making/Articles of Confederation	
Brief Description:	Decision making is an integral part of our everyday lives. Students will understand the idea of identifying and choosing alternatives on their values and preferences. Students will reduce uncertainty and doubt to conclude on a specific decision.	
Length of Course (Days/Weeks):	1-2 weeks	
Essential Questions:	<ul style="list-style-type: none"> • What are different forms of decision-making? • How do individuals make decisions? • How do you evaluate the results of an important decision? • How did the Revolutionary War impact the colonies ability to rule themselves? • How much power should the people have? 	
Content Standards:	14.D.3, 16.C.3c	
Common Core State ELA or Math Standards:	RH6-8.8, RH6-8.6	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
<ol style="list-style-type: none"> 1. Cost-Benefit Analysis 2. Debating 3. Developing an argument 4. Making informed choices 5. Prioritizing 6. Conflict resolution 7. Analyzing current events 8. Vocabulary – popular sovereignty; Separation of Powers; Representation; veto; States Rights; Articles of Confederation; North Ordinance; Shay’s Rebellion; 	<ul style="list-style-type: none"> • Compare and contrast different types of decision-making. • Give examples of how individuals make decisions. • Evaluate the results of an important decision. • Follow a systematic decision-making model. • Identify accomplishments from the Articles of Confederation. • Analyze the weakness of the Articles of Confederation. • Predict future problems the young United States will have. • 	<p>Resources:</p> <ul style="list-style-type: none"> • WTP – Unit 2 Lesson 10/11 <p>Assessments:</p> <ul style="list-style-type: none"> • Articles of Confederation Quiz

Instructional Unit

Name of Unit/Big Idea:	Rights and Responsibilities/Liberty	
Brief Description:	Students will gain an understanding of how the U.S. Constitution was created as a plan for our new country. Students will learn way it has changed and stayed the same. Also, the Constitution will help students understand how government affects their life, and how they can influence their government.	
Length of Course (Days/Weeks):	9-12 weeks	
Essential Questions:	<ul style="list-style-type: none"> • What ideas and influences shaped the formation of the U.S. Constitution? • How has and does the U.S. Constitution protect our basic rights? • What are the rights and responsibilities of a citizen? • How is the U.S. Constitution applied today? 	
Content Standards:	14.A.3, 14.B.3, 14.F.3a, 14.F.3b, 16.B.3b, 16.B.3c, 18.C.3a	
Common Core State ELA or Math Standards:	RH.6-8.1, RH6-8.4, RH6-8.6, WH6-8.1, WH6-8.5, WH6-8.7	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
Concepts: <ul style="list-style-type: none"> • Common Good • Consent of the Governed • Individual liberty • Individual responsibility • Individual rights • Rule by the people • Rule of law • Cooperative Learning • Summarize • Oral presentation • Compromise Vocabulary: <ul style="list-style-type: none"> • Citizenship • Justice • Civic Responsibility • Civility • Rights 	<ul style="list-style-type: none"> • Identify rights and responsibilities of citizens. • Describe how rights are protected and limited. • Explain the form and function of the United States Government • Describe the events that led up to and followed the Declaration of Independence and the U.S. Constitution. • Provide examples of how the U.S. Constitution applies today. • Interpret and evaluate decisions • Compare points of view. • Analyze primary sources. • Acknowledge the rights and interests of others • Identify the parts of the Constitution 	<i>We the People</i> <ul style="list-style-type: none"> • Participate in synthesis activity • Participate in a Constitution Convention Simulation with prepared written responses. • Mock Trial • Debate • Constitution test

<ul style="list-style-type: none">• Abuse of power• United States Constitution• Declaration of Independence• Bill of Rights• Compromise• Congress• Democracy• Elected representative• Executive Branch• Judicial Branch• Legislative Branch• Highest law of the land• Legislator• Petition• Reform• Voting		
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Instructional Unit

Name of Unit/Big Idea:		Taxes			
Brief Description:		Students will understand the concept of taxes and how they apply to U.S. citizens.			
Length of Course (Days/Weeks):		2-3 weeks			
Essential Questions:		<ul style="list-style-type: none"> • How do taxes impact society? • How does government collect revenue? • How has taxation changed in the United States? 			
Content Standards:		15.E.3			
Common Core State ELA or Math Standards:		RH6-8.3, RH6-8.7			
Students will need to know . . . (vocabulary & skills)		Students will be able to . . . (performance)		Resources and assessments	
<ol style="list-style-type: none"> 1. Acquiring information and manipulating data 2. Reading/interpreting graphs 3. Create graphs and charts <p>Vocabulary</p> <ul style="list-style-type: none"> • Role of the taxpayer • Regressive Taxes • Progressive Taxes • Proportional Taxes • Federal/State/Local Taxes • Direct and Indirect taxes • Tax Reform 		<ul style="list-style-type: none"> • Identify different types of taxes. • Explain the purposes of taxes. • Identify the levels of taxes. 		<ul style="list-style-type: none"> • Virtual Economics Theme 3 Lesson 8, 9 • PowerPoint on types of taxes • PowerPoint on Pay stubs and sales tax • Taxation Simulation • Develop a graphic organizer to explain the different levels and types of taxes • http://apps.irs.gov/app/understandingTaxes/teacher/downloads.jsp 	

Instructional Unit

Name of Unit/Big Idea:	Investing and Saving	
Brief Description:		
Length of Course (Days/Weeks):	6-8 weeks	
Essential Questions:	<ul style="list-style-type: none"> • What factors influence financial planning? • Why do people save and invest? • How do you make a savings plan? • What is the role of the global economy on human capital and wages? 	
Content Standards:	18.B.3a	
Common Core State ELA or Math Standards:	RH6-8.8, WH6-8.1, RH6-8.1	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
<ol style="list-style-type: none"> 1. Budgeting 2. Compare/Contrast 3. Making Choices 4. Goal-Setting 5. Long-term planning 6. Persuasive writing 	<ul style="list-style-type: none"> • Identify a variety of investment choices. • Identify saving choices. • Explain why people save and invest. • Create a savings plan. • Identify risks of investment. • Identify the influences of local, national, and world economies on wages. 	<p>Stock Market Game - Howthemarketworks.com</p> <p>Virtual Economics - Theme 4, Lesson 12-16</p>

Instructional Unit

Name of Unit/Big Idea:	Human capital and wages	
Brief Description:	Students will explore careers that interest them and choices that will help them achieve those careers.	
Length of Course (Days/Weeks):	4-7 weeks	
Essential Questions:	<ul style="list-style-type: none"> • How does employment influence the goods and services available to you? • What kinds of investments increase human capital? • What kinds of choices influence wages? 	
Content Standards:	15.C.3, 15.E.3b	
Common Core State ELA or Math Standards:	RH6-8.7, WH6-8.6, WH6-8.7	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
<ol style="list-style-type: none"> 1. Research 2. Interviews (about careers or to get a job)? 3. Long-term planning 4. Goal setting 5. Analyzing current events 6. Budgeting 	<ul style="list-style-type: none"> • Explain how career choices affect lifestyle. • Identify how the government can influence different wage levels. • Explain the kinds of choices that impact wages • Create a budget. 	<ul style="list-style-type: none"> • Lessons 4 and 5 in Virtual Economics • Create a budget based upon an introductory level career • Mock Interview