

**7th Grade Civics Pacing Guide**  
**Quarter 1**

**\*\*\* In an election year, we will start with Political and Civil Participation**

| <b><u>Content / Unit</u></b>      | <b><u>Standards</u></b>                | <b><u>Major Topic</u></b>                                                                                                                                        | <b><u>Non Fiction Literature</u></b>                                                                                                                                                                                                                                                                                                               | <b><u>Time Needed</u></b>                                                                                                                                   |
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| Foundations of American Democracy | C&G 1 (7-8)-1 a,b<br>C&G 4 (7-8) -1 c  | <b><u>Types of Government:</u></b><br>Democracy, Monarchy, Dictatorship, Anarchy, Oligarchy, Autocracy                                                           | Achieve 3000 - students will analyze text and cite evidence from the reading to complete pieces of writings (essays, formative and summative assessments)<br><br><a href="#">Types of Government for kids activity sheet to go along with video</a>                                                                                                | Beginning of September - Mid September<br>10-14 days<br><br>Time spent on instruction and practice should not exceed what would be spent in a typical year. |
|                                   | C&G 1 (7-8) - 2 a<br>HP 1-1 (7-8) - 1a | <b><u>Elements of the U.S. Constitution:</u></b><br>Preamble, The Seven Basic Principles, Bill of Rights, Freedom of Religion, Speech, Press, Assembly, Petition | <ul style="list-style-type: none"> <li>• Bill of Rights- Primary Source</li> <li>• Constitution - Primary Source</li> <li>• NEWSELA articles</li> <li>• Achieve 3000 - Freedom, How We Got It</li> <li>• <a href="#">Bill of Rights</a></li> <li>• <a href="#">Bill of Rights Questions</a></li> <li>• <a href="#">Article tree map</a></li> </ul> | Mid September - Mid October<br><br>Time spent on instruction and practice should not exceed what would be spent in a typical year.                          |

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|  |  |  | <ul style="list-style-type: none"> <li>• <a href="#">Anatomy of the Constitution</a></li> <li>• <a href="#">You've Got Rights</a></li> <li>• <a href="#">Congress in a Flash</a></li> <li>• <a href="#">Voting in Congress</a></li> <li>• <a href="#">Making Laws</a><br/>(Webquest)</li> <li>• <a href="#">For the President: All in a Day's Work</a></li> <li>• <a href="#">A Very Big Branch</a></li> <li>• Foreign Policy: War and Peace and Everything in Between</li> <li>• <a href="#">Foreign Policy: War and Peace and Everything in Between</a></li> <li>• <a href="#">Judicial Branch in a Flash</a></li> <li>• <a href="#">Sources of Law</a></li> <li>• <a href="#">James Bond in a Honda: Trial Simulation</a></li> <li>• <a href="#">Appellate Court: Let's Take it Up</a></li> <li>• <a href="#">The "Supreme" in Supreme Court</a></li> <li>• <a href="#">McCullough vs Maryland</a></li> </ul> |  |
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|                          |                                                                                                   |                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• <a href="#">Judges: Playing Fair</a></li> </ul>                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                      |
|                          | C&G 2 (7-8) - 1 a,b,<br>C&G 2 (7-8) - 2 b,c<br>C&G 3 (7-8) - 3 b,d<br>C&G 3 (7-8) - 2 c<br>HP 1-1 | <b><u>The Three Branches of Government:</u></b><br>*Judicial – analyze / debate court cases<br>*Legislative – roles of Congress and Senate<br>*Executive – roles of the President and his cabinet<br>*System of checks and balances<br>*Compare and contrast Federal vs. State Law             | Impeachment Documents<br><a href="#">Impeachment</a><br><a href="#">Types of government tree map</a><br><br>The following are from Achieve 3000: <ul style="list-style-type: none"> <li>• Limiting Power - Civics and Government Constitution</li> <li>• The Branches of Government</li> <li>• A President's Job -</li> <li>• State Governments</li> <li>• Too Much Power</li> <li>• No Law Against Flag Burning</li> </ul> | Mid October - Beginning of the second quarter<br><br>Time spent on instruction and practice should not exceed what would be spent in a typical year. |
| <b>Common Task - DBQ</b> |                                                                                                   | Search and Seizure - DBQ                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                             | Next Year - common task<br>Mid January 2021                                                                                                          |
| Civil Rights             | HP 1-1 (7-8) c,<br>HP 1-2 (7-8) a<br>HP 2-1 (7-8) a<br>HP 2-2 (7-8) a & b<br>HP 3-1 (7-8) a & b   | <b><u>Civil Rights Movement</u></b> <ul style="list-style-type: none"> <li>• Jim Crow Laws</li> <li>• Plessy vs. Ferguson</li> <li>• NAACP</li> <li>• Medgar Evers</li> <li>• Emmett Till</li> <li>• Brown vs. Board of Education</li> <li>• Rosa Parks</li> <li>• Little Rock Nine</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Civil Rights Playlist</a></li> <li>• <a href="#">I Have A Dream Speech</a> (full speech)-analyze</li> <li>• <a href="#">Speech - shortened version</a></li> <li>• Compare and Contrast Thinking map MLK Jr. &amp; MalcolmX <a href="#">Malcolm</a></li> </ul>                                                                                                          | Mid December - Mid March<br><br>Time spent on instruction and practice should not exceed what would be spent in a typical year.                      |

