

## Grade 7 Dimensions of Social Studies – Unit 3: Dimensions of Civics

### Phoenixville Area School District

Stage 1 Desired Results		
<p><b>Overarching PA Core Standards:</b></p> <p>5.1.7.B Identify the different types of government and the processes they use in making laws.</p> <p>5.1.7.C Explain how the principles and ideals shape local, <b>state</b>, and national <b>government</b>.</p> <ul style="list-style-type: none"> <li>• Liberty / Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p>5.1.7.D Summarize the basic principles and ideals within documents</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Identify trends in problems overtime to prepare students to be knowledgeable, analytical, and engaged citizens.</li> <li>• Engage in research to cite, generate, and evaluate claims and analyze issues to verify the credibility of different points of view.</li> <li>• Evaluate how individual and groups reflect, create, and change societal constructs and institutions.</li> <li>• Communicate information and ideas through writing, speaking, illustrations, for a target audience using appropriate vocabulary.</li> </ul>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p><b>Dimension 1: Developing Questions and Planning Inquiries</b></p> <ul style="list-style-type: none"> <li>• Historians ask both compelling and supporting questions to find the information they need and communicate ideas.</li> </ul> <p><b>Dimension 2: Applying Disciplinary Concepts and Tools</b></p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p><b>Dimension 1</b></p> <p>How do I know what questions to ask? What makes a good question?</p> <p><b>Dimension 2</b></p> <p>What are different types of rules/laws within our community?</p>

<p>and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• Pennsylvania Constitution</li> </ul> <p>5.2.7.A Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.</p> <p>5.3.7.B Define and compare the role and structure of local, <b>state</b>, and national <b>governments</b>.</p>	<ul style="list-style-type: none"> <li>• Different types of government are created because they are influenced by a society’s political, religious, and economic philosophies.</li> <li>• Rules/laws are established to create order which may or may not be in the best interest of certain people.</li> <li>• What citizens choose to do and not do affects the quality of life in their community.</li> </ul> <p><b>Dimension 3: Evaluating Sources and Using Evidence</b></p> <ul style="list-style-type: none"> <li>• Every source of information is limited by the author’s point of view and the information available to that person.</li> </ul> <p><b>Dimension 4: Communicating Conclusions and Taking Informed Action</b></p> <ul style="list-style-type: none"> <li>• Effective communicators make thoughtful, original, and creative choices about content, language, and style to convey their message to their target audience in a variety of ways.</li> <li>• Citizens can change their world through action.</li> </ul>	<p>Why do they need to be followed? When do rules/laws need to be changed?</p> <p>How have people’s rights and responsibilities as a citizen changed over time?</p> <p><b>Dimension 3</b> What makes a source trustworthy? What do I do when I disagree?</p> <p><b>Dimension 4</b> What are the main points I am trying to get across? How do I make sure the audience gets them? How can individuals and groups contribute to their communities and to the world?</p>
<b>Knowledge and Skills Acquisition</b>		

	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• 5 most common Governments today</li> <li>• Other models of government in history</li> <li>• 3 different types of leaders</li> <li>• The Democratic Republic in the United States</li> <li>• Rights and responsibilities of all levels of government as well as the rights and responsibilities of us as citizens</li> </ul> <p>VOCABULARY:</p> <p>Monarch  Dictatorship  Democracy  Communism  Republic  Oligarchy  Fascism  Totalitarianism  Parliamentarianism  Authoritarian  Democratic  laissez-faire  citizen  Federalism</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Students will be able to critique other models of governments in history with one positive and one negative feature in a written response.</li> <li>• Students will be able to identify 5 common governments on a world map today.</li> <li>• Students will identify key characteristics of a dictatorship.</li> <li>• Students will create an illustration on how a republic form of government works.</li> <li>• Students will demonstrate examples of Federalism in America today.</li> <li>• Students will summarize how a Parliamentary system is connected to a democratic form of government.</li> <li>• Students will be able to find a current event/news story that relates to one of the 3 different types of leaders.</li> <li>• Students will create a storyboard showing the role and powers of our 3 Branches of government in America,</li> <li>• Students will create a Venn Diagram of dictatorship and oligarchy showing their similarities and differences.</li> <li>• Students will generate a timeline of Communism in Russian history from its founding to its ending, including reasons for its beginning and decline.</li> </ul>
<p><b>Stage 2 – Evidence</b></p>		

Code (A, M, T)	Evaluative Criteria	Assessment Evidence	
	<p>STANDARDS AND CRITERIA FOR SUCCESS: Your work will be judged with a rubric based on accuracy of pictures, relevancy of content and knowledge of background content.</p>	<p>PERFORMANCE TASK(S): GOALS: Help museum goers learn about different types of government (past and present) through multi-media presentations ROLE: Museum curator AUDIENCE: Museum tour-goer SITUATION: Create a tour that shows a variety of governments that tour-goers can easily understand different governments in a visual format. PRODUCT/PERFORMANCE AND PURPOSE: Develop a display exhibit representing the types of government so that the viewer can have a clear understanding of different types of government</p>	<p>Differentiation Considerations:</p>
		<p>OTHER EVIDENCE:</p>	<p>Differentiation Considerations:</p>