

Civics 7 Curriculum
 Created on 5/21/19
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Becoming a U.S. Citizen (What is Civics?)	
Approximate Length (in class days)	10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2
Learning Target(s):	<ul style="list-style-type: none"> ● Students will take the citizenship exam as a pre-test to see what they currently know. ● Students will learn about the steps taken to become a US citizen. ● Students will discuss the five ways individuals are already/automatically US citizens. ● Students will create a project that depicts the naturalization process.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet
Assessments:	<ul style="list-style-type: none"> ● AL: Benefits of Becoming a U.S. Citizen ● U.S. Citizenship Exam ● Naturalization Poster ● Chapter 1 Test

Roots of American Democracy	
Approximate Length (in class days)	14 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> ● Students will determine the events that led to the establishment of the 13 colonies. ● Students will discuss the crucial moments which led to the writing of the Declaration of Independence.

	<ul style="list-style-type: none"> • Students will discuss the Articles of Confederation and why it should be considered a “crappy rough draft” and led to a better plan for government. • Students will read through the Declaration of Independence and translate to verbiage used today.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Liberty Kids, John Adams
Assessments:	<ul style="list-style-type: none"> • Liberty Kids: The Boston Tea Party Reaction • John Adams: Independence Reaction/Interpretation • Translation of Preamble • AL: The Declaration of Independence • AL: The Declaration and Its Legacy • Chapter 2 Test

The Constitution	
Approximate Length (in class days)	18 Days
Buffer Days	1-3 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will analyze the events leading up to the Constitution and the driving force behind its creation. • Students will discuss the opposing plans presented to the Constitutional convention and breakdown the pros/cons of both. • Students will discuss the Great Compromise and other “small” compromises that helped the Constitution come to fruition. • Students will breakdown the structure of the Constitution overall. • Students will discuss the important of popular sovereignty, checks and balances, and separation of powers.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Liberty Kids, John Adams

Assessments:	<ul style="list-style-type: none"> • Constitution USA: We The People Reaction • Chapter 3 Vocabulary • Pros/Cons of the Virginia/New Jersey Plan (Venn Diagram) • 3/5s Compromise Reaction Paragraph • Translation of Preamble • Chapter 3 Test

The Bill of Rights	
Approximate Length (in class days)	18-21 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will breakdown the first ten amendments of the bill of rights and discuss their meanings. • Students will discuss and breakdown in detail the first amendment and your five basic freedoms. • Students will determine what they deem to be the most important amendments in the Constitution.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Liberty Kids
Assessments:	<ul style="list-style-type: none"> • AL: The United States Bill of Rights • AL: What Does the Bill of Rights Guarantee? • AL: Preamble and the First Amendment • Bill of Rights Political Cartoon • Amendment Choice: Which is the most important amendment in the Bill of Rights and Why Response • My Constitution Creation (Classroom or Household) • Chapter 4 Test

Civil Rights: Remember the Titans	
Approximate Length (in class	5-7 Days

days)	
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will watch the movie Remember the Titans and annotate civil rights themed items discussed in class in the previous unit. • Students will write a reaction paper to the movie Remember the Titans.
Resources Utilized:	Remember the Titans, Schoology
Assessments:	<ul style="list-style-type: none"> • Remember the Titans Notes • Remember the Titans Paper

The Citizen and the Community	
Approximate Length (in class days)	15-17 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will breakdown a citizens duties, responsibilities and obligation to volunteer. • Students will determine the five legal duties citizens must perform. • Students will determine the five responsibilities citizens should feel obligated to perform. • Students will discuss the importance of volunteering as a citizen.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet
Assessments:	<ul style="list-style-type: none"> • AL: The Importance of Performing Your Civic Duties and Responsibilities. • Duties, Responsibilities & Volunteering Skits/Songs • Chapter 5 Review

SEMESTER 1 TEST

SEMESTER 1 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: Remember the Titans/Civil Rights Reaction Paper