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|                                   |                                                                       | <ul style="list-style-type: none"> <li>Greensboro Sit In</li> <li>Martin Luther King - Speech</li> <li>Selma - movie</li> <li>Malcolm X</li> </ul>                                                                                                                                                                                                                           | <a href="#">X Biography MLK Jr. Biography</a> <ul style="list-style-type: none"> <li><a href="#">Brown vs. Board of Education</a></li> <li><a href="#">NAACP</a></li> <li><a href="#">NAACP - Britannica</a></li> <li><a href="#">Rosa Parks - Bio</a></li> <li><a href="#">Bus Boycott</a></li> <li><a href="#">Greensboro Sit In</a></li> <li><a href="#">Little Rock Nine</a></li> <li><a href="#">Emmett Till Biography</a></li> </ul> |                                                                                                                                       |
| Public Policy                     | HP 5 - 1 (7-8)<br>HP 5 - 2 (7-8)<br>HP 5 - 3 (7-8)                    | <u>Public Opinion</u> <ul style="list-style-type: none"> <li>Formation of Public Opinion</li> <li>Measuring Public Opinion - recognizing biases</li> <li>Mass media - newspaper, editorials, radio talk shows, news stations</li> </ul> <u>Interest Groups</u> <ul style="list-style-type: none"> <li>Nature of interest groups</li> <li>Types of interest groups</li> </ul> | Public Policy ICIVICS<br>Public Sphere ICIVICS<br>Interest Groups - ICIVICS<br>The Role of Media - ICIVICS<br><a href="#">Decoding Media Bias Assignment</a>                                                                                                                                                                                                                                                                               | Mid March - Beginning of April<br><br>Time spent on instruction and practice should not exceed what would be spent in a typical year. |
| Political and Civic Participation | C&G 3 -1 (7-8)<br>C&G 3-2 (7-8)<br>C&G 4 - 1 (7-8)<br>C&G 4 - 2 (7-8) | <u>Political Parties</u> <ul style="list-style-type: none"> <li>Two party systems (parties and what they do)</li> <li>Minor Parties</li> </ul> <u>Elections</u> <ul style="list-style-type: none"> <li>Right to vote</li> <li>Voter Qualifications</li> <li>Electoral Process (nominating and elections)</li> </ul> <u>Citizenship</u>                                       | Small Parties ICIVICS<br>One Big Party ICIVICS<br>Electoral Process - ICIVICS                                                                                                                                                                                                                                                                                                                                                              | Beginning of April - Mid May<br><br>Time spent on instruction and practice should not exceed what would be spent in a typical year.   |

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|         |                                        | <ul style="list-style-type: none"> <li>• Citizenship test</li> <li>• Naturalization Process</li> </ul>                                                                                                                                                                |                                                                                                   |                                                                                                                       |
| Economy | E1-1 (7-8)<br>E3-1 (7-8)<br>E3-2 (7-8) | <u>Financing the Government</u> <ul style="list-style-type: none"> <li>• Taxes</li> </ul> <u>Comparative Economic Systems - (Market vs. Command Economy)</u> <ul style="list-style-type: none"> <li>• Capitalism</li> <li>• Socialism</li> <li>• Communism</li> </ul> | <a href="#">Market Economy</a><br><a href="#">Taxation</a><br><a href="#">Government Spending</a> | Mid May - June<br><br>Time spent on instruction and practice should not exceed what would be spent in a typical year. |
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