Congress	
Approximate Length (in class days)	21 Days
Buffer Days	2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none">• Students will discuss and breakdown how Congress is organized.• Students will discuss the differences b/w the Senate and House of Representatives.• Students will research the powers afforded to Congress.• Students will write a letter to their senator or house of representative member discussing something they believe they should be doing with casework.• Students will create a bill after learning how they become a law.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Schoolhouse Rock
Assessments:	<ul style="list-style-type: none">• Chapter 6 Vocabulary• How Congress is Organized Internet Search• AL: Government Shutdowns• AL: What duties to congressmen have?• Making Comparisons• AL: Duties of Congress• AL: How a Bill Becomes a Law• My Bill• Chapter 6 Test

The President and the Executive Branch	
Approximate Length (in class days)	21 Days
Buffer Days	2-3 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will determine the qualifications and expectations of becoming the President. • Students will lay out and define the Presidential Succession Act. • Students will create a succession act for the classroom and write a response paragraph to why individuals are in the position they are. • Students will discuss and research the different jobs the U.S. President has and which is most important. • Students will discuss foreign policy and its importance to our nation's safety. • Students will write a letter to their senator advising them to run/not run for the presidency. • Students will discuss some of the major Presidential pardons to be granted over the years.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, History Channel Special: It's Good to Be President
Assessments:	<ul style="list-style-type: none"> • AL: Seven Major Roles of the President • Succession Act for the Classroom Creation + Written Reasoning • Presidential Pardons research, presentation and reaction. • It's Good to be President Notes + Reaction • Letter to Senator: Convincing to Run/Not Run

The Judicial Branch	
Approximate Length (in class days)	17-20 Days
Buffer Days	1-3 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5

Learning Target(s):	<ul style="list-style-type: none"> • Students will breakdown the federal court system from local to national levels. • Students will discuss some of the major cases which have had major impacts on the development of our court system/government as we know it today. • Students will discuss and determine the differences b/w district, appeals and supreme courts. • Students will create a court system project depicting the level of importance and the intricacies of each. • Students will discuss the importance of the Miranda Warning and where it is failing our youth.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet
Assessments:	<ul style="list-style-type: none"> • AL: Miranda Warning • AL: Miranda Warning: Simpler Language • AL: The Supreme Court • US Court Systems Project • Breakdown of Major Cases (Research and Response) • Chapter 8 Test

State Government	
Approximate Length (in class days)	7-10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will discuss the intricacies of state governments and how they are setup. • Students will determine the similarities and differences b/w Unicameral and Bicameral. • Students will research and discuss the benefits of the NE Unicam vs all other state Bicam.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet

Assessments:	<ul style="list-style-type: none"> • AL: Unicam vs Bicam • AL: NE Unicam • Chapter 12 Vocabulary • Chapter 12 Test

Civil and Criminal Law	
Approximate Length (in class days)	7-10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will discuss civil cases and the breakdown of how they work. • Students will determine the differences b/w misdemeanors and felonies. (Specific focus on NE laws) • Students will watch the documentary Prison Kids and discuss how we can improve the system to help our youth.
Resources Utilized:	Schoology, Actively Learn, YouTube: Prison Kids
Assessments:	<ul style="list-style-type: none"> • AL: Felonies, Misdemeanors and Infractions • AL: Do Misdemeanors Show Up on Background Checks • Prison Kids: Solutions to our problem (Short Multi-Paragraph Paper)

Money and Banking	
Approximate Length (in class days)	7-10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.2.3-.5, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will discuss what money is and the functions it serves in our society. • Students will determine what the phrases, numbers and symbols mean on their paper and coin currency. • Students will discuss the banking system and the inner

	<p>workings of the federal reserve system.</p> <ul style="list-style-type: none"> • Students will create their own currency and develop a story of how it came to be.
Resources Utilized:	Schoology, Actively Learn, Federal Reserve
Assessments:	<ul style="list-style-type: none"> • AL: The Dollar Bill • Dollar Bill Design • Dollar Bill Story

SEMESTER 2 TEST

SEMESTER 2 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: **Letter to Senator: Run/Don't Run for President**